

<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> •produce creative work, exploring their ideas and recording their experiences •become proficient in drawing, painting, sculpture and other art, craft and design techniques •evaluate and analyse creative works using the language of art, craft and design •know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>Key Stage 1 - Pupils should be taught to:</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>Key Stage 2 - Pupils should be taught to:</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> <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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Year Group	Autumn Knowledge/ Skills	Spring Knowledge/ Skills	Summer Knowledge/ Skills
<p>Reception ELG</p>	<ul style="list-style-type: none"> • Children safely use and explore a range of materials, tools and techniques experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 		
<p>Year 1</p>	<p>Drawing – Self Portraits (A1) Create a self-portrait</p> <p>Knowledge : -Name primary colours and know that colours can be mixed to create other colours. -Lines can be drawn in a number of different ways. -Self-portraits are a drawing or painting of the artist themselves. -Van Gough is a famous artist who drew self-potrraits.</p> <p>Skills: - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Begin to explore the use of line, shape and colour. -Record and explore ideas from first hand observation,</p>	<p>TEXTILES (S1) Work in small groups to design and make an outfit for a character.</p> <p>Knowledge: -Using textiles for art is one of the oldest forms of art. -Materials can be combined using glue, staples & stitching.</p> <p>Skills: -Use a range of materials creatively to design and make products. -Create and use a wide range of patterns and colours for effect and purpose. -Explore different ways of combining materials together.</p>	<p>PRINT (S2) Create their own print and patterns using leaves in the style of William Morris.</p> <p>Knowledge: -William Morris is a textile designer. -He often used repeating patterns in his work.</p> <p>Skills: -Press, roll, rub and stamp to make prints. -Create a repeated pattern.</p>

	<p>experience and imagination. -Ask questions about a piece of art.</p>		
<p>These skills will be taught in each unit of Year 1: -Show an interest in art work and artists, giving my opinion. -Develop own ideas from starting points and ideas. -Describe what they think about the work others.</p>			
Year 2	<p>Sculptures (A1) Plan, design and create a mini model from the natural world.</p> <p>Knowledge : -Sculptures can be made by shaping solid materials such as clay, wood, metal, stone, ice, or by putting materials together. -Tools can be used to create texture -The Lambanana's are famous sculptures in Liverpool.</p> <p>Skills: -Gather and sort the materials they will need. -Experiment with and combine materials and processes to design and make 3D form. - Identify what they might change in their current work or develop in their future work. -Record and explore ideas from first hand observation, experience and imagination. -Say how other artists have used colour, pattern and shape.</p>	<p>PAINTING (S2) Recreate 'The owl and the pussycat' painting by Peter Blake.</p> <p>Knowledge: - Peter Blake is a British artist. -The Owl and the Pussycat was painted in 1932. -Name the secondary colours.</p> <p>Skills: -Add white to colours to make tints and black to colours to make tones. -Mix paint to create all the secondary colours. -Mix and match colours, predict outcomes. -Focus on using colour and space for effect.</p>	<p>COLLAGE (S2) Use Lois Elhert's techniques to create their own picture of birds.</p> <p>Knowledge: -Show an understanding that collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. -Lois Elhert is an author and illustrator of children's books, most having to do with nature.</p> <p>Skills: -Mix materials to create texture. -Understand that different materials can be assembled to create image. -Cut and tear paper and card for their collages. Gather and sort the materials they will need. -Experiment with and combine materials and processes to design and make 3D form.</p>
<p>These skills will be taught in each unit of Year 2: -Compare and contrast work by different artists, giving opinions on colour, shape and technique. -Develop ideas from a stimulus. -When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") and suggest ways to improve their work.</p>			
Year 3	Collage (A1)	Drawing (S2)	Textiles (S1)

	<p>Design and create a stained glass window which is translucent.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Begin to understand that collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. - Stained glass is an art form in which colored glass is cut into shapes and placed into a mosaic to form a picture. -Religious buildings often have stained glass windows (visit St. Mary’s church for first hand observation). <p>Skills:</p> <ul style="list-style-type: none"> - Use coiling, overlapping, tessellation, mosaic and montage. -Choose a wide range of patterns and colours for effect and purpose. -Add onto their work to create texture and shape. -Use their sketch books to express feelings about a subject and to describe likes and dislikes. -Make notes in their sketch books about techniques used by artists. -Suggest improvements to their work by keeping notes in their sketch books. 	<p>Explore Tenniel’s use of black and white cartoon drawings and create their own in this style.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -John Tennial was an English illustrator who illustrated Alice in Wonderland. - He drew black and white cartoon images. <p>Skills:</p> <ul style="list-style-type: none"> -Experiment with different grades of pencils to show line, tone and texture. -Develop drawing skills using charcoal, pencils and sketching Chose appropriate techniques i.e. line, shape, colour and space. 	<p>Capture the beauty of a blossom. Design and create a flower using fabrics.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Dolce and Gabanna are designers who regularly use floral prints. <p>Skills:</p> <ul style="list-style-type: none"> -Experiment in colouring fabric. -Create visual texture. -Create patterns/motifs with repeated mark making. -Begin to use a range of stitching techniques.
<p>These skills will be taught in each unit of Year 3:</p> <ul style="list-style-type: none"> -To gather and review information, references and resources related to their ideas and intentions. - To take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) -To describe the work of some artists, craftspeople, architects and designers and techniques they have used. 			
<p>Year 4</p>	<p>Sculpture – Digestive System (A2) Create the digestive system using junk material.</p>	<p>Print (S2) Make prints of Egyptian hieroglyphics.</p>	<p>PAINT (S2) Look at famous water colour artists and</p>

	<p>Knowledge:</p> <ul style="list-style-type: none"> - Lew Sewell and Michelle Reader are both Junk Modelling artists. -Junk modelling allows the artist to recycle old items such as toilet roll holders & bottles. <p>Skills:</p> <ul style="list-style-type: none"> -Collect images and information independently in a sketchbook. -Experiment with different styles which artists have used. -Plan, create and evaluate a sculpture. - Replicate work to gain understanding and improve technique and control. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -Andy Warhol is a famous artist who used printing to create pop art. -Other famous artists using printing include Peter Blake (revisit from Y2) and Roy Lichtenstein. -Printing is <p>Skills:</p> <ul style="list-style-type: none"> -Create a print using pressing, rolling, rubbing and stamping. -Replicate patterns observed in natural or built environments. -Use a range of materials to create a print. -Use more than one colour on the same print. -Combine visual and tactile qualities. 	<p>create paintings of rivers.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Watercolour painting is an art form that creates artistic representations, usually on paper, using pigments that are water-soluble. Artists William Blake and J.M.W. Turner, both painted famous pieces of art work using water colour paints. <p>Skills:</p> <ul style="list-style-type: none"> -Conduct an in-depth analysis of a water colour painting. -Comment on the form, line, technique and other observations. -Successfully use shading, tone and brushstrokes to create mood and feeling.
<p>These skills will be taught in each unit of Year 4:</p> <ul style="list-style-type: none"> - To apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) -To use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. -To reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. 			
<p>Year 5</p>	<p>Collage (A2) From photographs taken from local area, create a collage.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Collage takes on many forms. -Henri Matisse is a famous artist who created large paper collages and called his work 'painting with scissors'. <p>Skills:</p> <ul style="list-style-type: none"> -Use the techniques of folding, repeating and overlapping with a variety of different collage mediums -Review different collage techniques. 	<p>TEXTILES (S2) Design and create a weave similar to that created by Vikings.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - The weft is the term for the thread or yarn which is drawn through, inserted over-and-under, the lengthwise warp yarns that are held in tension on a frame or loom to create cloth. -Gunta Stolzl was a famous textile artist who used weaving to create art. <p>Skills:</p> <ul style="list-style-type: none"> - Weave with fabric and thread using appropriate 	<p>PAINTING (S2) Landscape art from all around the world.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Landscape paintings can depict a variety of settings, such as mountains, forests, rivers, and beaches. -To name some famous landscape artists and pieces of their work including Van Gough and Turner. <p>Skills:</p> <ul style="list-style-type: none"> -Create all the colours they need. - Combine colours, tones and tints to enhance

		<p>skill and technique. - Create and use a wide range of patterns and colours.</p>	<p>the mood of a piece. -Express their emotions accurately through their painting and sketches.</p>
<p>These skills will be taught in each unit of Year 5: -To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. -To confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. -To describe the processes they are using and how they hope to achieve high quality outcomes</p>			
<p>Year 6</p>	<p style="text-align: center;">Sculpture (A1)</p> <p>Knowledge: -Andy Goldsworthy is an artist who produces site-specific sculptures and land art. - He uses natural resources to make sculptures.</p> <p>Skills: -Use frameworks (such as wire or moulds) to provide stability and form. -Incorporate form, pattern and texture. -Use a wide variety of tools and refine skills. - systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. - independently develop a range of ideas which show curiosity, imagination and originality - provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work.</p>	<p style="text-align: center;">DRAWING (S2)</p> <p style="text-align: center;">Sketch an older member of their family from a photograph.</p> <p>Knowledge: -Name the medium used by sketch artists the effect they have. -Research the techniques used by sketch artists to create an image.</p> <p>Skills: -Demonstrate a wide variety of ways to make different marks with dry and wet media. -Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. -Look at the effect of light on a shape from different directions. - Introduce the concept of perspective. -Produce increasingly detailed preparatory sketches for painting and other work.</p>	<p style="text-align: center;">PRINTING (S2)</p> <p style="text-align: center;">Create detailed patterns from the Islamic golden age art.</p> <p>Knowledge: -Islamic artists often used a variety of intricate designs and patterns -One pattern commonly used by Islamic artists is called "arabesque."</p> <p>Skills: - Create an accurate pattern, showing fine detail using more than one colour. -Use a wide variety of tools and refine skills. -Use imagination and experience to influence work. -Combine prints taken from different objects to produce an end piece. -Use printing techniques such as relief works (Batik) and Tiedye.</p>
<p>These skills will be taught in each unit of Year 6: -To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. -To independently develop a range of ideas which show curiosity, imagination and originality. -To provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work.</p>			