

Lewknor Church of England Primary School's Art Long Term Plan And Assessment Criteria



This document shows progression of skills and knowledge

Art represents and reflects the best of human activity. It can empower us to challenge the world we live in and inspire us to communicate our individual ideas, thoughts and needs. Art can uplift us, calm us, entertain us, and educate us.

At Lewknor we strive to encourage children to grow as individuals. Part of this is their imagination and creativity, which we actively nurture and develop through our art curriculum. Our curriculum aims to develop each child individually as an artist through the teaching of a progression of key skills in **drawing**, **painting**, **printing**, **collages** and the use of various materials for **3D art** (natural items, clay, paper, textiles etc.). As well as this, children will be getting the chance to improve their investigative and evaluation skills. These latter two, crucial skills, will be further developed across other curriculum areas such as English.

The art curriculum has been carefully designed to help further children's understanding in other topic areas. From artists of World War Two in history, to celebrating differences in PSHE and identifying different aspects of various plants in Science. This is crucial to allow the children to achieve a greater depth understanding of these various topics as they are approached from different subject points.

The study of a wide range of artists, craftspeople and designers, including Wassily Kandinsky, William Morris and Henri Rousseau, introduces children to the various periods of art and promotes an awareness of the richness of the art world. This offered diversity will undoubtedly lead to pupils' continued appreciation of artistic works and techniques in the future.

Overview

	Autumn	Spring	Summer
Infants Cycle A Year 1/2	Drawing, Collage, Clay – Self Portrait Artists – Henri Matisse, Frida Kahlo, Rembrandt, Vincent Van Gogh Links – PSHE: <i>being me</i>	3D Art, Painting – Paper Art Artist – Michelangelo Links – Science: <i>Everyday material</i>	Painting , Pastels – Colour Creations Artists – Wassily Kandinsky & Piet Mondrian Links – Science: <i>Seasonal Changes plants</i>
	Children will be able to identify the difference between portraits and self-portraits. Using a variety of mediums the children will explore their own features closely, identifying shapes in their faces and considering how to use this to sketch their own self-portraits. Covered Objectives:	Children will learn how to turn everyday paper into spectacular pieces of arts and crafts projects. They will investigate different types of paper and explore their different textures and features, before using a variety of techniques to create artwork from paper. Covered Objectives:	Children will get creative and colourful as they consider their favourite colours and the colours that are around them everyday before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade. They will be using the works of Kandinsky and Mondrian among other artists to look at how artists use colour in different ways.

	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use drawing to develop and share their ideas, experiences and imagination. to use painting to develop and share their ideas, experiences and imagination. to use sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <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>	<ul style="list-style-type: none"> To explore different types of paper used in art. To be able to use paper to create a collage. To be able to work with tissue paper to create a piece of artwork. To be able to use paper to create beads. To be able to use papier mâché to create a sculpture. To be able to create sculptures from paper. 	<p>Covered Objectives:</p> <ul style="list-style-type: none"> To be able to identify colours and the objects that are associated with them. To be able to identify primary colours. To be able to mix primary colours to create secondary colours. To be able to create light and dark shades of colour. To be able to produce art based on the work of Kandinsky.
Infants Cycle B Year 1/2	<p>Drawing – Mark Making Artist – Paul Klee Links – <i>English: Handwriting</i></p>	<p>Collage, 3D Art – Earth Art Artist – Patrick Dougherty Links – <i>Science: use of everyday materials living things and their habitats</i></p>	<p>Painting – Henri Rousseau Artist – Henri Rousseau Links – <i>Science: Plants</i></p>
	<p>Children will learn the basic skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. Children will go on to learn about the famous artist Paul Klee, imitating his techniques to create their own piece of art.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use painting to develop and share their ideas, experiences and imagination. 	<p>Children are provided with the opportunity to create unique artwork using natural materials. They will learn that rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> To explore ways of painting on rocks. To be able to make sculptures with sticks and twigs. To be able to make animal pictures with leaves. To learn how to weave with natural materials. 	<p>Children will learn about the life and artwork of Henri Rousseau. They will discover the different places and artists who influenced his work as well as the different techniques and skills they can use to mimic his work themselves. After looking at several of his paintings they can create their own Rousseau inspired artwork.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> To understand about the life of the artist Henri Rousseau. To explore and use the skills and techniques used by Henri Rousseau.

	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To explore ways of making mandalas. To be able to make a collage using natural materials. 	<ul style="list-style-type: none"> To understand the meaning of Henri Rousseau's genre, Portrait-Landscape. To understand about the animals in Rousseau's paintings. To use their imaginations and skills to paint their own pieces of art.
Lower Juniors Cycle A Year 3/4	Painting, Printing, Collage – Indian Art Artist – Artists of the Hastimangala festival <i>Links – RE: Diwali, PSHE: celebrating differences</i>	Drawing, Painting, Printing – William Morris Artist – William Morris	Drawing, Clay – Viking Art Artists – Viking and Celtic style artwork <i>Links – History: Anglo-Saxons and Vikings</i>
	Children will explore the history of Indian painting and how the style has changed throughout the centuries. They will explore the different styles of painting, colours and patterns used. They will be looking at different styles of Indian art from those of the Hastimangala festival, henna inspired mehndi, Indian print blocking and the rangoli patterns used during Diwali. Covered Objectives: <ul style="list-style-type: none"> To explore the history and styles of Indian painting. To explore the art displayed during the Indian elephant festival. To explore and create Mehndi patterns. To explore the Indian block-printing technique. To explore and create rangoli patterns. 	Children will learn about William Morris, exploring the Arts and Crafts Movement through practical activities. They will complete some still-life sketches of the objects that provided the inspiration for Morris' designs. Covered Objectives: <ul style="list-style-type: none"> To explore the artwork of William Morris. To explore and understand the Arts and Crafts Movement. To observe and sketch natural objects. To design a printing block inspired by William Morris. To create and print using a printing block inspired by William Morris	Children will be further developing their understanding of Viking culture through this topic. Focusing on improving drawing and shading techniques the children will not only become immersed in their Viking topic but also improve their art knowledge, understanding and skill. They will learn how to draw Viking knots, sketch fierce warriors as well as create their own Viking jewellery. Covered Objectives: <ul style="list-style-type: none"> To explore Viking art and identify its key characteristics and features. To be able to draw Viking patterns. To be able to create a piece of Viking animal artwork. To be able to accurately sketch a Viking dragon head. To be able to draw a portrait of a Viking warrior. To be able to create a piece of Viking jewellery.
Lower Juniors Cycle B	Painting, Drawing – LS Lowry Artist – LS Lowry <i>Links – History: WW2</i>	Painting, Patterns – Seurat and Pointillism Artist – George Seurat	Drawing, Painting, Printing, 3D Art – Plant Art Artist – Paul Cummings <i>Links – Science: Plants</i>

<p>Year 3/4</p>	<p>Children will learn about one of the most prominent British artists around during World War Two. The children will analyse his artwork and discuss how he created his figure and landscape paintings. The children will try their hand at creating tones, tints, and shades through colour mixing and using different tools to different effects when creating Lowry's 'matchstick men' figures. They will use their sketchbooks to record their ideas and evaluate the techniques they learn in each lesson before creating their own, collaborative Lowry style art.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> To learn about LS Lowry and analyse his paintings. To explore Lowry's figures and crowds in his paintings. To explore colour mixing, tints, tones and shades. To explore the foreground, mid-ground and background of a landscape painting. To create a composite picture in the style of LS Lowry. 	<p>Children will learn about Neo-Impressionism and start to identify the various trends in art changes over time. Children will learn to identify pointillism and look at the works of George Seurat, the father of pointillism. Focusing on Seurat's interest in colour and mixing the children will create their own pieces of pointillism using what they have learnt about the trend.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> To find out who Georges Seurat was and explore his style of art. To explore how to create art in the style of pointillism. To explore how Seurat used colours in his artwork. To explore Seurat's paintings and how he created effects and shading. To explore the work of other Pointillist artists. <p>To be able to create a piece of pointillism artwork.</p>	<p>Children will be introduced to a variety of plant-themed artworks created by famous artists, and encouraged to express their opinions of them. They will learn how to make careful observations, mix different tints, shades and tones of colour, and create the illusion of depth within a picture. They will also have the opportunity their own 3D flower sculpture from clay.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> To appreciate the work of different artists. To develop observational skills. To know how to create tints, shades and tones of colours. To develop printing skills. To know how to create depth in an artwork. To create sculptures using clay. To plan and create a piece of artwork.
<p>Upper Juniors Cycle A Year 5/6</p>	<p>Painting, Drawing – Street Art Artist – Banksy <i>Links – PSHE: celebrating differences</i></p> <p>Children will discover the many varied forms of art in various places and public spaces, developing their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating. Children will have the chance to discuss how street art polarises opinion, when and where street art is acceptable, and how it can improve or damage public spaces. This will culminate in a final piece of street art.</p>	<p>Drawing – People in Action Artists – Eadweard Muybridge, Umberto Boccioni & Robert Delaunay <i>Links – PSHE: Healthy Me</i></p> <p>Children will get a fascinating insight into movement art, looking at the work of various artists and famous artwork as well as giving them the chance to create a variety of their own artwork of 'people in action'. They will be learning about various methods to do this such as first-hand observations, using their own movements.</p> <p>Covered Objectives:</p>	<p>Textiles, drawing – Talking textiles Artists – Roman, Greek & Chinese pottery <i>Links – English: telling tales through other mediums</i></p> <p>The children will investigate how art tells various stories through various mediums throughout history, starting with the Bayeux tapestry. The class will consider how to tell an entirely wordless story themselves through the medium of textiles.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> To explore ways in which stories can be told visually.

	<p>Covered Objectives:</p> <ul style="list-style-type: none"> • Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering. • Through sketching, to develop ideas for improving a public space with street art. • To express ideas through a satirical work of art designed for public spaces. • To develop techniques for creating street art using stencils. • To create street art using stencils. 	<ul style="list-style-type: none"> • To be able to record from first-hand observation. • To study facial expressions relating to movement. • To study the techniques of artists when portraying movement. • To be able to create a montage to portray movement. • To be able to use printing to create movement art. • To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art. 	<ul style="list-style-type: none"> • To collect visual information to develop ideas. • To experiment with different ways of using textiles to create effects. • To be able to design a piece of textile artwork that tells a story. • To be able to create a piece of artwork that tells a story through textiles. • To be able to evaluate a finished piece of artwork.
<p>Upper Juniors Cycle B Year 5/6</p>	<p>Drawing, 3D Art – Express Yourself Artists – Wassily Kandinsky, Chuck Close, Pablo Picasso & Edvard Munch <i>Link – PSHE: Being me</i></p>	<p>Painting, Pastels, Collages – Landscape Art Artists – John Constable, Vincent Van Gogh</p>	<p>Clay, Drawing – Sculpting Vases Artist – Stephen Burks</p>
	<p>Children will be learning about how the way someone presents themselves through their clothing and self image can be used as a form of expression. They will observe different facial expressions and how they are conveyed. They will be considering how to express emotions through their art work. Using their understanding of different artists and various techniques the children will be creating their own large scale portraits.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> • To explore how clothing can be used express ourselves • To observe and draw different facial expressions. • To create wire models to express body language. • To explore how lines and fonts can express ideas. 	<p>Children will be looking at different aspects of landscape art, from linear and atmospheric to ways to use watercolours to create effects or tearing paper to create collages. Each activity will help build the children’s understanding of mediums and techniques so that by the end they will have everything they need to create their own amazing landscape art using whichever techniques and mediums they think best suited to purpose.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> • To explore perspective in landscape artwork. • To be able to experiment with various watercolour techniques. • To understand atmospheric perspective and use it in a piece of art. • To explore ways to create abstract landscape artwork. 	<p>Children will be developing a greater mastery over modelling clay. Starting by exploring a range of everyday containers made from different materials and leading onto examining the vases of different artists and craftspeople. They will develop control over a range of tools and techniques. The children will also have the chance to experiment with plasticine before designing, creating and evaluating their own artistic vases.</p> <p>Covered Objectives:</p> <ul style="list-style-type: none"> • To explore historical vase designs. • To find out about vase designers and begin to design your own vase. • To develop control of tools and techniques. • To be able to make a clay vase. • To decorate vases.

	<ul style="list-style-type: none"> To explore how artists use colour to express themselves in their art To study the artwork of Chuck Close and explore his techniques. 	<ul style="list-style-type: none"> To be able to use collage to create landscape artwork. To be able to create landscape artwork. 	<ul style="list-style-type: none"> To be able to evaluate a finished product.
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Assessment

At Lewknor we ensure that all children are making progress in all subjects. In our art curriculum we have identified the different areas that we will be focusing on in each lesson to signify improvement and progress. There is no formal assessment for art, we use our own observations in lessons as well as the children's work to monitor progression.

	Autumn	Spring	Summer
Infants Cycle A Year 1/2	Drawing, Collage, Clay – Self Portrait Artists – Henri Matisse, Frida Kahlo, Rembrandt, Vincent Van Gogh <i>Links – PSHE: being me</i>	3D Art, Painting – Paper Art Artist – Michelangelo <i>Links – Science: Everyday material</i>	Painting, Pastels – Colour Creations Artists – Wassily Kandinsky & Piet Mondrian <i>Links – Science: Seasonal Changes plants</i>
	To investigate famous self portraits. <ul style="list-style-type: none"> Can children say what they like or dislike about a portrait or self-portrait? Are children able to describe a portrait or self-portrait using simple adjectives? Can children describe the difference between a portrait and a self-portrait? 	To explore different types of paper used in art. <ul style="list-style-type: none"> Do children know that paper can be used in lots of artistic ways? Can children name some different types of paper? Can children describe and compare different types of paper? 	To be able to identify colours and the objects that are associated with them. <ul style="list-style-type: none"> Can children name a variety of colours? Can children choose a favourite colour and give reasons for their choices? Can children identify objects that are associated with various colours?
	To use collage to create a self-portrait. <ul style="list-style-type: none"> Can children describe what a collage is? Can children create a simple collage self-portrait using shapes for their features? Are children able to create shadows using different shades of coloured paper? To investigate the different kinds of sketching pencils.	To be able to use paper to create a collage. <ul style="list-style-type: none"> Do children know what collage is? Can children work with paper to create a collage? Can children make choices about what to include in their work? To be able to work with tissue paper to create a piece of artwork. <ul style="list-style-type: none"> Do children know what stained glass is and where it is commonly used? 	To be able to identify primary colours. <ul style="list-style-type: none"> Do children know what primary colours are? Do children know who Piet Mondrian is? Can children create artwork in the style of Mondrian using primary colours? To be able to mix primary colours to create secondary colours. <ul style="list-style-type: none"> Do children know what primary colours are?

	<ul style="list-style-type: none"> • Are children aware that there are different types of pencils? • Can children practise making different kinds of marks with different pencils? • Can children make comments on the kinds of marks they can make with different pencils? <p>To investigate different paints.</p> <ul style="list-style-type: none"> • Can children name some different kinds of paint? • Are children able to describe differences they notice in different paints? • Can children choose which paint is more suitable for a desired purpose? <p>To create our own self portrait.</p> <ul style="list-style-type: none"> • Can children identify shapes in a face? • Are children able to place facial features fairly accurately? • Can children make choices about how they will create their artwork? <p>To create a self-portrait from clay.</p> <ul style="list-style-type: none"> • Are children able to manipulate clay in simple ways to create desired shapes? • Can children use tools to help them manipulate clay in different ways? • Can children make appropriate choices of colour to finish their sculpture? 	<ul style="list-style-type: none"> • Can children work with tissue paper to create a stained glass effect? • Can children evaluate their finished work and say how they feel about it? <p>To be able to use paper to create beads.</p> <ul style="list-style-type: none"> • Do children know how beads are used to make objects? • Can children work with paper to create beads? • Can children use their beads to make objects? <p>To be able to use papier mâché to create a sculpture.</p> <ul style="list-style-type: none"> • Can children explain what papier mâché is and how it is used by artists? • Can children work with papier mâché to create a model? • Can children decorate their papier mâché models appropriately? <p>To be able to create sculptures from paper.</p> <ul style="list-style-type: none"> • Can children explain what sculpture is? • Can children manipulate paper in a variety of ways to create a sculpture? • Can children evaluate paper as an art medium? 	<ul style="list-style-type: none"> • Do children know what secondary colours are? • Can children mix primary colours to create secondary colours? <p>To be able to create light and dark shades of colour.</p> <ul style="list-style-type: none"> • Do children know how to create lighter shades of a colour? • Do children know how to create darker shades of a colour? • Can children create monochrome works of art by mixing shades of one colour? <p>To be able to produce art based on the work of Kandinsky.</p> <ul style="list-style-type: none"> • Do children know who Kandinsky is? • Can children use their knowledge of colour to create artwork in the style of Kandinsky? • Can children evaluate their finished artwork and state what they think and feel about it?
<p>Infants Cycle B Year 1/2</p>	<p>Drawing – Mark Making Artist – Paul Klee <i>Links – English: Handwriting</i></p>	<p>Collage, Painting, 3D Art – Earth Art Artist – Patrick Dougherty <i>Links – Science: use of everyday materials living things and their habitats</i></p>	<p>Painting – Henri Rousseau Artist – Henri Rousseau <i>Links – Science: Plants</i></p>
	<p>To explore ways of drawing lines when joining one point to another.</p> <ul style="list-style-type: none"> • Can children hold a pencil correctly? 	<p>To explore ways of painting on rocks.</p> <ul style="list-style-type: none"> • Can children re-create an image with paint? • Can children paint on a foreign surface? 	<p>To understand about the life of the artist Henri Rousseau.</p> <ul style="list-style-type: none"> • Can the children tell you who Henri Rousseau was?

	<ul style="list-style-type: none"> • Are children able to connect one point to another? • Can children use pressure to change the appearance of a line? <p>To create patterns using repetition.</p> <ul style="list-style-type: none"> • Are children able to use repetition to create pattern? • Can children make choices about which pencil to use when drawing patterns? • Are children beginning to have control over the marks they make? <p>To understand and experiment painting with a paintbrush.</p> <ul style="list-style-type: none"> • Can children hold a paintbrush correctly? • Can children say what happens if they apply too much pressure on the brush? • Are children able to use different techniques when painting? <p>To experiment with a variety of mark making and materials.</p> <ul style="list-style-type: none"> • Can children use a range of mediums and materials to create texture? • Are children able to describe texture using adjectives? • Can children say which medium they preferred using and why? <p>To imitate and create art in the style of Paul Klee.</p> <ul style="list-style-type: none"> • Are children able to use different techniques to complete a piece of art work? • Can children reflect on their learning and say what they have done well? 	<ul style="list-style-type: none"> • Do children understand painted images can be used to tell stories? <p>To be able to make sculptures with sticks and twigs.</p> <ul style="list-style-type: none"> • Do children understand that sculptures can be made from natural materials? • Can children make simple sculptures using play-dough and sticks? • Can children create a sculpture from provided images? <p>To be able to make animal pictures with leaves.</p> <ul style="list-style-type: none"> • Can children use leaves to create a picture? • Do children use layering and spatial skills to create a picture? • Can children use their imagination to interpret pictures made with natural materials? <p>To learn how to weave with natural materials.</p> <ul style="list-style-type: none"> • Can children create a basic frame to be used for weaving? • Do children know how to follow instructions? • Can children talk about some artistic methods and techniques and explain what they are used for? <p>To explore ways of making mandalas.</p> <ul style="list-style-type: none"> • Can children recognise and create patterns? • Do children understand how to make a mandala? • Can children use their fine motor skills to produce attractive pieces of art? 	<ul style="list-style-type: none"> • Can the children describe what skills he used? • Can the children tell you about a Henri Rousseau painting? <p>To explore and use the skills and techniques used by Henri Rousseau.</p> <ul style="list-style-type: none"> • Can the children talk about the artist Henri Rousseau? • Ask the children to recall what skills Henri Rousseau used to create his art? • Can the children tell you which skills they used to create their pieces of art? <p>To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.</p> <ul style="list-style-type: none"> • Can the children tell you about the genre Portrait-Landscape? • Can the children use Rousseau's skills to create a landscape portrait? • Can the children use their knowledge to answer the questions on the final slide? <p>To understand about the animals in Rousseau's paintings.</p> <ul style="list-style-type: none"> • Can the children explain how they feel after looking at Rousseau's paintings? • Can the children to explain why Rousseau was inspired to paint these animals? • Can the children create an animal mask in the style of Rousseau? <p>To use their imaginations and skills to paint their own pieces of art.</p> <ul style="list-style-type: none"> • Can the children recall the facts they have learnt about the artist Henri Rousseau?
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	<ul style="list-style-type: none"> • Can children imitate art by a famous artist? 	<p>To be able to make a collage using natural materials.</p> <ul style="list-style-type: none"> • Can children re-create a scene using natural materials? • Do children know how to solve problems in art? • Can children evaluate their own art work and others? 	<ul style="list-style-type: none"> • Can the children create a Rousseau-inspired painting using the skills and techniques they have learnt? • Can the children tell the false statements from the true?
Lower Juniors Cycle A Year 3/4	<p>Painting, Printing – Indian Art Artist – Artists of the Hastimangala festival Links – RE: Diwali, PSHE: celebrating differences</p>	<p>Drawing, Printing – William Morris Artist – William Morris</p>	<p>Drawing, Clay – Viking Art Artists – Viking and Celtic style artwork Links – History: Anglo-Saxons and Vikings</p>
	<p>To explore the history and styles of Indian painting.</p> <ul style="list-style-type: none"> • Do children understand that painting styles changed over time in India? • Can children paint or sketch copies of an Indian painting? • Can children explain the similarities and differences of Indian painting styles? <p>To explore the art displayed during the Indian elephant festival.</p> <ul style="list-style-type: none"> • Do children understand what the Indian Holi and elephant festival is about? • Can children describe the colours and patterns used in an Indian festival? • Can children use different mediums to make and decorate a 3-D elephant? <p>To explore and create Mehndi patterns.</p> <ul style="list-style-type: none"> • Can children explain what henna is and why it is significant to the Indian culture? • Can children copy and create their own detailed patterns? • Do children understand what symmetry is and how to make a symmetrical pattern? 	<p>To explore the artwork of William Morris.</p> <ul style="list-style-type: none"> • Can children find similarities and differences between the different works of William Morris? • Can children recreate a wallpaper pattern in the style of William Morris? • Can children analyse an existing piece of artwork using language associated with Art and Design? <p>To explore and understand the Arts and Crafts movement.</p> <ul style="list-style-type: none"> • Can children discuss the difference between quality and quantity? • Can children describe what the Arts and Crafts movement was? • Can children explain why the Arts and Crafts movement was founded? <p>To observe and sketch natural objects.</p> <ul style="list-style-type: none"> • Can children use soft, light sketching techniques to create a still life sketch? • Can children use careful observation skills to create a still life sketch? • Can children make observations about different mediums? 	<p>To explore Viking art and identify its key characteristics and features.</p> <ul style="list-style-type: none"> • Can children describe some of the main features of Viking art? • Can children describe particular works of Viking art in detail, explaining what they think of different works? • Can children describe some of the ways in which Viking art changed over time? <p>To be able to draw Viking patterns.</p> <ul style="list-style-type: none"> • Can children recognise the style of Viking knots and patterns? • Can children follow instructions carefully to create a Viking pattern? • Can children use a sketchbook to try out ideas to extend upon? <p>To be able to create a piece of Viking animal artwork.</p> <ul style="list-style-type: none"> • Can children discuss and comment on examples of animals in Viking art? • Can children incorporate Viking knots and patterns into a picture of a Viking animal? • Can children add features to a basic animal shape to create effects?

	<p>To explore the Indian block-printing technique.</p> <ul style="list-style-type: none"> • Can children use a range of materials to create printed fabric? • Can children create repeating patterns? • Can children use colours and patterns to represent the Indian culture? <p>To explore and create rangoli patterns.</p> <ul style="list-style-type: none"> • Can children explain what a rangoli pattern is? • Can children draw or trace a rangoli outline? • Can children use coloured salt to make a successful rangoli pattern? 	<p>To design a printing block inspired by William Morris.</p> <ul style="list-style-type: none"> • Can children create a design inspired by nature and William Morris? • Can children briefly describe the process of creating a print? • Can children compare and recognise patterns around them? <p>To create and print using a printing block inspired by William Morris.</p> <ul style="list-style-type: none"> • Can children use a design to guide them in making a printing block? • Are children able to reflect on design choices? • Can children print using a printing block? 	<p>To be able to accurately sketch a Viking dragon head.</p> <ul style="list-style-type: none"> • Can children use techniques to sketch a dragon head that is proportionally accurate? • Can children use different techniques to add shading to an outline? • Can children choose appropriate techniques to include in a final piece of artwork? <p>To be able to draw a portrait of a Viking warrior.</p> <ul style="list-style-type: none"> • Can children sketch a portrait that is proportionally correct? • Can children use various shading techniques to create light and shade in a portrait? • Can children review their work and the work of others, expressing what they think and feel about it? <p>To be able to create a piece of Viking jewellery.</p> <ul style="list-style-type: none"> • Can children draw upon their knowledge of Viking art to design a piece of Viking jewellery? • Can children work with clay to create their piece of jewellery as it was designed? • Can children assess their own work and state what they think and feel about it?
<p>Lower Juniors Cycle B Year 3/4</p>	<p>Painting, Drawing – LS Lowry Artist – LS Lowry <i>Links – History: WW2</i></p>	<p>Painting, Patterns – Seurat and Pointillism Artist – George Seurat</p>	<p>Drawing, Painting, Printing, 3D Art – Plant Art Artist – Paul Cummings <i>Links – Science: Plants</i></p>
	<p>To learn about LS Lowry and analyse his paintings.</p> <ul style="list-style-type: none"> • Can children answer basic retrieval questions about an art piece? 	<p>To find out who Georges Seurat was and explore his style of art.</p> <ul style="list-style-type: none"> • Do children know who Georges Seurat is and why he is famous? • Do children know what Pointillism is? 	<p>To appreciate the work of different artists.</p> <ul style="list-style-type: none"> • Can children identify an artwork that is visually pleasing to them? • Can children give their personal opinion of different artworks?

	<ul style="list-style-type: none"> • Are children able to name certain similarities and differences between paintings? • Can children describe and analyse a painting? <p>To explore Lowry's figures and crowds in his paintings.</p> <ul style="list-style-type: none"> • Can children discuss and comment on the figures of Lowry's paintings? • Are children able to recreate a figure in Lowry's style? • Can children select and evaluate appropriate painting tools? <p>To explore colour mixing, tints, tones and shades.</p> <ul style="list-style-type: none"> • Can children name the three primary colours? • Are children able to describe what a tone, tint and shade are? • Can children colour mix paints to match a chosen colour? <p>To explore the foreground, mid-ground and background of a landscape painting.</p> <ul style="list-style-type: none"> • Can children identify the foreground, mid-ground and background of a painting? • Can children describe what happens to an object when it is put in the background (it gets lighter and smaller)? • Are children able to create foreground, background and mid-grounds in their own painting? <p>To create a composite picture in the style of LS Lowry.</p>	<ul style="list-style-type: none"> • Can children state how they think and feel about artwork? <p>To explore how to create art in the style of pointillism.</p> <ul style="list-style-type: none"> • Can children describe what Pointillism is? • Can children experiment with a range of Pointillist techniques? • Can children state which method they preferred and describe their reasons? <p>To explore how Seurat used colours in his artwork.</p> <ul style="list-style-type: none"> • Do children know how to mix colours to create secondary and tertiary colours? • Do children know some pairs of complementary colours? • Can children mix colours using Pointillism? <p>To explore Seurat's paintings and how he created effects and shading.</p> <ul style="list-style-type: none"> • Can children discuss artwork and say what they think and feel about it? • Can children use Pointillism to create effects such as shading? • Can children use Pointillism to blend colours? <p>To explore the work of other Pointillist artists.</p> <ul style="list-style-type: none"> • Do children understand that Pointillism was an art movement that developed over time? • Can children name some Pointillism artists? 	<ul style="list-style-type: none"> • Can children listen to others' opinions of artworks, and try to see their point of view? <p>To develop observational skills.</p> <ul style="list-style-type: none"> • Do children know what a botanical illustration is and why they were first created? • Can children use their observational skills to create a detailed sketch of part of a plant? • Can children express their opinion about this style of drawing? <p>To know how to create tints, shades and tones of colours.</p> <ul style="list-style-type: none"> • Do children understand the difference between tints, shades and tones? • Can children create tints, shades and tones to match a given colour? • Can children use tints, shades and tones to create an artwork? <p>To develop printing skills.</p> <ul style="list-style-type: none"> • Do children understand how to make a cardboard print board? • Can children create designs by printing? • Can children talk about famous designers? <p>To know how to create depth in an artwork.</p> <ul style="list-style-type: none"> • Do children understand what depth in an artwork is? • Do children understand how artists create the illusion of depth in their artwork? • Can children create the illusion of depth in their artwork?
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	<ul style="list-style-type: none"> • Can children make comparisons between artwork by the same artist? • Are children able to apply the style of an artist to their own artwork? • Can children provide an evaluation of their work? 	<ul style="list-style-type: none"> • Can children explore the work of Pointillism artists and comment upon their findings? <p>To be able to create a piece of pointillism artwork.</p> <ul style="list-style-type: none"> • Can children make decisions about subjects and colours for their artwork, giving reasons for their choices? • Can children apply what they have learnt about Pointillism to create their own piece of artwork? • Can children evaluate their finished artwork and compare it to that of their peers? 	<p>To create sculptures using clay.</p> <ul style="list-style-type: none"> • Do children understand what a sculpture is and what different materials they can be made from? • Do children know how to add or remove bits of clay to create detail? • Can children make their own simple sculpture from clay? <p>To plan and create a piece of artwork.</p> <ul style="list-style-type: none"> • Can children discuss how to represent a plant as a piece of art? • Can children design their artwork and give reasons for their choices? • Can children create their artwork from a given plan?
Upper Juniors Cycle A Year 5/6	<p>Painting, Drawing – Street Art Artist – Banksy Links – PSHE: celebrating differences</p>	<p>Drawing – People in Action Artists – Eadweard Muybridge, Umberto Boccioni & Robert Delaunay Links – PSHE: Healthy Me</p>	<p>Textiles, drawing – Talking textiles Artists – Roman, Greek & Chinese pottery Links – English: telling tales through other mediums</p>
	<p>Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.</p> <ul style="list-style-type: none"> • Can children express their own ideas, and explain the views of others, about graffiti? • Can children use pencils and felts as instructed to create stylised text? • Can children revise and improved their ideas through repeated sketching? <p>Through sketching, to develop ideas for improving a public space with street art.</p> <ul style="list-style-type: none"> • Can children consider ways in which street art can improve public spaces? • Can children consider reasons why graffiti and other street art is allowed in certain spaces? 	<p>To be able to record from first-hand observation.</p> <ul style="list-style-type: none"> • Can children visualise and demonstrate a sequence of actions? • Can children record from first-hand observation? • Can children comment on how artists use form and figures in movement art? <p>To study facial expressions relating to movement.</p> <ul style="list-style-type: none"> • Can children identify how facial features alter when engaged in physical activity? • Can children record from experience and imagination? • Can children use colours to reflect an idea or emotion? 	<p>To explore ways in which stories can be told visually.</p> <ul style="list-style-type: none"> • Do children understand that stories can be told through image instead of words? • Can children identify different ways of communicating stories visually? • Can children express their own ideas for what is happening in an image? <p>To collect visual information to develop ideas.</p> <ul style="list-style-type: none"> • Can children gather ideas for visual representations of stories? • Do children understand how stories can be told visually? • Can children explore using colour and symbols to explain the meaning of a story?

	<ul style="list-style-type: none"> • Through sketching, can children develop ideas for a work of art that would improve a space? <p>To express ideas through a satirical work of art designed for public spaces.</p> <ul style="list-style-type: none"> • Can children identify and discuss the meaning of satirical works of art? • Can children simplify a design for street art to make it immediate, recognisable and easy to replicate? • Can some children adapt their designs so they may be reproduced in a variety of ways? <p>To develop techniques for creating street art using stencils.</p> <ul style="list-style-type: none"> • Can children identify features of street art which are appealing to advertisers? • Can children visualise how images may appear when created using stencils of their own design? • Can children turn simple images into stencil designs? <p>To create street art using stencils.</p> <ul style="list-style-type: none"> • Can children work safely as instructed while cutting out their stencils? • Can children use a variety of painting techniques to create stencil street art? • Can some children create more complex stencil art by moving their stencil, or using two or more stencils? 	<p>To study the techniques of artists when portraying movement.</p> <ul style="list-style-type: none"> • Can children experiment with different techniques? • Can children annotate their work? • Do children understand how they can adapt the style of artists for their own purposes? <p>To be able to create a montage to portray movement.</p> <ul style="list-style-type: none"> • Can children experiment with different methods and techniques? • Can children arrange images to produce the illusion of movement? • Can children describe what they think and feel about their own artwork and the work of others? <p>To be able to use printing to create movement art.</p> <ul style="list-style-type: none"> • Can children experiment with different methods and techniques? • Can children arrange images to create the illusion of movement? • Can children discuss their own work and the work of others? <p>To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.</p> <ul style="list-style-type: none"> • Can children select ideas to use in their work? • Can children apply their knowledge of materials and processes to create their own artwork? 	<p>To experiment with different ways of using textiles to create effects.</p> <ul style="list-style-type: none"> • Can children name a variety of ways in which to use textiles to create effects? • Can children experiment with a range of ways of using textiles to create effects? • Can children evaluate which techniques worked well and give reasons for their ideas? <p>To be able to design a piece of textile artwork that tells a story.</p> <ul style="list-style-type: none"> • Can children make decisions about how to work individually or in a group to complete a piece of artwork? • Can children design images that convey a story using textiles? • Can children describe what techniques, fabrics and colours they will use to create their artwork? <p>To be able to create a piece of artwork that tells a story through textiles.</p> <ul style="list-style-type: none"> • Can children follow a design to create a textile story? • Can children use a variety of techniques accurately? • Can children identify ways in which they could improve their artwork? <p>To be able to evaluate a finished piece of artwork.</p> <ul style="list-style-type: none"> • Can children evaluate their own work and say what they think and feel about it? • Can children evaluate the work of others and say what they think and feel about it?
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Upper Juniors Cycle B Year 5/6	Drawing, 3D Art – Express Yourself Artists – Wassily Kandinsky, Chuck Close, Pablo Picasso & Edvard Munch <i>Link – PSHE: Being me</i>	Painting, Pastels, Collages – Landscape Art Artists – John Constable, Vincent Van Gogh	Clay, Drawing – Sculpting Vases Artist – Stephen Burks
	<p>To explore how clothing can be used express ourselves.</p> <ul style="list-style-type: none"> Can children identify different ways they can express themselves? Can children identify aspects of a person’s personality from their clothing? Can children use clothing to convey their own personality? <p>To observe and draw different facial expressions.</p> <ul style="list-style-type: none"> Can the children identify different emotions from facial expressions? Can children describe how the features change for different facial expressions? Can children sketch a given emotion as a cartoon? <p>To create wire models to express body language.</p> <ul style="list-style-type: none"> Do children understand that body language can portray emotions? Can children describe how bodies change to portray different emotions and feelings? Can children manipulate wire to create sculptures to portray an emotion or an activity? 	<p>To explore perspective in landscape artwork.</p> <ul style="list-style-type: none"> Can children identify a horizon line and vanishing points in photos and pictures of landscapes? Can children sketch out a landscape scene using a horizon line and vanishing point? Can children use construction lines to help draw objects in perspective? <p>To be able to experiment with various watercolour techniques.</p> <ul style="list-style-type: none"> Can children explain what watercolours are and discuss watercolour paintings? Can children use watercolour paints appropriately? Can children experiment with different watercolour techniques? <p>To understand atmospheric perspective and use it in a piece of art.</p> <ul style="list-style-type: none"> Do children know what atmospheric perspective is and how it is used in landscape art? Do children know how to create tints and shades using different mediums? Can children use an appropriate medium, and tints and shades, to create a piece of landscape artwork that shows atmospheric perspective? 	<p>To explore historical vase designs.</p> <ul style="list-style-type: none"> Can children describe what a container is? Can children identify different features of the vases’ design? Can children sketch designs to build up a portfolio of ideas? <p>To find out about vase designers and begin to design your own vase.</p> <ul style="list-style-type: none"> Can children describe and assess vases made by designers? Can children gather ideas for use in their own work? Can children incorporate design ideas or themes into their own designs? <p>To develop control of tools and techniques.</p> <ul style="list-style-type: none"> Can children use appropriate techniques in their work? Do children know how to develop their control of tools and techniques? Can children work with control and accuracy? <p>To be able to make a clay vase.</p> <ul style="list-style-type: none"> Can children follow a design to create a vase? Can children use tools and techniques appropriately?

	<p>To explore how lines and fonts can express ideas.</p> <ul style="list-style-type: none"> • Are children able to describe how lines and fonts can express an idea? • Can children make choices based on different lines and fonts to create a desired effect? • Can children use different pressures and thicknesses to create a desired effect? <p>To explore how artists use colour to express themselves in their art.</p> <ul style="list-style-type: none"> • Can children respond and comment on different pieces of artwork? • Can children identify emotions they feel, linked to a colour? • Can children use colour and shape to illustrate emotions? <p>To study the artwork of Chuck Close and explore his techniques.</p> <ul style="list-style-type: none"> • Are children able to comment on an artist's work? • Can children use techniques influenced by an artist? • Can children use different pressures and overlaps to create a desired effect? 	<p>To explore ways to create abstract landscape artwork.</p> <ul style="list-style-type: none"> • Do children know what abstract art is? • Can children choose appropriate mediums for creating abstract patterns? • Can children use patterns to create an abstract landscape? <p>To be able to use collage to create landscape artwork.</p> <ul style="list-style-type: none"> • Can children define what 'collage' is? • Can children create a landscape using torn paper collage? • Can children make stylistic choices about colour, size, line and placement to create effects in their collage? <p>To be able to create landscape artwork.</p> <ul style="list-style-type: none"> • Can children discuss famous landscape artwork and say what they think and feel about it? • Can children make choices about methods and mediums to use in order to create a landscape work of art? • Can children evaluate the artwork of others and identify what they like, giving reasons for their choices? 	<ul style="list-style-type: none"> • Can children identify ways they could improve their work? <p>To decorate vases.</p> <ul style="list-style-type: none"> • Can children evaluate and adjust their designs? • Can children make appropriate choices when decorating their vases? • Do children understand how to create different effects using materials? <p>To be able to evaluate a finished product.</p> <ul style="list-style-type: none"> • Can children evaluate their own work fairly? • Can children evaluate the work of others? • Can children suggest ways in which they could improve their vases if they were to make them again?
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