

Art Curriculum

The aims of our Art curriculum at Wave are in line with the aims of the National Curriculum.

We value the practical education of our pupils, and want them to have the very best experience of art and design, generating ideas and taking inspiration from artists. We want them to experience making skills by drawing, painting, printing, photography, mixed media, craft techniques and sculpture using different formal elements. They need to have knowledge of artists' work and techniques and be able to critique their own work and that of others. We run a rolling programme of 3 half termly units a year, complementing our Design Technology curriculum. Pupils can build and develop their skills and learning throughout the year in the many opportunities teachers provide and can link to broader learning in AP. We have mixed year classes, so teach a Year A and B spiral curriculum model to ensure coverage and teachers adopt learning and outcomes around the needs of individual pupils.

		Autumn	Spring	Summer
KS1	Year A	Drawing: Make Your Mark	Painting and Mixed Media: Colour Splash	Sculpture and 3D: Paper Play
	Year B	Drawing: Tell a Story	Painting and Mixed Media: Life in Colour	Sculpture and 3D: Clay Houses
LKS2	Year A	Drawing: Growing Artists	Painting and Mixed Media: Prehistoric Paintings	Sculpture and 3D: Abstract Shape and Space
	Year B	Drawing: Power Prints	Painting and Mixed Media: Light and Dark	Sculpture and 3D: Mega Materials
UKS2	Year A	Drawing: I Need Space	Painting and Mixed Media: Portraits	Sculpture and 3D: Interactive Installations
	Year B	Drawing: Make my Voice Heard	Painting and Mixed Media: Artist Study	Sculpture and 3D: Making Memories

Composite: Big Ideas

- ♣ 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.

These ideas are revisited in our spiral curriculum model and the Golden Threads are central to our Art Curriculum in Primary.

In alternative provision, pupils join us for different amount of times, and at different stages. We therefore keep these BIG ideas at the forefront of our minds as we adapt planning sequences in terms of what it is that we are helping pupils to learn about Art. The following sequences lay out a pathway through, and spiral and revisit different drawing techniques so that pupils who are at different stages of their learning about Art from mainstream can be supported to progress. Further adaptations are made by teachers to support outcomes such as 'scribing evaluations' so that pupils can focus on evaluating Art rather than the cognitive load of writing where literacy is an identified barrier; supporting pupils with sensory issues in terms of working with clay so they can observe and direct instead etc.

Key Stage 1

Year A

Unit 1A: Drawing - Make Your Mark!

Line Drawing - How have artists used Lines to create amazing pictures, and how can I develop my own skills of drawing? What words can I use to talk about and evaluate my own work and that of others?

This sequence of learning helps pupils to do the following so that they increase their knowledge and skills in terms of drawing, as well as how to talk about the work of Artists.

Outcomes:

- ✓ Show knowledge of the language and literacy to describe lines.
- ✓ Show control when using string and chalk to draw lines.
- ✓ Experiment with a range of mark-making techniques, responding appropriately to music.
- ✓ Colour neatly and carefully, featuring a range of different media and colours.
- ✓ Apply a range of marks successfully to a drawing.
- ✓ Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

Learning Objectives	Learning Outcomes
To know how to create different types of lines.	<ul style="list-style-type: none"> • I can describe the lines in the work of an artist and in my own work • I can understand that there are different types of lines and can experiment with different resources to create them • I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist (Bridget Riley)
To explore line and mark-making to draw water	<ul style="list-style-type: none"> • Zaira Forman • I can use different materials and lines to make different types of marks, reflecting what I can hear in music. • I know that there are many different ways of drawing lines, and that they feel different to make, and that they look different • I can add plants and creatures to bring art to life • I can evaluate my art and the work of others using the language I have learnt
To draw with different media	<ul style="list-style-type: none"> • I can draw around a variety of shapes

	<ul style="list-style-type: none"> • I know that my shapes can overlap • I can experiment variety of different media in this piece • I can say which medium I prefer and why <p>This lesson looks at the work of the artists Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky.</p>
To develop an understanding of mark making	<ul style="list-style-type: none"> • I can experiment with different marks and use marks to show texture • I can understand the importance of looking carefully and closely when I am drawing • I can use one type of drawing tool in lots of different ways
To apply an understanding of drawing materials and mark-making to draw from observation	<ul style="list-style-type: none"> • I can look carefully at an object to identify shapes, lines and textures • I can control a pen/pencil to create different types of lines • I can use a range of drawing tools to create different marks • I can layer different materials to experiment creating effects

Unit 2A: Painting and Mixed Media - Colour Splash

What difference does colour make and how do we make different colours?

This sequence enables pupils to build on their skills of developing Mark making and drawing to learn about colour so that they can become more skilled in this technical area of Art, and increasingly evaluative.

Outcomes:

- ✓ Name the primary colours.
- ✓ Explore coloured materials to mix secondary colours.
- ✓ Mix primary colours to make secondary colours.
- ✓ Apply paint consistently to their printing materials to achieve a print.
- ✓ Use a range of colours when printing.
- ✓ Mix five different shades of a secondary colour.
- ✓ Decorate their hands using a variety of patterns.
- ✓ Mix secondary colours with confidence to paint a plate.
- ✓ Describe their finished plates.

Learning Objectives	Learning Outcomes
Investigate how to mix secondary colours.	<ul style="list-style-type: none"> • I can name the primary colours: red, yellow and blue • I can mix primary colours to make secondary colours • I can say which two primary colours are needed to mix each of the secondary colours
To apply knowledge of colour mixing when painting.	<ul style="list-style-type: none"> • I can use primary colours to paint • I can mix primary colours to make secondary colours • I can choose a suitable brush for the marks I want to make
To explore colour when printing.	<ul style="list-style-type: none"> • I can use a variety of colours in my printing. • I can create new colours by overlapping prints. • I can work carefully and accurately when making my patterns.
To experiment with paint mixing to make a range of secondary colours.	<ul style="list-style-type: none"> • I can mix two primary colours to make shades of a secondary colour. • I can mix at least five different shades of my chosen secondary colour. • I can use my five mixed colours to create patterns.

To apply their painting skills when working in the style of an artist.



- I can mix secondary colours
 - I can choose to paint with colours that look good next to each other
 - I can describe my plate and compare it to others
- Clarice Cliffe

Unit 3A: Sculpture and 3D - Paper Play

How have Artists used their imaginations and skills to create Sculpture? What does 3D mean in Art and what effects can this create?

In this final sequence of Year A Key Stage 1 Art, pupils will explore 3D Art and Sculpture, drawing on their increasing knowledge and fine motor skills. By building confidence, and supporting pupils to adapt their ideas, pupils will become increasingly competent experimental artists. They will use both their drawing skills and painting skills, drawing on previous learning as they develop confidence and competence. They will learn about Art in many other cultures through The Tree of Life as an inspiration.

Outcomes:

- ✓ Roll paper tubes and attach them to a base securely.
- ✓ Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
- ✓ Shape paper strips in a variety of ways to make 3D drawings.
- ✓ Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- ✓ Create a tree of life sculpture that includes several different techniques for shaping paper.
- ✓ Work successfully with others, sustaining effort over a time.
- ✓ Paint with good technique, ensuring good coverage
- ✓ Understand how ideas have been depicted in Art in different cultures
- ✓ Continue to develop language of evaluation, and reflection, to improve own performance.

Learning Objective	Learning Outcomes
To roll paper to make 3D structures.	<ul style="list-style-type: none"> • I can roll paper to make a cylinder • I can combine paper cylinders to make a sculpture • I can adapt my ideas as I work
To shape paper to make a 3D drawing.	<ul style="list-style-type: none"> • I can fold and roll paper to create 3D shapes • I can choose how to arrange the paper shapes to make a 3D drawing • I can overlap paper strips on my 3D drawing
To apply paper-shaping skills to make an imaginative sculpture	<ul style="list-style-type: none"> • I can plan a sculpture by drawing my ideas first • I can use at least three different techniques for shaping paper • I can add detail to my tree
To work collaboratively to plan and create a sculpture.	<ul style="list-style-type: none"> • I can work cooperatively • I can create different parts of a sculpture • I can secure parts of the sculpture together • I know that 3D sculpture can be created from a range of materials
To apply painting skills when working in 3D.	<ul style="list-style-type: none"> • I can use different tools to paint with • I can work as part of a collaborative project • I can paint onto 3D surfaces using appropriate methods



Year B

Unit 1B: Drawing - Tell a Story

Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.

Outcomes:

- ✓ Suggest ways to draw a word through marks.
- ✓ Use relevant language to describe how an object feels.
- ✓ Suggest ways to create different textures through drawn marks.
- ✓ Freely experiment with different tools, receiving encouragement when needed.
- ✓ Describe and then draw shapes that make up an object.
- ✓ Use good observational skills to add details to their drawing.
- ✓ Use an interesting range of marks that show an understanding of how to draw different textures.
- ✓ Make sketches, which may be of basic stick-like figures or may imply more shapes.
- ✓ Develop sketches into a character, with some support, adding details to enhance their character.
- ✓ Demonstrate an understanding of how drawing facial features in different ways conveys expressions.
- ✓ Recount a story and select key events to draw.
- ✓ Create scenes from their own imagination, with some support.

Learning Objective	Learning Outcomes
To develop a range of mark making techniques	<ul style="list-style-type: none">• I can experiment with charcoal to draw different marks• I can understand a word and explain how I can draw it• I can express the meaning of words using charcoal mark making techniques
To explore and experiment with mark-making to create textures	<ul style="list-style-type: none">• I can describe how an object feels• I can try out different drawing materials• I can experiment with making different marks to make textures
To develop observational drawing	<ul style="list-style-type: none">• I can recognise and describe shapes in an object to start a drawing• I can look carefully to add details• I can use mark-making techniques to add texture
To understand how to apply expressions to illustrate a character	<ul style="list-style-type: none">• I can show expression by drawing eyes, eyebrows and mouths in different ways.• I can make quick sketches of people.• I can sketch a new character, adding expressions, details and texture
To develop illustrations to tell a story	<ul style="list-style-type: none">• I can recount a familiar story and select key events• I can create and draw imaginary scenes for a storybook• I can use mark making to show different textures

Unit 2B: Painting and Mixed Media - Life in Colour

Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.

Outcomes:

- ✓ Name the primary and secondary colours.
 - ✓ Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
 - ✓ Describe the colours and textures they see.
 - ✓ Try different tools to recreate a texture and decide which tool works best.
 - ✓ Show they can identify different textures in a collaged artwork.
 - ✓ Apply their knowledge of colour mixing to match colours effectively.
 - ✓ Choose collage materials based on colour and texture.
 - ✓ Talk about their ideas for an overall collage.
 - ✓ Try different arrangements of materials, including overlapping shapes.
 - ✓ Give likes and dislikes about their work and others'.
 - ✓ Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

Learning Objectives	Learning Outcome
To develop knowledge of colour mixing	<ul style="list-style-type: none"> • I can name the primary and secondary colours • I can describe what happens when I mix two secondary colours • I can make choices about how to make colours lighter or darker
To know how texture can be created with paint	<ul style="list-style-type: none"> • I can describe colours and textures • I can choose painting tools to recreate a texture • I can mix a range of secondary colours
To use paint to explore texture and pattern	<ul style="list-style-type: none"> • I can explain the word 'collage' • I can choose materials and tools to make textures with paint • I can mix colours to match something I see
To compose a collage, choosing and arranging pupils for effect.	<ul style="list-style-type: none"> • I can choose collage materials based on colour and texture • I can describe how my choices match my ideas • I can try out different arrangements of materials, including overlapping
To evaluate artwork	<ul style="list-style-type: none"> • I can say what I like or don't like about artwork • I can talk about how I could improve my work • I can choose which materials and tools to use

Unit 3B: Sculpture and 3D - Clay Houses

Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.

Outcomes:

- ✓ Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- ✓ Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- ✓ Roll a smooth tile surface.
- ✓ Join clay shapes and make marks in the tile surface to create a pattern.

- ✓ Draw a house design and plan how to create the key features in clay.
- ✓ Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Learning Objectives	Learning Outcomes
To use my hands as a tool to shape clay	<ul style="list-style-type: none"> • I can flatten clay to make a smooth surface • I can shape clay using my hands • I can make different marks in clay by pressing into it • I can shape clay to make a model •
To shape a pinch pot and join clay shapes as decoration.	<ul style="list-style-type: none"> • I can use the pinching technique to shape a pot • I can use my fingers and thumbs to make the sides of the pot even • I can join clay to help decorate my pot
To use impressing and joining techniques to decorate a clay tile.	<ul style="list-style-type: none"> • I can describe my ideas about the work of artist Rachel Whiteread • I can roll a smooth clay tile • I can create a pattern by pressing into and joining pieces onto my tile
To use drawing to plan the features of a 3D model.	<ul style="list-style-type: none"> • I can draw a house that will be made into a clay tile • I can decide how to create features like a door, windows and the roof in clay • I can label my drawing accurately
To make a 3D clay tile from a drawn design.	<ul style="list-style-type: none"> • I can use my design to guide my clay work • I can use both pressing in and joining clay techniques on my tile • I can evaluate my finished tile and say how it reflects my design

Lower Key Stage 2

Building from Key Stage 1 for pupils who remain with us, and for new pupils joining us in Year 3 or 4, drawing on their knowledge of Art taught in mainstream, the units build skills and knowledge of three dimensions of Art- practical, theoretical and disciplinary knowledge of Art so that they progress as Artists. Teachers will adapt the curriculum below following assessment so that gaps in knowledge and skills from the Key Stage 1 curriculum can be filled, for example in terms of line drawing, or mixing colour, without narrowing the curriculum in terms of expectations.



Year A

Unit 1A: Drawing - Growing Artists

Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.

Outcomes:

- ✓ Know the difference between organic and geometric shapes.
- ✓ Use simple shapes to form the basis of a detailed drawing.
- ✓ Use shading to demonstrate a sense of light and dark in their work.
- ✓ Shade with a reasonable degree of accuracy and skill.
- ✓ Blend tones smoothly and follow the four shading rules.
- ✓ Collect a varied range of textures using frottage.
- ✓ Use tools competently, being willing to experiment.
- ✓ Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- ✓ Make considered cuts and tears to create their ideas.
- ✓ Understand how to apply tone, with some guidance about where to use it.
- ✓ Draw a framed selection of an image onto a large scale with some guidance.
- ✓ Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Learning Objective	Learning Outcome
To recognise how artists use shape in drawing	<ul style="list-style-type: none"> • I can recognise and draw simple shapes in objects • I can identify both organic and geometric shapes • I can use shapes to form the basis of my own drawing
To understand how to create tone in drawing by shading.	<ul style="list-style-type: none"> • I know that tone refers to the light and dark areas of an object or artwork • I can use the side of a pencil so that the lead is flat to the paper • I can shade in one direction, with no gaps and straight edges • I can blend from light to dark-to-dark light creating smooth tones
To understand how texture can be created and used to make art 	<ul style="list-style-type: none"> • I can create different textures on paper by using a rubbing technique • I can change the tool or colour that I use to change how my rubbing looks • I can apply the technique of another artist • I can tear and shape my rubbings to create a final piece <p>Max Ernst-Frottage</p>
To apply observational drawing skills to create detailed studies	<ul style="list-style-type: none"> • I can use simple shapes to sketch the form of an organic object • I can add detail using careful observation • I can add tone using shading skills
To explore composition and scale to create abstract drawings 	<ul style="list-style-type: none"> • I can select an interesting composition. • I can draw in a large scale. • I can experiment with drawing skills and tools. <p>Georgia O Keeffe</p>

Unit 2A: Painting and Mixed Media - Prehistoric Painting

This unit builds further on pupils' knowledge and skills of practical art from Key Stage 1 in terms of painting, starting to experiment further with tools and equipment and colour, as well as sketching and scale. Pupils learn about the purposes of early art. This learning will enable them to continue to practise and develop drawing and painting techniques.

Outcomes:

- ✓ Recognise the processes involved in creating prehistoric art.
- ✓ Explain approximately how many years ago prehistoric art was produced.
- ✓ Use simple shapes to build initial sketches.
- ✓ Create a large-scale copy of a small sketch.
- ✓ Use charcoal to recreate the style of cave artists.
- ✓ Demonstrate good understanding of colour mixing with natural pigments.
- ✓ Discuss the differences between prehistoric and modern paint.
- ✓ Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
- ✓ Successfully make positive and negative handprints in a range of colours.
- ✓ Apply their knowledge of colour mixing to make natural colours

Learning Objective	Learning Outcome
To apply an understanding of prehistoric man-made art	<ul style="list-style-type: none"> • I can identify features that prehistoric paintings have in common • I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate
To understand and use scale to enlarge drawings in a different medium	<ul style="list-style-type: none"> • I can identify key 2D shapes in an image • I can scale up a drawing by sketching the simple shapes first • I can successfully apply and blend charcoal to create form, tone and shape
To explore how natural products produce pigments to make different colours	<ul style="list-style-type: none"> • I can identify and collect coloured natural items to paint with • I can describe which natural items make the most successful colours and give reasons • I can create paints using all natural ingredients as prehistoric artists did
To select and apply a range of painting techniques	<ul style="list-style-type: none"> • I can mix paint to create a range of natural colours • I can experiment with techniques to create different textures • I can add fine detail using smaller brushes
To apply painting skills when creating a collaborative artwork	<ul style="list-style-type: none"> • I can work in a group to create a large piece of artwork • I can create designs using both positive and negative impressions of my hand • I can create natural colours using paint

Unit 3A: Sculpture and 3D – Abstract Shape and Space

Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.

Outcomes:

- ✓ Carry out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.
- ✓ Make a structure that holds its 3D shape.
- ✓ Explain in simple terms the difference between 2D

- ✓ and 3D art.
- ✓ Combine shapes together to make an interesting
- ✓ free-standing sculpture.
- ✓ Try out more than one way to create joins between shapes.
- ✓ Identify familiar 2D shapes in photographs.
- ✓ Identify shapes in the negative space between objects.
- ✓ Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
- ✓ Plan an abstract sculpture based on play equipment.
- ✓ Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).
- ✓ Choose appropriate methods for joining elements in their sculptures.
- ✓ Show that they have thought about how to improve their sculptures and made choices about what to add.
- ✓ Work cooperatively in pairs to add detail to their artwork.

Learning Objective	Learning Outcome
<ul style="list-style-type: none"> • To join 2D shapes to make 3D structures. 	<ul style="list-style-type: none"> • I can define 'sculpture' • I can try different ways to join card shapes • I can build a 3D structure that stands up on its own
<ul style="list-style-type: none"> • To join materials in different ways when working in 3D. 	<ul style="list-style-type: none"> • I can try out more than one way to join 3D shapes • I can work with a partner to make larger structures • I can problem solve if something I try doesn't work first time Anthony Cara
<ul style="list-style-type: none"> • To develop ideas for 3D artwork. 	<ul style="list-style-type: none"> • I can identify 2D shapes in photos of 3D objects • I can identify shapes in the background space between objects (negative space) • I can use drawings to plan a sculpture
<ul style="list-style-type: none"> • To apply knowledge of sculpture when working in 3D. 	<ul style="list-style-type: none"> • I can follow my sketchbook plan • I can make choices about how to join materials • I can adapt my ideas if things don't go to plan
<ul style="list-style-type: none"> • To evaluate and improve an artwork. 	<ul style="list-style-type: none"> • I can compare two sculptor's work • I can say what I like and what I could change about my sculpture • I can choose how to add texture and colour to the surfaces of my sculpture

Year B

Unit 1B: Drawing - Power Prints

Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.

Outcomes:

- ✓ Create several pencil tones when shading and create a simple 3D effect.
- ✓ Explore the effect of holding a pencil in different ways and applying different pressures.
- ✓ Use charcoal and rubber to show areas of light and dark in their drawings.

- ✓ Demonstrate an awareness of the relative size of the objects they draw.
- ✓ Use scissors with care and purpose to cut out images.
- ✓ Try out multiple arrangements of cut images to decide on their composition.
- ✓ Use different tools to create marks and patterns when scratching into a painted surface.
- ✓ Show some awareness of how to create contrast by including areas with more and less marks.
- ✓ Create an interesting, finished drawing based on their original composition, including detail such as contrast and pattern.
- ✓ Work co-operatively to create a joint artwork, experimenting with their methods.

Learning Objective	Learning Outcome
To draw using tone to create a 3D effect	<ul style="list-style-type: none"> • I can experiment with shading to create different tones • I can use contrasting tones to make a drawing look three-dimensional • I can explore more than one way of holding a pencil to create different effects
To explore proportion and tone when drawing	<ul style="list-style-type: none"> • I can explore charcoal as a drawing material • I can look for light and dark areas and recreate these using tone. • I can show how big one object is compared to another when I draw
To plan a composition for a mixed-media drawing	<ul style="list-style-type: none"> • I can use scissors with precision • I can make decisions about how to place drawn elements in my composition • I can create contrast by combining different shapes, sizes and textures
To use shading techniques to create pattern and contrast	<ul style="list-style-type: none"> • I can draw tone by 'hatching' parallel pencil lines • I can choose an interesting part of my composition to recreate • I can use a range of scratched marks to add contrast and patterns
To work collaboratively to develop drawings into prints	<ul style="list-style-type: none"> • I can work co-operatively with my group • I can experiment with printing techniques • I can include contrast and pattern in a print

Unit 2B: Painting and Mixed Media - Light and Dark

Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.

Outcomes:

- ✓ Share their ideas about a painting.
- ✓ Describe the difference between a tint and a shade.
- ✓ Mix tints and shades by adding black or white paint.
- ✓ Discuss their real-life experiences of how colours can appear different.
- ✓ Use tints and shades to paint an object in 3D.
- ✓ Try different arrangements of objects for a composition, explaining their decisions.
- ✓ Produce a clear sketch that reflects the arrangement of their objects.
- ✓ Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- ✓ Paint with care and control to make a still life with recognisable objects.

Learning Objective	Learning Outcome
To investigate different ways of applying paint To mix tints and shades of a colour	<ul style="list-style-type: none"> I can describe the differences between paintings using art vocabulary I can add different amounts of black paint to mix shades of a colour I can add different amounts of white paint to mix tints of a colour
To use tints and shades to give a three-dimensional effect when painting	<ul style="list-style-type: none"> I can describe the way colours change in different lights I can add black to make a colour darker and add white to make a colour lighter I can use just one original colour in my painting and only change it by adding black, white or water
To explore how paint can create very different effects	<ul style="list-style-type: none"> I can describe how I created a paint effect I can use a painting tool in a new way I can use tints and shades of colour to make my painted object appear 3D
To consider proportion and composition when planning a still-life painting	<ul style="list-style-type: none"> I can explain what composition means I can choose and arrange objects to create my own still-life composition I can select important detail to include in my composition sketch
To apply knowledge of colour mixing and painting techniques to create a finished piece	<ul style="list-style-type: none"> I can organise the equipment I will need to paint using my chosen technique I can show light and dark by using tints and shades of colour I can show what I have learned about techniques in the way I paint

Unit 3B: Sculpture and 3d - Mega Materials

Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.

Outcomes:

- ✓ Share their ideas about a painting.
- ✓ Describe the difference between a tint and a shade.
- ✓ Mix tints and shades by adding black or white paint.
- ✓ Discuss their real-life experiences of how colours can appear different.
- ✓ Use tints and shades to paint an object in 3D.
- ✓ Try different arrangements of objects for a composition, explaining their decisions.
- ✓ Produce a clear sketch that reflects the arrangement of their objects.
- ✓ Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- ✓ Paint with care and control to make a still life with recognisable objects.

Learning Objective	Learning Outcome
To develop ideas for 3D work through drawing and visualisation in 2D	<ul style="list-style-type: none"> I can use my whole arm to draw big shapes. I can use curved lines to suggest three dimensional shapes. I can name key features of Magdalene Odundo's artwork
To use more complex techniques to shape materials	<ul style="list-style-type: none"> I can draw a simple design for a three-dimensional piece I can use tools and my hands to carve, model and refine my sculpture I can work safely with the carving tools

To explore how shapes can be formed and joined in wire	<ul style="list-style-type: none"> • I can bend the wire to make shapes • I can join wire by twisting and looping it • I can add details using smaller pieces of wire • I can work safely with the tools and equipment I am using
To consider the effect of how sculpture is displayed	<ul style="list-style-type: none"> • I can make decisions about how to display my sculpture • I can compose photographs that present my shadow sculpture as a finished piece
To choose and join a variety of materials to make sculpture.	<ul style="list-style-type: none"> • I can try different ways of joining materials to make something three dimensional • I can explore combinations of colour and texture • I can decide how to display my sculpture

Upper Key Stage 2

Year A


Unit 1A: Drawing – I need Space

Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.

Outcomes:

- ✓ Understand and explain what retrofuturism is.
- ✓ Participate in discussions and offer ideas.
- ✓ Evaluate images using simple responses, sometimes using formal elements to extend ideas.
- ✓ Provide plausible suggestions for how a piece was created.
- ✓ Comfortably use different stimuli to draw from.
- ✓ Use past knowledge and experience to explore a range of drawing processes.
- ✓ Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.
- ✓ Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.
- ✓ Generate a clear composition idea for a final piece that shows how it will be drawn.
- ✓ Apply confident skills to make an effective collagraph print.
- ✓ Independently select tools and drawing techniques, with some guidance.
- ✓ Demonstrate growing independence, discussing ways to improve work.

Learning Objective	Learning Outcome
To explore the purpose and effect of imagery	<ul style="list-style-type: none"> • I can discuss the effect of an image. • I can discuss how popular culture can influence art and design • I can explain what retrofuturism means • I can evaluate different images using the formal elements
To understand and explore decision making in creative processes	<ul style="list-style-type: none"> • I can suggest how a piece of art is created • I can discuss the choices an artist has made

	<ul style="list-style-type: none"> • I can make decisions about tools and materials to try in my own work • I can use a range of processes to create a drawing
<p>To develop drawn ideas through printmaking.</p> 	<ul style="list-style-type: none"> • I can describe how I think an artwork was made • I can choose and combine materials based on their texture • I can create an effective printing plate that considers how I expect it to print <p>Tiers Albers</p>
<p>To test and develop ideas using sketchbooks</p>	<ul style="list-style-type: none"> • I can generate ideas about the future • I can record ideas through sketches and visual notes • I can develop ideas to form a composition for a final piece <p>For printing:</p> <ul style="list-style-type: none"> • I can apply printing ink evenly to cover the plate • I can apply even pressure when printing
<p>To apply an understanding of drawing processes to revisit and improve ideas.</p>	<ul style="list-style-type: none"> • I can select appropriate tools and materials • I can choose a drawing technique to produce my drawn ideas • I can evaluate my work to make improvement


Unit 2A: Painting and Mixed Media - Portraits

Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

Outcomes:

- ✓ Portrait drawing with words, varying the size, shape and placement of words to create interest.
- ✓ Try a variety of materials and compositions for the backgrounds of their drawings.
- ✓ Communicate to their partner what kind of photo portrait they want.
- ✓ Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- ✓ Create a successful print.
- ✓ Use some Art vocabulary to talk about and compare portraits.
- ✓ Identify key facts using a website as a reference.
- ✓ Explain their opinion of an artwork.
- ✓ Experiment with materials and techniques when adapting their photo portraits.
- ✓ Create a self-portrait that aims to represent something about them.
- ✓ Show they have considered the effect created by their choice of materials and composition in their final piece.
- ✓

Learning Objective	Learning Outcome
To explore how a drawing can be developed	<ul style="list-style-type: none"> • I can draw a portrait using the continuous line method • I can vary the size, shape and position of the words for interest • I can explore the way a background can change the effect of a drawing
To combine materials for effect	<ul style="list-style-type: none"> • I can explain what I want my photo composition to be • I can decide the best position for my line drawing when copying it onto the background

<p>To identify the features of self-portraits</p> 	<ul style="list-style-type: none"> • I can use art vocabulary to describe similarities and differences between portraits • I can justify my opinion when discussing the message behind a self-portrait
<p>To develop ideas towards an outcome by experimenting with materials and techniques</p>	<ul style="list-style-type: none"> • I can justify my opinion when discussing the message behind a self-portrait • I can give a definition of 'mixed media' • I can try out at least three different ideas when adapting my photograph
<p>To apply knowledge and skills to create a mixed-media self-portrait</p>	<ul style="list-style-type: none"> • I can describe the intention of my self-portrait • I can explain why my choice of medium matches my idea • I can use my chosen medium to create a self-portrait that represents an aspect of my identity

Unit 3A: Sculpture and 3D - Interactive Installations

Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.

Outcomes:

- ✓ Group images together, explaining their choices.
- ✓ Answer questions about a chosen installation thoughtfully and generate their own questions.
- ✓ Show that they understand what installation art means.
- ✓ Justify their opinions of installation artworks.
- ✓ Evaluate their box designs, considering how they might appear as full-sized spaces.
- ✓ Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.
- ✓ Create an installation plan, model or space.
- ✓ Describe their creations and the changes they made as they worked.
- ✓ Describe how their space conveys a particular message or theme.
- ✓ Make and explain their choices about material used, arrangement of items in the space and the overall display of the installation.
- ✓ Show they have considered options for how to display their installation best e.g. lighting effects.
- ✓ Present information about their installation clearly in the chosen format.
- ✓ Justify choices made, explaining how they improve the viewer experience or make it interactive

Learning Objectives	Learning Outcomes
<p>To identify and compare features of art installations.</p>	<ul style="list-style-type: none"> • I can give a definition for installation art • I can identify similarities and differences between art installations • I can analyse artworks and justify my ideas
<p>To investigate the effect of space and scale when creating 3D art</p>	<ul style="list-style-type: none"> • I can justify my opinions of installation artworks • I can work safely when creating my model installation space • I can create the effect of a large-scale space when photographing my box • I can suggest the effect on the viewer of being in my model installation space

To problem-solve when constructing 3D artworks	<ul style="list-style-type: none"> • I can adapt everyday objects and make them interesting for the viewer • I can make changes and try new ideas if something doesn't work first time • I can move my object around within a space and find the best way to display it
To plan an installation that communicates an idea	<ul style="list-style-type: none"> • I can choose a clear message for my installation • I can identify how my installation idea might make the viewer feel • I can describe how I have considered space, materials and arrangement in my installation
To apply their knowledge of installation art and develop ideas into a finished piece	<ul style="list-style-type: none"> • I can describe how installations can be interactive • I can show what I have learned about installation art in my final idea. • I can explain the choices I have made when displaying my installation art

Year B

Unit 1B: Drawing – Make my Voice Heard

On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.

Outcomes:

- ✓ Collect a good range of imagery, adding annotated notes and sketches.
- ✓ Make relevant comparisons between different styles of art.
- ✓ Use tools effectively to explore a range of effects.
- ✓ Respond to the meaning of a spirit animal through drawing.
- ✓ Generate symbols that reflect their likes and dislikes with little support.
- ✓ Create a tile that is full of pattern, symbols and colours that represents themselves.
- ✓ Discuss ideas to create light and dark through drawing techniques.
- ✓ Explain the term chiaroscuro.
- ✓ Apply chiaroscuro to create light and form through a tonal drawing.
- ✓ Understand the impact of using techniques for effect.
- ✓ Participate in a discussion that examines the similarities and differences between different styles of art.
- ✓ Form their own opinions about what art is, justifying their ideas.
- ✓ Identify a cause and decide what message they want to convey.
- ✓ Understand artist's choices to convey a message.
- ✓ Review sketchbook and creative work to develop a drawn image.
- ✓ Review and revisit ideas to develop their work.

Learning Objectives	Learning Outcomes
To explore expressive drawing techniques	<ul style="list-style-type: none"> • I can collect information to identify the key features of Maya art

	<ul style="list-style-type: none"> • I can explore mark-making using a range of handmade tools • I can make comparisons between different artworks
To consider how symbolism in art can convey meaning	<ul style="list-style-type: none"> • I can draw my Maya Spirit companion and consider its meaning • I can generate a range of symbols, patterns and colours that represent me • I can take inspiration from an artist's style
To apply understanding of the drawing technique chiaroscuro	<ul style="list-style-type: none"> • I can discuss the effect of light and dark on an object and consider how to draw it • I can explain the term Chiaroscuro and understand how it can be used for effect • I can create form by applying chiaroscuro to a tonal drawing
To evaluate the context and intention of street art	<ul style="list-style-type: none"> • I can discuss the similarities and differences between art styles • I can discuss ideas about 'what art is' or 'should be' and justify choices • I can identify something I feel strongly about and consider how to represent it through a drawing
To apply an understanding of impact and effect to create a powerful image	<ul style="list-style-type: none"> • I can analyse how an artist conveys a message • I can use my creative work to develop an idea applying drawing techniques for visual impact and effect • I can work independently, revisiting and reviewing my work to develop it

Unit 2B: Painting and Mixed Media - Artist Study

Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.

Outcomes:

- ✓ Understand a narrative and use descriptive language to tell a story.
- ✓ Suggest ideas for the meaning behind a picture.
- ✓ Identify different features within a painting and use the formal elements to describe it.
- ✓ Be creative and imaginative in finding their own meaning in a painting.
- ✓ Use their own art or personal experiences to justify their ideas.
- ✓ Read a picture well and see beyond the first glance, analysing and evaluating it successfully.
- ✓ Reflect on personal experiences to convey through their own piece of abstract art.
- ✓ Contribute to discussions to either the class, group or talk partner.
- ✓ Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.
- ✓ Select an appropriate artist.
- ✓ Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.
- ✓ Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.
- ✓ Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.

- ✓ Experiment and revisit ideas, drawing on creative experiences.
- ✓ Work in a sustained way to complete a piece, making evaluations at each stage.

Learning Objectives	Learning Outcomes
To understand how to analyse a famous painting	<ul style="list-style-type: none"> • I can understand that artists tell stories or show feelings in their artwork • I can interpret a picture and suggest its meaning • I can look closely at a picture and notice details, describing them using the formal elements
To understand how to find meaning in painting	<ul style="list-style-type: none"> • I can describe a picture using the formal elements • I can respond to a painting by making inferences and justifying my ideas using my own experiences • I can develop a narrative from the elements in a painting
To apply drama techniques to explore the meaning of a painting	<ul style="list-style-type: none"> • I can express how a piece of artwork makes me feel • I can compare events in a piece of artwork to current news and the 'Fundamental British Values' • I can use drama to demonstrate my understanding of the meaning of a piece of artwork
To apply interpretation skills to analyse and respond to an abstract painting	<ul style="list-style-type: none"> • I can discuss and describe the work of another artist • I can reflect on the feelings that a painting evokes • I can create an abstract piece using personal experiences that reflect how I felt
To understand how art can tell stories or portray messages	<ul style="list-style-type: none"> • I can analyse a painting to make suggestions about its meaning • I can consider how imagery can convey a message without words • I can develop my ideas to compose a thought-provoking piece of art
To develop starting points for creative outcomes	<ul style="list-style-type: none"> • I can select an artist who interests me because of their style, ideas or use of materials • I can use my sketchbook to collect information • I can develop my ideas to plan a final piece inspired by the chosen artist
To demonstrate an understanding of painting techniques to make personal choices.	<ul style="list-style-type: none"> • I can use sketchbook ideas to translate into a larger piece • I can select different materials and techniques based on my experiences • I can continue to explore new ideas and try things out • I can revisit and evaluate my piece to develop it further

Unit 3B: Sculpture and 3D - Making Memories

Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

Outcomes:

- ✓ Discuss the work of artists that appreciate different artistic styles.
- ✓ Create a sculpture to express themselves in a literal or symbolic way.
- ✓ Reflect verbally or in writing about creative decisions.
- ✓ Suggest ways to represent memories through imagery, shapes and colours.
- ✓ Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- ✓ Competently use scissors to cut shapes accurately.
- ✓ Talk about artists' work and explain what they might use in their own work.
- ✓ Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.
- ✓ Successfully translate plans to a 3D sculpture.
- ✓ Work mostly independently, experimenting and trying new things.
- ✓ Identify and make improvements to their work.
- ✓ Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- ✓ Competently reflect on successes and personal development.

Learning Objectives	Learning Outcomes
To analyse how art can explore the concept of self	<ul style="list-style-type: none"> • I can identify common themes within different artworks • I can consider how I can use art to express myself • I can reflect on my work and choices
To explore sculptural techniques	<ul style="list-style-type: none"> • I can generate a selection of memories from primary school • I can represent ideas within a composition of shapes • I can create a cardboard relief sculpture
To use creative experience to develop ideas and plan a sculpture	<ul style="list-style-type: none"> • I can discuss the approach of different artists and consider how this may influence my own work • I can use my sketchbook to test and develop ideas into a plan • I can explain what I need and how I will make my sculpture
To apply an understanding of materials and techniques to work in 3D	<ul style="list-style-type: none"> • I can use my plans to construct 3D forms. • I can combine materials and techniques to fit my ideas • I can work independently, experimenting with tools and materials
To problem solve, evaluate and refine artwork to achieve a chosen outcome	<ul style="list-style-type: none"> • I can identify areas of my work to refine • I can select appropriate tools and materials to improve my work • I can reflect on my work and personal development as an artist