

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Aut	Mark Making	<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting I know what 'loading' the paintbrush is I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush 		<ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork
1	Spr	Animal Art	<p>I can use observations to draw a British animal. I can identify and describe the colours, features and patterns of a variety of I can discuss and comment on existing patterns. I can create my own repeating patterns.</p>	<p>I can use observations to identify features of an animal. I can discuss the shapes, colours and patterns found on British animals. I can use scissors accurately and safely to manipulate paper. I can recreate animal patterns and outlines using paint and paper. I can identify animals that commonly appear in aboriginal art. I can create my own aboriginal animal dot artwork. I can use visual clues to identify a variety of rainforest animals. I can use scissors safely and accurately. I can understand the importance of symbolism in native American art. I can create my own native American animal artwork I know how to mix colours to create different shades.</p> <ul style="list-style-type: none"> I can use paints and other tools accurately to create artwork. 		<p>I can evaluate artwork and discuss my successes and suggest areas I can comment on aboriginal artwork. I can discuss and respond to a variety of artwork. I can reflect and comment upon native American artwork.</p> <ul style="list-style-type: none">

1	Sum	Earth Art	<ul style="list-style-type: none"> I can identify repeating patterns in rangoli patterns I can identify repeating patterns in mandala patterns I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> I know that natural materials can be used to make different mark making materials, including paints I can experiment with different ways to paint a rock I can comment on the colours of natural materials and how this can add to my artwork I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> I can describe what a sculpture is I can comment on what different sculptures are made from I can use natural materials such as twigs and sticks to create a sculpture I can recreate rangoli patterns using natural materials such as leaves I can use clay to create imprints of natural materials such as leaves I can describe what weaving is I can create a simple loom I can weave using interesting natural materials I can recreate a mandala using natural materials I can use natural materials to create a collage scene 	<ul style="list-style-type: none"> I can name ways that rocks were used in ancient artworks I understand what is meant by 'abstract' artwork I can comment on the patterns created in woven rugs and tapestry I can discuss and explore mandalas with the class I can comment on the shapes, colours and patterns I can see in a mandala
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2	Aut	Sparks and Flames	<ul style="list-style-type: none"> I can identify areas of light and dark. I can blend with chalks. I can describe colours and shapes. I can describe colour, texture, shape and form. I can navigate around pictures. I can say what is in different sections of the pictures. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can use scissors safely and accurately. I can manipulate tissue paper to create a collage. I can use layering in my pictures. I can use materials to create effects. I can follow instructions to build 3-D pictures. I can use paper to create 3-D models. I can make choices about appropriate materials to use. 	<ul style="list-style-type: none"> I can talk about what I want to create.

2	Spr	Paper Art		<ul style="list-style-type: none"> I know that paper can be used in lots of artistic ways. I can name some different types of paper. I can describe and compare different types of paper. I know what collage is. I can work with paper to create a collage. I know what stained glass is and where it is commonly used. I can work with tissue paper to create a stained glass effect. I know how beads are used to make objects. I can work with paper to create beads. I can use beads to make objects. I can explain what papier mâché is and how it is used by artists. I can work with papier mâché to create a model. I can decorate papier mâché models appropriately. I can explain what sculpture is. I can manipulate paper in a variety of ways to create a sculpture. 	<ul style="list-style-type: none"> I can make choices about what to include in my work. I can evaluate my finished work and say how I feel about it. I can evaluate paper as an art medium. 	
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> I can sketch and draw plants and flowers in the style of Rousseau I can sketch and create a 'portrait-landscape' I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> I can use natural materials to create prints I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings I can use paper and other materials to create a mask I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> I can say who Henri Rousseau was and recall facts about his life I can discuss a painting by Henri Rousseau I can discuss and explain how I feel when looking at a Rousseau painting I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'

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3	Aut	Can we change places.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can discuss sculptures and say what they think and feel about them. I can explain how my design reflects the area my sculpture is intended for. I can use a variety of materials to create the basis of a sculpture. I can use a variety of techniques to join and combine materials. I can use a variety of finishing techniques to improve my sculptures. 	<ul style="list-style-type: none"> I recognise that the environment influences our lives and how we feel. I can suggest how art has been used to improve an area. I can collect a variety of visual information. I can make suggestions about how they would use my ideas in a sculpture. I can develop my ideas for a sculpture of a chosen site. I can use ideas they have gathered in my designs. I can use first-hand observation to gather ideas

						<p>I can compare my work to the work of others.</p> <p>I can describe ways in which they can improve my sculptures.</p> <p>I can discuss my finished artwork and say how they think and feel about it.</p> <p>I can evaluate my own work.</p> <p>I can evaluate the work of others.</p> <ul style="list-style-type: none"> I can describe how my finished sculpture fits into the area it was designed for.
3	Spr	Viking Art	<p>I can follow instructions carefully to create a Viking pattern.</p> <p>I can incorporate Viking knots and patterns into a picture of a Viking animal.</p> <p>I can add features to a basic animal shape to create effects.</p> <p>I can use techniques to sketch a dragon head that is proportionally accurate.</p> <p>I can use different techniques to add shading to an outline.</p> <p>I can choose appropriate techniques to include in a final piece of artwork.</p> <p>I can sketch a portrait that is proportionally correct.</p> <p>I can use various shading techniques to create light and shade in a portrait.</p>	<ul style="list-style-type: none"> 	<p>I can work with clay to create a piece of jewellery as it was designed.</p> <ul style="list-style-type: none"> 	<p>I can describe some of the main features of Viking art.</p> <p>I can describe particular works of Viking art in detail, explaining what I think of different works.</p> <p>I can describe some of the ways in which Viking art changed over time.</p> <p>I can recognise the style of Viking knots and patterns.</p> <p>I can use a sketchbook to try out ideas to extend upon.</p> <p>I can discuss and comment on examples of animals in Viking art.</p> <p>I can draw upon my knowledge of Viking art to design a piece of Viking jewellery.</p> <p>I can review my work and the work of others, expressing what I think and feel about it.</p> <ul style="list-style-type: none"> I can assess my own work and state what I think and feel about it
3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> I can give a good description of what pointillism is I can experiment with a range of pointillism techniques I can apply pointillism techniques using different mediums I can evaluate techniques and mediums and say which one I prefer 	<ul style="list-style-type: none"> I can use a variety of tools to create a pointillism painting I can use a variety of mediums to create a pointillism painting I can identify primary and secondary colours and explain how secondary colours are made I can identify tertiary colours on the colour wheel I can identify complementary colours on the colour wheel I can mix colours using the pointillism method I can make decisions about the subjects and colours of my artwork, giving reasons for my choices 		<ul style="list-style-type: none"> I can explain who George Seurat was and why he was famous I can state how I feel about a piece of artwork and justify my thoughts I can experiment with a range of techniques and methods for creating Pointillism I can state which method I prefer and why I can name some Pointillist artists I can identify Pointillism in pieces of art I can give reasons for my choices of colour and subject in my artwork I can apply what I have learnt about Pointillism to create my own piece of artwork I can evaluate my finished artwork and compare it to that of my peers

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4	Spr	Frida Kahlo	<ul style="list-style-type: none"> I can describe the general proportions of a face I can use my knowledge of proportions to complete a self-portrait I understand that I can use light guidelines for my sketches to help structure my sketches <p>I can use light sketching lines to create my portrait</p>	<ul style="list-style-type: none"> I can analyse aspects of a painting including mood and colour I can add paint to a sketched self-portrait to add colour and detail I can choose colours to express aspects of my personality I can choose colours to express aspects of communities I belong to 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can describe who Frida Kahlo is and give a brief summary of her work I can give my opinion of a painting or artist, giving reasons for my ideas I can describe the differences between a portrait and a self-portrait I can describe aspects of Mexican folk art I can identify aspects of the Mexican culture in Kahlo's artwork I can describe the aspects of the surrealist movement I can express my opinion of surrealism in paintings I can apply aspects of surrealism to my own artwork
4	Sum	Recycled Art	<ul style="list-style-type: none"> I can be inspired by a material's texture and pattern 	<p>I can be inspired by a material's colours</p> <ul style="list-style-type: none"> I can experiment with and observe how different paints create different effects in my artwork I can select a suitable type of paint to decorate and finish my artwork 	<ul style="list-style-type: none"> I can experiment with different ways I can join materials to make a 3-D piece of art I can select a suitable joining method when working with different materials I can look at different materials and make suggestions about how I could use them in my artwork I can use a material's existing shape to inspire my artwork I can create a simple animal sculpture from recycled materials 	<ul style="list-style-type: none"> I can explore different pieces of recycled art I can comment on the message that a piece of art might be portraying I can say if I like or dislike a piece of art and why
4	Sum	A sense of place	<p>I can record from first-hand experience of the environment.</p> <p>I can record a variety of features in landscapes and/or buildings.</p> <p>I can record aspects of the environment showing understanding of relative size, distance, shape and texture.</p> <p>I can record details of the approaches of other artists to inform my own work.</p> <p>I can identify ways in which artists use perspective to manipulate a flat surface.</p> <p>I can identify ways to recreate images accurately.</p> <p>I can use a variety of methods and approaches in my work.</p> <p>I can use perspective effectively.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>I can identify different methods and approaches used by a variety of artists.</p> <p>I can describe what they think and feel about the work of other artists.</p> <p>I can say what they think and feel about different approaches used by themselves and other artists.</p> <p>I can identify ways of using the visual information they have gathered to inform the planning of a piece of landscape art.</p> <p>I can sketch my ideas, including perspective.</p> <p>I can describe how I will recreate my designs on a larger scale.</p> <p>I can develop a sketch into large composition that records my ideas about the environment.</p> <p>I can comment on the work of others.</p> <p>I can evaluate my own work, stating what they think and feel about it.</p> <ul style="list-style-type: none"> I can make suggestions as to how they could improve my work if I were to create it again.

Knowledge and Skills Progression: Year 1 to Year 6

Art Curriculum

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5	Aut	In Flanders Fields	<p>I can create my own artwork based on the style of Paul Nash.</p> <p>I can create my own WWI propaganda poster.</p> <p>I can make my own dazzle camouflage design.</p> <p>I can discuss and express my opinions of the poem, 'In Flanders Fields'.</p> <ul style="list-style-type: none"> I can create my own artwork using a variety of art skills. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>I understand why the government commissioned official war artists.</p> <p>I can ask and answer questions about different artworks.</p> <p>I can express my own thoughts and opinions about different artworks.</p> <p>I know about the war experiences and viewpoints of the artist Paul Nash.</p> <p>I can discuss his artwork and my thoughts, feelings and opinions of it.</p> <p>I can identify and explain the features of WWI propaganda posters.</p> <p>I can explain my own views on the use and power of propaganda art.</p> <p>I can explain what dazzle camouflage was.</p> <p>I can explain how dazzle camouflage was intended to work.</p> <p>I understand how the poppy came to be an international symbol of remembrance.</p> <ul style="list-style-type: none">
5	Spr	Van Gogh	<p>I have pencil control when sketching.</p> <p>I use a variety of techniques when sketching.</p> <p>I can separate images into sections to help them judge proportions.</p> <ul style="list-style-type: none"> I can use a variety of techniques in my portraits 	<p>I can use acrylic or oil paints effectively.</p> <p>I can use line and colour in my paintings to create depth.</p> <p>I can mix paints to create shades.</p> <p>I can mix paints to create tints.</p> <p>I can use different techniques in my work.</p> <p>I can develop my techniques through practice.</p> <p>I can use paints to make shades and textures.</p> <p>I can use a variety of different lines in my sketches.</p> <p>I experiment with the different marks they can make with a pencil.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>I can identify techniques that Van Gogh used in his paintings.</p> <p>I can reflect on my work.</p> <p>I can reflect on the different techniques I used.</p> <p>I can evaluate my own work and make appropriate changes.</p> <p>I can recognise examples of Van Gogh's style in his portraits.</p> <ul style="list-style-type: none">



LEARNING TO LOVE, LOVING TO LEARN

5	Sum	Monet		<p>I can paint a landscape in the style of the Impressionists.</p> <p>I understand that Monet was interested in how light changed the landscape.</p> <p>I can describe how Monet used colour to convey different seasons and times of day.</p> <p>I can put my understanding of colour into practice by recreating Monet's haystacks.</p> <p>I can explore a variety of paintings portraying city life and say what they think about them.</p> <p>I can make careful observations and record what they see.</p> <p>I can apply different artistic techniques to create artwork based on the garden at Giverny.</p> <ul style="list-style-type: none"> 		<p>I understand what Impressionism is.</p> <p>I know that Claude Monet was an important person in the Impressionist movement.</p> <p>I can explore and compare Impressionist paintings.</p> <p>I can discuss Monet's landscape paintings and describe what they think and feel about them.</p> <p>I understand the main features of Impressionism.</p> <p>I know that Monet completed some of his most famous works from his garden at Giverny in his later years.</p> <p>I can discuss Monet's 'Water Lilies' series and say what they think and feel about it.</p> <p>I can recall facts and information about the life and work of Claude Monet.</p> <p>I can choose a favourite Monet painting, explaining why they like it.</p> <p>I can research the life and work of Claude Monet.</p> <ul style="list-style-type: none">
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Knowledge and Skills Progression: Year 1 to Year 6

Art Curriculum

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6	Aut	Landscape Art	<ul style="list-style-type: none"> I can use vanishing points, horizon lines and construction lines to create perspective in my artwork I can sketch a landscape using linear perspective. I can use lines and patterns to create abstract artwork 	<ul style="list-style-type: none"> I can experiment with different watercolour techniques to create effects I can paint a landscape using watercolours I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape I can create tints and shades using a variety of different mediums I can use tints and shades to create atmospheric perspective 	<ul style="list-style-type: none"> I can explain what collage is and how tearing paper can be used to create different effects I can create a torn paper collage of a landscape scene I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using 	<ul style="list-style-type: none"> I can identify vanishing points and horizon lines in landscape paintings I can explain how artists use linear and atmospheric perspective in my artwork I can comment on abstract landscapes and explain what I feel about them I can create a selection of lines and patterns in my sketchbook to inform my artwork I can discuss landscape artwork by famous artists, saying what I think and feel about them I can identify which medium has been used to create a piece of art I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with



LEARNING TO LOVE, LOVING TO LEARN

6	Spr	Express Yourself	<ul style="list-style-type: none"> I can use sketching to represent different illustrated facial expressions I can make careful and precise observations to inform my sketching I can describe how lines and fonts can express an idea I can make choices based on different lines and fonts to create a desired effect I can use different pressures and thicknesses to create a desired effect I can use grids to help me achieve the correct proportions in my sketches based on photographs 	<ul style="list-style-type: none"> I can explain how colour can help to express different aspects of someone's personality I can identify emotions they feel, linked to a colour I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory I can experiment with using my fingerprints to create a unique piece of artwork I can vary the pressure and amount of paint I use when printing using my fingers to create different effects I can use overlapping and layering to create shadow in my painting 	<ul style="list-style-type: none"> I can use wire to create a sculpture of a person I can convey an emotion or specific body language in my wire sculpture 	<ul style="list-style-type: none"> I can respond and comment on different pieces of artwork I can discuss and comment on Kandinsky's colour theory I can discuss and give my opinions on Chuck Close's painting techniques
6	Sum	Leonardo da Vinci	<p>I can follow instructions correctly. I can create shading, hatching and curved hatching in drawings. I can make some informed inferences as to why Leonardo da Vinci drew images of a range of topics.</p> <ul style="list-style-type: none"> I can create an informative and creative leaflet/brochure. 	<p>I can explain the type of colours and techniques Leonardo da Vinci used in his paintings. I can paint a portrait with contrasting colours. I can explain why drawing and painting techniques are so closely linked. I understand what realism, perspective and composition mean.</p>	<ul style="list-style-type: none"> 	<p>I understand what the Renaissance was. I can explain what topics/mediums Leonardo da Vinci worked with. I can infer what may have motivated Leonardo da Vinci and how he may have changed people's views. I can interpret meaning from a painting. I can explain how some of Leonardo da Vinci's drawings may have changed people's views on topics. I can explain why Leonardo da Vinci may have invented a range of objects. I can plan, design and evaluate my own inventions. I can explain and give examples of how inventions can change the world. I can explain who Leonardo da Vinci influenced. I can articulate why people want to view historical artwork.</p>