



# The Art Curriculum

## Year 4

Intent	<p>At Benjamin Adlard Primary School we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.</p>
Implementation	<p>As a school and in accordance with the National Curriculum's and Early Years Curriculum expectations, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, architects and understand the historical and cultural development of their art forms</li> <li>• Class teachers are responsible for teaching art, although there may be times when professional artists/helpers will be involved in the teaching.</li> </ul> <p>We take every opportunity to develop links with outside agencies and experts in order to enrich our Art and Design provision.</p> <p>Some of the key themes will be Art based and at the beginning of each theme key subject and academic vocabulary lists are created with child friendly definitions. These are displayed in classes, revisited and then tested in low stake tests. This constant repetition of key vocabulary helps develop our pupil's knowledge and understanding. The curriculum coverage is taught in a progressive and purposeful manner. The skills used in Art are assessed termly through the 'Aspiration Map' where teachers use their teacher knowledge and AFL to make judgements on age relatedness. The curriculum coverage is taught in a progressive and purposeful manner. Through our key concepts we teach progressive skills and knowledge across school building on prior learning and preparing for future knowledge and skill acquisition. The connection of the skills, knowledge and concepts across the geography curriculum is an important part of our Art curriculum implementation</p>
Impact	<p>Our children enjoy the self-expression that they experience in Art. They are keen to learn new skills and work hard to perfect those shown to them. They remain resilient and focused and the development of skills helps them to express feelings and emotions in their work, as well demonstrating their knowledge of artists and key skills. They will have worked with a range of mediums and developed progressive techniques helping them to create things of beauty. Children will be proud of their work and want to display it.</p>

Year 4 – Autumn 1		Unit 1 – Formal elements of art	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>To create sketchbooks to record their observations and use them to review and revisit ideas</li><li>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>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></ul>			
Cross Curricular Links			
<ul style="list-style-type: none"><li>DT - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>DT - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul>			
Prior Learning			
	Year 1	Year 2	Year 3
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes Lesson</li><li>Sculptures &amp; Collages</li></ul>	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Human Form</li><li>Sculpture &amp; Media</li></ul>	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Craft &amp; Design</li><li>Prehistoric Art</li></ul>
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes</li></ul>	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills: Craft: Clay</li><li>Human Form</li><li>Sculpture &amp; Media</li></ul>	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Craft &amp; Design</li><li>Prehistoric Art</li><li>Craft</li></ul>
Pattern	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills: Experimenting with Media</li><li>Sculptures &amp; Collages:</li></ul>	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> <ul style="list-style-type: none"><li>Formal Elements</li></ul>	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i> <ul style="list-style-type: none"><li>Craft</li></ul>
Shape	<i>Identify, describe and use shape for purpose.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Printing: Great Fire of London</li></ul>	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i> <ul style="list-style-type: none"><li>Sculpture &amp; Media</li></ul>	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>
Texture	<i>Use materials to create textures.</i> <ul style="list-style-type: none"><li>Landscapes</li></ul>	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i> <ul style="list-style-type: none"><li>Formal Elements</li></ul>	<i>Analyse and describe texture within artists’ work.</i> <ul style="list-style-type: none"><li>Prehistoric Art</li><li>Craft</li></ul>
Creating original artwork	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Learning About Louis</li></ul>	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i>	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li></ul>

	Wain	<ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Sculpture &amp; Media</li></ul>	<ul style="list-style-type: none"><li>• Prehistoric Art</li></ul>
By the end of this unit pupils will have had the opportunity to:			
Drawing	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.		
Craft techniques	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.		
Pattern	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.		
Shape	Create personal artwork using the artwork of others to stimulate them.		
Texture	Use a range of materials to express complex textures.		
Creating original artwork	Create personal artwork using the artwork of others to stimulate them.		
Progression through the art curriculum			
	Year 5	Year 6	
Drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills</li><li>• Design For a Purpose</li></ul>	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Make My Voice Heard</li><li>• Still Life</li></ul>	
Craft techniques	Create mixed media art using found and reclaimed materials. Select materials for a purpose. <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Design For Purpose</li></ul>	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft</li><li>• Still Life</li><li>• Photography</li></ul>	
Pattern	Construct patterns through various methods to develop their understanding. <ul style="list-style-type: none"><li>• Every Picture Tells a Story</li><li>• Formal Elements</li></ul>	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li></ul>	
Shape	Create personal artwork using the artwork of others to stimulate them. <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Prehistoric Art</li></ul>	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape. <ul style="list-style-type: none"><li>• Every Picture Tells a Story</li></ul>	
Texture	Develop understanding of texture through practical making activities. <ul style="list-style-type: none"><li>• Every Picture Tells a Story</li></ul>	Understand how artists manipulate materials to create texture. <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft</li><li>• Still Life</li></ul>	
Creating original artwork	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills: Packaging Collage 1</li><li>• Every Picture Tells a Story</li></ul>	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft: Zentangle Printing</li><li>• Make My Voice Heard</li><li>• Photography</li></ul>	
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
<ul style="list-style-type: none"><li>• I know a compass can be used to draw circles.</li><li>• I know symmetrical patterns look the same on either side of the centre.</li><li>• I know mark making is the creation of different patterns, lines, textures</li></ul>		<ul style="list-style-type: none"><li>• Draw still life from observation and for mark making.</li><li>• Develop skill and control when painting.</li><li>• Paint with expression.</li></ul>	

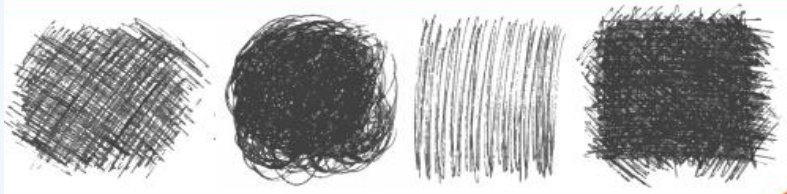
and shapes.

- I know that people have used the flower of life pattern for thousands of years.

- Make art from recycled materials, create sculptures, print and create using a range of materials.
- Analyse and describe colour and painting techniques in artists work.
- Manipulate colour for print.
- Develop their ability to describe and model form in 3D using a range of materials.
- Create original designs for patterns using geometric repeating shapes.
- Use a range of materials to express complex textures.
- Use a variety of tones to create different effects.
- Use literary sources to inspire art.
- Express thoughts and feelings through the tactile creation of art.

## Subject knowledge and teaching guidance

Mark making is the creation of different patterns, lines, textures and shapes



Symmetrical patterns look the same on either side of the centre.



To see if an object is symmetrical, I can draw a line through the centre to see if it's a perfect match (a mirror image) on either side.

A printing block can be made from different materials such as wood or lino which can be carved to create a stamp.



A compass can be used to draw circles and arcs.



## Key Assessments

- Can pupils successfully reproduce and label at least eight different mark-making techniques?
- Can pupils complete a pattern using pressing techniques?
- Can pupils successfully complete a pattern using mathematical shapes?
- Can pupils create a flip pattern?
- Can pupils successfully complete a flower of life pattern?

## Key vocabulary and definitions

2D shapes	Flat shapes, which have just a length and width and no depth.
Abstract	Modern art which has colours, lines and shapes but does not represent objects or living things.
Charcoal	A black crumbly drawing material made of carbon, that is often used for sketching.
Pattern	Repeated motifs in art.
Reflection	An image produced as if made by a mirror.
Symmetrical	An object which looks exactly the same on each side.
Texture	The way something feels when it is touched.

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To develop a range of mark-making techniques	To create patterns using printing techniques.	To create a pattern using a stamp.	To create patterns using reflection and symmetry.	To create a geometric pattern.

Year 4 – Spring 1		Unit 2 – Art and Design Skills	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>• Pupils should be taught to 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 develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.</li><li>• To know about great artists, architects and designers in history.</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></ul>			
Cross Curricular Links			
<ul style="list-style-type: none"><li>• DT - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• Maths - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li><li>• Maths - Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts</li><li>• English – Reading - Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these</li></ul>			
Prior Learning			
	Year 1	Year 2	Year 3
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Landscapes Lesson</li><li>• Sculptures &amp; Collages</li></ul>	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Human Form</li><li>• Sculpture &amp; Media</li></ul>	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills: Craft &amp; Design</li><li>• Prehistoric Art</li></ul>
Painting	<i>Develop skill and control when painting. Paint with expression.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Painting: Colour Mixing</li><li>• Landscapes using different media</li><li>• Landscapes</li></ul>	<i>Further improve skill and control when painting. Paint with creativity and expression.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Sculpture &amp; Media</li></ul>	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Prehistoric Art</li></ul>
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Landscapes</li></ul>	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft: Clay</li><li>• Human Form</li><li>• Sculpture &amp; Media</li></ul>	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills: Craft &amp; Design</li><li>• Prehistoric Art</li><li>• Craft</li></ul>
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills</li></ul>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Sculpture &amp; Media</li></ul>	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Prehistoric Art</li><li>• Craft: Lesson: Mood Boar</li></ul>



	<ul style="list-style-type: none"> <li>• Landscapes</li> </ul>		
<b>Form</b>	<i>Learn about form and space through making sculptures and developing language.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Experimenting with Media</li> <li>• Sculptures &amp; Collages</li> </ul>	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i> <ul style="list-style-type: none"> <li>• Human Form</li> </ul>	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>
<b>Line</b>	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i> <ul style="list-style-type: none"> <li>• Sculpture &amp; Media</li> </ul>	<i>Express and describe organic and geometric forms through different types of line.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Drawing: My Toy Story</li> <li>• Formal Elements</li> <li>• Prehistoric Art</li> </ul>
<b>Tone</b>	<i>Understand what tone is and how to apply this to their own work.</i> <ul style="list-style-type: none"> <li>• Landscapes</li> </ul>	Experiment with pencils to create tone. Use tone to create form when drawing. <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i> <ul style="list-style-type: none"> <li>• Formal Elements: Tone 1: Four Rules of Shading</li> <li>• Art &amp; Design Skills: Drawing: My Toy Story</li> </ul>
<b>Creating original artwork</b>	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Learning About Louis Wain</li> </ul>	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Sculpture &amp; Media</li> </ul>	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>

**By the end of this unit pupils will have had the opportunity to:**

Drawing	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i>
Painting	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i>
Craft techniques	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i>
Colour	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i>
Form	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i>
Line	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i>
Tone	<i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</i>
Creating original artwork	<i>Create personal artwork using the artwork of others to stimulate them.</i>

**Progression through the art curriculum**

	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills</li> <li>• Design For a Purpose</li> </ul>	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Painting</b>	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills</li> </ul>	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>



<b>Craft techniques</b>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Design For Purpose</li> </ul>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> <li>• Photography</li> </ul>
<b>Colour</b>	<p>Select and mix more complex colours to depict thoughts and feelings.</p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Every Picture Tells a Story</li> <li>• Design For Purpose</li> </ul>	<p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>
<b>Form</b>	<p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>	<p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>
<b>Line</b>	<p>Extend and develop a greater understanding of applying expression when using line.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Design For Purpose</li> </ul>	<p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Tone</b>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>
<b>Creating original artwork</b>	<p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Packaging Collage 1</li> <li>• Every Picture Tells a Story</li> </ul>	<p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft: Zentangle Printing</li> <li>• Make My Voice Heard</li> <li>• Photography</li> </ul>

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know that lenticular printing gives an optical illusion.</li> <li>• I know that this illusion is created using two images.</li> <li>• I know about the creation of the willow pattern.</li> <li>• I know the role of a curator is to set up and manage collections of works of art within a museum.</li> <li>• I know tone means lightness or darkness of something.</li> <li>• I know horizontal lines run from right to left.</li> <li>• I know vertical lines run up and down.</li> <li>• I know perpendicular lines are at right angles to each other.</li> <li>• I know parallel lines are two lines that are always the same distance apart and never touching.</li> <li>• I know scoring is to make a crease on paper or card so it can be neatly</li> </ul>	<ul style="list-style-type: none"> <li>• Draw still life from observation and for mark making.</li> <li>• Develop skill and control when painting.</li> <li>• Paint with expression.</li> <li>• Make art from recycled materials, create sculptures, print and create using a range of materials.</li> <li>• Analyse and describe colour and painting techniques in artists work.</li> <li>• Manipulate colour for print.</li> <li>• Develop their ability to describe and model form in 3D using a range of materials.</li> <li>• Create original designs for patterns using geometric repeating shapes.</li> <li>• Use a range of materials to express complex textures.</li> <li>• Use a variety of tones to create different effects.</li> <li>• Use literary sources to inspire art.</li> <li>• Express thoughts and feelings through the tactile creation of art.</li> </ul>

folded.

## Subject knowledge and teaching guidance

Horizontal lines run from right to left.



Vertical lines run up and down, from top to bottom.



Perpendicular lines are at right angles to each other.



Parallel lines are two lines that are always the same distance apart and never touch.



Scoring is to make a crease on paper or card so it can be neatly folded with ease.



## Artist Work Looked At



**Giorgio Morandi**

An Italian painter and printmaker who specialised in still life.

Artwork © DACS 2020 Giorgio Morandi, Still-life, 1950 (oil on canvas), Photo © Bridgeman Images



**Barbara Hepworth**

An English artist and sculptor.

Hepworth © Bowness/Photo © Christie's Images/Bridgeman Images



**Paul Cezanne**

A French, post-impressionist painter.

© Bridgeman Images. Title: Montagne Sainte-Victoire, 1904-06

**Luz Perez Ojeda**

Digital photography and lenticular professional artist from France.

## Key Assessments

- Can pupils use a variety of blue tones using a washed colour?
- Do pupils understand the need to design a simple, organic shaped sculpture?
- Can pupils mix four secondary colours and paint an object?
- Do pupils understand the role of a curator?
- Do pupils understand the use of a pencil to create different tones?

### Key vocabulary and definitions

Lenticular prints	Lenses are used to produce images with an illusion of depth, or which change or move as the image is viewed from different angles.
Optical illusion	Patterns which use light and colour to create images that trick your brain.
Score	A written representation of music.
Sequential order	In a logical order, often number or alphabetical.
Thematic	The message within a story.

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To create an image using an artistic process.	To recreate a traditional design style.	To create a small scale sculpture.	To paint in the style of a famous artist.	To understand the role of a curator.	To draw a still life image from observation.

Year 4 – Spring 2		Unit 3 – Every picture tells a story.	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>• Create sketchbooks to record their observations and use them to review and revisit ideas</li><li>• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li><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>• Improve their mastery of art and design techniques, including drawing, painting and sculpture</li></ul>			
Cross Curricular Links			
<ul style="list-style-type: none"><li>• English – spoken language - Ask relevant questions to extend their understanding and knowledge</li><li>• English – spoken language - Articulate and justify answers, arguments and opinions</li><li>• English – spoken language - participate in discussions, presentations, performances, role play, improvisations and debates</li></ul>			
Prior Learning			
	Year 1	Year 2	Year 3
Painting	<i>Develop skill and control when painting. Paint with expression.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Painting: Colour Mixing</li><li>• Landscapes using different media</li><li>• Landscapes</li></ul>	<i>Further improve skill and control when painting. Paint with creativity and expression.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Sculpture &amp; Media</li></ul>	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Prehistoric Art</li></ul>
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills</li><li>• Landscapes</li></ul>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Sculpture &amp; Media</li></ul>	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Prehistoric Art • Craft: Lesson: Mood Boar</li></ul>
Form	<i>Learn about form and space through making sculptures and developing language.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Experimenting with Media</li><li>• Sculptures &amp; Collages</li></ul>	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i> <ul style="list-style-type: none"><li>• Human Form</li></ul>	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li></ul>
Line	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> <ul style="list-style-type: none"><li>• Formal Elements</li></ul>	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i> <ul style="list-style-type: none"><li>• Sculpture &amp; Media</li></ul>	<i>Express and describe organic and geometric forms through different types of line.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Drawing: My Toy Story</li><li>• Formal Elements</li><li>• Prehistoric Art</li></ul>
Pattern	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Experimenting</li></ul>	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> <ul style="list-style-type: none"><li>• Formal Elements</li></ul>	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i> <ul style="list-style-type: none"><li>• Craft</li></ul>

	with Media • Sculptures & Collages:		
<b>Shape</b>	<i>Identify, describe and use shape for purpose.</i> • Formal Elements • Art & Design Skills: Printing: Great Fire of London	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i> • Sculpture & Media	<i>Create personal artwork using the artwork of others to stimulate them.</i> • Art & Design Skills • Prehistoric Art
<b>Texture</b>	<i>Use materials to create textures.</i> • Landscapes	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i> • Formal Elements	<i>Analyse and describe texture within artists' work.</i> • Prehistoric Art • Craft
<b>Tone</b>	<i>Understand what tone is and how to apply this to their own work.</i> • Landscapes	Experiment with pencils to create tone. Use tone to create form when drawing. • Formal Elements	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i> • Formal Elements: Tone 1: Four Rules of Shading • Art & Design Skills: Drawing: My Toy Story
<b>Creating original artwork</b>	<i>Explore and create ideas for purposes and intentions.</i> • Formal Elements • Art & Design Skills: Learning About Louis Wain	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> • Art & Design Skills • Sculpture & Media	<i>Create personal artwork using the artwork of others to stimulate them.</i> • Art & Design Skills • Prehistoric Art

**By the end of this unit pupils will have had the opportunity to:**

Painting	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i>
Colour	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i>
Form	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i>
Line	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i>
Pattern	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i>
Shape	<i>Create personal artwork using the artwork of others to stimulate them</i>
Texture	<i>Use a range of materials to express complex textures.</i>
Tone	<i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</i>
Creating original artwork	<i>Create personal artwork using the artwork of others to stimulate them.</i>

**Progression through the art curriculum**

	<b>Year 5</b>	<b>Year 6</b>
<b>Painting</b>	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i> • Formal Elements • Art & Design Skills	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i> • Art & Design Skills • Make My Voice Heard • Still Life
<b>Colour</b>	<i>Select and mix more complex colours to depict thoughts and feelings.</i> • Formal Elements • Every Picture Tells a Story • Design For Purpose	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> • Art & Design Skills • Still Life
<b>Form</b>	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i>	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i>

	<ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>	<ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>
<b>Line</b>	<p><i>Extend and develop a greater understanding of applying expression when using line.</i></p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Design For Purpose</li> </ul>	<p><i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Pattern</b>	<p><i>Construct patterns through various methods to develop their understanding.</i></p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>	<p><i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>
<b>Shape</b>	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>	<p><i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i></p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>
<b>Texture</b>	<p><i>Develop understanding of texture through practical making activities.</i></p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>	<p><i>Understand how artists manipulate materials to create texture.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> </ul>
<b>Tone</b>	<p><i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i></p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>	<p><i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i></p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>
<b>Creating original artwork</b>	<p><i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Packaging Collage 1</li> <li>• Every Picture Tells a Story</li> </ul>	<p><i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft: Zentangle Printing</li> <li>• Make My Voice Heard</li> <li>• Photography</li> </ul>
<b>Key knowledge acquired throughout this unit</b>		<b>Key skills acquired throughout this unit</b>
<ul style="list-style-type: none"> <li>• I know that artists tell stories in their artwork.</li> <li>• I know that art can be created based on an emotion or to evoke a feeling.</li> <li>• I know pop art is an art movement that began in the 1950s.</li> <li>• I know that preparatory drawing is a sketch or an initial plan.</li> </ul>		<ul style="list-style-type: none"> <li>• Draw still life from observation and for mark making.</li> <li>• Develop skill and control when painting.</li> <li>• Paint with expression.</li> <li>• Make art from recycled materials, create sculptures, print and create using a range of materials.</li> <li>• Analyse and describe colour and painting techniques in artists work.</li> <li>• Manipulate colour for print.</li> <li>• Develop their ability to describe and model form in 3D using a range of materials.</li> <li>• Create original designs for patterns using geometric repeating shapes.</li> <li>• Use a range of materials to express complex textures.</li> <li>• Use a variety of tones to create different effects.</li> <li>• Use literary sources to inspire art.</li> <li>• Express thoughts and feelings through the tactile creation of art.</li> </ul>
<b>Subject knowledge and teaching guidance</b>		



I can understand and recognise the story behind a painting.



I know that art can be created based on an emotion or to evoke a feeling.

## Artist Work Looked At

### Artists' work looked at:



#### Fiona Rae

A modern, British artist, born in Hong Kong.

Artwork © Fiona Rae, Untitled (orange, green and black), 1991  
© Fiona Rae. All Rights Reserved. DACS/Artimage 2020.  
Photo: Antony Makinson and Prudence Cuming Associates Ltd



#### David Hockney

A British painter, printmaker and photographer. One of the most influential British artists of the 20th century and contributor to the pop art movement of the 1960s.

Homage to David Hockney No.1, 2008, Holly Frean  
In © Copyright administrator: Bridgeman Images

#### Paula Rego

A Portuguese-born artist who is known for her paintings and prints based on storybooks.

Artwork © Paula Rego, 'The Dance' 1988. Photo © Bridgeman Images



#### Pieter Bruegel

An artist from Belgium, known for painting sweeping landscapes and peasant scenes.

#### Edward Hopper

An American realist painter and printmaker of modern life.

Artwork © Heirs of Josephine Hopper/  
Licensed by Artists Rights Society (ARS) NY  
/DACS, London 2020. Edward Hopper, Tables  
for Ladies, 1930. Photo © Bridgeman Images



## Key Assessments

- Do pupils understand the narrative of the artwork observed?
- Can pupils find the meaning in a painting and how it connects to the world?

## Key vocabulary and definitions



Abstract	Modern art which has colours, lines and shapes but does not represent objects or living things.
Narrative	A story.
Pop art	An art movement which began in the 1950s. It is a style which is based on simple, bold images of everyday items.
Preparatory drawing	A sketch or an initial plan.
Re-enact	To repeat the actions of an event that has happened.

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To act out and analyse a famous painting.	To analyse and find the meaning in a painting.	To act out a story told in a painting.	To focus on different parts of a painting.	To analyse abstract paintings and describe the stories behind them.

Year 4 – Summer 2		Unit 4 – Sculpture	
National Curriculum Objectives Covered			
<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>Create sketch books to record their observations and use them to review and revisit ideas</li><li>Improve their mastery of art and design techniques</li><li>Learn about great artists, architects and designers in history</li></ul>			
Cross Curricular Links			
<ul style="list-style-type: none"><li>Science - Find patterns between the pitch of a sound and features of the object that produced it</li><li>History - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>Geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul>			
Prior Learning			
	Year 1	Year 2	Year 3
<b>Creating original artwork</b>	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Learning About Louis Wain</li></ul>	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Sculpture &amp; Media</li></ul>	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>
By the end of this unit pupils will have had the opportunity to:			
Creating original artwork		<i>Create personal artwork using the artwork of others to stimulate them.</i>	
Progression through the art curriculum			
	Year 5	Year 6	
<b>Creating original artwork</b>	<i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Packaging Collage 1</li><li>Every Picture Tells a Story</li></ul>	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills: Craft: Zentangle Printing</li><li>Make My Voice Heard</li><li>Photography</li></ul>	
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
<ul style="list-style-type: none"><li>I know that pitch is affected by the size of the object struck.</li><li>I know about the work of Sokari Douglas Camp.</li><li>I know that composition is the placement or arrangement of visual elements in a work of art.</li><li>I know wax resist is the drawing with wax and then painting over it.</li><li>I know that contrast is very different to or the opposite of.</li></ul>		<ul style="list-style-type: none"><li>Draw still life from observation and for mark making.</li><li>Develop skill and control when painting.</li><li>Paint with expression.</li><li>Make art from recycled materials, create sculptures, print and create using a range of materials.</li><li>Analyse and describe colour and painting techniques in artists work.</li><li>Manipulate colour for print.</li><li>Develop their ability to describe and model form in 3D using a range of materials.</li><li>Create original designs for patterns using geometric repeating shapes.</li><li>Use a range of materials to express complex textures.</li></ul>	

- Use a variety of tones to create different effects.
- Use literary sources to inspire art.
- Express thoughts and feelings through the tactile creation of art.

## Subject knowledge and teaching guidance

The primary colours are red, blue and yellow.



Secondary colours are mixed from the primary colours and are orange, purple and green.

Sokari Douglas Camp is a Nigerian sculptor who has gained huge recognition in recent years. Her sculptures are all influenced by her Nigerian background and often include a political message. Many sculptures are made from welding metals and reused waste materials.

## Artist Work Looked At



**El Anatsui**  
An artist and sculptor from Ghana.  
© Gift of the Alliance of the Indianapolis Museum of Art / Bridgeman Images



**Giuseppe Arcimboldo**  
An Italian painter best known for creating imaginative portrait heads made of objects such as fruits, vegetables and flowers.  
© Derek Bayes / Bridgeman Images



**Sam Francis**  
An American painter and printmaker.  
© Sam Francis Foundation, California / DACS 2020 Sam Francis, Untitled, 1958, Photo © Christie's Images / Bridgeman Images

**Sokari Douglas Camp**  
A sculptor who works primarily with steel. Her sculptures refer to her Nigerian heritage and international issues.

## Key Assessments

- Can pupils create a wax resist pattern involving musical notes and symbols?
- Can pupils create a collage using thoughtful arrangements?
- Can pupils create a wax resist piece of art?
- Can pupils recreate art in the style of Sokari Douglas Camp?
- Can pupils recreate art in the style of El Anatsui?

## Key vocabulary and definitions

Composition	The placement or arrangement of visual elements in a work of art.
Geometric pattern	A pattern formed of geometric shapes such as circles, rectangles, squares and triangles.
Optical effect	The arrangement of shapes, colours and patterns to create images that look as if they are moving or blurring.
Sketch	A quick, light drawing or painting without detail.
Wax resist	Drawing with wax then painting over it. The areas covered in wax will not allow the paint to settle.
Upcycle	To repurpose old items or junk into something of more value. For example a product or art work.
Recycle	To reuse things which would have been thrown away.
Contrast (art)	Very different to, or the opposite of.

Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To create a musical instrument from recycled materials.	To decorate musical instrument from recycled material.	To create a collage in the style of an artist.	To create a sculpture in the style of the sculptor Sokari Douglas Camp.	To create a sculpture in the style of El Anatsui.