

Potters Gate Primary & St Andrew's Infant Schools
Curriculum Subject Progression – Art

Art & Design	School Curriculum Intent	Autumn 1 What can we see?	Autumn 2 How can we explore colour?	Spring 1 Expression	Spring 2 how can we build worlds?	Summer 1 Inspired by nature	Summer 2 Imaginations
Year R	Knowledge What will children know at the end of this unit of work?	<i>As well as having the freedom to create through play, pupils also have weekly art sessions to develop knowledge and skills.</i> The difference between drawing from imagination and observation Wassily Kandinsky was an artist that shapes and lines can be used to create art that there are different drawing tools that artists are inspired by others (musicians)	<i>As well as having the freedom to create through play, pupils also have weekly art sessions to develop knowledge and skills.</i> -colour effects our emotions and how we see the world The difference between painting and printing that art inspired by nature That you can plan ideas before making that you can plan and design through making that creators often prototype	<i>As well as having the freedom to create through play, pupils also have weekly art sessions to develop knowledge and skills.</i> That art is a form of expression that you can be inspired by the work of others That there are many forms of expression That art can be expressive and abstract	<i>As well as having the freedom to create through play, pupils also have weekly art sessions to develop knowledge and skills.</i> That art can be 2D and 3D that you can mix your own colours that you can plan and design through making	<i>As well as having the freedom to create through play, pupils also have weekly art sessions to develop knowledge and skills.</i> That artists are inspired by nature That primary colours mix to create secondary colours That brushes and tools can be used in different ways the difference between printing and painting that there are a range of drawing tools Perspective-that something far away may seem smaller	<i>As well as having the freedom to create through play, pupils also have weekly art sessions to develop knowledge and skills.</i> That wool comes from sheep. That Farnham is a craft town. there used to be lots of sheep in Farnham and lots of cloth makers. That wool can be used to make thread and in our clothes That our clothes are made from woven fabric. That sewing and weaving is a craft
	Skills As an expert in this subject children will be able to ...	-learn to look closely and observe -notice shapes and forms in my environment --create a zig zag sketchbook and use it to record shapes I see -explore the properties of oil pastels and chalk -create rubbings using crayons and paper --use scissors to carefully cut out forms and shapes -tear paper to create shapes -use rubbings to explore composition -draw from imagination -draw from observation -identify shape and form in the work of artists identify different lines in art -talk about how art makes us feel -create lines and shapes and expressive marks in response to music	-use our senses to explore colour-taste, smell, sight, touch, sound -use my senses to explore the world around me Use string to create prints Fold paper to create symmetrical prints -use primary colours and explore and observe what happens when they mix use objects and rollers to explore pattern and print -to plan --use shapes and our fingers to print a final piece (Christmas card) -use pencils and pastels to add texture to prints -learn to plan through making -use junk to create an inventions -manipulate and join cardboard/sticks/pipe cleaners etc	-move in response to music -create expressive marks -explore different types of line -use our wrists/elbows/arm/shoulder to create small and large marks -work independently as well as collaboratively -create observational drawings in response to music -draw without taking my pen off the page -link my movements when drawing to music -create expressive movements in response to line/colour/form in art -how to expressively move different parts of my body -explore the qualities of different materials -draw a plan -combine materials to create a prototype	-create a background art using paint and other medias draw and paint small scale as well as large scale -plan and design through making-make worlds -manipulate plasticine -cut, fold and stick paper and card to create shapes -add white to paint to create lighter shade of yellow and orange -mix colours -create observational painting	-look closely at what I am drawing -look at what we draw -use pencils and pens to draw small scale -use brushes to paint washes -mix colours -use the side of the chalk and blend and smudge chalk -work onto pieces with pastels and pens to add details-using lines and shapes	-sew a running stitch -embellish stitches with beads -weave with paper
	Creativity & Cultural Development						
	Spiritual Development	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves
	Community & Courageous Advocacy					-sowing seeds for insects in our growing garden	
	Health & Wellbeing					-that spending time in nature is good for mental health	
	Aspiration						
	Vocabulary What key vocabulary will children know that is new?						

	School Values Friendship, Resilience. Justice, Trust		Our children understand that perseverance, is necessary to achieve the very best work of which they are capable.	Our children understand that perseverance, is necessary to achieve the very best work of which they are capable.	Our children understand that perseverance, is necessary to achieve the very best work of which they are capable.	Our children understand that perseverance, is necessary to achieve the very best work of which they are capable.	Our children understand that perseverance, is necessary to achieve the very best work of which they are capable.
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	<p>- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs</p> <p>- we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects</p> <p>- supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work</p> <p>- children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. 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Art & Design	School Curriculum Intent	Autumn 1 imagination	Autumn 2 observation	Spring 1 Printing	Spring 2 sculpting big and small	Summer 1 exploring watercolours	Summer 2 clay
Year 1	Knowledge What will children know at the end of this unit of work?	That I can draw from my imagination and from observation	<p>sketchbooks are used to record ideas. Art can be made in different mediums. That colours can be warm and cool tones.</p> <p>Children will know that Artists can be inspired by the natural world.</p>	That printing is different to painting or drawing. That artists are inspired by nature. That there are 3 primary colours- red, yellow, blue	That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration.	<p>That water colour paint has special characteristics.</p> <p>That we can use the elements of surprise and accident to help us create art.</p> <p>That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.</p>	<p>Tha Farnham is a craft town. That is has a history of Pottery.</p> <p>That artist can be inspired by their interests as well as by tales and stories.</p> <p>That sgraffito is a decorative way to draw onto clay.</p> <p>That different tools can be used to add texture to clay</p>
	Skills As an expert in this subject children will be able to ...	<p>Draw from the imagination in response to prompts</p> <p>Draw from observation-looking closely</p> <p>Use different pencils to draw</p> <p>Select the correct colours</p>	<p>Talking about the work of others and finding similarities and difference,</p> <p>Making observations, looking closely at what they are drawing, drawing in different scale, drawing with pens and pencils, trying out continuous line, smudge and blend with pastels</p>	<p>Talking about the work of others and finding similarities and difference. Use the side of a graphite stick/wax crayon to create rubbings. To cut and layout pieces to create a composition. Use a roller to spread ink for printing. Create and lift a relief print. Use plasticine to create printing stamps. Plan and create with these stamps.</p>	<p>Talking about the work of others and finding similarities and difference. Exploring colour and line in our sketchbook in response to an artist. Create observational drawings. Manipulate fabric and stick fabric. Working small scale and large scale. Use torches to explore lighting and photograph our own work.</p>	<p>Talking about the work of others and finding similarities and difference. Explore different way to hold and use a brush to create textures and lines with water colour. Use wax to create watercolour resist. Begin to mix primary colours to create secondary. Use pencils to work ontop of watercolour pieces- working from our imaginations.</p>	<p>-talk about and compare different artists</p> <p>-that clay can be used to create vessls</p> <p>-use my sketchbook to explore ideas</p> <p>-use art to explore my identity</p> <p>-use my sketchbook to plan</p> <p>-Use natural materials to add texture to clay</p> <p>-wedge, roll and cut clay</p> <p>-add a slip (acrylic paint)</p> <p>-scratch my design onto my tile (sgraffito)</p> <p>-reflect on and hare my work</p> <p>-talk about the work of my peers</p>
	Creativity & Cultural Development		Understanding that all people in all countries can create.	Understanding that all people in all countries can create	Looking at artists from around the world as well as artist with learning disabilities.	<i>Paint in response to music from around the world.</i> Exploration, Discovery- inspired by places from around the world.	Know that Farnham is a craft Town.
	Spiritual Development	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	<p>Finding the beauty and inspiration in nature. That we are part of a bigger world.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>The belief that nature had a spiritual quality was not only present in African art, but Korean art as well.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>take our time to explore materials and tools and connect hand, heart and head.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>Thinking about our world. Thinking about how music makes us feel and create expressive marks in response to the music/emotions.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>

	Community & Courageous Advocacy		looking at the art of our peers and being respectful and celebrating each other's work	looking at the art of our peers and being respectful and celebrating each other's work. Work collaboratively on a large piece.	Collaboration, responsibility to the planet. - reusing junk. Looking at the art around our school.		
	Health & Wellbeing		Mental health- looking at nature and mindful drawing	Spending time outside in nature and thinking about how it makes us feel.	Reflecting on our struggles and accomplishments	Explore the connection between art & music and being in a mindful space.	Creating art about myself
	Aspiration		I can be an artist	I can be a print maker	I can be a sculptor. I can be an architect.	I can be an animator	I can be a Potter.
	Vocabulary What key vocabulary will children know that is new?			Lines, marks, shapes, colours, texture, print, similar, different, rubbing, texture, pattern, oil pastels, observe, look, notice, draw, feel, composition, relief print, roll, push	Sculpture, Sculptor, Three Dimensions Respond Response Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Share, Discuss, shadows, light, photographer, scale, perspective	Line, geometric and organic shape, tone, colour, texture, animation, gravity, Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss	Flora, Fauna Line, Shape, Colour, Observe, Graphite, sketch Minibeast/Insect Sgraffito, scratch, Clay, slab, Present, Reflect, Share, Discuss
	School Values Friendship, Resilience, Justice, Trust	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Friendship – working in partner to create prints. Trust- trust others as we work on a collaborative piece. Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience – reflecting on things we have found challenging and creating our medals. Friendship-large collaborative sculpting. Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Trust ourselves – take creative risks in our expressive marks. Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their	children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their	children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their	That anyone has the right to create art. We look at practising artists who are at ActionSpace , a visual arts organisation that supports artists with learning disabilities. children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers	children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers	children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers

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Art & Design	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><u>Knowledge</u></p> <p>What will children know at the end of this unit of work?</p>	<p>That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</p> <p>That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.</p> <p>That we can use the things we find to draw from, using close observational looking.</p> <p>That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</p>	<p><u>Observational Drawing focus</u></p>	<p>That artists sometimes use loose, gestural brush marks to create expressive painting. That expressive painting can be representational or more abstract. That artists use impasto and sgraffito to give texture to the painting. That artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.</p>	<p>That architects design buildings and other structures which relate to our bodies and which enhance our environment.</p> <p>That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.</p> <p>That we can use drawing as a way to help us process and understand other people's work.</p> <p>That we can use digital tools such as drones and film to inspire us.</p> <p>That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.</p> <p>That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials.</p>	<p>When we make mono prints we use mark making to create one off prints.</p> <p>When we make mono prints we create an impression of a drawing.</p> <p>That we can generate playful narratives and inventions through drawing.</p> <p>That we understand that using a range of marks will generate different effects when creating mono prints.</p> <p>That we can create creative responses to different stimuli and make the work our own.</p>	<p>That patterns are made in fabric by weaving</p> <p>That Farnham is a craft town.</p> <p>That Farnham was once a great place for wool and cloth trade.</p> <p><i>That textiles and weaving is an important part of communities and cultures</i></p> <p><i>that colours can convey and symbolise meaning in different cultures</i></p>
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>	<p>-explore my local environment (school, home, etc) and collect things which catch my eye</p> <p>-explore composition by arranging the things that I have collected</p> <p>-take photographs of my artwork and I can think about focus and light</p> <p>-use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes</p> <p>-Use forward and backward sketching and use different grade pencils to show shadow</p> <p>-hold an object and I can make a drawing thinking about the way the object <i>feels</i></p> <p>-create continuous line drawings</p> <p>-combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings</p> <p>-work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p>		<p>- share my response to the work of other artists</p> <p>- use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p> <p>- recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.</p> <p>- use various home made tools to apply paint in abstract patterns. I can be inventive</p> <p>- make a loose drawing from a still life.</p> <p>- see colours and shapes in the still life.</p> <p>- use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.</p> <p>- take a photograph of my final piece, thinking about focus and lighting.</p>	<p>-share how architecture makes me feel, what I like and what I think is interesting</p> <p>-use my sketchbook to explore line and shape</p> <p>-Make a drawing in one continuous line.</p> <p>-Make a drawing using only straight lines.</p> <p>-Make a drawing using different line weights.</p> <p>-Make a drawing using charcoal, pen, ink and nib etc</p> <p>-use my own imagination when thinking about architecture I might design</p> <p>-make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks</p> <p>-explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model</p> <p>-use digital media to document my work, including taking photographs and short videos</p>	<p>- share my response to the work of other artists</p> <p>- make drawings using photos from films as my source material</p> <p>- look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen</p> <p>- look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size</p> <p>- think carefully about which marks I will include in my drawing</p> <p>-experiment with marks and think about how they help make my drawings interesting</p> <p>- slow down my looking and mark making and work for 5 to 15 minutes on a drawing</p> <p>- explore a theme and make mono prints using my imagination to make my drawings personal</p> <p>-explore the difference between Styrofoam relief printing and collagraph</p>	<p>-share my response to the work of other artists -</p> <p><i>-basic weave with paper</i></p> <p>-more complex weaving patterns with paper</p> <p>-mix colours</p> <p>-create different marks and patterns</p> <p>-weave on a paper plate loom and embellish my weaving</p> <p>-collaborate on a large loom weave</p>

	Creativity & Cultural Development	Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing		After looking at the expressive landscapes by Van Gogh and Cezanne, we are inspired by our local landscape (United Kingdom)	Explore places around the world with Google maps	Look at symbolism and create our own symbols relating to ourselves	Explore woven fabrics and woven mats in other cultures Create a whole class woven reflection area mat <i>understand they are part of a craft town.</i>
	Spiritual Development	To make connections with nature and see the glory of the world around me We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves		To develop expressiveness in response to the world around us We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	design a place that would be special to us and where we would like to be – look at some religious building on google Earth We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	Explore weave in other cultures and religions Link emotions to colours create a ‘reflection area’ mat Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves
	Community & Courageous Advocacy	Explore the school grounds and why they are an important part of our school community			Think about and look at places within our community and talk about places that are important to me	Peer discussion. Collaboration	<i>Create a ‘reflection mat’ for others. Understand that weaving is important tin many communities</i>
	Health & Wellbeing	Spend time using my senses to explore the world and know that spending time in nature is good for my mental health			To find joy in making		Creating a mat for reflection time
	Aspiration			I can be a painter	I can be an architect	I can be a print maker	I can be a textiles artist
	Vocabulary What key vocabulary will children know that is new?	Explore, Collect, Re See, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback		Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, relief printing, collagraph Colour Mixing, Secondary Colours:	weft, weave, loom, pattern, Mark Making, Line Weight, Speed, Line, Shape, Colour, Form, Texture, Balance, Present, Share, Reflect, Discuss, Respond, Listen, Feedback,
	School Values Friendship, Resilience, Justice, Trust	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance

		and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> - children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. 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Art & Design	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 3	Knowledge What will children know at the end of this unit of work?	<p>That when we draw we can use gestural marks to make work.</p> <p>That when we draw we can use the expressive marks we make to create a sense of drama.</p> <p>That when we draw we can move around.</p> <p>That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama</p>	<p>That we can be inspired by key artworks and make our own work in creative response.</p> <p>That we can use shape and colour as a way to simplify elements of the world.</p> <p>That shapes have both a positive and negative element.</p> <p>That we can arrange shapes to create exciting compositions.</p> <p>That we can build up imagery through layering shapes.</p> <p>That we can use collage to inspire prints.</p>	<p>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</p> <p>That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</p> <p>That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p>	<p>That artists can combine art and craft using painting and sewing together to make art.</p> <p>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</p> <p>That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p>	<p>That artists can make animations by creating drawings which move in a sequence.</p> <p>That we can use all our mark making skills and imagination to make our drawings visually engaging.</p> <p>That we can use our moving drawings to share narratives.</p>	<p>That we can use the world around us as “ingredients” with which to make art.</p> <p>That we can manipulate the world around us, transforming it into art.</p> <p>That Farnham is a craft town.</p> <p>That Farnham was once a great place for clay and pottery</p>
	Skills As an expert in this subject children will be able to ...	<p>- draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>-talk about artists marks, and how I feel about their work</p> <p>-experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal.</p> <p>- work on larger sheets of paper, and I can make loose, gestural sketches using my body</p> <p>- use Chiaroscuro in my work</p> <p>- use light and dark tonal values in my work, to create a sense of drama</p> <p>- used my body as a drawing tool to make drawings inspired by movement</p> <p>-take photographs of my work, thinking about focus, lighting, and composition</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- explore an artwork through looking, talking and drawing</p> <p>- look closely, working in my sketchbook making drawings and notes using pencils and pens</p> <p>-mix colours to create tone, tints and hues.</p> <p>- cut shapes directly into paper, using scissors, inspired by the artwork.</p> <p>- collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork</p> <p>- add to my collage, using line, colour and shape made by stencils</p> <p>- explore negative and positive shapes.</p> <p><i>-lift a basic screen print</i></p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>-explore the work of others using my sketchbook</p> <p>- se my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p> <p>-explore colour pallet planning</p> <p>- make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p> <p>-take risks when drawing people from life</p> <p>- take photographs of my work thinking about focus, background and lighting.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>-use my sketchbook to respond to the work of artists combine media and use them in unusual ways to make art.</p> <p>- make visual notes capturing ideas that interest me</p> <p>-use pens/pencils/graphite to create different marks</p> <p>- use my sketchbook to test ideas and explore colour and mark making.</p> <p>-use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>-use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel.</p> <p>- use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.</p> <p>- use observational skills to look at source material to inspire my character and make drawings.</p> <p>-make moving parts with wire and split pins</p> <p>- use my imagination to think about how my character might move.</p> <p>- create a background for my character.</p> <p><i>-film my animation</i></p>	<p>draw from observation, thinking about colour and shape</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- use my sketchbook to collect ideas.</p> <p>- make visual notes about how artist's work</p> <p>- use my sketchbook to try out ideas and experiment.</p> <p>- explored how artists make art in response to the natural world</p> <p>- reflect upon artists work, share my response and listen to the response of my classmates.</p> <p>- explore how materials can be transformed through my actions.</p> <p>-collect natural pigments</p> <p>-use cyanotype to explore form and shape</p> <p>-use screen printing to explore composition and negative space</p> <p>-wedge, roll, cut, score and slip clay to create a vessel for flower</p>
	Creativity & Cultural Development	<p>Know that creativity has been part communities for a long time (cave art)</p>	<p><i>Explore the work of</i> African American artist Romare Bearden who was influence by Matisse</p>	<p>Explore the work of other artists and writers</p>	<p>Understand that embroidery is an important part of some communities</p>	<p>Be inspired by the work of other animators</p>	<p>Be inspired by the work of local artists and other artists around the world.</p>
	Spiritual Development	<p>Think about art as storytelling and tell my story</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the</p>	<p>Look at art images inspired by biblical stories</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the</p>	<p>reflect on my own life and take creative risks</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with</p>	<p>find inspiration in nature as I create.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>appreciate the little things- look closely at animals and insects in our world.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>	<p>find joy in nature and the world</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves</p>

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	Community & Courageous Advocacy	Learn about our creative craft town of Farnham-I am part of this community	Peer discussion	Responsibility to the planet, collaboration, peer discussion. -celebrate the work of others in my class	celebrate the work of others in my class explore artists who work with communities	tell a story which encourages others to look after the planet	Create art for a purpose- make people think about the environment Look at the art we have created as a school community <i>Understand that we are part of a craft town with many local artists.</i>
	Health & Wellbeing	Moving my whole body in expressive ways-links to dance		Take creative risks and reflect on when I persevere in my life			Being outside in nature is good for our minds. That you can create in response to places you've been or want to go to.
	Aspiration		I can be an artists	I can be an illustrator		I can be an animator	I can be a potter. My art can make people think about important issues
	Vocabulary What key vocabulary will children know that is new?	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape, Screenprint, screen, squeegee, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response , Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome	Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena,	Natural Pigments, cyanotype, screen print, shape and form, composition, negative space, wedge, roll, slip and score, Present, Share, Reflect, Respond, Feedback,
	School Values Friendship, Resilience, Justice, Trust	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Trust-working as a team to create a screen print Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Friendship-work with others to make a film Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Telling my story and understanding and embracing that everyone has a different story to tell - children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects	Understanding that storytelling through art is important in many faiths. - children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a

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Art & Design	School Curriculum Intent	Autumn 1 Storytelling through drawing	Autumn 2 Observational skills	Spring 1 Exploring still life	Spring 2 Exploring pattern	Summer 1 Sculpture, structure, inventiveness and determination	Summer 2 Architecture through print.
Year 4	<p><u>Knowledge</u></p> <p>What will children know at the end of this unit of work?</p>	<p>That we can tell stories through drawing.</p> <p>That we can use text within our drawings to add meaning.</p> <p>That we can sequence drawings to help viewers respond to our story.</p> <p>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p> <p>Artists: Laura Carlin, Shaun Tan</p>	<p><u>Observational Drawing focus</u></p>	<p>Know about contemporary and more traditional artists</p> <p>That when artists make work in response to static objects around them it is called still life.</p> <p>That still life has been a genre for many hundreds of years, and is it still relevant today.</p> <p>That when artists work with still life, they bring their own comments and meaning to the objects they portray.</p> <p>That we can make a still life creative response in many media: drawing, painting, collage, relief...</p> <p>That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p> <p>Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p>That the act of making drawings can be mindful.</p> <p>-that we use pattern in our life to make our worlds brighter</p> <p>That we can use line, shape and colour to create patterns.</p> <p>That we can use folding, cutting and collage to help us create pattern.</p> <p>That we can create repeated patterns to apply to a range of products or outcomes.</p> <p>Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont, William Morris</p>	<p>That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.</p> <p>That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.</p> <p>That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.</p> <p>That we can express our personality through the art we make.</p> <p>That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials.</p> <p>That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</p> <p>That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.</p> <p>Artists: Marcus Coates</p>	<p>-That Farnham is a craft town. That Farnham has a rich history of architecture.</p> <p>-That artist use perspective in their art</p> <p>-that drawing can help you prepare for printing</p> <p>-that etching is a form of printing</p>

		draw from observation, thinking about shape/light/shadow/textures/lines etc -use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc <i>-use cross hatching to create shadows</i> <i>explore different ways to use mediums to create effective marks and atmosphere in response to words and phrases</i> <i>-effectively use charcoal to tell a story erasing into charcoal to show light</i> work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. use line, shape, and colour using a variety of materials to test my ideas. think about how I might use composition, sequencing, mark making and some text in my drawings. create a finished piece which contains sequenced images to describe a narrative.	draw from observation, thinking about shape/light/shadow/textures/lines etc -use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc	draw from observation, thinking about shape/light/shadow/textures/lines etc -use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc - explore the 7 elements of art when looking at the work of others - relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. - generate lots of different types of patterns, some created by following rules - explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition -work by myself and collaboratively on a larger piece -cut and arrange shapes, thinking about composition and space -create a repeated pattern -use my repeated pattern to create a product (cup/sketchbook) -photograph my final product	draw from observation, thinking about shape/light/shadow/textures/lines etc -use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc -explore the 7 elements of art when looking at the work of others Use fine, jagged and erratic lines made with a hard pencil, and by holding the pencil lightly at the top -use an eraser to re-work onto sketches -use my wrist and fingers when drawing with a pencil to create controlled sketches -use my elbow and arm to create large, expressive sketches -use wax and watercolour to create wax resist -explore different marks and textures using ink, water and a variety of painting tools -manipulate a range of materials - feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing - use a variety of drawing materials to make experimental drawings based upon observation. -draw small and large construct with a variety of materials to make a sculpture. - see my personality in what I have made. -take photographs of my art work	-draw from observation, thinking about shape/light/shadow/textures/lines etc -use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc -explore the 7 elements of art when looking at the work of others use my sketchbook to record and reflect how the artist's work makes me feel. -Explore one point perspective whilst drawing -use black, white and grey to create tone, tint and shade. -draw on a larger scale -how to create an etching -how to use cross hatching and other marks to add to my etching plate -how to spread ink onto an etching plate -how to lift a print from an etching plate -how to add water colour to a print
Creativity & Cultural Development				Make sensory drawings-slow down and tune into the process and experience of art		Create perspective drawings and print inspired by religious buildings
Spiritual Development	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	Look at the beauty of religious building and architecture We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves
Community & Courageous Advocacy						Understand that I am part of a craft town.

	Health & Wellbeing						Think about how buildings make me feel- religious buildings. That art can be a mindful process.
	Aspiration	I can be an illustrator			I can be a designer		I can be a printmaker
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,		Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Explore, Discover, Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	Viewpoint, Relationship 2D 3D, clay, roll, flat, slip, score, carve, sculpt, join, repeat, architecture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. 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		individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.	match their own criteria is an important aspect of all lessons.		own criteria is an important aspect of all lessons.	necessarily match their own criteria is an important aspect of all lessons.	match their own criteria is an important aspect of all lessons.
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Art & Design	School Curriculum Intent	Autumn 1 Typography	Autumn 2 Printing	Spring 1 3D work-set design	Spring 2 mixed media	Summer 1 clay and sculpting	Summer 2 Fashion
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Year 5	Knowledge What will children know at the end of this unit of work?	<p>That when designers work with fonts and layout it is called Typography.</p> <p>That we can use the way words look to help us communicate ideas and emotions.</p> <p>That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p>	<p>That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</p> <p>That we can combine monotype with other disciplines such as painting and collage.</p> <p>That we can make art by expressing our own personal response to literature or film.</p>	<p>That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation).</p> <p>-That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.</p> <p>-That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.</p> <p>-That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</p>	<p>That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes.</p> <p>That artists often work outside so that all their senses can be used to inform the work.</p> <p>That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.</p> <p>We can share our artistic discoveries with, and be inspired by each other.</p> <p>We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.</p>	<p>That artists can be inspired by political and topical subjects</p> <p>That collage can be a starting point</p> <p>That art can be photos and collage</p> <p>That artists can be sculptors</p> <p>That artists are influenced and inspired by other cultures</p> <p>The cultural artefacts are sometimes kept in museums</p> <p>Look at British sculptors and sculptors around the world.</p>	<p>-That fashion has also been a way to make statements through history.</p> <p>-waste and pollution caused by fast fashion</p> <p>-That art can have a powerful message</p> <p>-That we can make sustainable choices through mending</p> <p>-that symbols carry meaning</p> <p>-that colours have meaning in other cultures</p> <p>-Batik is a "resist" process for making designs on fabric</p> <p>-that plants can create pigments</p>
	Skills As an expert in this subject children will be able to ...	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</p> <p>- drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</p> <p>- used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</p> <p>- make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</p> <p>-use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>tudy drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.</p> <p>- listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.</p> <p>- use my sketchbook to explore my ideas.</p> <p>- use my mark making skills to create exciting monotypes, combining the process with painting and collage</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>-create expressive marks with pencils and pens in response to words and phrases</p> <p>-use charcoal to capture light and dark tones</p> <p>- respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.</p> <p>- use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</p> <p>- take photographs or film of my artwork thinking about presentation, lighting, focus and composition.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work</p> <p>-explore the 7 elements of art when looking at the work of others</p> <p>- extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>- use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn’t work.</p> <p>- explore work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>-- use my sketchbook to collect, record and reflect my ideas and thoughts.</p> <p>- make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</p> <p>-drawing with straight lines and cross hatching to create shadows and using charcoal</p> <p>- explore how line, form, structure, material, and scale are all used to add texture</p> <p>- photograph my work considering lighting, focus and composition.</p> <p>-shape clay</p> <p>-use scoring and slip to join clay</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- share my own response to the work of fashion designers, articulating what I like or don’t like about their work.</p> <p>- use my sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>-use my sketchbook to explore my ideas and reflect on my thoughts</p> <p>- listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</p> <p>-use embroidery and creative stitching to mend</p> <p>-use wax to create a batik desig</p> <p>-use natural pigments to bundle dye</p> <p>-reflect on my work and ideas and create a statement/poem</p> <p>-present and photography my work in a fashion show</p>
	Creativity & Cultural Development		BLM-poetry	Visit local theatres			Explore Fashion of other cultures and communities. Understand how to be more sustainable in my fashion choices.
	Spiritual Development	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience	explore poetry about nature and community. We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking	reflect on my own life and take creative risks. We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well -	find beauty in the natural world. We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience	We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience	<p>explore self-identity through fashion design.</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of</p>

		awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves
	Community & Courageous Advocacy	Collaboration, Peer Discussion.	BLM-poetry Using poetry and print to use your voice for change-links to politics and history	Visit a local theatre to explore set design	Responsibility to the planet, Collaboration, Peer Discussion	Help other to understand that we are part of the animal kingdom	Look at the waste and pollutuion in fast fashion My art can make people think about important issues
	Health & Wellbeing				Spend time using my senses to explore the world and know that spending time in nature is good for my mental health	Responsibility to the planet, Collaboration, Peer Discussion.	Talk about waste and pollution in fashion industry. Understand that my art can make a difference and raise awareness of important issues.
	Aspiration		I can be a poet. I can be a printmaker	I can be a set designer.		I can be a sculptor	I can be a fashion designer
	Vocabulary What key vocabulary will children know that is new?	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, texture, shadow, cross hatching, clay, scratch, join, sculpt slip, glaze	Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Batik, bundle dye, pigments, natural dye, mend, sew, embroider. Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
	School Values Friendship, Resilience, Justice, Trust	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Justice- look at BLM poetry and speak about equality Friendship-working in pairs to create prints Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- explore risk taking in the creative process Friendship-design through making in pairs Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Justice-talk about sustainable fashion and collaborate on a project Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others
	British Values democracy, the rule of law, individual liberty, and mutual	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working	Rule of the law- vote for a poem to focus on – democratic vote - children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively.	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively.	Mutual respect- exploring religious architecture Have a class discussion, and a vote, about what they feel is important in terms of house design to make the world a better place. - children are allowed to take creative risks	Voting for the chosen area of focus. Mutual repect- Explore Fashion of other cultures and communities. Explore Ethnic Identity. - children are allowed to take creative risks and develop their own sense of

	respect and tolerance of those with different faiths and beliefs	collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.	consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.	We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.	We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.	and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.	creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work - children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of artwork which may not necessarily match their own criteria is an important aspect of all lessons.
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Art & Design	School Curriculum Intent	Autumn 1 sculpture	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 6	Knowledge What will children know at the end of this unit of work?	<p>That drawing and making have a close relationship.</p> <p>That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.</p> <p>That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.</p> <p>That we can use methods such as the grid method and looking at negative space to help us draw.</p> <p>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</p>	<p>That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</p> <p>That artists acting as activists often use print because it allows them to duplicate and distribute their message.</p> <p>That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</p> <p>That through art as activism we can come together.</p>	<p>That as humans we react emotionally to colour.</p> <p>That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.</p> <p>That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.</p> <p>That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.</p>	<p>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p>That people are the sum of lots of different experiences, and that through art we can explore our identity.</p> <p>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p> <p>That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>	<p>That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of an animal.</p> <p>That materials can be manipulated to make an armature skeleton.</p> <p>That artists can be inspired by the natural world</p> <p>That armature can be built to provide structure to sculptures and maquettes.</p>	<p>Project with local artist each year.</p> <p>Children know they are part of a craft town</p> <p>They learn to collaborate to create a community piece</p> <p>Children know that artists work in communities</p>
	Skills As an expert in this subject children will be able to ...	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>-use line, mark making, tonal values, colour, shape and composition to make my work interesting</p> <p>- use negative space and the grid method to help me see and draw and increase scale.</p> <p>- transform my drawing into a three-dimensional object.</p> <p>- photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- explore how I can find out what I care about, and find ways I might share my ideas with us</p> <p>- seen how my classmates may have different things they care about, or share things we care about, but they are all valid</p> <p>- create visuals and text which communicate my message</p> <p>- use line, shape and colour to make my artwork</p> <p>-make different shades, tints and tones</p> <p>-use contrasting colours effectively</p> <p>- use typography to make my messages stand out</p> <p>-create a stencil</p> <p>- combine different techniques such as print, collage and drawing</p> <p>-use screen printing to print a symbol</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc.</p> <p>- explor the work of installation artists who use colour, light and form to create immersive environments and imagine what it might be like to be in those environments.</p> <p>- respond to a creative challenge or stimulus, research the area, and make a creative response</p> <p>- create a 3d model or 2d artwork which shares my vision with others.</p> <p>- use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p>- take photos of my artwork, thinking about focus, lighting and composition.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>- use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>- work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p>	<p>draw from observation, thinking about shape/light/shadow/textures/lines etc</p> <p>-use sketching techniques such as continuous line/forward and backward sketching/blind drawing/drawing with each breath I take etc</p> <p>- explore the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p>- use my sketchbook to make visual notes to record and reflect.</p> <p>-experiment with how I can capture movement ad shape through sketching</p> <p><i>-design a clay animal</i></p> <p><i>-build an armature with newspaper and wire</i></p> <p><i>-use clay to sculpt and scratch and slip to join clay</i></p> <p>- see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</p> <p>- take photographs of my work, thinking about focus, light and composition.</p>	
	Creativity & Cultural Development	Create 3D art inspired by important people in history	look at symbols across cultures and religions			explore endangered animals	
	Spiritual Development	<p>What does it mean to belong?</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject.</p> <p>Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work.</p> <p>Our children understand that perseverance, is necessary to achieve</p>	<p>What do I care about?</p> <p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject.</p> <p>Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work.</p> <p>Our children understand that perseverance, is necessary to achieve the very best</p>	<p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art</p>	<p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art</p>	<p>We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of a given subject. Looking at the work of well - known artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art</p>	

		the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves	in all its forms allows the children to engage with the deeper, most spiritual part of themselves	in all its forms allows the children to engage with the deeper, most spiritual part of themselves	in all its forms allows the children to engage with the deeper, most spiritual part of themselves	
	Community & Courageous Advocacy	look at artist who has uncovered marginalised and silenced histories, figures, and cultural moments. What does it mean to belong?	Look at art within our school (screen print created with Sarah Pimenta) through art as activism we can come together				Know they are part of a craft town – working with a local artist
	Health & Wellbeing	why it is important to have expressive freedom					
	Aspiration	I can make change					
	Vocabulary What key vocabulary will children know that is new?	2D Drawing, 3D Object Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance	Activism, Voice, Message, Community, Poster, Zine, Screenprinting, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Sketchbook Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural Installation . Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	design, plan, armature, clay, sculpt, slip, score, join, slip, Design through Making, Expression, Personality, Character, texture Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	
	School Values Friendship, Resilience, Justice, Trust	Justice- look at important historic figures who sparked change Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	Resilience- Our children understand that perseverance, is necessary to achieve the very best work of which they are capable. Trust-Respect for the feelings of others combined with a need for constructive and honest criticism which will enhance the development of individual work is an area in which our children excel. Lessons encourage the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. This in turn prepares them for the wider world in which they will find themselves as they progress through life and encourages a respect for the opinions of others	
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Liberty and mutual respect- look at important historic figures who sparked change. How people of different faiths and beliefs have contributed to the cultural landscape of Britain. Democracy-vote for which of 3 historic figures we will explore - children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects	The children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs. - children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work	- children are allowed to take creative risks and develop their own sense of creativity, making individual choices regarding their artwork designs - we ensure that we are aware of, and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects - supports the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work	

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