

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

			<p>Painting</p> <p>To know about maintaining resources including brush care and cleaning equipment.</p> <p>To know about and experience 2 different paint types – poster and powder paints.</p> <p>To know how to mix powder paints.</p> <p>To know the primary colours blue, red and yellow and know that they cannot be made.</p> <p>To know which processes they have used to create their artwork.</p> <p>To know the names of secondary colours.</p> <p>To know that colours can be classified as warm or cold colours.</p>	<p>To know how to use IT programmes to draw and create a picture.</p> <p>To know how to use a view finder to focus on a specific part of an artefact before drawing it.</p> <p>To know and name both primary and secondary colours, green, purple and orange. Know that they are made by mixing primary colours.</p> <p>To know how to use powder paints to mix secondary colours and apply them in their work.</p> <p>To know how to use powder paints to explore what happens when secondary colours are mixed.</p> <p>To know what happens when white/black added to paint colours.</p> <p>To know how to create tints by adding white/black.</p>	
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			<p>To know that adding white to a colour creates tonal shades.</p>	<p>To know how to create moods in art work by using colour.</p> <p>To know that red, orange and yellow are warm colours.</p> <p>To know that green, blue and purple are cool colours.</p> <p>To know that red, orange and yellow are warm colours.</p> <p>To know that green, blue and purple are cool colours.</p>	
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			<p><u>Printmaking/Collage/IT</u></p> <p>To know the technique of monoprinting and use it to create a printed image.</p> <p>To know that fruit and vegetables can be used to create prints.</p> <p>To know that sponge can be shaped to create own designs for printing.</p>	<p>To know that potato prints can be used to recreate a repeating pattern in print.</p> <p>To know that potato prints can be used to design and create a printed piece of art.</p> <p>To know how to use the technique of monoprinting to create an image.</p> <p>To know that collage is a piece of art produced by sticking materials onto a backing.</p> <p>To know how to create a piece of mixed media artwork in response to an artist-monoprinting, collage.</p> <p>To know and be able to talk about how artists have used colour, pattern and shape.</p>	
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			<p><u>Clay/3D Sculpture</u></p> <p>To know, manipulate and use playdough or plasticine in their play.</p> <p>To know how to create 3D forms and experiment with junk modelling.</p> <p>To know how to create a textured clay tile.</p>	<p>To know that sculpture is the creation of 3D models particularly by moulding or carving materials.</p> <p>To know how to use clay to create a pinch pot.</p> <p>To know how to embellish a pinch pot by joining 2 pieces of clay together.</p>	
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	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next steps	Assessment
<p>Year 1-2</p> <p><u>Drawing</u></p> <p>Drawing will continue throughout each yearly cycle alongside each of the specific media.</p>	<p>To know and explore a range of drawing materials; different pencil types, colour, lead, crayon, pastel, chalk.</p> <p>To know and explore drawing on different scales including large scale outside drawing on the ground.</p> <p>To know that there are different types of lines and to develop and practice drawing lines – curved, straight, wavy, thick, and thin.</p> <p>To know how to create simple representations of objects familiar to them e.g. my house, my cat, my family.</p>	<p>To know how to look for clues when looking at a drawing.</p> <p>To know how to ask and answer questions about a piece of art work.</p>	<p>To know that there are graded pencils, their properties and explore.</p> <p>To know that the side of the pencil can be used to add shading.</p> <p>To know and use an efficient pencil grip for control of pencil in their drawing.</p> <p>To know and use three different grades of pencil when drawing.</p> <p>To know how to create pencil lines of different thickness in drawings.</p> <p>To know that there are different drawing materials – charcoal, pencil and pastel to create drawings and experiment with them.</p> <p>To know how to show how people feel in their drawings. To know how to use IT programmes to draw and create a picture. To know how to use a view finder to focus on a specific part of an artefact before drawing it.</p>	<p>To know and be able to build on skills of tonal shading in their drawing.</p> <p>To know about tonal shading - begin to make individual choice in their choice of media</p> <p>To know how to show facial expressions in sketches and paintings.</p> <p>To know how to show body language in sketches and paintings</p> <p>To know how to use sketches to help produce a final piece of art. To know how to use different grades of pencils to show tones and textures.</p> <p>To know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>To know how to use line to replicate simple/more complex geometric patterns in Islamic Art.</p>	

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

Year 1-2

Painting

To know how to create moods in art work by using colour.

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 red, orange and yellow are warm colours.

To know that green, blue and purple are cool colours.

To know and recognise when art is from different cultures.

To know and recognise when art is from different historical periods.

To know and recognise when art is from different historical periods

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

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

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

Year 3-4

Drawing

part of an artefact before drawing it.

To know how to use line to replicate simple geometric patterns in Islamic Art.

To know how to use line to replicate more complex geometric patterns in Islamic Art.

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

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

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

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

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

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

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