# **ART AND DESIGN AT THE GROVE**

### INTENT

### "Every human is an artist". Don Miguel Ruiz

It is our intention, through carefully selected art, set in its chronological, historical and geographical contexts that children develop a sense of the world in which they live. We ensure that the development of knowledge includes not only the explicit teaching of artists and their traditions but that cross curricular links are made to art in other subject areas. The children's use and understanding of the visual language of art will be developed by effective teaching and by a considered sequence of experiences. That, as practitioners, we embrace a big picture approach to skills development where children have regular opportunities to express themselves, linked to a variety of themes using different media and materials. We ensure that we follow the National Curriculum for Art and Design within the framework of our Progression of Knowledge and Skills document.

This progression grid can support any subject leader or teacher of art and design to ensure progression of skills and knowledge.



#### IMPLEMENTATION

The development of drawing skills begins in our Reception class and runs continuously throughout each academic year with children in Year 1 through to Year 6 using graded pencils and having their own sketchbooks. This empowers children to experiment and take risks, as they explore and develop their skills. Alongside this the children explore a topic each term, either painting, printmaking/collage/ICT, or clay/3D sculpture. We introduce children to artists and art movements directly linked to the skills they are learning. We encourage children to become painting detectives by looking at art and learning how to use the clues present in the details and encouraging them to read the stories that they tell. Skills are revisited and honed in a spiral curriculum, which progresses in terms of depth and challenge to build on the children's previous learning. We ensure that each child develops their skills and techniques in a way appropriate to them through clear adaptation and support; engaging in active and purposeful experiences and using a variety of art materials and teaching strategies. We encourage each child to evaluate their art and that of others both with peers and adults. We celebrate effort, progress and achievement in art and design through displays with school, on our website and exhibitions, together with enrichment activities such as visits to galleries and participating in competitions.

## IMPACT

Art and Design learning is loved by teachers and children across school. The successful approach to the teaching of Art and Design at The Grove School will result in a fun, engaging, high quality art and design education, which provides children with the foundations for creative skills, knowledge and understanding that they can take with them once they complete their primary education.

Assessment at The Grove School uses formal strategies (leaf drawing assessment at the end of each academic year) and informal strategies (verbal/written outcomes, reflection tasks/presentations, retrieval practice games and activities).

Formative assessment is used as the main tool for assessing the impact of Art and Design at The Grove School as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure foundations.

Children at The Grove School will:

- demonstrate a love of art and design work and an interest in further study and work in this field
- retain knowledge that is pertinent to Art and Design with a real life context.
- be able to question ideas and reflect on knowledge.

- be able to articulate their understanding of artistic concepts and be able to discuss art and design using rich language linked to the elements of art and principles of design.

- demonstrate their love of art and design and the development of their skills through the use of detailed sketchbooks.

- achieve age related expectations in Art and Design at the end of their cohort year.

Colour Key
EYFS
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Early Years	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
		<u>Artists</u>	Drawing	To know that there are	
		Vincent Van Gogh –	To know and explore a	graded pencils, their	
		Starry Night	range of drawing	properties and explore.	
			materials; different	To know that the side	
		To know and talk about	pencil types, colour,	of the pencil can be	
		the work of notable	lead, crayon, pastel,	used to add shading.	
		artists.	chalk.	To know and use an	
				efficient pencil grip for	
		To know that some	To know and explore	control of pencil in	
		artists may focus all or	drawing on different	their drawing.	
		most of their artwork on	scales including large	To know and use three	
		one topic e.g.	scale outside drawing	different grades of	
		landscapes, still life,	on the ground.	pencil when drawing.	
		portraits.		To know how to create	
			To know that there are	pencil lines of different	
			different types of lines	thickness in drawings.	
			and to develop and	To know that there are	
			practice drawing lines –	different drawing	
			curved, straight, wavy,	materials – charcoal,	
			thick, and thin.	pencil and pastel to	
				create drawings and	
			To know how to create	experiment with them.	
			simple representations	To know how to show	
			of objects familiar to	how people feel in	
			them e.g. my house,	their drawings.	
			my cat, my family.		

Painting	To know how to use IT
To know about	programmes to draw
maintaining resources	and create a picture.
including brush care	To know how to use a
and cleaning	view finder to focus on
equipment.	a specific part of an
	artefact before
To know about and	drawing it.
experience 2 different	To know and name
paint types – poster	both primary and
and powder paints.	secondary colours,
	green, purple and
To know how to mix	orange. Know that they
powder paints.	are made by mixing
	primary colours.
To know the primary	To know how to use
colours blue, red and	powder paints to mix
yellow and know that	secondary colours and
they cannot be made.	apply them in their
	work.
To know which	To know how to use
processes they have	powder paints to
used to create their	explore what happens
artwork.	when secondary
	colours are mixed.
To know the names of	To know what happens
secondary colours.	when white/black
	added to paint colours.
To know that colours	To know how to create
can be classified as	tints by adding
warm or cold colours.	white/black.

	To know that adding white to a colour creates tonal shades.	To know how to create moods in art work by using colour. To know that red, orange and yellow are warm colours. To know that green, blue and purple are cool colours. To know that green, blue and purple are cool colours.
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	Printmaking/Collage/IT To know the technique of monoprinting and use it to create a printed image. To know that fruit and vegetables can be used to create prints. To know that sponge can be shaped to create own designs for printing.	To know that potato prints can be used to recreate a repeating pattern in print. To know that potato prints can be used to design and create a printed piece of art. To know how to use the technique of monoprinting to create an image. To know that collage is a piece of art produced by sticking materials onto a backing. To know how to create a piece of mixed media artwork in response to an artist-monoprinting, collage. To know and be able to talk about how artists have used colour, pattern and shape.	

	Clay/3D Sculpture To know, manipulate and use playdough or plasticine in their play. To know how to create 3D forms and experiment with junk modelling. To know how to create a textured clay tile.	To know that sculpture is the creation of 3D models particularly by moulding or carving materials. To know how to use clay to create a pinch pot. To know how to embellish a pinch pot by joining 2 pieces of clay together.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next steps	Assessment
Year <mark>1-2</mark>	To know and explore a	To know how to look for	To know that there are	To know and be able to	
	range of drawing materials;	clues when looking at a	graded pencils, their	build on skills of tonal	
Drawing	different pencil types,	drawing.	properties and explore.	shading in their	
	colour, lead, crayon, pastel,		To know that the side	drawing.	
Drawing will	chalk.	To know how to ask and	of the pencil can be	To know about tonal	
continue		answer questions about	used to add shading.	shading - begin to	
throughout each	To know and explore	a piece of art work.	To know and use an	make individual choice	
yearly cycle	drawing on different scales		efficient pencil grip for	in their choice of	
alongside each of	including large scale		control of pencil in	media	
the specific	outside drawing on the		their drawing.	To know how to show	
media.	ground.		To know and use three	facial expressions in	
			different grades of	sketches and paintings.	
	To know that there are		pencil when drawing.	To know how to show	
	different types of lines and		To know how to create	body language in	
	to develop and practice		pencil lines of different	sketches and paintings	
	drawing lines – curved,		thickness in drawings.	To know how to use	
	straight, wavy, thick, and		To know that there are	sketches to help	
	thin.		different drawing	produce a final piece of	
			materials – charcoal,	art. To know how to	
	To know how to create		pencil and pastel to	use different grades of	
	simple representations of		create drawings and	pencils to show tones	
	objects familiar to them		experiment with them.	and textures.	
	e.g. my house, my cat, my		To know how to show	To know how to use	
	family.		how people feel in their	line, tone, shape and	
			drawings. To know how	colour to represent	
			to use IT programmes	figures and forms in	
			to draw and create a	movement.	
			picture. To know how	To know how to use	
			to use a view finder to	line to replicate	
			focus on a specific part	simple/more complex	
			of an artefact before	geometric patterns in	
			drawing it.	Islamic Art.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year <mark>1</mark> -2	To know about maintaining	Cycle A (Summer Term)	To know and name	To know how to create	
	resources including brush	Emily Kane Kynwarreye	both primary and	tint/tone, shade.	
	care and cleaning	Aboriginal Art linked to	secondary colours,	To know how to create	
	equipment.	Sydney – Bondi beach	green, purple and	tint/tone, shade and	
<b>Painting</b>			orange. Know that they	apply this in their	
	To know about and	Cycle B (Spring Term)	are made by mixing	paintings.	
	experience 2 different	Local artist Josh Bygrave	primary colours.	To know how to create	
	paint types – poster and	Smeaton's Tower linked	To know and name	a background using a	
	powder paints.	to Plymouth (coastal)	both primary and	colour wash.	
		-	secondary colours,	To know that there are	
	To know how to mix		green, purple and	a range of brushes to	
	powder paints.		orange. Know that they	create different effects	
		To know how to look for	are made by mixing	in painting.	
	To know the primary	clues when looking at a	primary colours.	To know how to create	
	colours blue, red and	painting.		a background using a	
	yellow. Knows that they		To know how to use	colour wash.	
	cannot be made.	To know how to ask and	powder paints to mix	To know how to use a	
		answer questions about	secondary colours and	range of brushes to	
	Knows which processes	a piece of art work.	apply them in their	create different effects	
	they have used to create		work.	in painting. Know and	
	their artwork.		To know how to use	mix tertiary colours.	
			powder paints to	To know how to	
	To know the names of		explore what happens	compare and contrast	
	secondary colours.		when secondary	two paintings with	
			colours are mixed.	separate moods.	
	To know that colours can		To know what happens	To know how to	
	be classified as warm or		when white/black	compare and contrast	
colo	cold colours.		added to paint colours.	two paintings with	
			To know how to create	separate moods	
	To know that adding white		tints by adding	To know and recognise	
	to a colour creates tonal		white/black.	when art is from	
	shades.			different cultures.	

Year 1-2		To know how to create	To know and recognize	
rear 1-2			To know and recognise	
		moods in art work by	when art is from	
		using colour.	different cultures.	
		To know how to create	To know and recognise	
Painting		moods in art work by	when art is from	
		using colour.	different historical	
		To know that red,	periods.	
		orange and yellow are	To know and recognise	
		warm colours.	when art is from	
		To know that green,	different historical	
		blue and purple are	periods	
		cool colours.	perious	
		To know that red,		
		orange and yellow are		
		warm colours.		
		To know that green,		
		blue and purple are		
		cool colours.		
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	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year <mark>1</mark> -2	To know the technique of	<u>Artists</u>	To know that potato	To know how to create	
	monoprinting and use it to	Henri Matisse Cut –outs:	prints can be used to	a mono print using a	
Printmaking/	create a printed image.	Cycle A (Autumn Term)	recreate a repeating	line drawing and	
Collage/ICT		Clare Youngs	pattern in print.	Styrofoam printing: tile	
	To know that fruit and		To know that potato	Islamic art geometric	
	vegetables can be used to	Cycle B (Autumn Term)	prints can be used to	patterns – adding	
	create prints.	Lanre Adefioye	design and create a	colour.	
			printed piece of art.	To know how to print	
	To know that sponge can	To know how to look for	To know how to use	using at least 4	
	be shaped to create own	clues when looking at a	the technique of	different colours.	
	design for printing.	painting.	monoprinting to create	Know how to use	
			an image.	digital images and	
		To know how to ask and	To know that collage is	combine with other	
		answer questions about	a piece of art produced	media in artwork.	
		a piece of art work.	by sticking materials	To know how to	
			onto a backing.	integrate own digital	
		To know and describe	To know how to create	images into artwork	
		how an artist's work is	a piece of mixed media	To know how to use IT	
		different from previous	artwork in response to	to create art which	
		artists work when	an artist- monoprinting,	includes my own work	
		shown images.	collage. To know how	and that of others.	
			to create a piece of	To know how to use IT	
			mixed media artwork in	to create art which	
			response to an artist-	includes my own work	
			monoprinting, collage.	and that of others.	
			To know talk about		
			how artists have used		
			colour, pattern and		
			shape.		

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year <mark>1-2</mark>	To know, manipulate and	Artists :	To know that sculpture	To know how to use	
	use playdough or plasticine	Cycle A (Spring Term)	is the creation of 3D	the coiling method	
<u>Clay/3D</u>	in their play.	Bernard Leach	models particularly by	when joining 2 pieces	
<u>Sculpture</u>			moulding or carving	of clay to create a coil	
		Cycle B	materials.	pot.	
		(Summer Term):	To know how to use	To know how to use	
		Lucie Rie	clay to create a pinch	the coiling method	
			pot.	when joining 2 pieces	
		To know how to look for	To know how to	of clay to create a coil	
		clues when looking at a	embellish a pinch pot	design	
		painting.	by joining 2 pieces of		
			clay together.		
		To know how to ask and			
		answer questions about			
		a piece of art work.			
		To know and describe			
		how an artist's work is			
		different from previous			
		artists work when			
		shown images.			

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know that there are	To know how to look for	To know and be able to	To know that	
	graded pencils, their	clues when looking at a	build on skills of tonal	measuring skills help	
Drawing	properties and explore. To	drawing.	shading in their	with proportion in	
	know that the side of the		drawing.	their drawings.	
Drawing will	pencil can be used to add	To know how to ask and	To know about tonal	To know and show	
continue	shading.	answer questions about	shading - begin to make	shape, proportion and	
throughout each	To know and use an	a piece of art work.	individual choice in	perspective in	
yearly cycle	efficient pencil grip for		their choice of media	drawings and artwork.	
alongside each of	control of pencil in their		To know how to show	To know how to use	
the specific	drawing.		facial expressions in	shading to create	
media.	To know and use three		sketches and paintings.	mood and texture.	
	different grades of pencil		To know how to show	To know how to	
	when drawing.		body language in	organise line, tone,	
	To know how to create		sketches and paintings	shape and colour to	
	pencil lines of different		To know how to use	represent figures and	
	thickness in drawings.		sketches to help	forms in movement.	
	To know that there are		produce a final piece of	To know how to use	
	different drawing materials		art.	shading to create	
	– charcoal, pencil and		To know how to use	mood and texture.	
	pastel to create drawings		sketches to help	To know how to	
	and experiment with them.		produce a final piece of	organise line, tone,	
	To know how to show how		art.	shape and colour to	
	people feel in their		To know how to use	represent figures and	
	drawings.		different grades of	forms in movement.	
	To know how to show how		pencils to show tones	To know how to draw	
	people feel in their		and textures.	with precision using	
	drawings.		To know how to use	different gradient	
	To know how to use IT		line, tone, shape and	pencils or other	
	programmes to draw and		colour to represent	mediums for effect.	
	create a picture.		figures and forms in		
	To know how to use a view		movement.		
	finder to focus on a specific				

Drawing it. line to replicate simple geometric patterns in Islamic Art. To know how to use line to replicate more complex geometric patterns in Islamic Art.	Year 3-4	part of an artefact before	To know how to use	
Drawing       geometric patterns in         Islamic Art.       Islamic Art.         To know how to use       Ine to replicate more         complex geometric       complex geometric				
Islamic Art.         To know how to use         line to replicate more         complex geometric	Drawing			
To know how to use line to replicate more complex geometric			Islamic Art.	
line to replicate more complex geometric				
complex geometric				

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know and name both	Artists:	To know how to create	To know that tertiary	
	primary and secondary	Cycle A (Autumn Term):	tint/tone, shade.	colours are made by	
<b>Painting</b>	colours, green, purple and	Lancelot Ribeiro	To know how to create	mixing a primary and	
	orange. Know that they are		tint/tone, shade and	secondary colour	
	made by mixing primary	Cycle B (Spring Term): -	apply this in their	together and use	
	colours.	Sokratis Evgenidis	paintings.	tertiary colour in their	
	To know and name both	Geography link – Greek	To know how to create	paintings.	
	primary and secondary	Islands.	a background using a	To know how to add	
	colours, green, purple and		colour wash.	and use tints/tones to	
	orange. Know that they are	To know how to look for	To know that there are	tertiary colour in their	
	made by mixing primary	clues when looking at a	a range of brushes to	paintings.	
	colours.	painting.	create different effects	To know and	
			in painting.	understand the colour	
	To know how to use	To know how to ask and	To know how to create	wheel and can name	
	powder paints to mix	answer questions about	a background using a	similar and opposite	
	secondary colours and	a piece of art work.	colour wash.	colours.	
	apply them in their work.		To know how to use a	To know how to make	
	To know how to use	To know and describe	range of brushes to	individual choices of	
	powder paints to explore	how an artist's work is	create different effects	media and state why in	
	what happens when	different from previous	in painting. Know and	their work.	
	secondary colours are	artists work when	mix tertiary colours.	To know how to make	
	mixed.	shown images.	To know how to	individual choices of	
	To know what happens		compare and contrast	media and state why in	
	when white/black added to		two paintings with	their work.	
	paint colours.		separate moods.	To know how to use	
	To know how to create		To know how to	the past as a source of	
	tints by adding		compare and contrast	artistic inspiration.	
	white/black.		two paintings with	To know how to	
			separate moods	research artwork from	
	To know how to create		To know and recognise	different periods of	
	moods in art work by using		when art is from	history and locations,	
	colour.		different cultures.	investigating	

Year 3-4	To know how to create	To know and recognise	similarities and	
	moods in art work by using	when art is from	differences between	
Painting	colour.	different cultures.	the techniques and	
	To know that red, orange	To know and recognise	styles used.	
	and yellow are warm	when art is from	To know and identify	
	colours.	different historical	great artists and know	
	To know that green, blue	periods.	how their work has	
	and purple are cool	To know and recognise	impacted on art today.	
	colours.	when art is from	To know and identify	
	To know that red, orange	different historical	great artists and know	
	and yellow are warm	periods	how their work has	
	colours.		impacted on art today.	
	To know that green, blue			
	and purple are cool			
	colours.			

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know that potato prints	Cycle A (Spring Term):	To know how to create	To know and use	
	can be used to recreate a	Monir Farmanfarmaian	a mono print using a	images which have	
Printmaking/	repeating pattern in print.	Islamic Art	line drawing and	been created, scanned	
Collage/ICT	To know that potato prints		Styrofoam printing: tile	and found; altering	
	can be used to design and	Cycle B (Autumn Term):	Islamic art geometric	them where necessary	
	create a printed piece of	Cassie Stevens – Exeter	patterns – adding	to create art.	
	art.	Cityscape	colour.	To know and use a	
	To know how to use the		To know how to print	range of e-resources to	
	technique of monoprinting	To know how to look for	using at least 4	create art.	
	to create an image.	clues when looking at a	different colours.	To know how to print	
	To know how to use the	painting.	Know how to use	using relief or etching	
	technique of monoprinting		digital images and	to create different	
	to create an image.	To know how to ask and	combine with other	patterns.	
	To know that collage is a	answer questions about	media in artwork.	To know how to print	
	piece of art produced by	a piece of art work.	To know how to	using relief or etching	
	sticking materials onto a		integrate own digital	to create different	
	backing.	To know and describe	images into artwork	patterns.	
	To know how to create a	how an artist's work is	To know how to use IT		
	piece of mixed media	different from previous	to create art which		
	artwork in response to an	artists work when	includes my own work		
	artist- monoprinting,	shown images.	and that of others.		
	collage.		To know how to use IT		
	To know how to create a		to create art which		
	piece of mixed media		includes my own work		
	artwork in response to an		and that of others.		
	artist- monoprinting,				
	collage.				
	To know and be able to talk				
	about how artists have				
	used colour, pattern and				
	shape.				

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know that sculpture is	Artists:	To know how to use	To know through	
	the creation of 3D models	Cycle A (Summer Term):	the coiling method	research the work of	
<u>Clay/3D</u>	particularly by moulding or	Emily Stubbs	when joining 2 pieces	an artist/artistic style	
<u>Sculpture</u>	carving materials.		of clay to create a coil	and use that	
	To know how to use clay to	Cycle B (Summer Term):	pot.	knowledge to replicate	
	create a pinch pot.	Kathy Jeffers	To know how to use	a style.	
	To know how to embellish		the coiling method	To know how to create	
	a pinch pot by joining 2	To know how to ask and	when joining 2 pieces	a mosaic, mask or a	
	pieces of clay together.	answer questions about	of clay to create a coil	sculpture.	
		a piece of art work.	design	To know through	
				research the work of	
		To know and describe		an artist/artistic style	
		how an artist's work is		and use that	
		different from previous		knowledge to replicate	
		artists work when		a style.	
		shown images.		To know how to sculpt using clay or other mouldable materials. To know how to sculpt using clay or other mouldable materials.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5- <mark>6</mark>	To know and be able to	To know how to look for	To know that	Key stage 3 Pupils	
	build on skills of tonal	clues when looking at a	measuring skills help	should be taught to	
<b>Drawing</b>	shading in their drawing.	drawing.	with proportion in their	develop their creativity	
	To know about tonal		drawings.	and ideas, and increase	
Drawing will	shading - begin to make	To know how to ask and	To know and show	proficiency in their	
continue	individual choice in their	answer questions about	shape, proportion and	execution. They should	
throughout each	choice of media	a piece of art work.	perspective in drawings	develop a critical	
yearly cycle	To know how to show		and artwork.	understanding of	
alongside each of	facial expressions in		To know how to use	artists, architects and	
the specific	sketches and paintings.		shading to create mood	designers, expressing	
media.	To know how to show body		and texture.	reasoned judgements	
	language in sketches and		To know how to	that can inform their	
	paintings		organise line, tone,	own work. Pupils	
	To know how to use		shape and colour to	should be taught:	
	sketches to help produce a		represent figures and		
	final piece of art.		forms in movement.	to use a range of	
	To know how to use		To know how to use	techniques to record	
	sketches to help produce a		shading to create mood	their observations in	
	final piece of art.		and texture.	sketchbooks, journals	
	To know how to use		To know how to	and other media as a	
	different grades of pencils		organise line, tone,	basis for exploring	
	to show tones and		shape and colour to	their ideas	
	textures.		represent figures and		
	To know how to use line,		forms in movement.		
	tone, shape and colour to		To know how to draw		
	represent figures and		with precision using		
	forms in movement		different gradient		
	To know how to use line to		pencils or other		
	replicate simple/more		mediums for effect.		
	complex geometric				
	patterns in Islamic Art				

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5- <mark>6</mark>	To know how to create	Artists:	To know that tertiary		
	tint/tone, shade.	Cycle A: Jean-Michel	colours are made by	to use a range of	
	To know how to create	Basquait (Summer term)	mixing a primary and	techniques and media,	
Painting	tint/tone, shade and apply		secondary colour	including painting	
	this in their paintings.	Cycle B: Frida Kahlo	together and use		
	To know how to create a	(Autumn term)	tertiary colour in their		
	background using a colour		paintings.		
	wash.	To know how to look for	To know how to add		
	To know that there are a	clues when looking at a	and use tints/tones to		
	range of brushes to create	painting.	tertiary colour in their		
	different effects in		paintings.		
	painting.	To know how to ask and	To know and		
	To know how to create a	answer questions about	understand the colour		
	background using a colour	a piece of art work.	wheel and can name		
	wash.		similar and opposite		
	To know how to use a	To know and describe	colours.		
	range of brushes to create	how an artist's work is	To know how to make		
	different effects in	different from previous	individual choices of		
	painting. Know and mix	artists work when	media and state why in		
	tertiary colours.	shown images.	their work.		
	To know how to compare		To know how to make		
	and contrast two paintings		individual choices of		
	with separate moods.		media and state why in		
	To know how to compare		their work.		
	and contrast two paintings		To know how to use		
	with separate moods		the past as a source of		
	To know and recognise		artistic inspiration.		
	when art is from different		To know how to		
	cultures.		research artwork from		
	To know and recognise		different periods of		
	when art is from different		history and locations,		
	cultures.		investigating		

	To know and recognise	similarities and	
Year 5- <mark>6</mark>	when art is from different	differences between	
	historical periods.	the techniques and	
	To know and recognise	styles used.	
<b>Painting</b>	when art is from different	To know and identify	
	historical periods	great artists and know	
		how their work has	
		impacted on art today.	
		To know and identify	
		great artists and know	
		how their work has	
		impacted on art today.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5- <mark>6</mark>	To know how to create a	Artists:	To know and use	to increase their	
	mono print using a line	Cycle A (Spring Term):	images which have	proficiency in the	
Printmaking/	drawing and Styrofoam	Jane Foster local artist -	been created, scanned	handling of different	
Collage/ICT	printing: tile Islamic art	Scandinavian Art	and found; altering	materials	
	geometric patterns –		them where necessary	to analyse and	
	adding colour.	Cycle B(Summer Term):	to create art.	evaluate their own	
	To know how to print using	Katsushika Hokusai	To know and use a	work, and that of	
	at least 4 different colours.		range of e-resources to	others, in order to	
	Know how to use digital	To know how to look for	create art.	strengthen the visual	
	images and combine with	clues when looking at a	To know how to print	impact or applications	
	other media in artwork.	painting.	using relief or etching	of their work	
	To know how to integrate		to create different		
	own digital images into	To know how to ask and	patterns.		
	artwork	answer questions about	To know how to print		
	To know how to use IT to	a piece of art work.	using relief or etching		
	create art which includes		to create different		
	my own work and that of	To know and describe	patterns.		
	others.	how an artist's work is			
	To know how to use IT to	different from previous			
	create art which includes	artists work when			
	my own work and that of	shown images.			
	others.				

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5- <mark>6</mark>	To know how to use the	Artists:	To know through		
	coiling method when	Cycle A (Autumn Term):	research the work of an	about the history of	
	joining 2 pieces of clay to	Kimmy Cantrell	artist/artistic style and	art, craft, design and	
<u>Clay/3D</u>	create a coil pot.		use that knowledge to	architecture, including	
<u>Sculpture</u>	To know how to use the	Cycle B (Spring Term):	replicate a style.	periods, styles and	
	coiling method when	Giacometti	To know how to create	major movements	
	joining 2 pieces of clay to		a mosaic, mask or a	from ancient times up	
	create a coil design	To know how to ask and	sculpture.	to the present day.	
		answer questions about	To know through		
		a piece of art work.	research the work of an		
			artist/artistic style and		
		To know and describe	use that knowledge to		
		how an artist's work is	replicate a style.		
		different from previous	To know how to sculpt		
		artists work when	using clay or other		
		shown images.	mouldable materials.		
			To know how to sculpt		
			using clay or other		
			mouldable materials.		