



## ART Curriculum End points



| How does learning in EYFS link to Art learning in KS1?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Children in EYFS will ...</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Vocabulary</b><br/> Marks, mark making, painting, drawing, sketch, creative, create, evaluate, creation Art, Artist, Equipment, tools, method, evaluation Paint, chalk, pastel, paintbrush, pencil, pen, crayon, stroke, mix, detail Colour names, prime, secondary, mix, make, combine,</p>                                                                                                                                                                                                                                  |
| <p>During the year in Nursery:<br/> Make marks for a purpose.<br/> Explore colour and colour mixing<br/> Explore and identify prime and secondary colours<br/> Identify and show different emotions in their drawings and paintings such as happiness, sadness or fear.<br/> Draw with increasing complexity and detail such as representing a face with a circle and including details.</p> <p>During the year in Reception:<br/> Create simple representations of people and objects<br/> Use colour for a purpose<br/> Know how to add white or black paint to make the colour lighter or darker.<br/> Experiment mixing different colours.<br/> Explore the work by the artists Andy Goldsworthy, Van Gogh<br/> Explore different mark making tools such as pencils, pastels and chalk<br/> Know how to draw in detail.<br/> Use collage material and different textures.<br/> Use materials to explore sculpture<br/> Experiment with printing techniques<br/> Share creations, talk through processes and evaluate their own work.<br/> Understand how to use a thin brush to add detail.</p> <p>Books:<br/> Experiences<br/> - Access to creative areas both inside and outside<br/> - Decorating cards across the year<br/> - Wild Tribe weekly lessons</p> | <p><b>EYFS Knowledge</b><br/> I know what happens when I mix colours together. I know the prime and secondary colour names. I know how to create a simple representation of a person or an object. I know how to make a colour lighter or darker. I know how to use simple tools competently and appropriately. I know who Andy Goldsworthy and Van Gogh are. I know how to print. I know how to use materials to make a sculpture. I know how to talk about my creations and say what is good about it and what I would adapt.</p> |



## ART Curriculum End points



| KS1 Cycle A<br>Autumn Term 1                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                           |            |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study ..                                                                                                                                  | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                  | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                | Experience |
| <b>Spirals</b><br><i>(Drawing and Sketchbooks)</i><br><br><b>Focus Artists</b> <ul style="list-style-type: none"> <li>Molly Haslund</li> </ul> | I know... <ul style="list-style-type: none"> <li>Drawing is a physical and emotional activity.</li> <li>How to control the lines I make by being aware of how I hold a drawing tool, how much pressure I apply, and how fast or slow I move.</li> <li>How to draw from observation or imagination.</li> <li>My sketchbook can be used to help me begin to experiment with marks and lines.</li> <li>How to use colour to help my drawing engage others.</li> </ul> | I can... <ul style="list-style-type: none"> <li>Draw from my fingertips, my wrist, my elbow, my shoulder, my body.</li> <li>Make a drawing using a continuous line for a minute or two and can make different marks with different drawing tools.</li> <li>Draw from observation for a few minutes at a time.</li> <li>Use my sketchbook to begin to record the things I explore.</li> <li>Work in small in my sketchbook and on large sheets of paper, exploring how I can create marks and lines.</li> <li>Use colour to engage others in the drawings/marks I produce.</li> </ul> | Marks<br>Mark Making<br>Drawing<br>Sketch<br>Pattern<br>Symmetry<br>Large scale<br>Observation<br>Spiral<br>Artist<br>B Pencils – soft<br>Chalk<br>Oil pastels<br>Colour blending<br>Sketchbook                                                                                           |            |
|                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Working in three dimensions</u><br>Drawing, Sculpture, Collage, 2 dimensional, 3 dimensional, Observational, Stimulus, Manipulate, Scrunch, Twist, Fold, Crumple, Materials, Image, Imagination, Generate ideas, Transform, 3 dimension, Sculpture, Form, Fasten, Construct, Materials |            |

| KS1 Cycle A<br>Spring Term 1 |                                   |                                    |            |            |
|------------------------------|-----------------------------------|------------------------------------|------------|------------|
| Will study..                 | Substantive Knowledge<br>I know.. | Disciplinary Knowledge<br>I can .. | Vocabulary | Experience |



## ART Curriculum End points



|                                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |  |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Simple Print Making</b><br><i>(Surface and Colour)</i> | <b>I know...</b> <ul style="list-style-type: none"> <li>That we can make a “plate” from which to “print”</li> <li>That there is a relationship between plate and print: e.g. negative / positive.</li> <li>That we can use print to create “multiples”</li> <li>That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</li> </ul> | <b>I can...</b> <ul style="list-style-type: none"> <li>Make simple prints using my hands and feet. Explore my environment and take rubbings of textures I find.</li> <li>Use my rubbings to make an image.</li> <li>Cut shapes out of foam board and stick them on a block to make a plate.</li> <li>Draw into the surface of the foam board and print from the plate.</li> <li>Use colour, shape, and line to make my prints interesting.</li> <li>Create a repeat print.</li> <li>create a symmetrical or sequenced print.</li> <li>Use my sketchbook to collect my prints and test ideas.</li> </ul> | Line<br>Shape<br>Colour<br>Texture<br>Pattern<br>Sequence<br>Symmetry<br>Intention<br>Rubbings<br>Print<br>Repeat<br>Relief prints<br>Print foam<br>Surface<br>Sketchbook |  |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| KS1 Cycle A<br>Summer Term 1                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                           |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study..                                                                                                                                            | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Vocabulary                                                                                                                                                                | Experience |
| <b>Making Birds</b><br><i>(Working in Three Dimensions)</i><br><br><b>Focus Artists</b> <ul style="list-style-type: none"> <li>Andrea Butler</li> </ul> | <b>I know...</b> <ul style="list-style-type: none"> <li>We can work from similar stimulus or starting point but end up with very different individual results.</li> <li>We can use observational drawing and experimental mark-making together to make art.</li> <li>There is a relationship between drawing &amp; making we can transform 2d to 3d.</li> <li>I can combine a variety of materials to make a sculpture.</li> <li>The individual results can then be brought together to make a whole artwork.</li> </ul> | <b>I can...</b> <ul style="list-style-type: none"> <li>I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</li> <li>I can draw from life looking closely.</li> <li>I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.</li> <li>I can use colour and mix two or more media together.</li> <li>I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</li> <li>I can use a variety of materials to make my own sculpture, and I can on the</li> </ul> | Drawing<br>Sculpture<br>Collage<br>2 dimensional<br>3 dimensional<br>Observational<br>Stimulus<br>Manipulate<br>Scrunch<br>Twist<br>Fold<br>Crumple<br>Materials<br>Image |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                            |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>challenge of making my sculpture balance and stand.</p> <ul style="list-style-type: none"><li>• I can see how all our sculptures are individual.</li><li>• I can look at the work of other artists who have been inspired by birds and I can share my response to their work.</li></ul> |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|



## ART Curriculum End points



| KS1 Cycle B<br>Autumn Term 1                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                          |            |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                                                                                                                     | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                                               | Experience |
| <b>Explore and Draw (Wax Resist)</b><br><i>(Drawing and Sketchbooks)</i><br><br><b>Focus Artists:</b><br>Rosie James<br>Alice Fox | I know... <ul style="list-style-type: none"> <li>That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</li> <li>That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.</li> <li>That we can use the things we find to draw from, using close observational looking.</li> <li>That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</li> <li>We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> </ul> | I can... <ul style="list-style-type: none"> <li>I can explore my local environment (school, home, etc) and collect things which catch my eye.</li> <li>I can explore composition by arranging the things that I have collected.</li> <li>I can talk about what I collected, and how and why I arranged the things I collected.</li> <li>I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</li> <li>I can hold an object, and I can make a drawing thinking about the way the object feels.</li> <li>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li> <li>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</li> <li>I can cut out and collage to explore composition.</li> <li>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> </ul> | Artist<br>Explore<br>Environment<br>Familiar<br>Curiosity<br>Observational<br>Creative<br>Elements<br>Compositions<br>Wax crayon<br>Wax resist<br>Watercolour<br>Combine |            |



## ART Curriculum End points



| KS1 Cycle B<br>Spring Term 1                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                            |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                                                                                                                                              | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                                                                                 | Experience |
| <b>Expressive Painting</b><br><i>(Surface and Colour)</i><br><br><b>Focus Artists:</b><br>Marela Zacarías<br>Charlie French<br>Vincent Van Gogh<br>Cezanne | I know... <ul style="list-style-type: none"> <li>• That artists sometimes use loose, gestural brush marks to create expressive painting.</li> <li>• Expressive painting can be representational or more abstract.</li> <li>• Artists use impasto and sgraffito to give texture to the painting.</li> <li>• Artists sometimes use colour intuitively and in an exploratory manner.</li> <li>• That we can enjoy, and respond to, the way paint and colour exist on the page.</li> </ul> | I can... <ul style="list-style-type: none"> <li>• I can talk about and explain how artists, use paint in an expressive, loose way to create paintings full of life and colour.</li> <li>• I can fill my sketchbook with colour and brush marks, inspired by other artists.</li> <li>• I can recognise primary colours and mix secondary colours.</li> <li>• I can experiment with hues by changing the number of primary colours I add.</li> <li>• I can use different tools to apply paint in abstract patterns being inventive.</li> <li>• I can make a loose drawing from a still life.</li> <li>• I can see colours and shapes in the still life.</li> <li>• I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting.</li> <li>• I can share my experiments and final piece with others and share what I liked and what went well.</li> </ul> | Artist<br>Gestural<br>Brush Marks<br>Intuitively<br>Representation<br>Impasto<br>Sgraffito<br>Texture<br>Still Life<br>Primary colours<br>Secondary Colours<br>Hues<br>Expression<br>Loose |            |



## ART Curriculum End points



| KS1 Cycle B<br>Summer Term 1                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                      |            |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                                                                                                           | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                               | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                           | Experience |
| <b>Stick Transformation Project</b><br><i>(Working in Three Dimensions)</i><br><br><b>Focus Artists:</b><br>Chris Kenny | I know... <ul style="list-style-type: none"> <li>• That artists use their creativity to look at the world in new ways and use their hands to transform materials into new things.</li> <li>• That making art can be playful and fun. That we can create things for other people to enjoy/use.</li> <li>• That we can use our imagination to help us shape the world.</li> </ul> | I can... <ul style="list-style-type: none"> <li>• I can take a familiar object like a stick and use my imagination to think about what it might become.</li> <li>• I can use my sketchbook to generate ideas and to test ideas.</li> <li>• I can use a variety of materials to transform my object thinking about form and colour.</li> <li>• I can cut materials with simple tools and fasten materials together to construct my sculpture.</li> <li>• I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my peers feedback about my work.</li> <li>• I can listen to my peers talk about their own artwork and I can share my thoughts about their work.</li> </ul> | Imagination<br>Generate ideas<br>Transform<br>3 dimensional<br>Sculpture<br>Form<br>Fasten<br>Construct<br>Materials |            |



## ART Curriculum End points



| An Artist by the end of LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Will be able to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Will define and use in context the following <b>vocabulary</b> throughout their Art projects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Will be able to... <ul style="list-style-type: none"> <li>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>Talk about great artists, architects and designers in history.</li> </ul> | <p><b><u>Drawing and Sketchbooks</u></b><br/>           Gestural marks, Sense of drama, Light, Dramatic, Qualities, Capture, Charcoal, Sketch, <b>Chiaroscuro</b>, Tones, Tonal values, Fixative, Historic, Contemporary</p> <p><b><u>Surface and Colour</u></b><br/>           Sewing, Paint, Thread, Fabric, Combine, Landscape, Background, Textural, Reinvent, Materials, Colour, Composition, Stimulus</p> <p><b><u>Working in Three Dimensions</u></b><br/>           Form, Texture, Construction, Illustrator, Sketchbook, 3 Dimensional, 2-Dimensional, Sculpture, Exaggeration, Refine, Intention, Translate, Imagery</p> |

| LKS2 Cycle A<br>Autumn Term 1                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                            |            |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study..                                                       | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                           | Disciplinary Knowledge<br>I can..                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                                                                                                                                                                 | Experience |
| <b>Gestural Drawing with Charcoal</b><br>(Drawing and Sketchbooks) | I know... <ul style="list-style-type: none"> <li>That when we draw, we can use gestural marks to make work.</li> <li>That when we draw, we can use the expressive marks we make to create a sense of drama.</li> <li>That when we draw, we can move around.</li> <li>That when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li> </ul> | I can... <ul style="list-style-type: none"> <li>I can see how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</li> <li>I can experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal.</li> <li>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</li> </ul> | Gestural marks<br>Sense of drama<br>Light<br>Dramatic<br>Qualities<br>Capture<br>Charcoal<br>Sketch<br><b>Chiaroscuro</b><br>Tones<br>Tonal values<br>Fixative<br>Historic |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|
|  |  | <ul style="list-style-type: none"> <li>I can understand what Chiaroscuro is and how I can use it in my work.</li> <li>I can use light and dark tonal values in my work, to create a sense of drama.</li> <li>I can use my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</li> <li>I have shared my work with my peers and talked about what I felt was successful and what I might like to try again.</li> </ul> | Contemporary |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|

| LKS2 Cycle A<br>Spring Term 1                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                     |            |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study..                                               | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Disciplinary Knowledge<br>I can..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                                          | Experience |
| <b>Cloth, Thread, Paint</b><br><i>(Surface and Colour)</i> | I know... <ul style="list-style-type: none"> <li>That artists can combine art and craft using painting and sewing together to make art.</li> <li>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</li> <li>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</li> <li>That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</li> </ul> | I can... <ul style="list-style-type: none"> <li>I can explore how artists combine media and use them in unusual ways to make art.</li> <li>I can share my response to their work.</li> <li>I can use my sketchbook to make visual notes capturing ideas that interest me.</li> <li>I can use my sketchbook to test ideas and explore colour and mark making.</li> <li>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li> <li>I can use thread and stitching to create textural marks over the top of my painted canvas, creating</li> </ul> | Sewing<br>Paint<br>Thread<br>Fabric<br>Combine<br>Landscape<br>Background<br>Textural<br>Reinvent<br>Materials<br>Colour<br>Composition<br>Stimulus |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>interesting marks which reflect my response to the landscape.</p> <ul style="list-style-type: none"> <li>I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.</li> <li>I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</li> </ul> |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| LKS2 Cycle A<br>Summer Term 1                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                               |            |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study..                                                                              | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Disciplinary Knowledge<br>I can..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                                                                                                                                                                                    | Experience |
| <b>Telling Stories through Drawing and Making</b><br><i>(Working in Three Dimensions)</i> | <p>I know...</p> <ul style="list-style-type: none"> <li>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</li> <li>That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</li> <li>That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</li> <li>How artists sometimes use sketchbooks to understand and explore their own response to an artist's work.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>See how artists are inspired by other artists often working in other artforms.</li> <li>Use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</li> <li>Make a sculpture using materials to model or construct which is inspired by a character in a book or film.</li> <li>Reflect and share how the way I made my sculpture helps capture my feelings about the original character.</li> <li>Enjoy looking at the sculptures made by my classmates and see ways in which</li> </ul> | <p>Form<br/>Texture<br/>Construction<br/>Illustrator<br/>Sketchbook<br/>3 Dimensional<br/>2 Dimensional<br/>Sculpture<br/>Exaggeration<br/>Refine<br/>Intention<br/>Translate<br/>Imagery</p> |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                             |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>they are different and similar to each other and to the original character.</p> <ul style="list-style-type: none"> <li>Share my feedback about my peers work.</li> </ul> |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| LKS2 Cycle B<br>Autumn Term 1                     |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                         |            |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                                     | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                 | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                                                                                                                                              | Experience |
| <b>Story Telling Through Drawing</b><br>(Drawing) | <p>I know...</p> <ul style="list-style-type: none"> <li>That I can tell stories through drawing.</li> <li>That I can use text within my drawings to add meaning.</li> <li>That I can sequence drawings to help viewers respond to my story.</li> <li>That I can use line, shape, colour and composition to develop evocative and characterful imagery.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>Explore the work of artists who tell stories through imagery.</li> <li>Respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts.</li> <li>Work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work.</li> <li>Use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</li> <li>Use line, shape, and colour using a variety of materials to test my ideas.</li> <li>Think about how I might use composition, sequencing, mark making and some text in my drawings.</li> <li>Create a finished piece which contains sequenced images to describe a narrative.</li> <li>Share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</li> </ul> | <p>Text<br/>Sequenced<br/>Illustrator<br/>Graphic Novelist<br/>Line<br/>Shape<br/>Colour<br/>Composition<br/>Narrative<br/>Characterful<br/>Imagery</p> |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                  |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</li> <li>• I can take a photograph of my work, thinking about lighting and focus.</li> </ul> |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| LKS2 Cycle B<br>Spring Term 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             |            |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                 | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Disciplinary Knowledge<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                                                  | Experience |
| <b>Exploring Still Life</b>   | I know... <ul style="list-style-type: none"> <li>• That when artists make work in response to static objects around them it is called still life.</li> <li>• That still life has been a genre for many hundreds of years, and is it still relevant today.</li> <li>• That when artists work with still life, they bring their own comments and meaning to the objects they portray.</li> <li>• That we can make a still life creative response in many media: drawing, painting, collage, relief...</li> <li>• That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</li> </ul> | I can... <ul style="list-style-type: none"> <li>• Explore the work of contemporary and more traditional artists who work within the still life genre.</li> <li>• Express my thoughts about other artists' work and talk about the meanings of objects as artists present them.</li> <li>• Use my sketchbook to make visual notes, record and reflect.</li> <li>• Draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</li> <li>• Present and share my artwork, and explain how my sketchbook work</li> </ul> | Static<br>line<br>Form<br>Contemporary<br>Still Life<br>shape<br>Composition<br>Traditional<br>Ge<br>Colour<br>Foreground<br>Media<br>texture<br>Background |            |



## ART Curriculum End points



|  |  |                                                              |  |  |
|--|--|--------------------------------------------------------------|--|--|
|  |  | helped build my knowledge and skills towards my final piece. |  |  |
|--|--|--------------------------------------------------------------|--|--|

| LKS2 Cycle B<br>Summer Term 1        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                 |            |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                        | Substantive Knowledge<br>I know..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Disciplinary Knowledge<br>DESIGN/MAKE/EVALUATE process<br>I can ..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                      | Experience |
| <b>Festival Foods</b><br>(Sculpture) | I know... <ul style="list-style-type: none"> <li>• That I can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.</li> <li>• That I can use my knowledge and curiosity of line, shape, colour and form to make playful and inventive art.</li> <li>• That I can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</li> <li>• That making art can be fun and joyful, and that I can find subject matter which inspires us all and brings us together.</li> </ul> | I can... <ul style="list-style-type: none"> <li>• Explore the work of artists who are inspired by food, and I can share my responses with the class.</li> <li>• Use my sketchbook to record and reflect how the artist's work makes me feel.</li> <li>• Use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food.</li> <li>• Make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.</li> <li>• Explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture.</li> </ul> | Stimulus<br>Collage<br>Fabric<br>Colour<br>Media<br>Sculpture<br>Line<br>Inventive<br>Painting<br>Modelling Materials<br>Shape<br>3 Dimensional |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>• See how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas.</li> <li>• Explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.</li> <li>• Present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.</li> </ul> |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| An Artist by the end of UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Will be able to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Will define and use in context the following <b>vocabulary</b> throughout their Art projects.                                                                                                                                                                                                                                                                                                                                                                                   |
| Will be able to... <ul style="list-style-type: none"> <li>• develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• 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]</li> <li>• Review and revisit ideas in their sketchbooks.</li> <li>• Offer feedback using technical vocabulary.</li> <li>• Think critically about their art and design work.</li> </ul> | <p><b><u>Drawing and Sketchbooks</u></b><br/>           Typography, Typeface, Three Dimensional, Soft B pencils, Fonts, Lettering, Cutting, Annotate, Layout, Drawing, Collage, Visual letters, Visual Maps, Symbols</p> <p><b><u>Surface and Colour</u></b><br/>           Designers, Colour, Fabric, 2D shapes, Culture, Pattern, Material, 3D forms, Fashion, Line, Texture, Collage, Contemporary, Shape, Design Brief</p> <p><b><u>Working in Three Dimensions</u></b></p> |



## ART Curriculum End points



Designers, Animation, Composition, Process, Sets, Disciplines, Lighting, Articulate, Backdrop, Scale, Inspiration, Props, Perspective, Essence

### UKS2 Cycle A Autumn Term 1

| Will study...                           | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                            | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                                                                             | Experience |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Typography and Maps</b><br>(Drawing) | I will know... <ul style="list-style-type: none"> <li>That when designers work with fonts and layout it is called Typography.</li> <li>That we can use the way words look to help us communicate ideas and emotions.</li> <li>That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul> | I can... <ul style="list-style-type: none"> <li>I understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</li> <li>I can see how other artists work with typography and have been able to share my thoughts on their work.</li> <li>I can explore how to create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</li> <li>I can draw my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</li> <li>I can use my sketchbooks for referencing, collecting and testing ideas, and reflecting.</li> <li>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</li> <li>I can see how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect</li> </ul> | Typography<br>Typeface<br>Three Dimensional<br>Soft B pencils<br>Fonts<br>Lettering<br>Cutting<br>Annotate<br>Layout<br>Drawing<br>Collage<br>Visual letters<br>Visual Maps<br>Symbols |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                                                        |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>upon what I think their maps mean, what I like about them, and what interests me.</p> <ul style="list-style-type: none"> <li>I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</li> </ul> |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| LKS2 Cycle A<br>Spring Term 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |            |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                 | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Vocabulary                                                                                                                                                                                      | Experience |
| <b>Fashion Design</b>         | <p>I will know...</p> <ul style="list-style-type: none"> <li>That designers bring their own culture, experiences and passions into their designs, for other people.</li> <li>That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.</li> <li>That we can use colour, pattern, line, shape, form, material, texture to express our creativity</li> <li>That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>I can explore the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.</li> <li>I can share my own response to their work, articulating what I like or don't like about their work.</li> <li>I can use my sketchbook to make visual notes to capture key ideas about how the designers work.</li> <li>I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</li> <li>I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.</li> <li>I can understand how 2d shapes can become 3d form and the</li> </ul> | <p>Designers<br/>Colour<br/>Fabric<br/>2D shapes<br/>Culture<br/>Pattern<br/>Material<br/>3D forms<br/>Fashion<br/>Line<br/>Texture<br/>Collage<br/>Contemporary<br/>Shape<br/>Design Brief</p> |            |



## ART Curriculum End points



|  |                                                                                                                                                  |                                                                                                                                                                                    |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <ul style="list-style-type: none"> <li>That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.</li> </ul> | <p>relationship they have to our bodies.</p> <ul style="list-style-type: none"> <li>I can take photographs of my work, thinking about presentation, lighting and focus.</li> </ul> |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| LKS2 Cycle A<br>Summer Term 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                              |            |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                 | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vocabulary                                                                                                                                                                                   | Experience |
| <b>Set Design</b>             | <p>I know...</p> <ul style="list-style-type: none"> <li>That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation).</li> <li>That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.</li> <li>That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.</li> <li>That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>Explore how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work.</li> <li>Respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.</li> <li>Use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</li> <li>Share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</li> <li>Appreciate the artwork made by my classmates and share my response to their work.</li> </ul> | <p>Designers<br/>Animation<br/>Composition<br/>Process<br/>Sets<br/>Disciplines<br/>Lighting<br/>Articulate<br/>Backdrop<br/>Scale<br/>Inspiration<br/>Props<br/>Perspective<br/>Essence</p> |            |



## ART Curriculum End points



|  |  |                                                                                                                                                        |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>Take photographs or film of my artwork thinking about presentation, lighting, focus and composition.</li> </ul> |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| UKS2 Cycle B<br>Autumn Term 1               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                         |            |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                               | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary                                                                                                                                                                                                              | Experience |
| <b>2D Drawing to 3D Making</b><br>(Drawing) | I know... <ul style="list-style-type: none"> <li>That drawing and making have a close relationship.</li> <li>That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</li> <li>That when I transform two dimensional surfaces, I can use line, mark making, value, shape, colour, pattern and composition to help me create my artwork.</li> <li>That I can use methods such as the grid method and looking at negative space to help me draw.</li> <li>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</li> </ul> | I can... <ul style="list-style-type: none"> <li>Explore artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</li> <li>Use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</li> <li>Use line, mark making, tonal values, colour, shape and composition to make my work interesting.</li> <li>Use negative space and the grid method to help me see and draw.</li> <li>Explore typography and design lettering which is fit for purpose.</li> </ul> | Drawing<br>Surface<br>Colour<br>Grid Method<br>Transform<br>Line<br>Shape<br>Typography<br>2 Dimensional<br>Mark Making<br>Composition<br>Presentation<br>3 Dimensional<br>Tonal Values<br>Negative Space<br>Intentions |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>Transform my drawing into a three-dimensional object.</li> <li>Share my work with others and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</li> <li>Appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</li> <li>Photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.</li> </ul> |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| UKS2 Cycle B<br>Spring Term 1 |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                         |                                                                                                           |            |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------|
| Will study...                 | Substantive Knowledge<br>I know...                                                                                                                                                                                                                            | Disciplinary Knowledge<br>I can...                                                                                                                                                                      | Vocabulary                                                                                                | Experience |
| <b>Exploring Identity</b>     | I know... <ul style="list-style-type: none"> <li>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</li> </ul> | I can... <ul style="list-style-type: none"> <li>See how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</li> </ul> | Culture<br>Identity<br>Colour<br>Processes<br>Background<br>Imagery<br>Layered<br>Portrait<br>Experiences |            |



## ART Curriculum End points



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                             |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• That people are the sum of lots of different experiences, and that through art we can explore our identity.</li> <li>• That I can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</li> <li>• That as a viewer I can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help me understand the experience of the artist.</li> </ul> | <ul style="list-style-type: none"> <li>• Use my curiosity to think about how I might adapt techniques and processes to suit me.</li> <li>• Use my sketchbook to record, generate ideas, test, reflect and record.</li> <li>• Work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</li> <li>• Share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</li> <li>• Appreciate the work of my classmates, and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</li> <li>• Take photographs of my artwork, thinking about lighting, focus and composition.</li> </ul> | Line<br>Constructed<br>Texture<br>Passion<br>Shape<br>Techniques<br>Meaning |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--|

### UKS2 Cycle B Summer Term 1

| Will study... | Substantive Knowledge | Disciplinary Knowledge | Vocabulary | Experience |
|---------------|-----------------------|------------------------|------------|------------|
|---------------|-----------------------|------------------------|------------|------------|



## ART Curriculum End points



|                    | I know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |  |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Take a Seat</b> | <p>I know...</p> <ul style="list-style-type: none"> <li>That artists who create furniture are often called craftspeople or designers.</li> <li>That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.</li> <li>That as an artist, I can use a variety of materials to design and make my own model chairs. The chair I make can reflect my personality, and be enjoyed by others.</li> <li>There are certain requirements for a chair to be a chair (4 legs and a back?) – but I can be as imaginative as I like.</li> <li>I can think about the form, structure, material and texture, as well as the way the chair is constructed, to help me make my chair unique.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>Explore the work of a craftsperson / designer and see how they bring personality to their work.</li> <li>See how chair design has changed through the ages.</li> <li>Use my sketchbook to make visual notes to record and reflect.</li> <li>Experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</li> <li>Use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.</li> <li>See how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</li> <li>Present and share my work, and talk about it with my classmates, and listen to their responses to my work.</li> <li>Respond to the work made by my classmates and I can share my thoughts.</li> </ul> | <p>Craftspeople<br/>Culture<br/>Elements<br/>Unique<br/>Designer<br/>Requirements<br/>Material<br/>Furniture<br/>Form<br/>Texture<br/>Era<br/>Structure<br/>Constructed</p> |  |



## ART Curriculum End points



|  |  |                                                                                                                             |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>Take photographs of my work, thinking about focus, light and composition.</li> </ul> |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------|--|--|

### Yr4/5

| UKS2 Cycle A<br>Autumn Term 2                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                 |            |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                                     | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Vocabulary                                                                                                                                                                      | Experience |
| <b>An Exploration of Coal Mining</b><br>(Drawing) | I will know... <ul style="list-style-type: none"> <li>That when we draw, we can use expressive marks to create tonal variety.</li> <li>That we can use both images and words as a starting point to create work.</li> <li>That we can combine drawing and making to make a creative response.</li> <li>That when we photograph 3D work, we can use light and tonal value to capture a sense of space, and we can use the qualities of the material (charcoal) to capture the atmosphere.</li> </ul> | I can... <ul style="list-style-type: none"> <li>I Can explore how artists sometimes make art inspired by certain places/experiences</li> <li>I can experiment with the types of marks I can make with charcoal</li> <li>I can use light and dark tonal values to create atmosphere in my work</li> <li>I can construct a model using cardboard and paper, combining drawing and making to make my own creative response</li> <li>I can talk about the work I have made with my classmates, sharing the things I thought were</li> </ul> | Drawing<br>Photograph<br>Dark<br>Charcoal<br>Expressive<br>3D<br>atmosphere<br>Presentation<br>Tonal<br>2D<br>Construction<br>Focus<br>Images<br>Light<br>Materials<br>Lighting |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>successful and thinking about things I would like to try again</p> <ul style="list-style-type: none"> <li>I can appreciate the work of my classmates, and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</li> <li>I can take photographs of my work thinking about presentation, focus and lighting.</li> </ul> |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| UKS2 Cycle A<br>Spring Term 1             |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               |            |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                             | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                                      | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                                                    | Experience |
| <b>Exploring Pattern<br/>Tessellation</b> | <p>I will know...</p> <ul style="list-style-type: none"> <li>That the act of making drawings can be mindful.</li> <li>That we can use line, shape and colour to create patterns.</li> <li>That we can use folding, cutting and collage to help us create pattern.</li> <li>That we can create repeated patterns to apply to a range of products or outcomes.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</li> <li>I can explore the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter.</li> <li>I can work in my sketchbooks to explore how I can make drawings inspired by "rules." I can generate lots of different types of patterns.</li> <li>I can make a tessellated design and think about colour and</li> </ul> | <p>Line<br/>Folding<br/>Mindful<br/>Shape<br/>Shape<br/>Cutting<br/>Sensory Drawing<br/>Cold colours<br/>Colour<br/>Collage<br/>Tessellated<br/>Warm Colours<br/>Patterns<br/>Drawing<br/>Surface Pattern</p> |            |



## ART Curriculum End points



|  |  |                                               |  |  |
|--|--|-----------------------------------------------|--|--|
|  |  | shape, exploring positive and negative shapes |  |  |
|--|--|-----------------------------------------------|--|--|

| UKS2 Cycle A<br>Summer Term 1                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                  |            |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Will study...                                      | Substantive Knowledge<br>I know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Disciplinary Knowledge<br>I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vocabulary                                                                                                                                                                                                                                       | Experience |
| <b>Drawing and Making Inspired by Illustrators</b> | <p>I will know...</p> <ul style="list-style-type: none"> <li>That illustrators use line, colour and shape to create drawings which bring stories to life.</li> <li>How to use other people's artwork as a creative stimulus, and use lots of different media (paper, pen, paint, modelling materials and fabric) to work towards our own artwork.</li> <li>How to use my knowledge and curiosity of line, shape, colour and form to make playful and inventive art.</li> <li>How to make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</li> <li>That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>Explore the work of an illustrator and use my sketchbook to record my observations.</li> <li>Draw directly from life, making quick sketches expressing emotion and personality.</li> <li>Explore mark making and use marks to create a (sometimes shared) background.</li> <li>Mix colours using soft pastels.</li> <li>Make a sculptural creature or person, understanding that by working in 3d my sculpture will be seen from different viewpoints, and</li> </ul> | <p>Drawing<br/>Sculpture<br/>Collage<br/>2 Dimensional<br/>3 Dimensional<br/>Observational<br/>Collaborative<br/>Stimulus<br/>Manipulate<br/>Subject Matter<br/>Landscape<br/>Background<br/>Inventive<br/>Modroc<br/>Context<br/>Viewpoints</p> |            |



## ART Curriculum End points



|  |  |                                                                                                                                                                                                                               |  |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p>be inspired by the drawn background.</p> <ul style="list-style-type: none"><li>• I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.</li></ul> |  |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|