



# ART and DESIGN CURRICULUM

EYFS - YEAR 6

## Art and Design at Penistone St John's

At St. John's, we aim to develop a lifelong love and appreciation of art and design by providing children with an exciting and stimulating art curriculum. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. We recognise creative and artistic intelligence and aim to nurture it at every opportunity. We explore art through the different curriculum areas making conceptual links where appropriate. All children will be challenged as appropriate for their age and stage of development. Children from nursery to year 6 explore the seven formal elements of art through the progression of knowledge and skills covering five mediums; drawing, painting, collage, printing and sculpture. Children are encouraged to express themselves creatively, develop their ideas and record their experiences. This enables them to be authentic and explore their own identity as well as being curious about, respecting and connecting with others.

From year 1 onwards, children use sketchbooks to document their learning and creative journeys, where they have the opportunity to practise, review and revisit their ideas. We aim to give children access to a range of memorable experiences such as artist visits, art exhibitions, competitions, theme days and extra-curricular clubs. Children also spend time learning about a diverse range of artists linked to the five different mediums and are encouraged to 'read' the stories that artists tell. They learn how to be 'art detectives' and use the 'clues' present in the details of many great artworks.

|        | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1                | Summer 2       |
|--------|--|--|---|--|-------------------------|----------------|
| EYFS   | All strands covered throughout the year.<br>Please refer to activity trackers, MTPs and see below. |  |   |  |                         |                |
| Year 1 | Geography<br>Observational Drawing – Big Ben   | History<br>Remembrance – Poppy Printing                                | Christmas<br>Drawing – Christmas Tree Scratch Art   | RE – Diwali<br>Sculpture – Diva Lamp   |                         | Self Portraits |
|        |  |  |   | History - The Great Fire of London<br>Painting – London Landscape              |                         |                |
|        |  |  |   | History - The Great Fire of London<br>Collage – London Landscape               |                         |                |
| Year 2 | Geography<br>Collage - Biomes  | History<br>Remembrance – Poppy Printing                                | Christmas<br>Drawing – Stained Glass Christmas Card |  | Easter Card<br>Painting | Self Portraits |
| Year 3 |  | History<br>Remembrance – Poppy Collage                                 | Christmas<br>Drawing – 3D Sphere/Bauble             | History – Stone Age<br>Sculpture – Clay Figures                                |                         | Self Portraits |
|        |  |  | Printing – Candle Foam                              |  |                         |                |
| Year 4 |  | History<br>Remembrance – Clay Poppies                                  | Christmas<br>Painting &                             | History – Vikings<br>Drawing – Viking Dragons                                  |                         | Self Portraits |
|        |  |  | Collage - Nativity Scene                            |  |                         |                |
| Year 5 |  | History<br>Remembrance – Poppy Printing – Poly tiles                   | Christmas –<br>Drawing – Local Landscape            | History – Ancient Egypt<br>Sculpture – Egyptian Cartouche                      |                         | Self Portraits |
|        |  |  | Christmas –<br>Painting – Starry Night              |  |                         |                |
| Year 6 |  | Christmas<br>Drawing – Observational Drawing<br>Holly/Poinsettia Plant |   | History – WW2/Battle of Britain<br>Screen Printing (Visiting artist workshop?) |                         | Self Portraits |
|        |  | Painting – Use drawing to create painted<br>Christmas card             |   |  |                         |                |

## EYFS Milestones

| Curriculum Goals   |   | First Milestone   | Second Milestone  | Third Milestone   | Final Milestone  | Linked ELGs   |   |
|--------------------|---|-------------------|---|---|--|---|---|
| Create and Perform | To share or perform a creation of theirs to others. | Art and Materials | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different construction materials and explore different textures.</p> <p>Understand that they can draw shapes/ marks to represent objects/people.</p> <p>Understanding different objects can be used to draw – pencil, pens, chalk.</p> <p>Exploring paint using different objects e.g. rollers, sticks, sponges, shapes.</p> <p>Free choice of junk box modelling to create own representations of objects/people</p> <p>Representing familiar objects (family, themselves, animals etc.) through independent drawing, painting, playdough, play.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Draw a representation of themselves understanding they need a head, arms, legs etc.</p> <p>Understanding that paint brushes are used to paint and begin to show some control.</p> <p>Understand that they can paint shapes/ marks to represent objects/people.</p> <p>Explore how red, blue and yellow paint can be mixed to make different colours.</p> <p>Exploring materials and beginning to understanding different materials can be used in different ways.</p> <p>Talk about what the materials look and feel like</p> <p>Using objects/ tools to print with to create a pattern or image with support.</p> | <p>Using particular colours to paint pictures – e.g. Green for a tree, brown for certain animals etc.</p> <p>Joining materials using, tape, glue and split pins with support.</p> <p>Learn and understand how to mix paints to make certain colours.</p> <p>Choosing and using different materials for different effects</p> <p>Using different cuttings of materials / papers to make a simple image.</p> <p>Use objects and famous artists to inspire to create own art.</p> | <p>Have a go at drawing an object from observation</p> <p>Printing independently to create a pattern or image</p> <p>Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> | <p>EAD: CM</p> <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used</p> |

## FS1

Children in FS1 have access to a range of artistic materials and processes through continuous provision and guided activities. They are introduced to the 7 formal elements of art; line, colour, value, shape, form, space and texture through the art provision and activities linked to current learning themes. These activities and opportunities enable the children to express themselves creatively. Please see FS1 activity trackers for more detailed art planning.

| Drawing  | Painting   | Collage   | Printing   | Sculpture   |
|--|--|---|--|---|
| <p><b>I KNOW:</b> how to use different tools to draw- pencils, pens, chalk.</p> <p><b>I CAN:</b> draw shapes/marks to represent objects/people.</p> <p><b>LEARNING QUESTIONS:</b><br/>Can I draw a picture to show the people I care about?<br/>Can I draw using different tools?<br/>Can I talk about my picture?</p> <p><b>Key Vocabulary:</b><br/>Pencil, pen, crayon, hold, grip, paper, point, line, picture.</p> | <p><b>I KNOW:</b> the names of the different colours I am using to paint.</p> <p><b>I CAN:</b> explore paint using different objects e.g. rollers, sticks, sponges, shapes, fingers.</p> <p><b>LEARNING QUESTIONS:</b><br/>What happens if I mix two colours together?<br/>Can I paint a picture using different objects?<br/>Can I talk about my picture?</p> <p><b>Key Vocabulary:</b><br/>Brush, roller, sponge, paint, paper, easel, mix, add, red, yellow, blue, green, orange, purple, colours, water, pot, clean, painting.</p> | <p><b>I KNOW:</b> that I can make a picture by sticking different materials onto paper.</p> <p><b>I CAN:</b> Explore different textures using both my own cuttings and pre-cut materials.</p> <p><b>LEARNING QUESTIONS:</b><br/>Can I choose the materials I need to make my collage picture?<br/>Can I cut using scissors?<br/>Can I stick the materials to the paper?<br/>Can I talk about the different parts of my picture?</p> <p><b>Key Vocabulary:</b><br/>Scissors, handle, fingers, thumb, material, choose, rough, smooth, shiny, fabric, paper, card, glue, stick, explain, collage.</p> | <p><b>I KNOW:</b> how to dip an object in paint and apply the correct amount of pressure to create a print.</p> <p><b>I CAN:</b> explore print using different objects e.g. hand, finger, foot, cork, cotton reel, potato.</p> <p><b>LEARNING QUESTIONS:</b><br/>Can I choose an object to print with?<br/>Can I press down on the paper to make a print?</p> <p><b>Key Vocabulary:</b><br/>Print, object, paint, tray, press, find, pattern, picture, circle, square, printing.</p> | <p><b>I KNOW:</b> different objects can be used in different ways</p> <p><b>I CAN:</b> make a junk model</p> <p><b>I CAN:</b> manipulate play dough and clay to create different shapes.</p> <p><b>LEARNING QUESTIONS:</b><br/>Can I make a model using junk?<br/>Can I use tape or glue to stick my model together?<br/>Can I squeeze and squash the play dough?<br/>Can I create texture using tools?</p> <p><b>Key Vocabulary:</b><br/>Clay, play doh, roll, sausage, ball, rolling pin, flat, squeeze, squash, poke, fingers, shapes, forms, sculpture.</p> |

**Artist Links** – Jackson Pollock, Wassily Kandinsky

**I KNOW:** that being an artist is someone who creates art for their 'job'.

**I CAN:** say what I like about a painting or drawing. **I CAN:** create a piece of art in the style of a famous artist.

**FS2**

Children in FS2 have access to a wide range of artistic materials and processes through continuous provision and guided activities. They continue to explore the 7 formal elements of art; line, colour, value, shape, form, space and texture through the art provision and activities linked to current learning themes. These activities and opportunities enable the children to express their ideas and feelings creatively and share their creations, explaining the process they have used. Please see FS2 activity trackers for more detailed art planning.

| Drawing  | Painting  | Collage   | Printing   | Sculpture  |
|--|---|---|--|--|
| <p><b>I KNOW:</b> how to hold a pencil correctly and maintain control.</p> <p><b>I CAN:</b> draw an object from observation.</p> <p><b>I CAN:</b> Draw a representation of myself.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I create an image using pencil/crayon/chalk?<br/>           Can I hold my pencil correctly?<br/>           Can I draw a picture of myself?<br/>           Can I look carefully at an object and draw what I see?</p> <p><b>Key Vocabulary:</b><br/>           Hold, fingers, thumb, point, grip, pencil, chalk, crayon, draw, paper, image, picture, drawing, line, dot.</p> | <p><b>I KNOW:</b> colours can be mixed to make new colours.</p> <p><b>I CAN:</b> mix paints to make different colours.</p> <p><b>I CAN:</b> use particular colours to paint pictures. E.g. yellow sun, green tree.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I mix powder paint and water to make paint?<br/>           Can I mix two colours of paint to create a new colour?<br/>           Can I name the colours I make?</p> <p><b>Key Vocabulary:</b><br/>           Brush, powder paint, paper, easel, mix, add, red, yellow, blue, green, orange, purple, colours, water, pot, clean, painting.</p> | <p><b>I KNOW:</b> how to cut using scissors</p> <p><b>I KNOW:</b> what the word collage means</p> <p><b>I CAN:</b> use different cuttings of materials / papers to make a simple image.<br/>           Choose own collage materials for purpose.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I choose the materials and explain why I have chosen them?<br/>           Can I cut carefully using scissors?</p> <p><b>Key Vocabulary:</b><br/>           Scissors, handle, fingers, thumb, material, choose, rough, smooth, fabric, paper, card, glue, stick, explain, collage.</p> | <p><b>I KNOW:</b> I can repeat the same image many times using one object.</p> <p><b>I CAN:</b> print independently to create a pattern or image.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I find objects to print with?<br/>           Can I create pictures or patterns by printing? Can I name different shapes?</p> <p><b>Key Vocabulary:</b><br/>           Print, object, paint, tray, press, find, pattern, picture, circle, square, triangle, rectangle, printing.</p> | <p><b>I KNOW:</b> how to use different resources to make materials stick together e.g. PVA glue, glue sticks, tape.</p> <p><b>I KNOW:</b> what a sculpture is</p> <p><b>I CAN:</b> roll sausages, balls and use a rolling pin to create flat pieces.</p> <p><b>I CAN:</b> Make an imprint in salt dough to create a shell pattern</p> <p><b>I CAN:</b> use a cutter to create a shape in clay</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I make different 3D forms?<br/>           Can I use a rolling pin?<br/>           Can I coil play dough to make a shape?<br/>           Can I press in to dough to make an imprint?</p> <p><b>Key Vocabulary:</b><br/>           Clay, play doh, roll, sausage, ball, rolling pin, flat, pinch, squash, palms, fingers, 3D, shapes, forms, sculpture.</p> |

**Artist Links** – Matisse, Picasso, Van Gogh, Edward Tingatinga, Henry Moore

**I KNOW:** what an art gallery is. **I KNOW:** that different artists are famous for creating different pieces of art.

**I CAN:** say what I like and dislike about a painting, drawing or sculpture.

**KS1 Knowledge NC** Pupils should be taught: to use a range of materials creatively to design and make products, 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.

**Year 1**

**Drawing**

**Observational Line Drawing of Big Ben**  
(Link to Geography)



**I KNOW:** what observational drawing means  
**I CAN:** draw a subject by looking carefully and playing attention to detail

**Christmas Card**  
Scratch Art



**Painting**

**The Great Fire of London**  
(Link to History)

**I KNOW:** what a primary colour is (red, yellow, blue)  
**I CAN:** Mix paint to appropriate consistency.  
**I CAN:** Identify and use primary colours.

**LEARNING QUESTIONS:**

Can I mix paint and water to make paint that is the correct viscosity?  
Can I name, identify and mix the primary colours?  
Can I use the primary colours to create a piece of art?

**Key Vocabulary:**

Brush, paint, paper, viscosity, add, red, yellow, blue, green, orange, purple, colours, water, pot, clean, painting, still life, painting, mix, primary colours

**Collage**

**The Great Fire of London**  
(Link to History)

**I KNOW:** how to hold scissors correctly and cut with control  
**I KNOW:** What a repeating pattern is and how to make one

**I CAN:** Choose own collage materials for purpose and explain why they think these are appropriate.

**I CAN:** Cut from the edge, not the middle, of the chosen material.

**LEARNING QUESTIONS:**

Can you manipulate paper in a number of ways?  
Can you create a repeating pattern?

**Key Vocabulary:**

Scissors, handle, fingers, thumb, material, choose, rough, smooth, fabric, paper, card, glue, stick, explain, collage, edge, middle, place, firmly, attach.

**Printing**

**Remembrance Poppies**  
(Link to History)



**I KNOW:** Poppies represent remembrance day, the day WW1 ended.

**I CAN:** Print using found objects.(bottle cap, cork, sponge, potato)

**I CAN:** Select object to print from for their shape.

**LEARNING QUESTIONS:**

Can I find objects to print with?  
Can I create pictures or patterns by printing? Can I name different shapes?

**Key Vocabulary:**

**Sculpture**

**Diwali**  
Clay Diva Lamps  
(Link to R.E)

**I KNOW:** Why Diva lamps are used during Diwali

**I KNOW:** how to use clay tools to add texture.

**I CAN:** Create a ball of clay and mould into a pinch pot, holding in both hands (not resting on table).

**LEARNING QUESTIONS:**

Can you add texture to models using tools?  
Can I make a 3D piece of sculpture?  
Can I design a product for a specific purpose?

**Key Vocabulary:**

Clay, roll, ball, rolling pin, flat, pinch, palms, 3D form, shapes, forms, sculpture, cut, tools, mould, carve, imprint, textures, sculpt, Diva, Diwali.

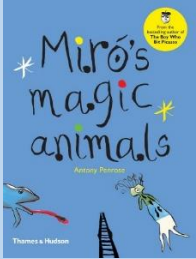
|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>I KNOW:</b> how to move my hand so that I can draw marks that are straight, curved and zig zagged.</p> <p><b>I KNOW:</b> that sharp pencils draw fine lines and thick crayons draw thicker lines.</p> <p><b>I KNOW:</b> that an observational drawing is where you have to look at the subject that you are drawing and copy exactly what you can see, not what you think.</p> <p><b>I CAN:</b> Explore using different lines in my sketchbook</p> <p><b>I CAN:</b> Draw using different types of line to create a piece of art.</p> <p><b>LEARNING QUESTIONS:</b><br/>Can I use different media, to make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow, and wide? Can I explain some of the technical aspects (how different lines have been used) to create a piece of art?</p> <p style="text-align: center;"><b>Artist Study</b><br/>Joan Miro</p> <p><b>I KNOW:</b> Joan Miro was an artist that created line drawings and paintings based on dreams.</p> <p><b>I CAN:</b> Compare different pieces of art by Miro and say why I like/dislike them</p> <p><b>I CAN:</b> Create a piece of art in the style of Joan Miro</p> |  | <p style="text-align: center;"><b>Artist Study</b><br/>Sir Christopher Wren</p> <p><b>I KNOW:</b> that Sir Christopher Wren designed The Monument to commemorate the Great Fire of London</p> <p><b>I KNOW:</b> what an architect is</p> <p><b>I CAN:</b> name some of the other famous buildings that Sir Christopher Wren designed.</p> <p style="text-align: center;"><b>Supporting Materials</b></p> <p><a href="#"><u>The Buildings Of Sir Christopher Wren Mapped   Londonist</u></a></p> | <p>Print, object, paint, tray, press, find, pattern, picture, circle, square, triangle, rectangle, printing.</p> |  |
|---|--|---|--|--|



## Supporting Materials

<https://artprojectsforkids.org/how-to-draw-like-miro>

Book - Miro's Magic Animals



## Self Portraits



**I KNOW:** what a mirror image is

**I KNOW:** what a self-portrait is

**I CAN:** draw my facial features carefully using a pencil first then adding colour using a mirror image to help me

### Key Vocabulary:

Hold, fingers, thumb, point, pencil, chalk, crayon, draw, paper, image, picture, drawing, artist, Joan Miro, reflection, thick, thin, side, point, firm, gentle, space, drawing, artist, zig-zag, wavy, straight, long, short, curly.

Year 2

Drawing

Christmas Card

Stained Glass Christmas Tree



**I KNOW:** what a stained glass window is.  
**I KNOW:** the word tone means how light or dark something is.  
**I KNOW:** shading can be achieved by applying different amounts of pressure  
**I CAN:** Begin to show dark and light (building up to shading) by applying appropriate pressure.

**LEARNING QUESTIONS:**

Can I shade dark tones?  
Can I shade light tones?  
Can I explain Subject Matter and some of the Technical Aspects of a work of art?

**Key Vocabulary:**

Hold, point, pencil, chalk, crayon, draw, paper, image,

Painting

Easter Card

(Link to R.E)



**KNOW:** what the cross symbolises for Christians  
**I KNOW:** what a secondary colour is  
**I KNOW:** what a colour wheel is  
**I CAN:** Colour mix to create secondary colours  
**I CAN:** use a paint brush correctly - protect bristles (not letting the metal touch the paper, enough water to allow the brush to glide, not leaving brush in water pots etc.)  
**I CAN:** create a colour wheel

**LEARNING QUESTIONS:**

Can I mix powder paint and water to make paint that is the correct viscosity (for a

Collage

Biomes

(Link to Geography)



**I KNOW:** what a biome is  
**I KNOW:** how to layer materials so no background is visible.  
**I CAN:** Use PVA glue and a spreader precisely.  
**I CAN:** cut along a drawn line.

**LEARNING QUESTIONS:**

Can I select materials for purpose?  
Can I use PVA glue and a glue spreader precisely?  
Can I layer materials so the background paper is all covered?  
Can I cut along a drawn line?

**Key Vocabulary:**

Scissors, materials, select, rough, smooth, fabric, paper, card, PVA glue, spreader, stick, explain, edge, middle, place, firmly, attach, collage, cut, layer, apply.

Printing

Remembrance Poppies

(Link to History)



**I KNOW:** what a memorial is  
**I KNOW:** how to use my printing block to create a repeated image  
**I CAN:** create own design of printing blocks with string  
**I CAN:** Apply ink/ready mix paint using a thin layer rolled (use a printing roller) into a tray.  
**I CAN:** Keep background clean and apply paint sparingly to allow for a clean/crisp print.

**LEARNING QUESTIONS:**

Can I create a printing block? Can I apply ink or paint by rolling it in a tray?

Sculpture

Self Portrait

Fruit and Veg Sculpture  
(Link to DT)



**I KNOW:** that a sculpture can be made of different materials  
**I KNOW:** how to sketch a self – portrait using a mirror to help  
**I CAN:** use my sketch as a plan and choose fruit and vegetables to make a self-portrait sculpture

**LEARNING QUESTIONS:**

Can I choose fruit/veg carefully thinking about the shape I need?  
Can I cut the fruit so it takes on a better shape?  
Can I choose colours so the facial features stand out?

picture, drawing, artist, stained glass, side, point, firm, gentle, space, drawing, artist, tones, dark, light, graduated, gradients, technical, subject matter.

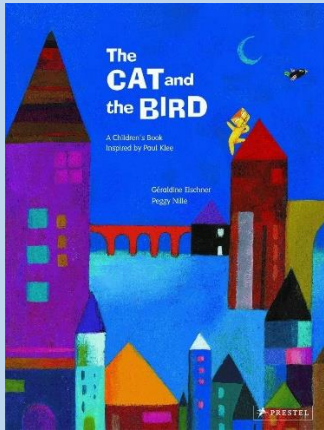
**Artist Study**  
Paul Klee

**I KNOW:** that Paul Klee is an artist that used colour and tone in his work.

**I CAN:** compare and make links between my work and the work of Klee

**Supporting Materials**

Book – The Cat and the Bird



background)? Can I name and identify the secondary and tertiary colours? Can I use a paint brush correctly? Can I use the colours I have mixed and my skills with a paint brush to create a work of art?

**Key Vocabulary:**

Brush, powder paint, paper, viscosity, mix, add, red, yellow, blue, green, orange, purple, colours, water, pot, clean, painting, secondary, tertiary colours, still life, painting, bristles, toe, belly, heel (of brush).

**Artist Study**  
Mano Kellner

**I KNOW:** what a diorama is

**I CAN:** use the work of an artist to inspire ideas in my own work.

**Supporting Materials**

[Dioramas with Kids // Inspired by Artist Mano Kellner - ARTBAR \(artbarblog.com\)](#)

**Key Vocabulary:**

Print, object, paint, tray, press, printing, colours, clean, crisp, shape, texture, rough, smooth, bumpy, string, artist, printmaker, technical, subject matter, block, roller.

**Key Vocabulary:**

Sculpture, self-portrait, face, shape, fruit, vegetable, sketch, mirror, features.

**Artist Study**  
Giuseppe Archimboldo

**I KNOW:** that Archimboldo was a portrait painter who made faces out of food and flowers.




**I CAN:** use the work of Archimboldo to give me ideas for my own fruit portrait

**KS2 Skills NC** 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.

**Year 3**

| Drawing  | Painting   | Collage   | Printing  | Sculpture  |
|--|--|---|---|--|
| <p><b>Christmas bauble still life</b></p>  <p><b>I KNOW:</b> about the different grades of pencil<br/> <b>I KNOW:</b> I know that hatching and cross hatching is a technique used to add tone to drawings.<br/> <b>I CAN:</b> Sketch out the basic outline first then add shading to create depth.<br/> <b>I CAN:</b> Shade from dark to light as observed on real objects.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I look closely at an object and talk about what I can see?</p> | <p><b>Holy Trinity</b><br/>           (Link to R.E)</p> <p><b>I KNOW:</b> what the Holy Trinity represents<br/> <b>I KNOW:</b> how to use the point or side of the brush to change line thickness<br/> <b>I CAN:</b> use larger brushes for background, smaller for detail.<br/> <b>I CAN:</b> Use Water Colours to experiment with the tones created from using more/less water.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I paint background with a large brush and details with a small brush?<br/>           Can I create different thicknesses of line with the same brush?<br/>           Can I create different tones by adding more water?<br/>           Can I explain Subject Matter, the context and some of the technical aspects of a work of art?</p> | <p><b>Remembrance Poppies</b><br/>           (Link to History)</p>  <p><b>I KNOW:</b> why poppies are used to commemorate remembrance day<br/> <b>I KNOW:</b> how to use different shades of colour in my collage to create tone.<br/> <b>I CAN:</b> Create texture by folding, rolling, ripping materials to create contrasting effects.<br/> <b>I CAN:</b> Cut along a drawn line accurately.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I select materials for purpose?</p> | <p><b>Christmas Card</b><br/>           (Winter Street)</p>  <p>DIY : Make Your Own Stamp</p> <p><b>I KNOW:</b> how to make my own printing blocks using foam.<br/> <b>I KNOW:</b> what happens when layering prints using the lighter/darker colour first.<br/> <b>I CAN:</b> Apply paint using sponges.<br/> <b>I CAN:</b> Use one block with two different colours.<br/> <b>I CAN:</b> Allow layers of print to dry between applications.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I explain Subject Matter, the (modern day) Context and some of the Technical Aspects of a work of art?</p> | <p><b>Stone Age Figures</b><br/>           (Link to History)</p> <p><b>I KNOW:</b> what slip is and how to use it<br/> <b>I KNOW:</b> that stone age people looked different to people of today<br/> <b>I CAN:</b> Create figures in clay with some reference to their movement<br/> <b>I CAN:</b> Attach clay to clay using slip.</p> <p><b>LEARNING QUESTIONS:</b><br/>           Can I identify different elements of the human figure? (e.g. that arms start at the shoulders)<br/>           Can I attach clay to clay using slip?</p> <p><b>Key Vocabulary:</b><br/>           Clay, roll, ball, 3D form, shapes, forms, sculpture, tools, mould, carve, imprint, tools, textures, sculpt, slip, figure.</p> |

Can I shade from darkest to lightest (to make something look 3D)?  
Can I record observations from real life?

**Key Vocabulary:**

2B pencil, HB pencil, soft, hard, lead, cross hatching, tone, outline, shade, shading, light, shadow, sphere, graduated, detail.

**Supporting Materials**

Shading a Sphere

<https://youtu.be/AO0r70jhbvs>

**Self Portraits**  
Abstract Style



**I KNOW:** what abstract art is and some names of famous abstract artists

**I KNOW:** what the word proportion means

**I CAN:** create a self-portrait demonstrating my knowledge of proportion

**Key Vocabulary:**

Brush, watercolour, paper, viscosity, mix, add, water, pot, clean, secondary, tertiary colours, painting, bristles, toe, belly, heel (of brush), tones, large, small, thick, thin, pigment, watercolour tablet.

Can I create different effects by treating the same materials in different ways?

Can I cut along a drawn line accurately?

Can I ensure the inner materials are attached securely to the outer edge?

**Key Vocabulary:**

Scissors, materials, select, rough, smooth, fabric, paper, card, PVA glue, spreader, attach, collage, cut, layer, apply, fold, roll, rip.

Can I create a printing block?

Can I apply ink/paint using a sponge?

Can I layer colours?

**Key Vocabulary:**

Print, ink, tray, press, printing, colours, clean, crisp, shape, texture, artist, printmaker, subject matter, block, sponge, modern, layers, applications.

**Artist Study**

L.S. Lowry

**I KNOW:** that L.S Lowry created urban landscape paintings

**I KNOW:** Lowry was from Salford and has a museum named after him

**I CAN:** use the work of Lowry to inspire my own Christmas card print design

**Artist Study**

Stone Age Art

**I KNOW:** about the different ways stone age art were created

**I CAN:** Use stone age cave art to inspire my clay sculpture

**I CAN:** use a drawing guide to help me place facial features accurately.

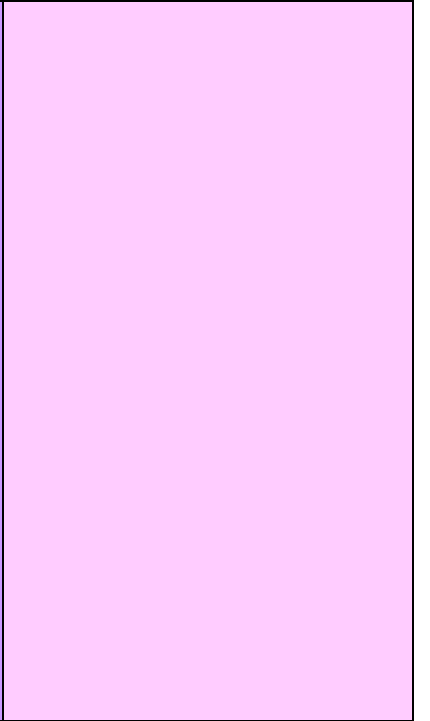
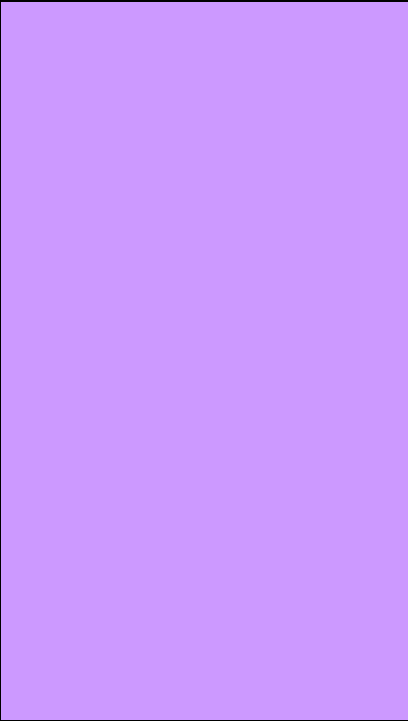
**Artist Links**  
Picasso

**Supporting Materials**

[Easy How To Draw an Abstract Self Portrait and Coloring Page \(artprojectsforkids.org\)](http://artprojectsforkids.org)

**Key Vocabulary:**

Draw, paper, image, picture, drawing, artist, side, point, firm, gentle, space, drawing, artist, colour, technical, subject matter, abstract, proportion, self-portrait, colour.



## Year 4

### Drawing

#### Viking Dragon (Link to History)



**I KNOW:** that tone can be achieved using different techniques including: blending, graduated shading, hatching, contour hatching, cross hatching and scumbling.

**I KNOW:** how to hold and use a piece of charcoal for different effects.

**I CAN:** use different shading techniques to show light and shadow effects with charcoal.

**I CAN:** Shade to create a realistic 3D effect.

#### LEARNING QUESTIONS:

-Can I shade from darkest to lightest smoothly?

-Can I create a 3D effect?

### Painting

#### Christmas Card



**I KNOW:** that a tint is created when you add white to a colour

**I CAN:** Mix and use tones and tints.

**I CAN:** Use the brush in a variety of ways to create textures with marks made.

#### LEARNING QUESTIONS:

Can I mix specific colours?

Can I mix and use tints, tones and shades?

Can I create different textures?

#### Key Vocabulary:

Brush, watercolour, paper, viscosity, mix, add, water, pot, clean, painting, secondary, tertiary colours, nativity, painting, bristles, tint, heel (of brush), tones, shades.

### Collage

#### Christmas Card

**I KNOW:** what a silhouette is

**I KNOW:** how to draw a silhouette of a person

**I CAN:** Work on top of a 2D image to create 3D effects with collage.

**I CAN:** Choose the collage technique to suit the desired texture.

**I CAN:** Cut a variety of different lines e.g. straight, curved, zigzag, accurately.

#### LEARNING QUESTIONS:

Can I plan the textures I wish to create?

Can I create 3D effects with collage?

Can I cut different lines?

Can I explain Subject Matter, the Sensory Qualities and some of the Technical Aspects of a work of art?

**Key Vocabulary:** Scissors, materials, fabric, paper, card, PVA glue, spreader, stick, contrast, collage, cut, layer, apply, fold, roll, rip, straight, curved, zig-zag.

### Print

#### Self Portraits

Trace Mono Printing



**I KNOW:** how to create a mono print

**I KNOW:** how to use the tools correctly in order to achieve a crisp finish

**I CAN:** Prepare the ink and tape my paper down to ensure it doesn't move

**I CAN:** Trace carefully over my photo only applying pressure on the lines I am wanting to print

#### Key Vocabulary:

Print, ink, tray, roller, tape, portrait, printing, colours, clean, crisp, mono print, printmaker, even, pattern, block, reprint, clean.

### Sculpture

#### Remembrance Poppies (Link to History)



**I KNOW:** how to make own slip.

**I KNOW:** how to mould clay using a cup/bowl

**I CAN:** Use slip to add decorative pieces.

**I CAN:** add detail using a clay tool

#### LEARNING QUESTIONS:

Can I create a product for a specific purpose?

Can I make my own slip?

Can I use slip to add decoration?

#### Key Vocabulary:

Clay, roll, coil, 3D form, shapes, forms, sculpture, tools, cut, mould, carve, imprint, tools,

**Key Vocabulary:** Charcoal, draw, image, picture, drawing, artist, side, point, firm, gentle, space, drawing, artist, tones, dark, light, graduated, gradients, technical, subject matter, shading, details, historic.

**Artist Study**  
Viking Crafts

**I KNOW:** The Vikings were skilled craftspeople who made their own weapons, ships and useful objects.  
**I CAN:** Talk about different things the Vikings made and

**Artist Study**  
Rob Ryan



**I KNOW:** Rob Ryan is famous for his papercut art works  
**I CAN:** Choose a favourite piece of Rob Ryan's work and explain what I like about it.

**Supporting Materials**

<https://youtu.be/k5lcn69MOV8>

textures, sculpt, slip, decoration.



## Year 5

### Drawing

#### Local Landscape

(Link to Christmas card)

**I KNOW:** what is meant by the fore-ground, middle-ground and back-ground.

**I KNOW:** what the horizon line is

**I CAN:** use thickness of line and depth of tones to create perspective.

#### LEARNING QUESTIONS:

Can I shade from darkest to lightest smoothly?

Can I use thick lines for foreground and thin lines for background?

Can I create depth and perspective using shading and line?

**Key Vocabulary:** Draw, image, picture, drawing, side, point, firm, gentle, space, tones, dark, light, graduated, gradients, shading, details, foreground, background, thick, thin, line.

### Painting

#### Christmas Card



**I KNOW:** what a warm and what a cool colour pallets is.

**I KNOW:** the painting 'Starry Night' by Van Gogh

**I CAN:** Use a limited colour pallet to create a 'mood' in painting.

**I CAN:** use my prior knowledge of tones and tints to create my colour pallet

#### LEARNING QUESTIONS:

Can I name and mix warm and cold colours?

Can I create mood through my use of colour?

Can I paint a landscape to show background, middle ground and foreground?

#### Key Vocabulary:

Brush, viscosity, mix, add, water, pot, clean, painting, secondary, tertiary colours,

### Collage

#### Egyptian Pyramid Landscape

(Link to History)



**I KNOW:** how to create own collage materials by painting paper before cutting.

**I CAN:** Use colour theory from painting and perspective of line to create more realistic looking collage.

**I CAN:** Plan before cutting exactly what shape and size is required to create the desired effect.

#### LEARNING QUESTIONS:

Can I plan the effects I wish to create?

Can I use colour theory to create depth?

Can I plan to cut specific shapes to size?

Can I create my own materials to achieve a planned outcome?

### Printing

#### Remembrance Poppies

(Link to History)



**I KNOW:** how to create texture by scraping in lines or patterns.

**I KNOW:** how to ink up using rollers, applying appropriate amount of ink to get a bold print but not to slip or smudge the detail with too much ink.

**I KNOW:** how to prep and care for block so as to be able to re-use a number of times.

**I CAN:** Create own printing blocks using poly tiles.

**I CAN:** Apply depth of colour with a sponge.

#### LEARNING QUESTIONS:

Can I create a printing block?

Can I create texture?

Can I ink up and print with care to produce clean images?

### Sculpture

#### Egyptian Cartouche

(Link to History)

**I KNOW:** that a cartouche is an oval frame that surrounds the hieroglyphs that make up the name of an Egyptian god

**I KNOW:** how to roll clay to an appropriate thickness for a tile.

**I KNOW:** how to create and cut around a template to create an oval shape in clay.

**I CAN:** both add and carve into the clay to create contrasting relief.

#### LEARNING QUESTIONS:

Can I roll clay to the correct thickness?

Can I use a template?

Can I carve into clay and add to create a relief?

#### Key Vocabulary:

Clay, roll, shapes, forms, sculpture, tools, cut, mould, imprint, tools, textures, sculpt, slip, decoration, relief, tile, apply, carve.

## Self Portrait

In the style of Romero Britto



**I KNOW:** Romero Britto is a Brazilian artist who uses vibrant colours and bold patterns as a visual expression of hope, dreams and happiness.

**I KNOW:** how to sketch out my facial features accurately and in the correct place.

**I CAN:** choose a colour palette for my piece of work.

**I CAN:** design patterns and add these to my portrait

warm, cool, pallet, painting, bristles, toe, belly, heel (of brush), tones, shades perspective, depth, foreground, background.

## Artist Study

Vincent Van Gogh

**I KNOW:** Van Gogh is one of the world's most famous painters.

**I KNOW:** He created many famous paintings and can name some of them.

## Key Vocabulary:

Scissors, materials, fabric, paper, card, PVA glue, spreader, stick, collage, cut, layer, apply, fold, roll, rip, straight, curved, zig-zag, plan, size, colour theory, depth, warm, cool.

## Artist Study

Alma Thomas

**I KNOW:** Alma Thomas was an African-American artist and teacher who was best known for her use of bright colours.

**I KNOW:** Thomas achieved success as an artist despite the prejudice and segregation of her time.

**I CAN:** use Thomas' painting as inspiration for my collage

## Supporting Materials

[How to Create Colorful Collage Art for Kids Inspired by Alma Thomas \(artfulparent.com\)](https://artfulparent.com)

Can I apply depth of colour with a sponge?  
Can I reprint from the same block?

## Key Vocabulary:

Print, ink, tray, press, printing, colours, clean, crisp, relief, printmaker, block, sponge, modern, roller, even, pattern, block, reprint, clean.

**Year 6**

**Drawing**

**Christmas Foliage**

(Holly, eucalyptus, poinsettia, mistletoe)

(To feed into Christmas card)

**I KNOW:** how to measure proportion and translate this to paper.

**I KNOW:** how to use different drawing pencils effectively

**I CAN:** Realistically represent textures in my drawing.

**I CAN:** draw shadows accurately to create depth

**LEARNING QUESTIONS:**

Can I represent different textures?

Can I measure proportion and translate this to paper?

**Key Vocabulary:** Draw, image, picture, drawing, side, point, firm, gentle, space, tones, dark, light, graduated, gradients, shading, thick, thin, line, hatch, cross-hatch, stipple, scumble, proportion.

**Painting**

**Christmas Card**



**I KNOW:** how to represent real objects using appropriate colour theory and brush technique.

**I KNOW:** how to paint without pre-drawn lines. (Use a light painted outline rather than a pencil as guidelines.)

**I CAN:** create a high quality painted Christmas card.

**LEARNING QUESTIONS:**

Can I explain subject matter, the sensory qualities, context and some of the technical and emotional aspects of a work of art?

Can I measure proportion?

Can I represent realistic objects using colour theory and brush technique?

**Collage**

**Self Portrait**



**I KNOW:** how to use a variety of collage techniques to create a desired outcome.

**I CAN:** Create a proportionally accurate self-portrait using a variety of collage materials including elements of a photo.

**LEARNING QUESTIONS:**

Can I plan a collage design and experiment with techniques?

Can I use a variety of collage techniques to create my designed outcome?

Can I think carefully about colours or images to include that reflect my personality?

**Printing**

**Battle of Britain Aircraft**

(Possible artist workshop)

**I KNOW:** how to create a stencil

**I KNOW:** how a screen print works

**I CAN:** Apply ink using a squeegee.

**I CAN:** Use stencils to apply at least two different colour layers.

**LEARNING QUESTIONS:**

Can I explain Subject Matter, the Sensory Qualities, Context and some of the Technical and Emotional Aspects of a work of art?

Can I simplify an image to make a stencil?

Can I plan how stencils will work together?

Can I apply ink using a squeegee?

Can I layer at least two colours?

**Key Vocabulary:**

Print, ink, tray, press, printing, colours, clean, crisp, relief, printmaker, block, sponge, modern, roller, even, pattern,

|  |   |   |   |  |
|--|---|---|---|--|
|  | <p>Can I paint without pre-drawn lines?</p> <p><b>Key Vocabulary:</b><br/>Brush, viscosity, mix, add, water, pot, clean, painting, secondary, tertiary colours, warm, cool, pallet, painting, bristles, toe, belly, heel (of brush), tones, shades perspective, depth, foreground, background.</p> <p><b>Artist Study</b><br/>Georgia O'Keefe</p> <p><b>I KNOW:</b> Georgia O'Keefe was a significant artist of the 20<sup>th</sup> century known for her contribution to modern art.<br/><b>I CAN:</b> talk about how O'Keefe created close up, large scale flower painting influenced by photography.</p> | <p><b>Key Vocabulary:</b><br/>Scissors, materials, fabric, paper, card, PVA glue, spreader, stick, collage, cut, layer, apply, fold, roll, rip, straight, curved, zig-zag, plan, size, colour theory, high relief, photo, proportion, shape, layer.</p> | <p>block, reprint, clean, trace, transfer.</p> <p><b>Artist Study</b><br/>Andy Warhol</p> <p><b>I KNOW:</b> Andy Warhol was a leading figure in the Pop Art movement.<br/><b>I KNOW:</b> what is meant by an 'art movement'<br/><b>I CAN:</b> talk about my favourite piece of art Warhol created and say why I like it, commenting of his use of colour and media.</p> |  |
|--|---|---|---|--|