



# Whitley Abbey Primary School

Hand in hand we learn

## Art Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life. Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.	Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.	Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.	Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment. We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.

## Intent

At Whitley Abbey Primary School, Art is taught as part of the National Curriculum. Art, craft and design has a significant and valuable role to play in the overall ethos of this school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding, to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop their social and personal skills. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop

specific art skills and reinforces skills already established. intention is that all children leave our school with a range of skills using wide range of media. We aspire to insure that pupils have the opportunity to evaluate work by a range of artists developing an idea of what they like and what they do not like. We encourage pupils to appreciate art from a variety of cultures. We teach children about well known artists to encourage the development of cultural capital.

EYFS	
<p>In the Foundation Stage, the learning and development of Art is taught throughout all areas of the curriculum as and when it compliments existing learning opportunities and more specifically through expressive arts and design.</p> <p><b>ELG: Creating with Materials</b>  <b>Children at the expected level of development will:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>	
Key Stage 1	Key Stage 2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ to use a range of materials creatively to design and make products</li> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <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>♣ about great artists, architects and designers in history.</li> </ul>

## Implementation

### New Curriculum organisation:

In the academic Year 2021/22 pupil numbers have led to the necessity to combine classes in Year 1 and 2 and Year 4 and 5 for their foundation subject teaching. School has retained a one form entry model for the delivery of English and Maths teaching. This significant change has resulted in a whole school review of the planned curriculum. Leaders have developed an aspiration curriculum which meets the needs of the unique teaching set up. Pupils in Year 1 and 2 and 4 and 5 will be taught in a two year rolling curriculum program to ensure full curriculum coverage with the exception of science where key objectives have been identified for each curriculum year group. In the year 2023/24 it is the intention to return to single year group classes as numbers have increased.

Teachers will retain the autonomy to decide whether each ART topic should be taught weekly or block taught and make this judgment based upon the merits of each approach and the intended outcomes.

### Resources

At Whitley Abbey Primary we follow the National Curriculum and use the *Access Art* scheme of works and also additional projects, which make links to other curriculum areas e.g. The Egyptians in History. Our Art curriculum show a clear progression of skills taught across school. Each of the units of work are linked to well-chosen artists, designers and crafts people embedding our curriculum driver of Possibilities. Key vocabulary is also specifically chosen to enhance pupils learning.

We have a range of art and design resources kept in school, in our Art cupboard.

### Assessment:

At Whitley Abbey Primary School, assessment is carried out in accordance with our Assessment Policy. Ongoing teacher assessment ensures that skills are developed and progress is made in the area of Art and Design. Key assessment questions are planned for in the curriculum, at the end of each unit of work.

Class teachers also assess each child's skills by the use of a sketch book. All children are given the opportunity to use these as part of their art lessons to develop art skills, they are an essential record of an individual child's ideas throughout the year. Sketchbooks will be used to showcase the children's skills and their development of ideas over time. They will also include information about the work of artists or designers, relevant to the unit of work they are studying.

Art and Design work at Whitley Abbey Primary School is displayed and celebrated. By doing this, children are reminded of their achievements and given opportunities to talk about and share their work. Displaying work also demonstrates the development and progression of Art and Design work from EYFS, through the KS1 and KS2.

### Monitoring:

Pupils sketchbooks and also final pieces will be used to monitor the implementation and impact of the curriculum. The Art Subject leader will complete pupil voice interviews, focussing on the year groups end of unit curriculum questions.

### Work-life balance:

The Access Art scheme of work and other additional projects in our curriculum have the skills and ideas, to support teachers in the delivery of the Art curriculum. The long term view of the art curriculum allows teachers to see the skills, knowledge and understanding that pupils develop during their time at Whitley Abbey Primary.

EYFS	
Our EYFS curriculum is planned but may be adapted to be responsive to pupil's interests	
Example - Teacher Led experiences	Example -Enhanced Provision opportunities linked to Art
Throughout Early Years Teach children to develop colour-mixing techniques to enable them to match the colours they see and want to represent (with step-by-step guidance when appropriate). Encourage children to notice features in the natural world. Help them to define colours, shapes, textures and smells in their own words. Discuss children's responses to what they see. Encourage children to make simple observational drawings and demonstrate how to make careful observations. Demonstrate experimentation with different mark making materials. Teach colours, tone and shade and shape language Introduce some well-known artists	<ul style="list-style-type: none"><li>• Provision of a variety of media – sand, foam, paint, clay, playdough, charcoal, printing materials</li><li>• Painting equipment, sponges, rollers, brushes, scraping tools</li><li>• Paint mixing materials</li><li>• Drawing materials large and small – pens, brushed, different types of pencils, chalks, whiteboard pens</li><li>• Mark making materials – water and brushes</li><li>• Natural materials to create sculpture</li><li>• Mud kitchen activities</li><li>• Singing, dancing and performance opportunities on stage</li><li>• Outdoor and indoor opportunities to create and mark make</li></ul>
<b>Vocabulary</b> Pencil Line Colour in Straight Circle/other shape names Rubber Portrait, Brush paint mix palette dip colour names, Fabric collage stick layer positional language	<b>Assessment Questions</b> Can children identify the colour of an object? Can children combine different media to create their own art? Can children talk about their own creations?

			Can children name some simple shapes? Can children give meaning to their creations? Can children name an artist that they have learnt about?	
Year 1				
	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"><li>• use a range of materials creatively to design and make products</li><li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• Compare and describe, differences and similarities between different practices and disciplines, and make links to their own work</li></ul> <div>Deliberate practise vocabulary: Colour, Pattern, Texture, Line, Shape, Form, Space, Same, Different, Similar, Compare, Record, Drawing, Painting, collage</div>		
	Knowledge Assessment questions:	<p>Andy Goldsworthy – Wax Resist Autumn Leaves / Squiggle Drawing</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"><li>• Can children comment on the work of other artist giving an opinion?</li><li>• Can children comment on the materials and techniques used by an artist?</li><li>• Can children identify similarities and difference between pieces of work?</li><li>• Can children evaluate their own work and the work of others?</li><li>• Can children use natural materials to create?</li><li>• Can children use wax rubbing technique to record images?</li><li>• Can children use the work of artists as a stimulus for their own work?</li><li>• Can children use the squiggle drawing technique to capture an image at speed?</li></ul> <p><a href="https://www.accessart.org.uk/squiggle-drawings-autumn-floor-drawings/">https://www.accessart.org.uk/squiggle-drawings-autumn-floor-drawings/</a></p> <p><a href="https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/">https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/</a></p>	<p>GFL Art – Using Charcoal and paint – missed media</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"><li>• Can children make lines of different sizes/ thickness and shapes and describe them?</li><li>• Can children use more than one media to create an image?</li><li>• Can children describe the techniques they are using – painting, sketching, shading, drawing?</li><li>• Can children comment on the work of other artist giving an opinion?</li><li>• Can children comment on the materials and techniques used by an artist?</li><li>• Can children identify similarities and difference between pieces of work?</li><li>• Can children evaluate their own work and the work of others?</li><li>• Can children mix paints to make lighter and darker colours?</li></ul> <p><a href="https://romeromac.com/wp-content/uploads/2020/02/Year-2.-The-Great-Fire-of-London.pdf">https://romeromac.com/wp-content/uploads/2020/02/Year-2.-The-Great-Fire-of-London.pdf</a></p>	<p>Kandinsky / Alma Thomas– Links to Seasons – Exploring tone/ collage</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"><li>• Can children comment on the work of other artists giving an opinion?</li><li>• Can children comment on the materials and techniques used by an artist?</li><li>• Can children identify similarities and difference between pieces of work?</li><li>• Can children evaluate their own work and the work of others?</li><li>• Can children identify primary colours?</li><li>• Can children identify secondary colours?</li><li>• Can children explain what happens when two colours are mixed and know how to make green, orange and purple?</li><li>• Can children categories colours – cold colours and warm colours?</li><li>• Can children describe the tone of a colour – light or dark?</li></ul> <p><a href="https://www.accessart.org.uk/warm-up-drawing-exercise-drawing-spirals/">https://www.accessart.org.uk/warm-up-drawing-exercise-drawing-spirals/</a></p> <p><a href="https://www.accessart.org.uk/spiral-snails-drawing-spirals/">https://www.accessart.org.uk/spiral-snails-drawing-spirals/</a></p>

	Vocabulary	soft, broad, bold, narrow, fine, pattern, line, shape, detail, dots, rounded, symmetrical, long Shapes: e.g. Long, oval, curvy, wavy Observational drawing, wax resist, Materials: charcoal, drawing pencil, graphite, wax crayons, watercolour, pen	Describe lines and brush strokes or brushes- Thick, thin, soft, broad, bold, narrow, fine, pattern, line, shape, detail Shapes: e.g. Long, oval, curvy, wavy Materials: charcoal, drawing pencil	Light Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. naming different shades rip, tear, collage Spiral, circle, continuous, movement <b>Primary colours:</b> Red, yellow and blue <b>Secondary colours:</b> green, orange, purple
Year 2				
	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Compare and describe, differences and similarities between different practices and disciplines, and make links to their own work</li> </ul>		
	Knowledge Assessment questions:	<b>Circus mask (design) - Henri Rousseau</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children create observational drawings?</li> <li>Can children recognise simple shapes in animals to support their drawings?</li> <li>Can children create simple sketches?</li> <li>Can children use their sketches as a starting point to design a mask?</li> <li>Can children use materials to make a 3D – papier mache?</li> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> </ul>	<b>Matisse – Mini Beast (linked to locality study)</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children mix colours to create new colours?</li> <li>Can children name primary colours?</li> <li>Can children name secondary colours?</li> <li>Can children purposefully combine primary colours to create secondary colours?</li> <li>Can children comment on the tone of colours?</li> <li>Can children work together to make a collaborative art piece?</li> <li>Can children take inspiration from nature?</li> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> </ul>	<b>The Seaside – Textures</b>  <u>Assessment Questions</u>  <a href="https://www.kapowprimarv.com/subjects/art-design/key-stage-1/year-1/landscapes-using-different-media/lesson-2-landscapes-beach-textures/">https://www.kapowprimarv.com/subjects/art-design/key-stage-1/year-1/landscapes-using-different-media/lesson-2-landscapes-beach-textures/</a>  <b>Toon Joosen</b> <ul style="list-style-type: none"> <li>Can children create texture in their work by using rubbings/ sand or other scrap materials?</li> <li>Can children create texture using simple printing techniques?</li> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children identify features of a landscape – horizon, foreground, background?</li> </ul> <a href="https://www.accessart.org.uk/monoprinting-with-carbon-paper/">https://www.accessart.org.uk/monoprinting-with-carbon-paper/</a>

**Deliberate practise vocabulary:** Colour, Pattern, Texture, Line, Shape, Form, Space, *Same, Different, Similar. Compare. Record. Drawina.*

			<a href="https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/">https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/</a>  <a href="https://www.accessart.org.uk/the-minibeast-project/">https://www.accessart.org.uk/the-minibeast-project/</a>	
	Vocabulary	Masks, costume, theatre, joining techniques, parade, celebration, carnival, design, papier mache, sketch.	<b>Painting;</b> Secondary (colours), Light, Dark, Thick, Thin, Tone, Warm, Cold, Bright, Colour wheel, <b>Collage;</b> Colour Pattern, Shape, Mixed media, Collage, Layers Combine, Opinion, artist,	Print, Rubbing, Smudge, Image, Shapes, Surface, Pressure, Texture, landscape, foreground, background, horizon. materials
Year 3				
	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <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> </ul> <div>           Deliberate Practise Vocabulary:             Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques.         </div>		
	Knowledge Assessment questions:	<u>Quentin Blake's Drawings Characters Inspired by Dahl and Blake</u>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children take inspiration from different time periods and cultures?</li> <li>Can children produce work in the style of another artist or designer?</li> <li>Can children sketch body shapes using a continuous line drawing and pen?</li> </ul>	<u>Observational Drawings, sculpture and clay</u>  Giuseppe Arcimboldo- portraits using fruit Flowers paintings; Claude Monet- Waterlillies Vincent Van Gogh- sunflowers  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children use sketchbooks to record drawings of still life fruit?</li> <li>Can children practise sketching techniques – cross hatching, smudging etc?  <a href="https://www.cowlingandwilcox.com/blog/2020/05/28/a-guide-to-pencil-sketching-techniques/">https://www.cowlingandwilcox.com/blog/2020/05/28/a-guide-to-pencil-sketching-techniques/</a> </li> <li>Can children use a viewfinder to sketch a small section?</li> <li>Can children to draw and paint their viewfinder section mixing their own colours?</li> </ul>	<u>Egyptian Art</u>  Moses Williams <a href="https://en.wikipedia.org/wiki/Moses_Williams_(artist)">https://en.wikipedia.org/wiki/Moses_Williams_(artist)</a>  <a href="https://www.youtube.com/watch?v=AGBce-M9NpY">https://www.youtube.com/watch?v=AGBce-M9NpY</a> <a href="https://romeromac.com/wp-content/uploads/2020/02/Year-3-Egyptians-Art-Overview.pdf">https://romeromac.com/wp-content/uploads/2020/02/Year-3-Egyptians-Art-Overview.pdf</a>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> </ul>

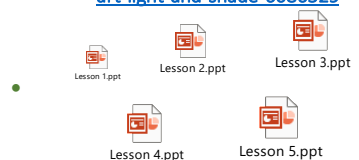
		<ul style="list-style-type: none"> <li>Can children apply watercolour wash. (Inspired by the work of Quentin Blake)?</li> <li>To make a sculpture based on the stone age?</li> </ul> <p><a href="https://www.accessart.org.uk/exaggerating-to-communicate/">https://www.accessart.org.uk/exaggerating-to-communicate/</a> (Stone age men)</p> <p><a href="https://www.accessart.org.uk/year-3-roald-dahl-quentin-blake-homework/">https://www.accessart.org.uk/year-3-roald-dahl-quentin-blake-homework/</a> (Stone age tools/ animals/ people)</p>	<ul style="list-style-type: none"> <li>Can children create a clay tile based on the viewfinder section (Final Piece)?</li> <li>Can children make sketches of flowers in their sketchbooks?</li> <li>Can children follow a process to make a sculpture flower after initial sketches (Final piece) ?</li> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> </ul> <p><a href="https://www.accessart.org.uk/fruit-inspired-clay-tiles/">https://www.accessart.org.uk/fruit-inspired-clay-tiles/</a></p> <p><a href="https://www.accessart.org.uk/drawing-and-making-flowers/">https://www.accessart.org.uk/drawing-and-making-flowers/</a></p>	<ul style="list-style-type: none"> <li>Can children take inspiration from different time periods and cultures?</li> <li>Can children represent areas of light and dark in their pictures?</li> <li>Can children define 'silhouette painting'?</li> <li>Can children describe how silhouettes are made?</li> <li>Can children used mixed media to create a silhouette painting?</li> <li>Can children give some facts about the life of Moses Williams?</li> <li>Can children use a mixed media technique called paper batik?</li> <li>Can children select colour, tone and pattern for purpose and justify their choices?</li> </ul>
	Vocabulary	Cartoon, Position, Line, Change, Improve, illustrator Viewpoint, Detail, Decoration, Two-dimensional, Three-dimensional	Giuseppe Arcimboldo- Claude Monet- Vincent Van Gogh Cross hatching, sketch, blend, smudge, stippling, hatching. Line, Change, Improve, Viewfinder, section, enlarge Sculpture; Viewpoint, Detail, Decoration, Clay, Natural Form, relief, glazed, tile, pattern, Two-dimensional, Three-dimensional	Silhouette, light, dark, tone, batik, mixed media, inspiration, artist, combine, technique
Year 4				
	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <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> </ul> <div>           Deliberate Practise Vocabulary:             Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture.         </div>		
	Knowledge	<a href="https://www.accessart.org.uk/making-a-pocket-gallery/">https://www.accessart.org.uk/making-a-pocket-gallery/</a>	Thoughtful Mark Making / Birds in Trees <u>Assessment Questions</u>	Drawing with Scissors Inspired by Matisse/Brazil Art Andy Warhol- Screen printing (Pop Art)

	<p><b>Assessment questions:</b></p>	<p><b>Figurative Sketches / Making a Pocket Gallery</b></p> <p><b>Assessment Questions</b></p> <p><b>Antony Gormley- <i>Figure sculpture</i></b>  <b>Henry Moore- <i>Figure sculpture</i></b>  <b>Barbara Hepworth- <i>Figure sculpture</i></b></p> <ul style="list-style-type: none"> <li>• Can children use a sketchbook to collate drawings, photographs and ideas?</li> <li>• Can children control the use of tools and their suitability for different tasks - care and safe use of tools?</li> <li>• Can children explore ideas and collect visual information for their work using digital cameras?</li> <li>• Can children comment on the work of other artist giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children make sketches of a sculpture.</li> <li>• Can children make a sculpture of a figure. (Final piece)?</li> <li>• Children to make a mini art gallery. (Final piece)?</li> </ul> <p><b>Suggested stimulus - Olympians</b></p> <p><a href="https://www.accessart.org.uk/quick-clay-figurative-sketches/">https://www.accessart.org.uk/quick-clay-figurative-sketches/</a></p> <p><a href="https://www.accessart.org.uk/making-a-pocket-gallery/">https://www.accessart.org.uk/making-a-pocket-gallery/</a></p> <p>Art Gallery</p>	<ul style="list-style-type: none"> <li>• Can children comment on the work of other artist giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children create a sketch using a continuous line drawing?</li> <li>• Can children explore and name different types of drawing/ mark making techniques eg cross-hatching etc...</li> <li>• Can children use sketching techniques to make quick observational drawings?</li> <li>• Can children create their own drawing of a tree and birds from observational sketches (Final Piece)?</li> <li>• Can children use a paint flicking techniques to add movement to their work?</li> <li>• Can children add colour using pastels and smudge colours to add movement?  <a href="https://www.aliexpress.com/item/32759257645.html">https://www.aliexpress.com/item/32759257645.html</a>  <a href="https://artist.com/olha-darchuk/parrot-in-flight/?artid=6895">https://artist.com/olha-darchuk/parrot-in-flight/?artid=6895</a></li> </ul> <p><a href="https://www.accessart.org.uk/thoughtful-mark-making/">https://www.accessart.org.uk/thoughtful-mark-making/</a></p> <p><a href="https://www.accessart.org.uk/birds-in-the-trees-by-pupils-at-battleyford-primary-school/">https://www.accessart.org.uk/birds-in-the-trees-by-pupils-at-battleyford-primary-school/</a></p>	<p><b><u>Assessment Questions</u></b></p> <p><a href="https://www.accessart.org.uk/screenprinting-inspired-by-matisse/">https://www.accessart.org.uk/screenprinting-inspired-by-matisse/</a></p> <ul style="list-style-type: none"> <li>• Can children comment on the work of other artist giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children draw objects from the painting that they are studying using black markers.</li> <li>• Can children mix colours with increasing accuracy?</li> <li>• Can children describe how to make a colour lighter or darker?</li> <li>• Can children cut shapes accurately using scissors?</li> <li>• Can children create their own Matisse inspired collage using scissors to cut the shapes?</li> <li>• Can children make drawings to plan a composition?</li> <li>• Can children follow a process to create a picture using screen Printing ?</li> </ul>
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		<ul style="list-style-type: none"> <li>Children to work together to make a 'pocket gallery' using digital media to support.</li> </ul>		
	Vocabulary	Form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, symbolic, perspective, scale, structure, detail.	<i>Position Form, Texture, Tone, Weight, Pressure, Appearance, Character, Personality</i> <i>Representational, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, movement</i>	<i>Stamp, Emblem, pop art, repeated Motif, Ornamentation, Geometric, Stylised, Abstract</i> <i>Linear, Manipulate, Block, Repeat, Continuous, screen printing.</i>
Year 5				
	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <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> </ul>		
	Knowledge Assessment questions:	<u>Show Me What You See / Sculptures with Personality</u>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children comment on the work of architects giving an opinion?</li> <li>Can children comment on the materials and techniques used by an architect?</li> <li>Can children identify similarities and difference between pieces of buildings?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children create 'mood boards' to gather evidence of peasant homes in medieval times?</li> <li>Can children understand the role of an architect?</li> <li>Can children compare their work to architects and building designs making links?</li> <li>Can children make a sculpture of a medieval peasant home using a variety of materials?</li> </ul>	<u>How Does The Sculpture Balance?</u>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children comment on the work of a variety of abstract artists giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children describe colour and composition?</li> <li>Can children use an abstract painting a stimulus for a sculpture?</li> <li>Can children experiment with the purpose of making a sculpture balance?</li> <li>Can children demonstrate a range of joining techniques?</li> </ul>	<u>Exploring Portraits (Y6)</u>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children comment on the work of a variety of artists giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children describe the effect of light and shade in an image?</li> <li>Can children use a range of artistic techniques and name them?</li> <li>Can children create a Victorian art gallery to display their final pieces?</li> </ul>

Deliberate Practise Vocabulary:

Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture.

		<a href="https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/">https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/</a>  <a href="https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/">https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/</a>	<ul style="list-style-type: none"> <li>Can children use a range of materials and justify their selection?</li> <li>Can children add finishing techniques?</li> </ul> <p><u>Mondrian, Paul Klee, Ben Nicholson, Howardena Pindell</u></p> <p><a href="https://www.accessart.org.uk/what-can-making-sculpture-teach-us-about-drawing/">https://www.accessart.org.uk/what-can-making-sculpture-teach-us-about-drawing/</a></p>	<ul style="list-style-type: none"> <li><a href="https://www.tes.com/teaching-resource/victorian-art-light-and-shade-6086529">https://www.tes.com/teaching-resource/victorian-art-light-and-shade-6086529</a></li> </ul> 
	Vocabulary	Alter, modify, viewpoint, perspective, birds eye view. Proportion, surface, texture, balance, scale, structure, construct, hollow, solid, attach, interior, exterior Architect, architecture, town planner, environment, enhance, viewpoint, style, influence, building. Past, era, history,	Sculpture, balance, base, weight, abstract, rebalance, unbalanced, vertical, horizontal,	Portrait, linear, feathering, pointillism, scumbling, light, shade, Tonal, Shading, gallery, exhibition

## Year 6

	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<div><ul style="list-style-type: none"><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></ul></div> <div>Deliberate Practise Vocabulary:  Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture.</div>		
	Knowledge Assessment questions:	<u>Mexican Art (Folk Art) through Pointillism</u> <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children comment on the work of other artist giving an opinion?</li><li>Can children comment on the materials and techniques used by an artist?</li><li>Can children identify similarities and difference between pieces of work?</li><li>Can children evaluate their own work and the work of others?</li><li>Can children take inspiration from different time periods and cultures?</li><li>Can children identify pointillism?</li></ul>	<u>Images of War Cubism - WW2)</u> <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children comment on the work of other artist giving an opinion?</li><li>Can children comment on the materials and techniques used by an artist?</li><li>Can children identify similarities and difference between pieces of work?</li><li>Can children evaluate their own work and the work of others?</li><li>Can children take inspiration from different time periods?</li></ul>	<u>Exploring Portraits / Page to Panel: Exploring Manga</u> <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children comment on the work of other artist giving an opinion?</li><li>Can children comment on the materials and techniques used by an artist?</li><li>Can children identify similarities and difference between pieces of work?</li><li>Can children evaluate their own work and the work of others?</li></ul>

	<ul style="list-style-type: none"><li>• Can children use the technique of pointillism to create their own representations of objects?</li><li>• Can the children comment on Mayan arts?</li><li>• Can the children create patterns in the style of Mayan art?</li><li>• Can the children add colour to their work using pointillism as a technique for a section?</li><li>• Can children combine media to create a final piece?</li></ul> <p>Georges Seurat <a href="https://www.pencilboxsupply.com/blog/2020/4/27/world-art-folk-art-sun-stone-from-mexico">https://www.pencilboxsupply.com/blog/2020/4/27/world-art-folk-art-sun-stone-from-mexico</a></p>	<ul style="list-style-type: none"><li>• Can children use techniques to give an image depth – tone and shade?</li><li>• Can children explain the term cubism?</li><li>• Can children make links between this form of art and the war?</li><li>• Can children use drawing to represent objects in different ways –Still life, sketching, cubism, and any other technique learnt?</li><li>• Can children identify perspective?</li><li>• Can children apply prior learning? (drawing techniques)</li><li>• Can children represent 3D objects in 2D</li><li>• Can children develop use a colour wheel to create different tones and contrasting colours.</li><li>• Can children use a flat brush to apply tones of paint in order to create a shaded effect?</li><li>• Can children use a range of media- ink, paint, pencil, charcoal, chalk, pastel?</li></ul> <p><a href="https://blog.singularart.com/en/2019/09/23/soldiers-playing-cards-and-legers-unique-interpretation-of-wwii/">https://blog.singularart.com/en/2019/09/23/soldiers-playing-cards-and-legers-unique-interpretation-of-wwii/</a></p> <p>Pablo Picasso, <a href="#">Marie Laurencin</a> ,Fernand Leger</p>	<ul style="list-style-type: none"><li>• Can children take inspiration from different time periods and cultures?</li><li>• Can children talk about the origins of Manga?</li><li>• Can children identify the features of Manga drawings?</li><li>• Can children talk about the conventions of manga drawing for example- body proportions?</li><li>• Can children describe the conventions applied to portraits in Manga style?</li><li>• Can children create a self portrait using the conventions of Manga?</li></ul> <p><b>Manga Art</b> Hikaru no Go, by Yumi Hotta and Takeshi Obata</p> <p><b>Roy Lichtenstein- Pop Art</b></p> <p><a href="https://www.accessart.org.uk/page-panel-how-to-make-manga-irina-richards/">https://www.accessart.org.uk/page-panel-how-to-make-manga-irina-richards/</a></p>
Vocabulary	Pointillism, technique, distinct dots, pattern, form, patterns to form an image. Divisionism, interact optically, impressionism, illusion.	Traditional, Modern, Abstract Imaginary, Natural, Made, Composition, Arrangement, Complimentary, Tonal, Shading Pattern, Rotation Reflection, Repetition Still life, cubist, cubism, <b>ink</b>	Manga, Stylised, Draw, Sketch, Proportion, Shade, Japanese, choppy, angular, rounded, anatomy, guideline, perspective.