

Burnside Primary School

Art Curriculum Progression Overview 2022 - 2023

	EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>By the end of Nursery: Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> using one-handed tools and equipment, e.g. making snips in paper with child scissors. Holding pencil between thumb and two fingers, no longer using whole-hand grasp. Holding pencil near point between first two fingers and thumb and use it with good control <p>Expressive Arts and Design Creating Materials</p> <ul style="list-style-type: none"> Exploring colour and how colours can be changed. Understanding that they can use lines to enclose a space and beginning to use these shapes to represent objects. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joining construction pieces together to build and balance. 	<p>By the end of Reception: Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. <p>Expressive Arts and Design Creating Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used Make use of props and materials when role playing characters in narratives and stories. 	<p>National Curriculum: Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and 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 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>National Curriculum: Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 					

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CHILDREN WILL BE TAUGHT:

- to experiment with mark making using a range of tools.
- to do large scale drawings and paintings.
- to use a pencil to free draw.
- to understand that they can use lines to enclose a space and begin to use these shapes to represent objects.

CHILDREN WILL BE TAUGHT:

- to draw closed shapes using a continuous line.
- to draw a person - head, body, arms, legs and facial features.
- to hold a pencil effectively using the tripod grip in almost all cases.
- Begin to show accuracy and care when drawing.
- to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- to explore colours and how colours can change when mixed.
- to share drawings and explain what they have drawn.
- *to make fruit and vegetable portraits in the style of Guiseppe Arcimboldo.*

CHILDREN WILL BE TAUGHT TO

- to use a range of drawing materials to make marks.
- to explore different types of lines.
- to begin to control types of lines when using a range of media.
- to explore drawing from observation by looking carefully at an object or image to identify shapes, lines and textures.
- to begin to show control when drawing lines, shapes and textures.
- to draw from imagination.
- *to begin to look at the work of an artist and describe the types of practices(types of lines,shapes and textures) they have used.*
- *to make links with their own work and others' work including artists.*
- *to look at similarities and differences between their own work and the work of an artist or creative practitioner.*

CHILDREN WILL BE TAUGHT TO

- to experiment with a range of materials when drawing in sketchbooks .
- to develop a range of mark making techniques by experimenting with charcoal and pastels in sketchbooks.
- to apply hard and soft pressure when drawing using different media.
- to experiment with different grades of pencils (e.g. 3H,HB,3B).
- to investigate tone (light and dark) when drawing.
- to use drawing to share their ideas, experiences and imagination.
- to draw expressions and emotions in an illustration.
- *to look at the work of an artist and how they use tone in their work.*
- *to discuss the work of artists and make links between their own work and the work of artists.*
- *to look at illustrators and discuss how their illustrations can show emotions and feelings for characters.*
- *to use the work of illustrators and make links to their own creative drawings.*

CHILDREN WILL BE TAUGHT TO

- to experiment with various pencil grades and use sketchbooks for planning and record developing ideas.
- to select and use different grades of pencils to draw from observation and imagination (H-9B).
- begin to consider scale and proportion when creating observational drawings.
- begin to understand shading techniques and how they can be used to make an object look 3 dimensional (form).
- begin to apply shading techniques (hatching,cross hatching, contour hatching,contour cross hatching) to a drawing.
- to draw using fine and broad pens and pencils.
- to develop an understanding of shadow(light and dark).
- to create initial sketches for colouring.
- *to develop an understanding of an artistic movement and artist involved in the movement (Cubism).*
- *to look at the original artwork and begin to use them to inform creative decision making.*

CHILDREN WILL BE TAUGHT TO

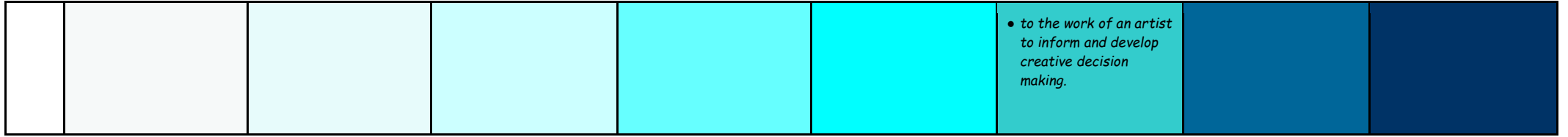
- to consider scale and proportion when drawing using fine media.
- to create accurate observational drawings.
- to work on a variety of scales.
- to use a range of shading techniques.
- to select and use different grades of pencils to draw with a desired outcome.
- to develop understanding of tonal value when shading.
- to collect and record visual information.
- to consider the thickness of lines when drawing to convey ideas.
- to produce drawings using digital technology.
- to identify and consider the effect of light when applying shades and tones to drawings.
- to organise line, tone, shape and colour to represent figures and forms in movement.
- begin to select and use a range of relevant resources and media to develop ideas.
- *to describe some of the key ideas and techniques and working practices used by a chosen artist (contemporary art).*
- *to share developing views and ideas about an artist.*

CHILDREN WILL BE TAUGHT TO

- to explore using a continuous line.
- to use contour lines to develop a drawing.
- to create an accurate drawing which identifies key features.
- to focus on proportion, scale and detail when drawing in sketchbooks and chosen media.
- to analyse and comment on progress taking account of what they hope to achieve.
- to work using a variety of sources including observation (human body/wooden manikin) and photographs to develop own work.
- to work in a sustained way to create an accurate, detailed drawing.
- to develop and organise key elements of own work (line, tone, colour, pattern, texture) when working independently to represent figures and forms.
- to select appropriate media and techniques to achieve an intended outcome.
- to investigate and experiment using shading to create mood and feeling.
- *to research and use the ideas and approaches of an artist and/or crafts person, taking into account cultural and historical context.*

CHILDREN WILL BE TAUGHT TO

- to draw using a continuous line.
- to draw using an increasing range of chosen media when generating and developing ideas in sketchbooks and on a chosen surface.
- to select appropriate fine and broad media and techniques to draw detail and create an intended outcome.
- to develop design skills by researching, investigating and exploring own thinking and ideas in a sketchbook.
- to adapt drawings after discussions and evaluations.
- to investigate and test ideas in order to create a finished piece of work.
- to organise line, tone, shape and colour to represent figures and forms in movement.
- to use coloured media to create depth of colour and tone.
- *to look at examples of different sketchbooks (artists/graphic designers/illustrators) and use the methods to inform their own recording and creative thinking.*



<p>p a i n t i n g L a n d s c a p e s</p>	<p>CHILDREN WILL BE TAUGHT:</p> <ul style="list-style-type: none"> to explore painting on a flat surface and an easel. to explore colour and how colours can be changed. to explore and experiment mixing colours using different paints (poster paints/powder paints,). to explore a variety of painting techniques such as splatter painting, bubble painting, straw painting. to explore painting on a range of surfaces (tin foil, cling film, sugar paper). <i>to explore and make art in the style of Piet Mondrian.</i> <i>to explore and make art in the style of Jackson Pollock.</i> 	<p>CHILDREN WILL BE TAUGHT:</p> <ul style="list-style-type: none"> to explore mixing primary colours and know they make a new colour (secondary colours). to know how to use and mix watercolours. to safely use and explore a variety of tools and techniques, when experimenting with colour. to create artwork on different scales. <i>to explore and make art in the style of Joan Miro.</i> 	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to know the primary colours and to experiment with them. to understand that primary colours can be mixed to make secondary colours. to explore with an open mind and record ideas in sketchbook. to explore with primary and secondary colours. to explore with paint (block and poster paint). to explore and experiment with different brushes and tools. to use at least two different size brushes to paint. to describe a range of colours (warm/cool) and discuss why different colours would be used when painting. to choose and make colours for a chosen purpose (e.g.bright sky, stormy, sunny) <i>to recognise and describe some simple characteristics of different kinds of art (landscape/seascape artwork).</i> <i>to know about an artist (Ruth Bond) and make links to their own work.</i> 	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to know primary and secondary colours. to make a range of secondary colours and describe how to make them (colour wheel). to experiment with colour mixing and record mark making in different ways (strokes, dots, dashes, drips). to mix and match a range of colours for a purpose. to select paint brushes for different parts of the painting. to experiment and explore adding white to paint (tints) and record in . to explore adding black to a colour (shades).</p> <p>use a digital package or app to create a landscape picture to use mark making tools in an IT package to edit own work.</p> <p><i>to explore different types of landscape artwork and discuss the similarities and differences of them.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to know primary and secondary colours and describe tertiary colours. to experiment with colour mixing to make a range of colours to use for an intended outcome.</p> <ul style="list-style-type: none"> to make tints of a colour by adding white. to make shades of a colour by adding black. to select brush sizes to match the purpose of the intended outcome. to learn how to mix and apply new paint when using watercolours. to use and explore wet and dry watercolour techniques showing an increasing control over colour. to use a range of brushes to create different effects. <p><i>to learn about contemporary landscape artist/s. to explain how their work is similar and different to the work of an artist.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to mix paint to make and match new colours (Vocab - hues,primary, secondary, tertiary). to show an increasing control of mixing colours using oil paints. to make tints, tones and shades using white, grey and black. to demonstrate increasing control of types of marks made to create a certain effect. to know about different types of brushes and explore different brush strokes. to mix and apply paint for an intended outcome to create different emotional effects and moods. to create layers of paint to add detail to background colours. to use paint of different thickness to create effects.</p> <p><i>to learn about the art movement - 'impressionism' and a post-impressionist artist/s (Van Gogh). to identify techniques used by a great artist and begin to use and discuss their knowledge of the techniques to inform their own creative work. to create an impressionist style painting using inspiration from great artists.</i></p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> to mix colours with increasing confidence, building on previous knowledge of primary, secondary and tertiary colours. to develop knowledge of different types of paint (watercolour, ready mixed, acrylic) and when they could be used to develop ideas. to make and discuss hues, tints, tones and moods when using acrylic paint. to select colour for a purpose and explain choice. to confidently control the types of marks made and experiment with different effects and textures. to select and use different types and sizes of brushes to create different effects. to describe and explain the processes and techniques which will be used to achieve their intended outcome. to confidently use digital technology to further ideas and thinking for a piece of artwork. to think critically when taking a photograph and share their intention when thinking about the composition of a photograph. <i>to develop knowledge of the impressionist</i> 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> to select colours to express emotional effects and feelings. to use colours and brushstrokes to create atmosphere. to understand contrasting colours and explore this idea in their sketchbook. to work for a sustained and independent period of time, to investigate, test and plan artwork. to develop own style of painting. to create layers of paint to add detail. to purposefully control types of marks and brushstrokes to create work. to revisit and evaluate ideas to develop artwork further. to develop artwork by making alterations and improvements. to use digital media (laptop software or ipad apps) to develop and extend ideas. to understand that artists' can convey feelings through their artwork. to interpret a painting and use the techniques and processes in order to create a successful piece of work.
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							<p><i>movement and the style of artwork and use it to inform creative decision making.</i></p> <ul style="list-style-type: none"><i>• In sketchbooks, pupils to record research, information and test ideas about an impressionist artist and the style of artwork.</i>	
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CHILDREN WILL BE TAUGHT:

- to explore colour mixing and how colours can be changed using block paints and watercolours.
- to use pencils to draw closed shapes such as squares and rectangles.
- to explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.

CHILDREN WILL BE TAUGHT:

- to use and mix a range of colour media (water colours, pens).
- to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations explaining the process they have used.
- *to explore and make art inspired by local churches and buildings.*

CHILDREN WILL BE TAUGHT TO:

- to experiment with an open mind.
- to use a range of materials to design and make their artwork.
- to begin to develop knowledge of form (3D) when making a sculpture.
- to understand that sculptures can be made by joining materials together and this is called construction.
- to use sculpture to share ideas and imagination.
- to use materials purposefully to assemble and form a sculpture of a seaside structure.
- to select, cut, assemble, tear, and collage different materials when making artwork.
- to recognise and describe key features of their own work and others' work.
- to learn about illustrators

CHILDREN WILL BE TAUGHT TO:

- to try out different activities and make sensible choices to make artwork for a purpose.
- to show some care over the range of materials to use when making artwork.
- to develop knowledge of texture.
- to select and choose materials to make a collaborative piece of artwork (e.g. Patchwork Angel of the North).
- to talk about techniques and processes used in pointillism and use this style in own artwork.
- to use a range of materials including pencils, pens, metallic paints/paint pens and pastels.
- to use appropriate vocabulary linked to pointillism (e.g. dots, optical mixing, landscape, G.Seurat, colour, primary, secondary)
- to express clear preferences when choosing materials and making artwork.
- to learn about a form of creative work made by artists and craftspeople
Pointillism - George Seurat and Edgar Degas
Contemporary Sculpture - Antony Gormley
Hartlepool Steel Fabrication Ltd
Newcastle University - 3D Modelling

CHILDREN WILL BE TAUGHT TO:

- to develop pastel techniques by experimenting and testing in sketchbooks.
- to select and use a range of fine and broad media to develop a piece of artwork.
- to develop their practical skills of modelling when using air drying clay by experimenting and testing to make a sculpture.
- to make slip to be able to join clay.
- to show an awareness of texture, form and shape can be transformed from 2D to 3D.
- to explain how to use some of the tools and techniques they have chosen for artwork.
- to reflect upon their work and talk about their likes and dislikes to improve their work.
- to research and know about the work of an artist/illustrator.*
- to know about and describe the work of architects.*

CHILDREN WILL BE TAUGHT TO:

- to develop observational drawing techniques using a range of media including charcoal and pencils.
- to begin to show control over line, shape and tone when drawing with fine and board media.
- to select and use relevant resources to develop ideas in sketchbooks.
- to apply technical skills they are learning and build on previous skills when using a range of media (including oil pastels, chalk/soft pastel, charcoal).
- to adapt and improve work when necessary and explain why.
- to use tools and resources effectively in a safe and organised way.
- to use the sculpture process:construction and choose different adhesives to join materials together.
- to select and use relevant digital technology resources (including ipads/cameras) to develop ideas.
- to look at original works of art and describe some of the key ideas and techniques.
- to know and describe some of the key ideas of chosen architecture

CHILDREN WILL BE TAUGHT TO:

- to independently develop key elements (line, tone, pattern, texture) of their own work both in sketchbooks and on different resources.
- to independently select media, paper and fabric to create a collage piece of artwork.
- to mix colours (shades, tones, tints) with confidence, building on previous knowledge.
- to regularly reflect and review their ideas and make improvements taking into account the intended outcome.
- to work in a sustained and independent way to create an accurate, detailed drawing,
- to select colour for purpose and explain reasons for choice.
- to discuss how colour can be used to express ideas, feelings and mood using research to help inform and develop artwork.
- to confidently control the types of marks made and experiment with different effects and textures.
- to research and discuss the ideas and approaches of various artists, designers and architects.

CHILDREN WILL BE TAUGHT TO:

- to select appropriate media and techniques to achieve a specific outcome.
- to work in a sustained and independent way, developing own style.
- to intentionally control the types of marks, brushstrokes used to create a desired effect.
- to use colours and brushstrokes to create atmosphere, depth and light effects.
- to systematically investigate, research and test ideas and plans using a sketchbook and other approaches.
- to provide detailed and reasoned evaluations of their own and professional's work, taking into account starting points and the intentions of the artwork.
- to use digimaps and digital media to research and develop initial ideas.
- to describe, interpret and explain the work and ideas of an artist, taking into account the cultural and social context of their work.

				<p><i>techniques called Stereotypography</i></p> <ul style="list-style-type: none">• <i>to talk about the similarities and difference of their own work and artists' work</i>		<p><i>(Coal Mines) and how these have influenced their own artwork.</i></p>		
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CHILDREN WILL BE TAUGHT:

- to explore printing with a range of tools (fruit ,vegetables, potato masher, sponges, blocks etc).
- to explore printing on a range of surfaces (tin foil, cling film, sugar paper).
- to explore printing on different scales.

CHILDREN WILL BE TAUGHT:

- to print with familiar objects (2D shapes) to make artwork.
- know how to make a monoprint.
- to safely use and explore a variety of materials, tools and techniques, when printing and making monoprints.
- to experiment with colour, design and texture when making monoprints.
- to explore artwork made from shapes (cubism - Paul Klee).
- to create artwork in the style of Paul Klee using shapes, thinking about pattern, texture and design.

CHILDREN WILL BE TAUGHT TO

- to know what printing is and that prints can be made from familiar objects.
- to make prints using a range of everyday objects.
- to print and test ideas in a sketchbook.
- to explore different textures in local environments and take rubbings of different textures.
- to use rubbings to make a picture (frottage).
- to cut and glue shapes onto a printing block to make a printing plate (Collage printing - collagraph).
- to design a printing block and link some creative thinking to a fashion designer/ artist.
- to use colour, shape and line to share ideas.
- to create a repeated pattern print in the style of a chosen designer.
- to share and develop ideas in a sketchbook.
- to know about craftspeople (Orla Kiely) and make links to their own work, thinking about similarities and differences.

CHILDREN WILL BE TAUGHT TO

- to know how to make reverse monoprints.
- to explain what printing is and identify prints in everyday life.
- to use a range of materials creatively, including scratch art, to explore patterns and texture .
- to explore and experience texture by lifting rubbings.
- to explore repeated pattern printing using a range of simple methods.
- to create relief printing blocks using string, elastic bands, cardboard and/or wood.
- to develop techniques such as pressing, rolling, rubbing, stamping.
- to express clear preferences and explain why they want to make their artwork
- to talk about a range of printed forms created by artists.
- to share some ideas and views about their own and others' artwork.
- to use their own ideas and the work of artists to make a creative piece of work. (e.g.Clare Burchell/Lourdes Sanchez)

CHILDREN WILL BE TAUGHT TO

- to know what repeat printing is.
- to design and create a printing block using polystyrene.
- to use sketchbooks to explore prints, making changes when needed.
- to create a monoprint using carbon paper or oil pastels.
- to understand the difference between monoprinting and repeated printing.
- to explain how to use printing tools safely and effectively.
- to explain why they use some of the techniques and how the techniques help create the artwork.
- to work collaboratively to share, review and develop ideas.
- to use sketchbooks to record and plan illustrations for a poem or short story.
- to use stencils and printing techniques to make artwork.
- to develop art printing techniques and use artists' original works and ideas to begin to inform creative decision making.
- to know about the work of a printing artist and describe the artist's work.
- to gather and review information and techniques used by an artist to inform creative thinking.

CHILDREN WILL BE TAUGHT TO

- to apply technical skills they are learning to improve the quality of their work.
- to use a sketchbook to research, develop and record observations when designing and making a lino printing block..
- to use a range of tools and techniques to create a lino printing block.
- to demonstrate an awareness of printing onto fabric (fabric aprons).
- to consider and explain how printing on paper and fabric can be different.
- to investigate materials for printing.
- to review and revisit designs and ideas during the creative process.
- to demonstrate an awareness of colour when printing and select multiple colours for printing.
- to evaluate and review ideas and techniques used and make improvements to their own work.
- to know about the history of lino printing and about linocut artists.
- to know about original pieces of linocut artist's work and use their key ideas and techniques to inform their own work.

CHILDREN WILL BE TAUGHT TO:

- to know what wax printing is and about the process of the technique. (Batik)
- to confidently investigate new and unfamiliar tools and resources.
- to describe the different processes they are using and explain how they would like to achieve a high quality outcome.
- to confidently use sketchbooks for a variety of purposes, including recording observations, developing ideas, testing materials planning and recording information.
- to regularly analyse and reflect on their progress.
- to share and record their developing ideas and views.
- to use designs to inform an intended outcome using wax printing, dying and painting fabric.
- to research and describe the work of batik artists, taking into account the cultural and historical context.
- to use open-ended research about crafts people, fashion designers and artists for exploration of developing ideas.

CHILDREN WILL BE TAUGHT TO:

- to know what screen printing is and to describe, interpret and explain the technique and process.
- to know the technical vocabulary and techniques for screen printing.
- to explore and experiment with screen printing.
- to gain experience in overlay printing.
- to combine different printing techniques within the same piece of artwork.
- to improve art techniques in fabric printing.
- to confidently select and use suitable tools safely and effectively in order to create successful work..
- to provide reasoned evaluation for their own and professional's work.
- to describe, interpret and explain the work, ideas and practices of significant artists, designers or craftspeople, taking into account the historical, cultural and social context in which they worked.

<p>3 D</p>	<p>CHILDREN WILL BE TAUGHT:</p> <ul style="list-style-type: none"> to use natural material to make sculptures. to explore making transient art. to change and move materials in artwork to adapt ideas. to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. to join construction pieces together to build and balance. <p><i>to explore and make art in the style of Andy Goldsworthy.</i></p>	<p>CHILDREN WILL BE TAUGHT:</p> <ul style="list-style-type: none"> to explore 3D materials and construct with a purpose in mind using a variety of resources. to mould clay and plasticine. to adapt and change a model when necessary. to make slot joins when constructing. to make use of props and materials when role playing characters in narratives and stories. <p><i>to explore 3D artwork and link ideas to an artist (e.g. Marten James Bushell, Joan Miro)</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to make a model using ideas and imagination. to construct using a variety of different media (e.g. clay, plasticine, card, paper, pipe cleaners). to add patterns and texture to a 3D model using a range of tools. to handle and manipulate a range of materials when assembling and making a 3D model.</p> <p>to explain how they are making their sculpture. to talk about the key features of their own and others' artwork.</p> <p><i>to know about a sculptor (e.g. Yayoi Kusama) and talk about the features of their artwork.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to develop knowledge of form when making a sculpture. to use a range of materials creatively to make a product as they build. to use sculpture (treehouse architecture) to develop and share ideas and imagination. to develop and experience making 3D sculptures and use these to develop ideas and thoughts for making a large sculpture. to join materials together using a range of methods (glueing, tying, slotting, stapling, folding, twisting). to use natural and man-made materials to make a sculpture. to add detail to a sculpture by adding materials. to explain how they made a sculpture.</p> <p>to know and learn about the work of architects (treehouse architects). to talk about the similarities and differences of architecture and make links to their own sculpture.</p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to plan, assemble and construct 3D models. to record observations, plans and shape ideas in a sketchbook. to know about different adhesives and methods for forming a 3D sculpture. to understand different adhesives and methods to make a 3D sculpture. to select and use a variety of materials to develop ideas from 2D to 3D. to make a 3D sculpture of an everyday object using the construction sculpture process. to review work during constructing and develop ideas to make a successful piece of artwork. to reflect and identify what they like and dislike about their sculpture. to explain how they could improve their sculpture.</p> <p><i>to know and describe the work of artists and craftspeople (e.g. Bob Budd, Claes Oldenburg and Albinoro Akporode Collins).</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to work in a safe and organised manner. to be safe and proficient when handling familiar and new tools. to develop knowledge about the Land Art (environmental art/Earth Art). to know about and describe ephemeral art and related artists. to use the construction and modelling sculpture process to make 3D sculptures. to make 3D sculptures by selecting and using an appropriate adhesive or joining method. to discuss the work of other sculptors and architects and how these have influenced their own designs and work. to reflect upon ideas, work and use comparisons with the work of others.</p> <p><i>to know about and describe key ideas and techniques shown by a variety of Land Art Artists. to know about and describe Landscape Architecture</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to confidently use sketchbooks to develop ideas, plan, record observations and test materials. to confidently investigate and exploit the potential of new and unfamiliar materials. to develop an understanding of different ways of finalising a sculpture. to understand that a range of materials can be used for different purposes and effects when making a sculpture. to regularly analyse and reflect and adapt work when necessary, taking into account what they would like to achieve. take inspiration from sculptors (<i>Dale Chihuly and local glass sculptor</i>) and adapt work accordingly.</p> <p><i>to research and discuss the ideas and approaches of various artists and craftspeople, taking into account cultural context and intention. to engage in open-ended research about artists and craftspeople and use this to develop their own personal ideas.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <p>to use a sketchbook to collect, record and reflect ideas and thoughts about sculptures and architecture. to research and gather ideas and thoughts about architecture and use this to inform architectural models. to know sculpture processes(modelling, casting, constructing and reductions and subtraction) and select the most appropriate process to make a sculpture. to use a range of media to make a sculpture. to make relief and free standing sculptures. to explore and independently select relevant processes to create a sculpture. to use subtraction and reduction when making and carving a sculpture. to explore how line, form, structure, material and scale are all considered when making architecture. to make an architectural model using the 'design through making technique'; using a sketchbook to help develop imagination. provide evaluations of their own and professionals' work.</p> <p>to photograph or make a short video of sculptures and</p>
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								<p>architectural models, considering light, composition and positioning.</p> <p><i>to describe, interpret and explain the work and ideas of some significant artists (Henry Moore, Barbara Hepworth, Antony Gormely, Sean Henry).</i></p> <p>to explore a range of architecture including aspirational and eco architecture.</p>
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C o l l a g e / t e x t i l e s	<p>CHILDREN WILL BE TAUGHT:</p> <ul style="list-style-type: none"> to cut shapes and use them to make a piece of artwork. to use one-handed tools and equipment, e.g. making snips in paper with child scissors. to use line and shape to make art. to join materials together using PVA glue, glue sticks and gummed paper. to think about the size and shape of paper and materials when making art. to talk about their work. <p><i>explore and make artwork in the style of Kandinsky.</i></p>	<p>CHILDREN WILL BE TAUGHT:</p> <ul style="list-style-type: none"> to use a range of small tools, including scissors, paint. to use a range of materials to make artwork with a purpose in mind. to know which glue and tape they could use to join materials. to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function when creating collages. to share their creations explaining the process they have used. <p><i>to explore and make artwork in the style of Henri Matisse.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to tear and cut to make a range of shapes to use in artwork. to select and collect materials and collage to make artwork. to learn about textures by exploring and experimenting with fabric and materials. to assemble and glue materials to make artwork. to experiment weaving a range of materials (paper, cloth and wool). to use a sketchbook to practise and record ideas. to discuss the key features of their own and others' work, including artists (Katrina Sanchez Standfield), illustrators and craftspeople. 	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to develop cutting, tearing and assembling techniques. to use scissors with precision. to collect, select and use collage materials based on colour and texture. to describe how choices made match ideas. to experiment with folding, crumpling, tearing, to try different arrangements of materials including overlapping. to develop knowledge of adhesives for joining paper and other materials. to experiment using adhesives to decide the most effective adhesive to use for a piece of artwork. <p><i>to know about the creative work of a fashion designer (Laura Ashley).</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to record observations and ideas; in sketchbooks and on different scales of paper. to use sketchbooks to record research, plan and shape ideas. to use a range of wet and dry media when making collages. to select a chosen media for adding detail to a collage. to make textured paper to use in a collage. to experiment with a variety of tools when creating and sharing ideas. to choose suitable ways of working when producing larger pieces of artwork. to create initial sketches for collaging. to experiment with mark making using a variety of tools. to select and use a variety of brushes to add detail to a collage. to reflect upon what you like and display about the artwork. to reflect upon a mixed media piece of artwork and explain how improvements could be made. 	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to know that mosaics are a form of collage. to know about different types of mosaics and use research to inform ideas. to be proficient in handling materials and tools to make a piece of artwork. to select and use a suitable adhesive when making a collage. to select and use a media to make a mosaic collage. to explore and share ideas of mosaic collages. to experiment with collage techniques; including tearing, cutting, overlapping and layering to create a mosaic collage. <p><i>to understand the historical and cultural value of mosaics.</i></p> <p><i>to research, collect and record information, including historical information, in sketchbooks.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to know that a photo montage is a collage constructed from photographs. to use photographs from a range of sources(secondary sources) to make a photomontage. to actively cut complex shapes. to arrange and order materials to create a desired outcome and join images accurately. to confidently select and use suitable adhesives for creating a collage. to take inspiration from artists to develop, gather and share ideas and thoughts. to create sketchbook pages to record research and record observations. to use a sketchbook to review and revisit ideas. <p><i>to develop knowledge of collage artists and use their artwork to inform ideas and thoughts.</i></p> <p><i>to describe the work of well known artists.</i></p>	<p>CHILDREN WILL BE TAUGHT TO</p> <ul style="list-style-type: none"> to know that a photographic collage is a collage constructed from photographs. to select resources and equipment needed to complete a piece of artwork. to show, explain and reflect on how work has been improved. to explain how their work is similar/ different to the work of artists. to use digital media to make a photographic collage (photo collage). to look at <i>original works of art</i> and use them to inform their own creative thinking. to share and document developing ideas and use this information to inform ideas and work. <p><i>to develop knowledge of photomontage artists and use ideas to inform future work.</i></p>
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