



St Peter's CofE Primary School: Art and Design

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10)
- the golden strand that runs through all our work.

How does our vision impact Art and Design at St Peter's?

At St Peter's, we believe that every child is made in the image of God and is therefore uniquely creative. Through our art and design curriculum, pupils are encouraged to explore ideas, express themselves with confidence and develop the knowledge, skills and resilience to create with purpose. By studying diverse artists, cultures and artistic traditions, children learn to value different perspectives while discovering their own creative voice, enabling them to flourish and experience life in all its fullness.

Peace	Hope	Joy
Through art, pupils learn to observe carefully, listen to different viewpoints and appreciate the creativity of others. They develop patience, reflection and respect, creating a calm environment where every individual's ideas and artistic expression are valued.	Our curriculum encourages pupils to experiment, persevere and see mistakes as an important part of the creative process. As their knowledge and skills grow over time, children develop confidence in their own abilities and believe they can achieve, improve and make a positive contribution through creativity.	Art is a celebration of imagination and self-expression. We provide rich opportunities for pupils to explore, create and take pride in their achievements, fostering curiosity, creativity and a lifelong enjoyment of art and design.

Art and Design Whole School Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Drawing: Exploring Line and Shape		Painting and Mixed: Colour Splash		Sculpture and 3D: Paper Play	
Year 2	Drawing: Understanding Tone and Texture		Sculpture and 3D: Clay Houses		Painting and Mixed Media: Life in Colour	
Year 3	Drawing: Developing Drawing Skills		Craft and Design: Ancient Egyptian Scrolls		Sculpture and 3D: Abstract Shape and Space	
Year 4	Drawing: Exploring Tone, Texture and Proportion		Painting and Mixed Media: Light and Dark		Craft and Design Fabric of Nature	
Year 5	Drawing: Depth, Emotion and Movement		Sculpture and 3D: Interactive Installation		Painting and Mixed Media: Portraits	
Year 6	Drawing: Expressing Ideas		Craft and Design: Photo Opportunity		Sculpture and 3D: Making Memories	

Year 1 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term 1</p> <p>Drawing: Exploring Line and Shape</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p>How can I use control and pressure to create different types of lines?</p> <p>How can music inspire me to draw different types of lines?</p> <p>How can I connect lines to create different shapes?</p> <p>How can I use lines and shapes I see in pictures to draw a portrait?</p> <p>How can I use control and pressure to add colour to a drawing?</p>	<p>Artists use lines, shapes and colour to create artwork.</p> <p>Artists can talk about their artwork and explain the choices they have made.</p> <p>Different types of lines include straight, curved, wavy, zigzag, dashed and dotted.</p> <p>Different drawing materials can be used to create a variety of lines and marks.</p> <p>Changing pressure can make lines and colours lighter, darker, thicker or thinner.</p> <p>Artists can use sounds, experiences and observations as inspiration for their artwork.</p> <p>Lines can be connected to create shapes.</p> <p>Shapes can be geometric (e.g. circles, squares and triangles) or organic.</p> <p>Artists look closely at shapes and features to draw people and objects.</p> <p>Artists, including Paul Klee, make choices about colour, line and shape to create different effects.</p>	<p>control: The way a drawing material is held.</p> <p>curved: A line that bends smoothly, like a smile.</p> <p>dashed: A line made of shorter lines.</p> <p>dotted: A line made of lots of small dots.</p> <p>line: A mark that can be long or short, thin or thick, and can help make shapes.</p> <p>pressure: The force used on the material when drawing.</p> <p>straight: Not curved or bent.</p> <p>wavy: A line made of lots of joined curved lines.</p> <p>zigzag: A line or pattern that looks like a Z or a row of Zs joined together.</p> <p>artist: A person who creates pictures, paintings, sculptures or other types of art to share ideas and feelings.</p> <p>violin: A small, wooden instrument with four strings that you play with a bow to make music.</p> <p>circle: A shape that is round and has no corners or sides.</p> <p>organic: Irregular natural shapes.</p> <p>rectangle: A shape with four straight sides and four corners.</p> <p>shape: The outline of an object.</p> <p>side: The line that makes the edge of a shape.</p> <p>square: A shape with four equal sides and four corners.</p> <p>triangle: A shape with three straight sides and three corners.</p> <p>abstract: Art where the subject does not necessarily look like it does in real life.</p> <p>feature: Part of something.</p> <p>portrait: A painting, drawing or photograph that shows the head and shoulders of a person.</p> <p>sketch</p> <p>sketch: To make a quick drawing without adding a lot of details.</p>	<p>This begins with the most fundamental visual language: line, shape and control. Children learn that artists make intentional marks, preparing them for later work on tone, texture, observation and proportion.</p>

<p>Spring Term 3</p> <p>Painting and Mixed Media: Colour Splash</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of materials creatively to design and make products.</p>	<p>How do I mix secondary colours?</p> <p>How can I apply my colour-mixing skills when painting?</p> <p>How can I use colour when printing to create different effects?</p> <p>How can I experiment with mixing paint to create a range of secondary colours?</p> <p>How can I apply my painting skills when working in the style of an artist?</p>	<p>Primary colours are red, yellow and blue, and they can be mixed to create secondary colours.</p> <p>Secondary colours are orange, green and purple, and each is made by mixing two primary colours.</p> <p>Artists mix colours to create a wider range of hues and shades.</p> <p>Different amounts of colour can be mixed to create lighter or darker variations of a colour.</p> <p>Different brushes create different marks, lines and effects in painting.</p> <p>Artists make choices about colours and tools to achieve particular effects.</p> <p>Printing can be used to create repeated patterns, shapes and textures.</p> <p>Overlapping printed colours can create the appearance of new colours and effects.</p> <p>Artists work carefully and accurately to create patterns and control the placement of colour.</p> <p>Artists, including Clarice Cliff, use colour, pattern and design to create distinctive artworks.</p>	<p>blend: To mix colours or shades together smoothly.</p> <p>mix: Combining two or more colours together.</p> <p>primary colours: Red, yellow and blue.</p> <p>secondary colours: Orange, green and purple, made by mixing two primary colours together.</p> <p>kaleidoscope: A tube containing loose pieces of paper or plastic and mirrors that create changing patterns when it is turned.</p> <p>pattern: A design in which shapes, colours or lines are repeated.</p> <p>shape: The form of something made by a line around the edge.</p> <p>space: To arrange things so there is some distance between them.</p> <p>texture: A surface quality that is not flat.</p> <p>hue: The name of a colour, such as sky blue, dark green or rose pink.</p> <p>shade: How light or dark a colour is.</p>	<p>This builds on line and shape by introducing colour as another deliberate artistic choice. Mixing primary and secondary colours prepares pupils for later work with shade, tint, tone, mood and colour effects.</p>
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<p>Summer Term 5</p> <p>Sculpture and 3D: Paper Play</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products.</p> <p>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.</p>	<p>How can I roll paper to create a 3D sculpture?</p> <p>How can I shape paper to create a 3D drawing?</p> <p>How can I use paper-shaping skills to create an imaginative sculpture?</p> <p>How can we work together to plan and create a sculpture?</p> <p>How can I paint 3D surfaces to create different effects?</p>	<p>Paper can be shaped in different ways, including rolling, folding, bending and scrunching.</p> <p>Artists can transform flat materials into three-dimensional forms and sculptures.</p> <p>Different paper shapes can be combined and arranged to create larger structures.</p> <p>Overlapping and joining materials can strengthen and enhance a sculpture or 3D artwork.</p> <p>Artists often plan ideas through drawing before making their final artwork.</p> <p>Artists experiment with materials and adapt their ideas during the creative process.</p> <p>Three-dimensional artwork can be created from a range of natural and manufactured materials.</p> <p>Working collaboratively involves sharing ideas, listening to others and contributing to a shared outcome. Different tools and techniques can be used to apply paint and create a variety of surface effects.</p> <p>Artists can use colour, pattern, texture and finish to change the appearance of a sculpture, including making surfaces appear like different materials such as metal.</p>	<p>sculpture: Art in three dimensions.</p> <p>three-dimensional: A shape that is not flat.</p> <p>bend: To gently curve or change the shape of paper (or other material) without folding or breaking it.</p> <p>fold: To bend paper or another material so that one part lies flat over another part.</p> <p>overlap: When two objects overlap, one covers part of the other.</p> <p>roll: To bend a piece of paper around to make a tube.</p> <p>spiral: A shape made up of curves that wind around a central point.</p> <p>zigzag: A line or pattern that looks like a Z or a row of Zs joined together.</p> <p>scrunch: To squeeze or crush a piece of paper into a tight, crumpled shape using your hands.</p>	<p>This introduces 3D making through an accessible, low-risk material.</p> <p>Children move from flat line and shape into form, joining and surface decoration, preparing them for clay and more complex sculptural construction.</p>
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Year 2 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term 1</p> <p>Drawing: Understanding Tone and Texture</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p>How can I use different drawing materials to create a range of marks and effects?</p> <p>How can I explore and describe texture through touch and rubbings?</p> <p>How can I use control and pressure to create different tones through shading?</p> <p>How can I develop an initial sketch from careful observation?</p> <p>How can I use tone and texture to create an observational drawing?</p>	<p>Artists use a range of drawing materials, including pencils, charcoal, chalk, crayons, pastels and graphite sticks, to create different effects.</p> <p>Different drawing materials can be used to create a variety of marks, tones and textures.</p> <p>The way a drawing tool is held and the pressure applied can change the marks that are made.</p> <p>Artists use sketchbooks to record observations, ideas, experiments and learning.</p> <p>Texture is the way a surface feels or appears to feel, and it can be explored through observation and rubbings.</p> <p>Artists use tone to show light and dark areas in their drawings.</p> <p>Varying pressure can create a range of tones, from light to dark.</p> <p>Observational drawing involves looking carefully at objects to identify shapes, outlines and details.</p> <p>Artists often begin with simple sketches and refine their work by making changes and adding detail.</p>	<p>artist: A person who creates pictures, paintings, sculptures or other types of art to share ideas and feelings.</p> <p>chalk: A type of soft, white rock used for drawing.</p> <p>charcoal: A drawing material made from burnt wood.</p> <p>crayon: A stick of coloured wax used for drawing and colouring.</p> <p>control: The way a drawing material is held.</p> <p>graphite stick: A solid piece of graphite used for drawing and shading.</p> <p>line: A mark that can be long or short, thin or thick, and can help make shapes.</p> <p>mark making: The creation of different lines, patterns and shapes.</p> <p>material: The equipment needed for a particular activity.</p> <p>pastel: A small stick of soft, coloured substance used for drawing pictures.</p> <p>pressure: The force used on a material when drawing.</p> <p>shadow: A dark shape that appears when something blocks the light.</p> <p>tone: How light or dark something is.</p> <p>rubbing: Placing paper over a textured surface and colouring to copy the texture onto the paper.</p> <p>texture: The way something feels when it is touched.</p> <p>grip: Holding onto something tightly.</p> <p>shading: Drawn marks used to show areas of light and dark.</p> <p>refine: To make small changes to improve a drawing and add more detail.</p> <p>sketch: To make a quick drawing without adding a lot of details.</p> <p>shape: The outline of an object.</p> <p>organic: Irregular natural shapes.</p>	<p>This revisits drawing but deepens it through tone, texture, pressure and observation. It builds directly on Year 1 line control and prepares children for more precise sketchbook work in Key Stage 2.</p>

			<p>Artists select and combine materials and techniques to add tone, texture and detail to their drawings.</p>	<p>outline: A shape with an edge but without any details.</p>	
<p>Spring Term 3</p> <p>Sculpture and 3D: Clay Houses</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>How can I use my hands as a tool to shape clay?</p> <p>How can I shape a pinch pot and add decoration by joining clay shapes?</p> <p>How can I use impressing and joining techniques to decorate a clay tile?</p> <p>How can I use drawing to plan the features of a 3D model?</p> <p>How can I use a drawing to create a 3D clay tile?</p>	<p>Clay can be shaped, flattened, rolled and manipulated by hand to create different forms.</p> <p>Artists use a range of techniques, including pinching, impressing and joining, to create clay artwork.</p> <p>Pressing objects into clay can create textures, patterns and decorative details.</p> <p>A pinch pot is made by shaping clay with fingers and thumbs to create an even hollow form.</p> <p>Clay pieces can be joined together to add structure and decoration.</p> <p>Artists, including Rachel Whiteread, use three-dimensional forms to communicate ideas and create meaning.</p> <p>Relief artwork combines a flat surface with raised three-dimensional features.</p> <p>Artists often draw and label designs to plan and develop ideas before making artwork.</p> <p>Drawings can be used as guides when creating three-dimensional clay pieces.</p> <p>Artists evaluate their finished work by comparing it to their original design</p>	<p>cut: To use sharp tools such as scissors or knives.</p> <p>flatten: To press a material to make it thin and even.</p> <p>roll: To move a material by turning it over and over.</p> <p>shape: To make a material into a form.</p> <p>smooth: Having no lumps or bumps.</p> <p>pinch pot: A small pot made by pinching and shaping clay with fingers.</p> <p>score: Marking hatched lines into the surface of clay.</p> <p>slip: A runny mixture of clay and water, used like clay "glue" to join pieces together.</p> <p>relief: Three-dimensional parts of an artwork that are joined to a flat base.</p> <p>sculpture: Art in three dimensions that can be viewed from all sides.</p> <p>detail: Small features or patterns that make something more interesting.</p> <p>impress: Pushing objects into a clay surface to make interesting marks.</p> <p>surface: The top layer of something.</p>	<p>This builds on Year 1 paper sculpture by introducing a more demanding material. Pupils learn shaping, joining, impressing and relief, preparing them for later sculpture involving structure, balance and meaning.</p>

<p>Summer Term 5</p> <p>Painting and Mixed Media: Life in Colour</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p>	<p>How can I develop my understanding of colour mixing?</p> <p>How can I use paint to create texture?</p> <p>How can I use paint to explore texture and pattern?</p> <p>How can I compose a collage by choosing and arranging materials for effect?</p> <p>How can I compose a collage by choosing and arranging materials for effect?</p> <p>How can I evaluate my artwork and identify ways to improve it?</p>	<p>and reflecting on the techniques they have used.</p> <p>Primary colours are red, yellow and blue, and secondary colours are made by mixing two primary colours together.</p> <p>Artists mix colours to create new colours, shades and effects in their artwork.</p> <p>Different painting tools can be used to create a range of textures and marks.</p> <p>Texture can be created through the way paint is applied and manipulated.</p> <p>Artists observe colours closely and mix paints to match what they see.</p> <p>Collage is created by selecting, arranging and attaching materials to a surface.</p> <p>Artists choose materials for their colour, texture, shape and visual effect.</p> <p>Overlapping, layering and arranging materials in different ways can change the appearance of a collage.</p> <p>Artists, including Romare Bearden, use collage techniques to communicate ideas and tell stories. Artists evaluate their work by reflecting on their choices, identifying strengths and considering improvements.</p>	<p>mixing: Combining paint colours.</p> <p>primary colour: Red, yellow and blue; the colours from which all other colours are mixed.</p> <p>secondary colour: Green, purple and orange; colours made by mixing primary colours.</p> <p>texture: A surface quality that is not flat.</p> <p>collage: Arranging different materials together and sticking them to a surface.</p> <p>overlap: To partly cover something.</p> <p>detail: A small part of the whole artwork.</p>	<p>This revisits Year 1 colour mixing and extends it into texture, collage, layering and evaluation. It prepares pupils for using mixed media more purposefully to communicate ideas.</p>
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Year 3 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 Drawing: Developing Drawing Skills	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>About great artists, architects and designers in history.</p>	<p>How do artists use shape in their drawings?</p> <p>How can I use shading to create and blend different tones?</p> <p>How can I use careful observation to add detail to my drawings?</p> <p>How can I use line, shape and tone to create an imaginative drawing?</p> <p>How can I use digital media techniques to develop my drawings?</p>	<p>Artists use shapes as a starting point to draw objects and develop their ideas.</p> <p>Sketching helps artists plan compositions and add detail gradually.</p> <p>Different types of lines and marks can be used to add detail, texture and interest to a drawing.</p> <p>Tone is created by varying pressure and blending light and dark areas.</p> <p>Shading techniques can be used to create smooth transitions between tones and suggest form.</p> <p>Observational drawing involves looking carefully at objects to identify shapes, features and details.</p> <p>Organic objects can be represented using simple and irregular shapes. Artists use line, shape, texture and tone together to create realistic and imaginative artwork.</p> <p>Artists, including Edgar Degas, observe closely and use drawing techniques to represent people, objects and movement.</p>	<p>geometric: A regular shape with straight lines and angles.</p> <p>line: A mark that can be long or short, thin or thick, and can help make shapes.</p> <p>refine: To make small changes to improve a drawing and add more detail.</p> <p>shape: The outline of an object.</p> <p>sketch: A simple, quickly made drawing that does not have many details.</p> <p>organic: Irregular natural shapes.</p> <p>blend: To mix colours or shades together smoothly.</p> <p>even tones: Smooth changes between light and dark, achieved by gradually changing pressure when shading.</p> <p>grip: Holding onto something tightly.</p> <p>pressure: The force used on the material when drawing.</p> <p>shade: Drawn marks used to show areas of light and dark.</p> <p>tone: How light or dark something is.</p> <p>mark making: The creation of different lines, patterns and shapes.</p> <p>observation: Looking at something carefully and noticing all the details.</p> <p>observational drawing: Creating artwork using careful observation.</p> <p>pattern: A design in which shapes, colours or lines are repeated.</p> <p>texture: The way something feels when it is touched.</p> <p>inspiration: Someone or something that gives you ideas for doing something.</p>	<p>This is well placed at the start of Key Stage 2 because pupils now move from basic control into sketchbooks, refinement, blended tone and digital drawing. It prepares them for increasingly independent artistic decision-making.</p>

			<p>Digital tools can be used to create, develop, refine, save and present artwork using line, shape and tone.</p>	<p>line: A mark that can be long or short, thin or thick, and can help make shapes. materials: The equipment needed for a particular activity. shape: The form of something made by a line around the edge.</p>	
<p>Spring Term 3</p> <p>Craft and Design: Ancient Egyptian Scrolls</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>About great artists, architects and designers in history.</p>	<p>What are the key features of Ancient Egyptian art?</p> <p>How can I use the features of Ancient Egyptian art to inspire my own designs?</p> <p>How can I apply ancient techniques to create a new material?</p> <p>How can I apply drawing and painting skills in the style of an ancient civilisation?</p> <p>How can I use my understanding of Egyptian art to create a contemporary response?</p>	<p>Ancient Egyptian art used distinctive colours, patterns, shapes and symbols to communicate ideas and beliefs.</p> <p>Artists study and discuss artwork to identify its characteristics, style and purpose.</p> <p>Sketchbooks can be used to record observations, experiment with materials and develop ideas.</p> <p>Composition involves arranging colours, shapes, patterns and images to create an effective design.</p> <p>Artists make deliberate choices about imagery, colour and pattern to convey information and meaning.</p> <p>Ancient artistic techniques and processes can inspire the creation of modern materials and artwork.</p> <p>Artists follow processes carefully, evaluate outcomes and refine their work to improve it.</p> <p>Designs can be translated from a plan to a final piece by selecting appropriate materials, tools and techniques. Precision and control help artists achieve accurate details and effects in drawing and painting.</p>	<p>ancient: In historical terms, something from a long time ago that no longer exists. civilisation: A society or culture that shows how people live. colour: A feature of everything in the world that is seen through the way it reflects light. composition: The way an artist arranges shapes, colours and objects in an artwork. Egyptian: A person from, or something related to, Egypt. painting: A picture made using paint. papyrus: A riverside plant used by Ancient Egyptians to make a material for writing and drawing on. pattern: A design in which shapes, colours or lines are repeated. Pharaoh: The title of a king or queen of Ancient Egypt. sculpture: Art in three dimensions that can be viewed from all sides. shape: The form of something made by a line around the edge. tomb: A large stone structure or underground room where a person, especially an important person, is buried. convey: To express a thought, feeling or idea so that other people understand. design: To make plans for something. imagery: Pictures and symbols used to communicate ideas. information: Facts or knowledge about something. scale: The size of one object in relation to another. scroll: A long roll of paper or similar material, usually containing writing or pictures. material: The equipment needed for a particular activity.</p>	<p>This introduces art as communication, not just image-making. Pupils apply drawing, colour, pattern, symbols and composition to a historical style, preparing them for later design work with audience and purpose. Through their study of Ancient Egypt in history, pupils explore how symbols, imagery and decorative patterns were used to communicate beliefs, status and identity, helping them understand the relationship between art, culture and meaning.</p>

			<p>Contemporary artists can respond to historical art forms by combining images, text and materials to communicate ideas to an audience.</p>	<p>paper: A material used for writing, printing or drawing. process: The steps used to create a piece of artwork. technique: Skills applied by an artist to produce a particular art form. style: The particular way something is created, including its features and appearance. translate: To change something from one form into another, such as turning a plan or design into a finished piece of artwork. audience: The group of people the artist intended to interact with a work of art. fold: To bend something so that one part lies on top of another part. inform: To tell someone about something particular. subject: The thing that is being discussed, represented or studied. text: Written words shown in books, posters and other materials. zine (pronounced "zeen"): A mini book made by folding a single sheet of paper.</p>	
<p>Summer Term 5</p> <p>Sculpture and 3D: Abstract Shape and Space</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques,</p>	<p>How can I join 2D shapes to create 3D structures?</p> <p>How can I join materials in different ways when working in 3D?</p> <p>How can I develop ideas for a piece of 3D artwork?</p> <p>How can I apply my knowledge of sculpture when creating 3D artwork?</p>	<p>Sculpture is a form of three-dimensional art that can be viewed from different angles.</p> <p>Artists use a variety of materials and joining techniques to construct sculptures and structures.</p> <p>Three-dimensional structures must be balanced and stable to stand independently.</p> <p>Artists experiment with different methods and adapt their ideas when solving creative problems.</p> <p>Working collaboratively can help artists develop, build and refine larger pieces of artwork.</p>	<p>sculpture: Art in three dimensions that can be viewed from all sides. structure: Parts arranged in a particular way, such as a cardboard model. three-dimensional: A shape with width, height and depth. abstract: Art where the subject does not necessarily look like it does in real life. found objects: Natural or man-made objects collected and used by an artist in their work. sculptor: An artist who makes sculptures. negative space: The space around and between objects, such as the background in an artwork. positive space: The subject or main areas of interest in an artwork, such as a figure in a portrait. detail: Features of something that can often be seen most clearly when looking closely.</p>	<p>This builds on earlier 3D learning by focusing on balance, stability, positive and negative space. It prepares pupils for installation art and more conceptual sculpture in Years 5 and 6.</p>

	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p>	<p>How can I evaluate my artwork and identify ways to improve it?</p>	<p>Two-dimensional shapes can be combined and transformed to create three-dimensional forms.</p> <p>Positive and negative space are important features in the design and structure of sculpture.</p> <p>Artists use sketches and plans to develop ideas before creating a final sculpture.</p> <p>Artists, including Robert Morris, Sir Antony Caro and Ruth Asawa, use different materials, structures and approaches to create sculpture.</p> <p>Artists evaluate and refine their work by reflecting on texture, colour, construction and overall effectiveness.</p>		
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Year 4 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 Drawing: Exploring Tone, Texture and Proportion	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>About great artists, architects and designers in history.</p>	<p>How can I use tone to make a drawing look three-dimensional?</p> <p>How can I use lines and mark making to create texture and tone in a drawing?</p> <p>How can I understand proportion by observing how it is used in artwork?</p> <p>How can I recognise an effective composition in artwork?</p> <p>How can I apply my understanding of texture, tone and proportion in a drawing?</p>	<p>Artists use tone to show light, dark, form and the three-dimensional qualities of objects.</p> <p>Shading techniques and changes in pressure can create a range of tones in a drawing.</p> <p>Different lines, marks and patterns can be combined to create texture and surface detail.</p> <p>Observational drawing requires careful looking to identify texture, tone, shape and detail.</p> <p>Artists use a variety of mark-making techniques to represent the appearance of real objects.</p> <p>Proportion is the relationship between the sizes of different parts of an artwork. Accurate proportion helps drawings appear balanced and realistic.</p> <p>Artists, including Sarah Graham, Nicola McBride and Beatriz Milhazes, use colour, proportion, texture and</p>	<p>form: The shape and structure of an object, including its height, width and depth.</p> <p>highlight: A bright area that makes something stand out or appear shiny.</p> <p>observation: Looking at something carefully and noticing all the details.</p> <p>observational drawing: Creating artwork using careful observation.</p> <p>organic: Irregular natural shapes.</p> <p>shading: Drawn marks used to show areas of light and dark.</p> <p>shadow: A dark shape that appears when something blocks the light.</p> <p>three-dimensional: Shapes with three dimensions, such as width, height and depth.</p> <p>tone: How light or dark something is.</p> <p>ballpoint pen: A pen with a small ball at the tip that rolls to transfer ink onto paper.</p> <p>cross-hatching: A shading technique that uses sets of crossed lines placed close together.</p> <p>pattern: A design in which shapes, colours or lines are repeated.</p> <p>texture: The way something feels when it is touched.</p> <p>balanced: When everything in a piece of artwork is the correct size and works well together.</p> <p>exaggerated: When something is made much bigger or smaller than it really is for effect.</p>	<p>This revisits drawing with greater technical precision. Pupils develop tone, texture, proportion and composition, preparing them for Year 5 work on depth, emotion, movement and print.</p>

			<p>composition in different ways to create visual impact.</p> <p>Composition involves selecting, arranging and positioning elements to create an effective artwork.</p> <p>Artists evaluate and refine their work by adjusting proportion, texture, tone and composition to achieve their intended outcome.</p>	<p>proportion: The size of one part of an artwork in relation to another part or to the whole artwork. realistic: Something that looks as it does in real life. unbalanced: When part of a piece of artwork is much bigger or smaller than the rest. collage: Arranging different materials together and sticking them to a surface. composition: Putting different elements together in a pleasing way. focal point: The part of a composition that catches the eye first. layer: A single thickness or piece of material that lies over or under another. refine: To make small changes to improve a drawing and add more detail.</p>	
<p>Spring Term 3</p> <p>Painting and Mixed Media: Light and Dark</p>	<p>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].</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>About great artists, architects and designers in history.</p>	<p>How can I lighten or darken a colour when mixing paint?</p> <p>How can I use tints and shades to create a three-dimensional effect in a painting?</p> <p>How can I use paint to create different effects?</p> <p>How can I use proportion and composition to plan an effective still life painting?</p> <p>How can I apply my knowledge of colour mixing and painting techniques to create a finished piece?</p>	<p>Primary colours can be mixed with black, white and water to create a range of tints, shades and tones.</p> <p>Artists use tints and shades to show light, shadow and three-dimensional form in paintings.</p> <p>Colours can appear lighter, darker or different depending on the light around them.</p> <p>Artists experiment with colour mixing to create a wide range of effects and visual outcomes.</p> <p>Different painting tools and techniques can be used to create varied marks, textures and finishes.</p> <p>Artists evaluate and explain the techniques they use and the effects they achieve.</p>	<p>abstract: Art where the subject does not necessarily look like it does in real life. detailed: Showing features clearly, often by including lots of small parts. figurative: Creating pictures or sculptures that look like real things. landscape: A picture of the countryside or an outdoor scene. muted: A colour that is not bright. patterned: A design in which shapes, colours or lines are repeated. shade: A dark tone of a colour made by adding black. tint: A light tone of a colour made by adding white. vivid: Very bright and strong in colour. dabbing paint: Applying paint with light, quick tapping strokes. paint wash: A thin layer of watered-down paint spread over a large area. pointillism: A style of painting made using small dots of pure colour that appear to blend together when viewed from a distance. stippling paint: Applying paint using repeated dots or short marks to create texture and tone.</p>	<p>This builds on earlier colour mixing by introducing tints, shades, light, shadow and form. It is placed here because pupils now have enough drawing knowledge to understand how paint can create depth and realism.</p>

			<p>Artists, including Paul Cézanne, use colour, tone and brushwork to represent objects and create depth.</p> <p>Composition is the arrangement of objects and visual elements within an artwork to create balance and interest.</p> <p>Still life artists carefully select, observe and arrange objects before creating their artwork.</p> <p>Artists plan, organise and select appropriate materials and techniques to create a finished piece that reflects their intentions.</p>	<p>three-dimensional: Shapes with three dimensions, such as width, height and depth.</p> <p>composition: Putting different elements together in a pleasing way.</p> <p>photorealism: A style of painting or drawing that closely resembles a photograph.</p> <p>proportion: The size of one part of an artwork in relation to another part or to the whole artwork.</p> <p>still life: A drawing or painting of arranged objects that do not move.</p>	
<p>Summer Term 5</p> <p>Craft and Design Fabric of Nature</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>About great artists, architects and designers in history.</p>	<p>How can artists use different starting points to develop a design?</p> <p>How can I use different techniques to develop imagery?</p> <p>How can I use a textile technique to create and develop patterns?</p> <p>How can I create a repeating pattern?</p> <p>How do artists and designers create work for different audiences and purposes?</p>	<p>Artists select images and visual sources that inspire their creative work.</p> <p>Colours, shapes and images can be combined to create a mood, feeling or theme.</p> <p>Artists draw inspiration from a range of sources, experiences and other artists. Artists can focus on and enlarge interesting sections of an image to explore ideas in greater detail.</p> <p>Different materials and tools create a variety of colours, textures and effects. William Morris created nature-inspired decorative patterns using repeated motifs and intricate detail.</p> <p>Megan Carter uses pattern, colour and design to create contemporary artwork and products.</p> <p>Patterns are created by repeating motifs and can be developed through the addition of detail and variation.</p>	<p>colour palette: A range of colours grouped together to create a particular effect or look.</p> <p>design: A decorative pattern or drawing that shows what something might look like.</p> <p>designer: A person who imagines how something could be made and creates plans for it.</p> <p>idea: A suggestion or plan for doing something.</p> <p>image: A picture or visual representation.</p> <p>imagery: A collection of visual images.</p> <p>imagination: The ability to form pictures and ideas in the mind.</p> <p>inspiration: Someone or something that gives you ideas for doing something.</p> <p>mood board: A collection of images, colours and ideas that show a project theme.</p> <p>rainforest: A forest in a tropical area that receives a lot of rain.</p> <p>texture: The way that something feels when it is touched.</p> <p>theme: A group of related ideas that work together.</p> <p>composition: Putting different elements together in a pleasing way.</p> <p>develop: Making an idea happen, such as turning a design into a piece of artwork.</p>	<p>This develops design thinking through mood boards, motifs, repeated pattern and textile-inspired outcomes. It prepares pupils for later work where art is shaped by audience, purpose, identity and message.</p>

			<p>Different printing methods can be used to create patterned fabrics and textiles, producing different visual effects.</p> <p>Artists evaluate and refine their work by identifying strengths, making improvements and considering how designs can be applied to products.</p>	<p>mark making: The creation of different lines, patterns and shapes.</p> <p>materials: The equipment needed for a particular activity.</p> <p>pattern: A design in which shapes, colours or lines are repeated.</p> <p>view: A picture from a particular place or angle.</p> <p>viewfinder: A frame that helps to focus on a specific part of an artwork or scene for drawing.</p> <p>batik: A technique used to create patterns on fabric.</p> <p>fabric: Cloth or material used for making textiles.</p> <p>organic: Something that comes from living plants or animals.</p> <p>repeat: When the same thing occurs more than once.</p> <p>symmetrical: When something is the same on both sides, like a mirror image, and both halves match.</p> <p>elements: The different parts of a work of art that can be identified and used by artists.</p> <p>industry: Companies and activities involved in designing and making products.</p> <p>repeating pattern: A design created by repeating lines, shapes, colours, textures or forms.</p> <p>surface pattern: A decorative design that is repeated across a surface.</p> <p>craftspeople: People who make things mainly by hand using skills they have learned and practised over time.</p> <p>evaluate: To judge how successful something is and consider what could be improved.</p> <p>factory: A building where products are made, often using machines.</p> <p>manufacture: To produce goods in large quantities.</p> <p>printing: The process of producing images or designs on a surface.</p>	
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Year 5 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 Drawing: Depth, Emotion and Movement	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>About great artists, architects and designers in history.</p>	<p>How can I use expressive and gestural lines to show movement in my artwork?</p> <p>How can lines and marks communicate emotion in artwork?</p> <p>How do artists use mark making and shading to create depth in their artwork?</p> <p>How can you use your understanding of composition to plan an effective print?</p> <p>How can you develop your drawn ideas through printmaking?</p>	<p>Artists use different types of lines and marks to communicate movement, energy and emotion in their artwork.</p> <p>Expressive mark making can be used to show feelings, moods and ideas.</p> <p>Artists discuss, interpret and respond to artwork using appropriate art vocabulary.</p> <p>Artists, including Charlie Mackesy, Elizabeth Catlett and John Muafangejo, use line, shape and mark making to communicate meaning and emotion.</p> <p>Tone is used to create the illusion of light, shadow and depth in artwork. Depth can be created by considering the foreground, middleground and background.</p> <p>Artists use a range of techniques to create tonal effects and visual interest.</p> <p>Composition is the arrangement of elements within an artwork to create impact and guide the viewer's eye.</p>	<p>Emotion: A feeling, such as happiness, sadness, excitement or anger.</p> <p>Expressive: Showing or communicating a particular feeling or emotion.</p> <p>Observation: Looking at something carefully and noticing all the details.</p> <p>Composition: Putting different elements together in a pleasing, balanced, or effective way.</p> <p>Form: To take a particular shape, or to make something take a particular shape.</p> <p>Background: The area of a picture that looks farthest away, often behind the main subject.</p> <p>Depth: The feeling in a picture that some things are closer and others are farther away.</p> <p>Emphasise: To make something stand out or be more noticeable in a picture.</p> <p>Focal Point: The part of a composition that catches the eye first.</p> <p>Foreground: The part of a picture that looks closest to the viewer, usually where the main subject is.</p> <p>Main Subject: The central theme, person, or object in an artwork.</p> <p>Middle Ground: The area of an artwork positioned between the foreground and background.</p> <p>Proportion: How big or small one element of an artwork appears compared to other elements in the piece.</p>	<p>This builds on Year 4 technical drawing by adding expression, movement, emotion and depth. Pupils begin to use drawing not only to represent accurately, but to communicate feeling and meaning.</p>

			<p>Artists draw on influences from other artists when developing their own ideas and designs.</p> <p>Printmakers use line, mark making, tone and composition to create effective prints that communicate depth, emotion and meaning.</p>	<p>Refine: To make small changes to improve a drawing and add more detail. Shading: Drawn marks used to show areas of light and dark. Tone: How light or dark something appears. Balanced: A composition in which all parts are spread out evenly. Print: An image produced by transferring ink from a surface onto paper or another material. Printmaking: The process of creating artwork by making prints, usually on paper. Printing Plate: A flat sheet of material used to transfer an image during printing. Process: The series of steps used to create a piece of artwork.</p>	
<p>Spring Term 3</p> <p>Sculpture and 3D: Interactive Installation</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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.</p> <p>About great artists, architects and designers in history.'</p>	<p>How can I identify and compare the features of different art installations?</p> <p>How can I use space and scale to create an effective piece of 3D art?</p> <p>How can I solve problems when constructing a piece of 3D artwork?</p> <p>How can I plan an installation that communicates an idea?</p> <p>How can I apply my knowledge of installation art to develop ideas into a finished piece?</p>	<p>Installation art is a form of three-dimensional artwork that transforms a space and creates an experience for the viewer.</p> <p>Artists analyse and compare artworks by identifying features, similarities, differences and intended effects.</p> <p>Installation artists use space, scale, materials and location to influence how people experience their work.</p> <p>Artists, including Cai Guo-Qiang, Fernando and Humberto Campana, and Yoo Hyun Mi, use installation art to communicate ideas and engage audiences in different ways.</p> <p>Everyday objects can be adapted and arranged to create new meanings and visual interest in installation artworks. Artists experiment, adapt and problem-solve when developing and constructing artwork.</p>	<p>analyse: To study something in detail. annotate: To add notes or comments to something. display: To arrange something so it can be seen and viewed by others. evaluate: To judge how successful something is and consider what could be improved. features: Important parts or characteristics of something. installation art: Three-dimensional art that aims to transform a particular place or space. location: The place where an artwork is displayed. mixed media: Using different materials, such as paint, paper and fabric, together in one artwork. scale: The size of an artwork or object. special effects: Images or effects that appear real but are created by artists. three-dimensional (3D): Shapes with three dimensions, such as width, height and depth. atmosphere: The mood or feeling created by an artwork, such as mysterious, calm or joyful. installation: The process of placing and arranging artwork in a space so it can be viewed as intended. performance art: Artwork that is presented as an event or action rather than as an object.</p>	<p>This extends sculpture beyond object-making into space, scale, atmosphere and viewer experience. It builds on Year 3 abstract sculpture and prepares pupils for Year 6 personal, memory-based assemblage.</p>

			<p>Installation art can communicate messages, ideas and emotions through the thoughtful selection and arrangement of materials.</p> <p>The placement, scale and presentation of objects can affect the atmosphere of an artwork and the viewer's response. Some installations are interactive, encouraging viewers to participate in or influence the artwork.</p> <p>Artists evaluate and explain their creative choices, considering how effectively their work communicates its intended idea or message.</p>	<p>props: Objects used by performers in a play, film or performance.</p> <p>stencil: A material with shapes or patterns cut into it that can be used to apply designs onto a surface.</p> <p>concept: The idea or message behind an artwork.</p> <p>cultural revolution: A period when a society makes significant changes to the way people live, think and behave.</p> <p>experience: Something that happens to you and may affect how you feel, think or act.</p> <p>influence: Something or someone that affects another person or thing.</p> <p>revolution: A major change in the way a country or society is organised or governed.</p> <p>elements: The different parts of a work of art that can be identified and used by artists.</p> <p>issue: An important topic or problem that people are discussing.</p> <p>evaluation: Judging how successful something is and considering what could be improved.</p> <p>interactive: Involving the viewer as part of the artwork or experience.</p> <p>senses: The ways we experience the world through sight, sound, touch, smell and taste.</p>	
<p>Summer Term 5</p> <p>Painting and Mixed Media: Portraits</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p>	<p>How can I change and improve a drawing using different techniques?</p> <p>How can I combine different materials to create interesting effects in my artwork?</p> <p>How can I identify the features of self-portraits?</p>	<p>Artists use self-portraits to communicate ideas about themselves, their identity and their experiences.</p> <p>Different drawing techniques, including continuous line drawing, can be used to create expressive portraits.</p> <p>Backgrounds, words and composition can change the meaning and impact of an artwork.</p> <p>Composition involves carefully arranging elements to create interest and communicate a message.</p>	<p>background: The part of a picture that appears behind the main subject.</p> <p>collage: Cutting, arranging and sticking materials such as paper or fabric onto a surface.</p> <p>continuous line drawing: A drawing made using one unbroken line without lifting the drawing tool from the paper.</p> <p>paint wash: A thin layer of watered-down paint spread over a large area of paper.</p> <p>portrait: A painting, drawing or photograph that shows the head and shoulders of a person.</p> <p>self-portrait: A portrait an artist creates of themselves.</p> <p>texture: The way that something feels when it is touched.</p>	<p>This draws together portraiture, composition, mixed media, self-expression and identity. It prepares pupils for Year 6 work where they communicate personal or social messages with greater independence.</p>

	<p>To know about great artists, architects and designers in history.</p>	<p>How can I develop ideas for an artwork by experimenting with different materials and techniques?</p> <p>How can I apply my knowledge and skills to create a mixed media self-portrait?</p>	<p>Artists make decisions about the placement, size and scale of visual elements to achieve particular effects.</p> <p>Artists analyse and discuss portraits using appropriate art vocabulary, identifying similarities, differences and meanings.</p> <p>Artists justify their opinions by referring to features, messages and intentions within an artwork.</p> <p>Artists, including Chila Kumari Singh, Vincent van Gogh and Njideka Akunyili Crosby, use self-portraiture to express identity, experiences and viewpoints.</p> <p>Mixed media artwork combines different materials, techniques and processes to create a final piece.</p> <p>Artists experiment with a range of ideas, materials and media before refining and creating artwork that communicates their intended message.</p>	<p>carbon paper: Thin paper coated with carbon, used to make copies of writing or drawings.</p> <p>composition: Putting different elements together in a pleasing way.</p> <p>mixed media: Artwork made using a combination of different materials.</p> <p>monoprint: A print that can only be made exactly the same way once.</p> <p>printmaking: The process of creating artwork by transferring an image onto another surface, usually paper.</p> <p>transfer: An image that can be moved onto another surface by pressing and rubbing.</p> <p>evaluate: To judge how successful something is and consider what could be improved.</p> <p>justify: To give a clear reason for a decision, opinion or action.</p> <p>multi-media: Artwork that includes different forms of media, such as images, audio or video.</p> <p>research: A detailed study of a subject to find out more information.</p> <p>atmosphere: The mood or feeling created by an artwork, such as mysterious or joyful.</p> <p>photomontage: A collage created using photographs.</p> <p>art medium: A material or substance used to create artwork.</p>	
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Year 6 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term 1</p> <p>Drawing: Expressing Ideas</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>About great artists, architects and designers in history.</p>	<p>How do street artists use art to communicate messages and make people think?</p> <p>How can I use one-point perspective to create a drawing inspired by street art?</p> <p>How can I use scale and proportion effectively in my drawings?</p> <p>How can I use a design brief to create a street-art-inspired piece?</p> <p>How can I use perspective, scale and proportion to create a street-art-inspired piece that communicates a message?</p>	<p>Street art and murals are created in public spaces and are often used to communicate messages, express opinions and influence viewers.</p> <p>Artists analyse and discuss artwork by identifying its features, purpose, meaning and impact.</p> <p>Artists develop ideas through sketching, experimentation and observation.</p> <p>Perspective is a technique used to create the illusion of depth and three-dimensional space on a flat surface. One-point perspective uses a horizon line and vanishing point to make drawings appear realistic.</p> <p>Artists use shading, texture, tone and form to add detail and realism to their work.</p> <p>Scale and proportion affect how realistic, balanced and impactful an artwork appears.</p> <p>Artists, including Diego Rivera and other contemporary street artists, use art to communicate ideas, tell stories and respond to social issues.</p>	<p>graffiti: Spray-painted words or images that appear on property without permission.</p> <p>mural: A painting created directly on a wall or other permanent surface.</p> <p>street art: Artwork created in public spaces, often to communicate ideas, messages or opinions.</p> <p>depth: The feeling in a picture that some things are closer and others are farther away.</p> <p>horizon: The horizontal line where the sky appears to meet the land or sea.</p> <p>one-point perspective: A drawing technique that creates the illusion of depth by making objects appear smaller as they move towards a single vanishing point.</p> <p>realism: A style of art that aims to represent subjects as they appear in real life.</p> <p>vanishing point: The point on the horizon where parallel lines appear to meet or disappear.</p> <p>proportion: The size of one part of an artwork in relation to another part or to the whole artwork.</p> <p>scale: The size of an object or figure in relation to another object, figure or the overall composition.</p>	<p>This is a strong final drawing unit because it combines perspective, scale, proportion, design briefs and message. Pupils use accumulated drawing knowledge to create artwork with purpose and audience.</p>

			<p>Artists use design briefs to develop artwork that meets a specific purpose and communicates a chosen message.</p> <p>Artists evaluate and refine their work by reflecting on their intentions, making improvements and selecting appropriate materials and techniques.</p>		
<p>Spring Term 3</p> <p>Craft and Design: Photo Opportunity</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p>	<p>How can I use composition to create an effective photomontage advertising poster?</p> <p>How can I use photography to create abstract art?</p> <p>How can I use digital photography techniques to make effective design choices?</p> <p>How can I use photography to recreate a famous painting?</p> <p>How can I use observation and proportion to create art in a photorealistic style?</p>	<p>Photomontage combines photographs to create a new image, layout or visual message.</p> <p>Artists use composition to arrange images and visual elements to create impact and communicate ideas.</p> <p>Artists, including Hannah Höch, use photomontage and collage techniques to respond to themes, ideas and design briefs.</p> <p>Photographers use observation, framing, cropping and composition to record and interpret the world around them.</p> <p>Artists, including Edward Weston and Derrick O. Boateng, make purposeful choices about viewpoint, colour, editing and presentation to create different effects.</p> <p>Photography can be manipulated through editing, cropping and digital techniques to emulate artistic styles and convey meaning.</p> <p>Artists analyse and discuss artwork by identifying its features, purpose, style and intended effect on the viewer.</p> <p>Design briefs help artists make informed choices about composition, props, layout and visual communication.</p> <p>Paintings can be recreated through photography by carefully considering composition, lighting, proportion and visual details.</p>	<p>arrangement: The way visual elements are organised within an artwork or design.</p> <p>cityscape: A view or image of a city.</p> <p>composition: The way people, objects and other elements are arranged in an artwork or photograph.</p> <p>Dada: An art movement from the early twentieth century that challenged traditional ideas about art and often used unusual or unexpected imagery.</p> <p>image: A picture or visual representation.</p> <p>layout: The arrangement of different elements within a given space.</p> <p>photomontage: A collage made by arranging or combining photographs.</p> <p>macro: Very close-up photography, usually of very small subjects that are difficult to see clearly without magnification.</p> <p>monochromatic: Using different shades and tones of a single colour.</p> <p>monochrome: The use of one colour, often black, white and grey.</p> <p>photography: The process of creating an image using a device that captures light.</p> <p>album: A collection of music released together as a single piece of work, such as on a CD or digital platform.</p> <p>appealing: Attractive, interesting or pleasing to look at.</p> <p>colour: Red, blue, green, yellow and other hues seen when light is reflected.</p> <p>digital: Created, edited or stored using electronic devices and computers.</p>	<p>This introduces photography and digital manipulation at a point where pupils can make more sophisticated choices about composition, framing, editing and meaning. It also broadens their understanding of contemporary art and design.</p>

	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>		<p>The grid method supports accurate observation and helps artists maintain proportion when translating photographs into photorealistic drawings or paintings.</p>	<p>editing: Making changes to images, photographs, text or film. emulate: To copy or reproduce the style of another person or artwork. focus: To make the subject of a photograph appear clear and sharp rather than blurry. frame: To carefully arrange people or objects within a photograph. replacement: The act of substituting one thing with another. saturation: The intensity or strength of a colour. software: A computer program designed to perform a specific task. edit: To make changes to images, photographs, text or film. famous: Known or recognised by many people. painting: A picture made using paint. photograph: A picture taken using a camera. pose: To stay in a particular position for a photograph or painting. prop: An object used by performers in a play, film or photograph. recreate: To create something again, often based on an original. grid: A pattern made from horizontal and vertical lines. large scale: A drawing or artwork made much larger than the original image. observation: Looking closely at someone or something and noticing details. photorealism: A style of painting or drawing that closely resembles a photograph. photorealistic: Looking like a photograph or a real person, place or thing. portrait: A painting, drawing or photograph that shows the head and shoulders of a person. proportion: The relationship between the sizes of different elements within an artwork. scale: The size of one object in relation to another. selfie: A photograph that a person takes of themselves.</p>	
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				self-portrait: A picture or photograph that shows the artist who created it.	
<p>Summer Term 5</p> <p>Sculpture and 3D: Making Memories</p>	<p>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.</p> <p>To create sketchbooks to record their observations and use them to review and revise ideas.</p> <p>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].</p> <p>About great artists, architects and designers in history.</p>	<p>How can artists explore the concept of self through their artwork?</p> <p>How do artists use different sculptural techniques to create their work?</p> <p>How can I use my creative experiences to develop ideas and plan a sculpture?</p> <p>How can I apply my understanding of materials and techniques to create a 3D artwork?</p> <p>How can I problem solve, evaluate and refine my artwork to achieve a chosen outcome?</p>	<p>Artists often explore common themes, ideas and experiences through their artwork.</p> <p>Art can be used as a way to express personal thoughts, feelings, memories and identities.</p> <p>Nicola Anthony creates immersive artworks that encourage viewers to explore space, movement and perspective.</p> <p>Louise Nevelson was a sculptor who created relief sculptures and assemblages using found wooden objects.</p> <p>Joseph Cornell created assemblage artworks by combining collected objects to tell stories and represent memories.</p> <p>Artists use composition to arrange shapes, objects and materials to communicate ideas effectively.</p> <p>Relief sculpture is a form of sculpture in which parts of the artwork project from a flat surface.</p> <p>Sketchbooks are used by artists to experiment, develop ideas and plan outcomes before creating final pieces.</p> <p>Different materials, tools and techniques can be combined to create three-dimensional forms and achieve artistic intentions.</p> <p>Artists evaluate and refine their work by identifying areas for improvement and making purposeful changes to achieve a desired outcome.</p>	<p>artwork: Any artistic works created by somebody.</p> <p>attributes: A quality or feature of a person or thing.</p> <p>compare: To consider the similarities and differences between things.</p> <p>contrast: To identify how something is different from something it is being compared to.</p> <p>expression: The communication of thoughts, feelings or ideas.</p> <p>identity: A sense of who we are and what makes us unique.</p> <p>literal: When something is represented exactly as it appears in real life.</p> <p>memories: Information and experiences remembered from the past.</p> <p>self: An understanding of who you are, including your personality, interests and characteristics.</p> <p>symbolic: When something is represented through symbols, signs or abstract images rather than shown exactly as it is.</p> <p>assemblage: A collection of different objects or materials brought together to create an artwork.</p> <p>composition: The arrangement of different elements within an artwork to create a balanced and pleasing design.</p> <p>juxtaposition: Placing two things next to each other to highlight their differences or create interest.</p> <p>manipulate: To carefully change, shape, move or handle materials to achieve a desired effect.</p> <p>relief: A type of sculpture where shapes or images project from a flat surface, creating a three-dimensional effect.</p> <p>sculpture: A three-dimensional artwork that can be viewed from multiple angles.</p>	<p>This works well as a final primary art unit because pupils draw on all previous learning: sculpture, assemblage, composition, symbolism, identity, materials, planning, refining and evaluation. It gives them a personal, reflective outcome before transition to secondary art.</p>

				<p>three-dimensional (3D): Having height, width and depth, allowing an object to occupy physical space.</p> <p>abstract: Art in which the subject does not necessarily look like it does in real life.</p> <p>embedded: Fixed firmly within something else so that it becomes an important part of it.</p> <p>influence: A person, idea or thing that affects the way someone thinks, acts or creates.</p> <p>inspiration: A person, object, experience or idea that gives someone creative ideas.</p> <p>memory: Something remembered from a past experience.</p> <p>object: A thing that can be seen or touched.</p> <p>tradition: A belief, custom or way of doing something that is passed down through generations.</p> <p>in-process: Work that has been started but is not yet finished.</p> <p>material: The substance or matter from which something is made.</p> <p>pitfall: An unexpected problem or difficulty that can affect progress.</p> <p>reflection: The bouncing of light from a surface.</p> <p>tools: Objects or implements designed to help complete a specific task.</p>	
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