Art

EYFS

Opportunities for Art in the Early Years

Opportunities are provided throughout the year in Reception on a daily basis to practice and develop skills in drawing, painting, sculpture and craft through independent child-led activities in our indoor and outdoor environments.
Modelling skills are taught discreetly through Dough Disco sessions in the Autumn Term.
Teacher focused drawing club sessions are delivered through the remainder of the year where children are encouraged to draw characters and settings. The use of language is promoted to explain their ideas and creativity.

Communication & Language

- Learn new vocabulary, including: materials, tools, smooth, rough, hard, soft, cut, stick, fold, tear, press, print, pattern, collage
- Ask relevant questions clarifying understanding of instructions.
- Articulate their ideas and describe their artwork in well-formed sentences.
- Review and articulate their finished pieces of art.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently and safely.

Personal, Social & Emotional Development

- Show resilience and perseverance in the face of challenge.
- Manage their own needs and develop independence
- Begin to say something they like or dislike about their own or other artists' work.

Literacy

- Add labels to their artwork.

Mathematics

- Explore 2D and 3D shapes and use informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Combine shapes to make new ones.
- Talk about and identify patterns around them.
- Continue, copy and create repeating patterns.

Understanding the World

- Explore collections of materials with similar and/or different properties.
- Draw information from a simple map.
- Describe and draw people that are familiar or important to them.

Expressive Arts & Design

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

National Curriculum Requirements

Key Stage One	Key Stage Two
Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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.	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. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Progression of Knowledge & Skills

	Year One		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Exploring & Developing Ideas	**Self Portraits** • To experiment with a variety of media; sketching pencils, crayons, oil pastels, fine liners, felt tips, water colour paint.	**Animal Prints** • To experiment with a variety of media; sketching pencils, oil pastels, powder paint.	**Flora and Fauna** • To investigate textures by describing, naming, rubbing, copying. • To experiment with a variety of media; sketching pencil, graphite, oil pastel, paper, collage, watercolour, ready mixed paints.
Work of Other Artists, Architects & Craftspeople	**Self Portraits** • Artist Focus – Picasso and Andy Warhol. • To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. • To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	**Animal Prints** • Artist Focus – Henri Rousseau. • To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. • To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	**Flora and Fauna** • Artist Focus – Eric Carle, Joseph Redoute, Jan Van Kesse • To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. • To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.
Drawing	**Self Portraits** • To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.	**Animal Prints** • To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.	**Flora and Fauna** • To name, match and draw lines/marks from observations.
Painting	**Self Portraits** • Use a variety of tools and techniques including different brush sizes and types. • To identify primary colours by name. • To work on different scales.	**Animal Prints** • Use a variety of tools and techniques including different brush sizes and types. • To identify primary colours by name. • To mix and match colours to artefacts and objects and to find collections of colours. • To work on different scales.	
Printing		**Animal Prints** • To use simple relief printing. • To create patterns using a repeated pattern. • To print with a range of hard and soft materials e.g. corks, pen barrels and sponge.	**Flora and Fauna** • To use simple relief printing. • To create patterns using a repeated pattern. • To print with a range of hard and soft materials e.g. corks, pen barrels and sponge.
Collage	**Self Portraits** • To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • To fold, crumple, tear and overlap papers.		**Flora and Fauna** • To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • To arrange and glue materials to different backgrounds. • To sort and group materials for different purposes e.g. colour texture. • To fold, crumple, tear and overlap papers. • To work on different scales. • To collect, sort, name match colours appropriate for an image.
Reflection	**Self Portraits** • Evaluate completed artworks – recognise achievement/areas for development linked to skills and aesthetics.	**Animal Prints** • Evaluate completed artworks – recognise achievement/areas for development linked to skills and aesthetics.	**Flora and Fauna** • Evaluate completed artworks – recognise achievement/areas for development linked to skills and aesthetics.
Vocabulary	**portrait, self-portrait, line drawing, drawings, line, bold, size, space, colour, brushstroke**	**line drawing, detail, pastels, drawings, line, bold, size, space, primary colours, secondary colours, neutral colours, shades, warm colours, cool colours, brushstroke, printing**	**colour, shape, printing, collage, gaps, tear, crumple, overlap, cut, place, arrange**

	Year Two		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Exploring & Developing Ideas	**Queen Elizabeth I Portraits** • Respond positively to ideas and starting points. • Explore ideas and collect information.	**Great Fire of London Clay Tiles** • Respond positively to ideas and starting points. • Explore ideas and collect information. • Describe differences and similarities and make links to their own work. • Continually evaluate and develop their own design through a planning process.	**Japanese Art inspired by Sushi** • Respond positively to ideas and starting points. • Explore ideas and collect information. • Describe differences and similarities and make links to their own work.
Work of Other Artists, Architects & Craftspeople	**Queen Elizabeth I Portraits** • To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times. • To be able to talk about the materials, techniques and processes they have used using an appropriate vocabulary (for instance they know the names of the tools and colours they use). Armada Portrait of Queen Elizabeth I by an unknown artist Portrait of Queen Elizabeth II by Lucian Freud Portrait of King Henry VIII by Hans Holbein	**Great Fire of London Clay Tiles** • To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times. • To be able to talk about the materials, techniques and processes they have used using an appropriate vocabulary (for instance they know the names of the tools and colours they use). House sculpture by Rachel Whiteread Other works by Rachel Whiteread	**Japanese Art inspired by Sushi** • To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times. • To be able to talk about the materials, techniques and processes they have used using an appropriate vocabulary (for instance they know the names of the tools and colours they use). The Great Wave by Hokusai All the Eternal Love I have for Pumpkins by Yayoi Kusama
Drawing	**Queen Elizabeth I Portraits** • Observe patterns, explore texture and shade through creative use of the drawing medium. • Make quick sketches as records of experiences or feelings. • Observe and draw landscapes and anatomy. • To observe and draw shapes from observations. • To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	**Great Fire of London Clay Tiles** • Observe patterns, explore texture and shade through creative use of the drawing medium. • Make quick sketches as records of experiences or feelings. • To invent new lines and create patterns and textures. • To observe and draw shapes from observations.	**Japanese Art inspired by Sushi** • Observe patterns, explore texture and shade through creative use of the drawing medium. • Make quick sketches as records of experiences or feelings. • To draw on different surfaces with a range of media. • To observe and draw shapes from observations. • To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • To invent new lines and create patterns and textures.
Painting	**Queen Elizabeth I Portraits** • Mix the full range of colours from primary colours. • To experiment with tools and techniques eg. Layering, mixing media, scraping through layers. • To investigate making as many tones as possible (using white).		
Sculpture		**Great Fire of London Clay Tiles** • Manipulate clay by pinching, rolling coils and slabs and carving using a variety of mark making tools. • Make simple joins using other construction materials. • To manipulate malleable materials in a variety of ways including rolling and kneading. • To understand the safety and basic care of materials and tools.	
Printing			**Japanese Art inspired by Sushi** • Create simple impressed and relief designs to print with. • Experiment with repeating patterns. • To use simple relief printing. • To make simple marks on rollers and printing palettes.
Collage	**Queen Elizabeth I Portraits** • To fold, crumple, tear and overlap papers. • To arrange and glue material to different backgrounds.		**Japanese Art inspired by Sushi** • Use mixed media to create patterns and images in response to an experience.
Reflection	**Queen Elizabeth I Portraits** • Evaluate completed artworks – recognise achievement/areas for development linked to skills and aesthetics.	**Great Fire of London Clay Tiles** • Evaluate completed artworks – recognise achievement/areas for development linked to skills and aesthetics.	**Japanese Art inspired by Sushi** • Evaluate completed artworks – recognise achievement/areas for development linked to skills and aesthetics.
Vocabulary	**portrait, primary colours, secondary colours, skin tone, mix, brush, strokes, dab, crumple, fold, embellish, crown, cut, tear, compliment, proportions, evaluate, light, dark, pressure, shading, sketch, observe**	**roll, shape, sculpt, create, join, press, imprint, tools, score, brush, cut, slice, slab, attach, texture**	**print, relief, pattern, ink, press, roller, polystyrene tile, repeating, colour, shape, pattern, compliment, size, shape**

	Year Three		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Exploring & Developing Ideas	**Shape and Colour** • Begin to use a sketch books to record their observations and use this to review and revisit ideas. • When looking at the artwork, consider the shape, colour and composition of the artist's work. • Use the paper elements they have cut out to compose their own collage compositions.	**Face Relief Sculptures** • Begin to understand the medium of sculpture by looking at a range of artists who sculpt. • Explore a range of ideas to create a sculpture using their own knowledge of other abstract artworks. • Create sketch books to record their observations and use them to review and revisit ideas.	**Watercolour Painting** • Exposure to the medium of watercolour through the artist Georgia O'Keefe. • Create sketch books to record their observations and use them to review and revisit ideas. • Use natural resources.
Work of Other Artists, Architects & Craftspeople	**Shape and Colour** • Look at, talk about and draw from historical artworks by Henri Matisse and Claire Willberg. • Explore the work of Romare Bearden and respond during class discussions.	**Face Relief Sculptures** • Explore and respond to works of Pablo Picasso and Kimmy Cantrell.	**Watercolour Painting** • Explore and respond to works of Georgia O'Keefe.
Drawing	**Shape and Colour** • To use a range of pencil types and charcoal to draw onto their collaged compositions to add detail and reflect their understanding of the artist's work they've observed. • Experiment layering lines using carbon paper	**Face Relief Sculptures** • Work on a variety of scales, including initial sketches for projects. • Make initial sketches of parts of the face (eyes, lips, mouth, nose, ears) focusing on shape to inform making.	**Watercolour Painting** • Experiment with the concept of perspective. • Begin to recognise the creative mark making potential of drawing materials. • Communicate using a variety of mark making to create form, texture, light and dark. • Work on a variety of scales, including initial sketches for projects.
Painting	**Shape and Colour** • To explore the concept of 'painting with scissors' to cut and compose new artworks from collaged shapes.		**Watercolour Painting** • Experiment with the concept of perspective. • Apply colour using wash, dotting, splatter, scratching etc in addition to more traditional methods. • Refine colour mixing skills, producing colour wheels or multiple tints of a single colour. • Create colour references in sketch books. • Refine skills in figurative and abstract work, selecting colours to reflect mood.
Sculpture		**Face Relief Sculptures** • Shape, form, model and construct with malleable and rigid materials. • Develop different joining techniques to the purpose, medium and aesthetics. • Make initial sketches to inform making • Shape, form, model and construct with malleable and rigid materials.	
Reflection	**Shape and Colour** • Take photographs of their work. • Share their work with others in the classroom and talk about the processes they've completed. • Talk confidently about their work and the work of their classmates. • Suggest improvements to their own work.	• Respond to an artist's work in greater detail, with some explanation. • Recognise achievement/development in their own work linked to skills and aesthetics.	**Watercolour Painting** • Respond to an artist's work in greater detail, with some explanation. • Recognise achievement/development in their own work linked to skills and aesthetics.
Vocabulary	**'Show me what you see', response, sketch, note, line, shape, capture, share, colour, composition, cut, direct, try, explore, test, elements, arrange, negative, positive, photograph, lighting, focus, present, share, reflect, respond, feedback**	**line, pattern, texture, colour, shape, block printing, piercing, design, polystyrene, printing tiles, inking roller**	**colour, tint, mix, colour wheel, perspective, scales, sketch, wash, adapt, refine, detail, observation, complementary colours**

	Year Four		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Exploring & Developing Ideas	**Making Monotypes** • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay]. • Know that Monotype is a process where we make images by transferring ink from one surface to another to make a single print.	**Sculptures: Exploring Still Life; Inky Graphic** • To use/ create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Know that when artists make work in response to static objects around them it is called still life. • Know that still life has been a genre for many hundreds of years and is it still relevant today. •	**Mixed Media – Land and City Scapes** • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting. • Use sketchbooks to focus this exploration and we do not always need to create an 'end result'.
Work of Other Artists, Architects & Craftspeople	**Making Monotypes** • To know about great artists, architects and designers in history - Kevork Mourad. • Create a folding book from A3 paper following the instruction from artists explanation. • Identify monotype prints made by artists. • Study drawings made by other artists and identify marks they have used in their drawings. I can use my sketchbook to collection of marks for me to use later.	**Sculptures: Exploring Still Life; Inky Graphic** • To know that when artists make work in response to static objects around them it is called still life. • To know about and learn from about great artists, architects and designers in history. **Paul Cezanne, Dutch and Flemish 16th century artists.** • Identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook. • Explore: how does contemporary still life compare to traditional still life?	**Mixed Media – Land and City Scapes** • To know about great artists, architects and designers in history. Eg. Gardiner, Kitty Jones and the Shoreditch Sketcher • Understand that artists often work outside, finding inspiration from the land and city scapes. • Explore how artists involve different materials and media. • Respond to the work of artists through class discussion and in their sketchbooks. • Compare the artists and identify things which might be of interest to them in their own work.
Drawing	**Making Monotypes** • Experiment in making marks that create patterns. • Sketch winter garden shapes in preparation for adding layers of collage. Eg cobwebs. • Open my mark making vocabulary by varying the tool, hold, pressure, speed, and intention. • Respond to a poem in the form of a zine made from painted, collaged, and printed elements. • Know that we can use the 'distance' that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.	**Sculptures: Exploring Still Life; Inky Graphic** • To develop many technical and visual literacy skills and concepts, including looking at line, colour, shape, texture, form, composition, foreground, background and negative space. • Know that we can make a still life creative response in many media: drawing, painting, collage, relief… • Know 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. • Consolidate and develop understanding of how we can use line, shape, colour, texture, form and composition to make their work. • Draw from observation and think about how to use line, colour, form, and composition to make artwork more interesting.	**Mixed Media – Land and City Scapes** • Sketch outlines of costal pictures – use lines and marks to make different effects. • When completing annual self-portrait, consider shadow and how to create light and shadow in pencil. • Create lots of mixed media drawings in my sketchbook that capture the spirit and energy of my environment.
Painting	**Making Monotypes** • Using acrylics to mix, test and use colours for collage and folding book. • Paint blocks of mixed colours in preparation for collage. • Know that we can combine monotype with other disciplines such as painting and collage. •	**Sculptures: Exploring Still Life; Inky Graphic** • Use the show me what you see strategy to create a structure to how create their still life paintings building outlines and blocks.	**Mixed Media – Land and City Scapes** • Use ink, pastels, chalk, watercolours to create coastal pictures being aware of how to create thin, thick, light and dark marks. • Create lots of mixed media paintings in my sketchbook that capture the spirit and energy of my environment.
Printing	**Making Monotypes** • Print onto their folding book using carbon paper. • Trial different patterns and effects to be printed with carbon paper.		
Collage	**Making Monotypes** • To use a prepared colour block to cut collage pieces to add to their folding book. • Cut shapes to create pictures that represent the Ghost in the Garden poem.		
Reflection	**Making Monotypes** • To respond to an artist's work in greater detail. • To reflect on their own artwork. • Know that we can make art by expressing our own personal response to literature or film.	**Sculptures: Exploring Still Life; Inky Graphic** • To respond to an artist's work in greater detail. • To reflect on their own artwork. Understand that when artists work with still life, they bring their own comments and meaning to the objects they portray.	**Mixed Media – Land and City Scapes** • To respond to an artist's work in greater detail. • To reflect on their own artwork. • To consider what medium they would like to use to create their final piece of coastal art.
Vocabulary	**mono type, artists book, installation, poetry, evoke, response, translate, mood, sense, layer, combine, multi media, present, share, reflect, respond, articulate, feedback, crit, similarities, differences**	**still life, genre, traditional, contemporary, objects, arrangements, composition, viewfinder, lighting, background, foreground, light, dark, tone, shadow, colour, hue, tint, elements, pattern, texture, colour, relationship, mark making, appearance, 2d, 3d, present, share, reflect, respond, articulate, feedback, crit, similarities, differences**	**landscape, cityscape, working from life, mixed media, senses, spirit, energy, capture, composition, format, present, share, reflect, respond, articulate, feedback, crit, similarities, differences**

	Year Five		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Exploring & Developing Ideas	**Identities** • Use sketch books to review and revisit ideas. • Think critically about their art and design work. • To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, egg, vinegar, water, pigment.].	**Migration** • Use sketch books to review and revisit ideas. • Think critically about their art and design work as well as comparing to artist work. • To improve their mastery of art and design techniques, including drawing, sculpting, twisting and connections use a range of materials. [for example, wire, tape and beads.].	**Favellas Perspective Drawing** • Use sketch books to review and revisit ideas. • Think critically about their art and design work as well as comparing to artist work. • To improve their mastery of art and design techniques, including drawing, sculpting, twisting and connections use a range of materials. [for example, wire, tape and beads.]. • Generate their own questions using the 5ws based on an artists work.
Work of Other Artists, Architects & Craftspeople	**Identities** • Study the work of Sohelia Sokhanvari and understand her influence, styles and use of line and pattern. Use this to develop their own ideas on negative space.	**Migration** • Study the work of Alexander Calder and understand his influence, styles and use of paintings, sculpture patterns and invention of the mobile. Use this to develop their own ideas on their own wire sculpture.	**Favellas Perspective Drawing** • Visit the local area and study the work of local architects who have designed cottages in Warners Park. • Study the work of Pedro Paulo da Conceicao and use his favella painting as inspiration for their own perspective drawing.
Drawing	**Identities** • Begin to select drawing materials to create particular effects. (2B, 3B, 4B pencils) • Communicate form, the effects of light on objects and interpret textures using a variety of mark making skills	**Migration** • Make multiple initial sketches to develop ideas and inform making. • Annotate their sketches with key vocabulary to inform their design process eg. Speckled wing, very long tail. • Whilst drawing, practice on different materials (old maps, sugar paper) with a variety of medium (pens/pencils) both on their own and collaboratively)	**Favellas Perspective Drawing** • Use a range of artistic techniques to improve their accuracy whilst drawing for example: timed drawings, non-dominant hand drawings. • Develop their 1 points perspective drawing techniques to help them develop their own favella drawing. • Understand vanishing point, horizon line and converging line and use these to create their own 3D perspective drawing. • Use their understanding of 3D shapes alongside the above terms to develop their ideas.
Painting	**Identities** • Begin to select tools to create particular effects of texture, pattern or form. • Mix colours and tints using natural resources such as egg for effect.		**Favellas Perspective Drawing** • be more selective with paints and tools selected to create particular effects of texture, pattern or form. • mix colours and tints independently to express moods and emotions linked to their ideas.
Sculpture		**Migration** • Shape, form, model and construct with malleable and rigid materials with increasing dexterity. • Select from a variety of joining techniques to suit the purpose, medium and aesthetics. • Make initial sketches to develop ideas and inform making.	
Collage			**Favellas Perspective Drawing** • Children to use collaging skills to add colour and detail and personality to their perspective favela drawings.
Digital Media	**Identities** • Use digital media to photograph a picture of themselves to use as a basis for their final piece.	**Migration** • Use the internet to complete initial research on birds and features to be used in their own wire sculpture.	
Reflection	**Identities** • Respond to an artist's work in detail (Sohelia Sokhanvari) drawing on their experience to support explanation • Recognise achievement/ development in their own work linked to skills and aesthetics.	**Migration** • Respond to an artist's work in detail (Alexander Calder) drawing on their experience to support explanation • Recognise achievement/ development in their own work linked to skills and aesthetics.	**Favellas Perspective Drawing** • Respond to an artist's work in detail (Alexander Calder) drawing on their experience to support explanation • Recognise achievement/ development in their own work linked to skills and aesthetics.
Vocabulary	**sketch, outline, line drawing, pencil, light lines, dark lines, shading, hatching, cross-hatching, blending, smudging, tone, highlights, shadows, texture, detail, observation, still life, form, shape, proportion, depth, contrast, paint, egg tempera, egg yolk paint, natural materials, mixing colours, primary colours, secondary colours, warm colours, cool colours, brush strokes, layering, wash, fine brush, thick paint, surface, experiment, creative, technique**	**drawing, sketch, outline, line, shading, texture, shape, form, proportion, detail, observation, sculpture, sculpting, 3D, structure, wire, bending, twisting, joining, frame, armature, stability, balance, construction, build, attach, connect, tape, wrapping, layering, beads, threading, feathers, decoration, embellishment, pattern, colour, contrast, design, creative, technique, experiment**	**perspective, 3D, depth, foreground, middle ground, background, horizon line, vanishing point, one-point perspective, form, shape, volume, proportion, scale, shading, tonal value, highlights, shadows, blending, cross-hatching, stippling, texture, contour lines, construction lines, sketching, composition, viewpoint, angle, observation, realism, light source, contrast, gradient, layering, smudging, pencil, graphite, eraser, sharpener, ruler, paintbrush, palette, watercolour paints, acrylic paints, mixing, colour blending**

	Year Six		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Exploring & Developing Ideas	**Drawing & Painting: Still Life** • To offer feedback using technical vocabulary. • To think critically about their art and design work. • To analyse the composition of a 'Still Life' piece of work.	**Printing: Activism** • Review and revisit ideas in their sketchbooks. • Think critically about their art and design work. • Understand that art can be used to express the opinions of artists, who in turn speak for sectors of society. • Learn that artists can be activists, and many artists choose print as a way to make their art. • Identify and explore my own personal voice or message.	**Digital Media: Bauhaus Art** **Using silhouette studio** • Review and revisit ideas in their sketchbooks. • Think critically about their art and design work use digital technology as sources for developing ideas.
Work of Other Artists, Architects & Craftspeople	**Drawing & Painting: Still Life** • To describe interpret and explain the work, ideas, and working practices of Giorgio Morandi. • To be able to explain the materials, techniques and processes they have used using an appropriate vocabulary.	**Printing: Activism** • To describe interpret and explain the work, ideas, and working practices of artists (Luba Lukova – activism artwork, Andy Warhol – screen printing) taking account of the influence of the different historical, cultural and social contexts in which they worked.	**Digital Media: Bauhaus Art** • To describe interpret and explain the work, ideas, and working practices of some significant art movements (Bauhaus movement) taking account of the influence of the different historical, cultural and social contexts in which they worked. • To analyse the artwork of Wassily Kandinsky (pivotal figure in the Bauhaus movement).
Drawing	**Drawing & Painting: Still Life** • To understand that 'Still Life' drawing is the given genre of drawing real life objects. • To understand that we can transform 2d drawings into 3d objects. • To use a variety of techniques to achieve effects with pencils and charcoal, e.g. shadows, hatching and cross-hatching. • To create rubbings of shells to analyse the different textures – this will be used to influence both tonal and watercolour elements. • To create a gestural drawing using felt pens by making quick fluid marks on the page (children to work on a large scale).	**Printing: Activism** • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show awareness of how paintings are created i.e. composition. • Create visuals and text which communicate my message. • Use line, shape and colour to make my artwork. • Use typography to make my messages stand out. • Combine different techniques such as print, collage and drawing.	**Digital Media: Bauhaus Art** • Begin to use simple perspective in their work using a single focal point and horizon. • To develop blending techniques with coloured pencils.
Painting	**Drawing & Painting: Still Life** • To experiment with the wet media, watercolour, to mix and apply the medium to bring colour with a range of hues within a piece of 'Still Life'.	**Printing: Activism** • To use the language hue, tint and tone and shades to describe colour. • To use colour to convey feelings and select colour for specific reasons. • To create imaginative work using a theme. • To be able to identify and use primary, secondary, complementary colours and comments on what works well in their own work.	
Printing		**Printing: Activism** • To understand that designers create fonts and work with typography. • Explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey. • To print using a screen-printing technique. • To work into prints with a range of media e.g. paints, pens.	
Collage		**Printing: Activism** • To add collage to a painted background to use as a tool as part of a mixed media project. • To use collage as means of extending work from initial idea.	**Digital Media: Bauhaus Art** • To use different colours when designing and making work. • To cut, tear, overlap and layer to create images.
Digital Media			**Digital Media: Bauhaus Art** • To create shapes by making selections to cut, duplicate and repeat. • To experiment with colours by making an appropriate choice and create images for a particular purpose. • To understand that a digital image is created by laying.
Reflection		**Printing: Activism** • Offer feedback using technical vocabulary and recognise achievement and development in their own work.	**Digital Media: Bauhaus Art** • Offer feedback using technical vocabulary and recognise achievement and development in their own work.
Vocabulary	**Still life, composition, shape, form, light source, highlight, shadow, observational drawing, pencil tonal, shading, hatching, cross-hatching, texture, positive space, negative space, line, charcoal, value, blending, layering, fixative (spray charcoal with it to set drawings), colour, shape (3-dimenstional), gestural drawing, contrast, overlapping, colour, small scale, large scale, rubbings, warm colours, cool colours, depth**	**activism, hue, tint, tone, shades, colour to convey feelings, primary colours, secondary colours, complementary colours, symbols, silhouette, mark-making, tools, collage, layering, screen-printing, printing ink, hinged screen-printing frame, silk, squeegee**	**Bauhaus movement, shape, colour, collage, cut, tear, overlap, layer, stick, pattern, primary colours, black and white, perspective, horizontal line, diagonal line, square, ruler, depth, proportion, background, foreground, shading, blending, shape, compass, form, composition, digital art, shape colour, outline colours, tools**