INTENT/WHY?

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and printing
- evaluate and analyse creative works using the language of art, craft and design
- know about a range of great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Units & Key Vocabulary	**Basics of drawing Unit** **Key Vocab:** *Line, shape, marks, tone, natural materials*	**Sculpture Unit: Andy Goldsworthy** **Key Vocab:** *sculpture, Andy Goldsworthy, temporary art, natural forms/objects, join, balance, construct, layer.*	**Pop Art Unit: James Rosenquist** **Key Vocab:** *popular culture, pop art, complementary colours, blend, image, colour, colour wheel.*	**Collage Unit: Mosaic Making** **Key Vocab:** *Mosaic, tesserae, composition, effect, shade, tone*	**Drawing Unit: Gaudi architecture/design** **Key Vocab:** *Gaudi, architecture, shape, line, natural forms, tracing, drawing, review*	**Printing Unit: Elizabeth Catlett** **Key Vocab:** *Elizabeth Catlett, print making, portraiture, contours, lines, texture.*
Autumn Core Concepts and skills	Experiment with different lines and marks. Make pictures using lines and shapes. Use natural materials to make marks. Create tone when mark making.	Know and explain what sculpture is. Discuss the work of Anthony Goldsworthy. Plan how to balance and join natural objects. Discuss the concept of temporary art. Recognise and use natural objects in art.	Understand what pop art is. Discuss the work of Rosenquist. Exposure to colour wheel and "complementary colours" Arrange different images based on size, colour and tone. Blend different colours between my images using shading. Evaluate own artwork.	Use my knowledge of history to discuss the origins of mosaic. Understand and explain what mosaic is. To be able to use the term "tesserae". Create shapes and patterns out of small squares to compose a larger image. Use different shades of colours to create tone.	Explain and understand what architecture is. Discuss the work of Gaudí. To recognise the shapes and lines of natural objects. Add shapes and lines inspired by nature to adapt an existing building. Tracing and drawing skills to create a building design.	Discuss the ethos of the artist Elizabeth Catlett. How art can be used to send a message. Printmaking, portraiture and depiction of subject. Using different types of lines to create contours of the face and body. Create a print using sketched portrait.

					Review and revisit ideas and make changes.	
Spring Units & Key Vocabulary	**Colours and Painting unit: Georgia O'Keefe** ***Key Vocab:*** *Primary/secondary colours, cool/warm, Georgia O'Keefe, sketch, line, tone, colour, mixing*	**Printing Unit: Collographs** ***Key Vocab:*** *Collagraph, print, ink, roller, materials, tone, pattern, texture.*	**Sculpture Unit: Robert Sweeney** ***Key Vocab:*** *Paper sculpture, fold, twist, roll, form, 3 dimensional, manipulate, shadows.*	**Drawing Unit: Albrecht Dürer.** ***Key Vocab:*** *Texture, Albrecht Durer, shape, line, tone, texture*	**Drawing Unit: Scientific illustration Maria Sibylla Merian** ***Key Vocab:*** *Maria Sibylla Merian, scientific artwork, illustration, organism, accurate, sketch, tools.*	**Collage Unit: Sarah Eisenlohr** ***Key Vocab:*** *Sarah Eisenlohr, collage, composition, image, portrayal, seamless, images, messaging in art*
Spring Core Concepts and skills	Recognise primary and secondary colours. Mix primary colours to create secondary colours. Recognise "cool" and "warm" colours. Discuss artists' work - Georgia O'Keefe Sketch on an enlarged scale Paint inside sketched lines.	To know what a collagraph is. Benefits of printing. To understand and use the word "texture". Use a variety of materials to create a print and understand their effects. To test my collagraph to check it works. Effectively use ink and rollers to create a print	Origin of paper sculptures. Research the work of Robert Sweeney. Experiment with folding, twisting and rolling to make forms with paper. Make 3D shapes by manipulating paper. Manipulate paper to create shadows in my sculpture. Discuss challenges faced when creating this artwork.	Discuss the work of Albrecht Dürer. Analyse how and why a piece of art was made. Use shape, line and tone to depict texture in own drawing.	Discuss the work of Maria Sibylla Merian. To use my knowledge from science to create scientific artwork. Sketches to show how a living organism changes over time. Use of artwork to teach the viewer something. Choose and use tools to add accurate details.	How Sarah Eisenlohr uses art to explore issues in the world. Explore the role of the viewer in art. Find and use images that work together to tell a story. Accurately cut and stick to make a collage that appears seamless. Explain the message their collage is portraying.
Summer Units & Key Vocabulary	**Collage Unit: Paul Klee** ***Key Vocab:*** *collage, composition, Paul Klee, 2 dimensional, line*	**Painting Unit: Cubist art of Fernand Léger.** ***Key Vocab:*** *Cubism, Fernand Leger, geometric, shape, form, colour, impact, abstract art.*	**Printing unit: Hokusai** ***Key Vocab:*** *Hokusai, landscape, line, shape, polystyrene, print*	**Painting Unit: Monet Impressionism** ***Key Vocab:*** *impressionism, impressionist movement, tint, shade, brushstroke, angles, brush, effects*	**Sculpture Unit: Michelle Reader** ***Key Vocab:*** *Michelle Reader, recycled art, materials, joining, sculpture, movement*	**Painting Unit: Willen Kalf** ***Key Vocab:*** *texture, tone, Willen Kalf, still life, shadow, light, dark, perspective, layers, tone, colour,*

						composition, tint, shade
Summer Core Concepts and skills	Know and explain what collage is. Discuss the artist Paul Klee. Observe and describe shapes and patterns in a piece of art. Make a collage using shapes. Cut with accuracy and. Use places and images from memory to create art.	To discuss Cubist art Recognise shapes and colours and their effects in a piece of art. Understand and use the word "geometric". To be able to make paints lighter or darker by mixing. To be able to sketch and paint an abstract piece of art based on a place.	To discuss the work of Hokusai and how it was made. Explain what a landscape is. Make a drawing from simple lines. Transfer line drawing on polystyrene. To create a range of prints. To choose and discuss my most effective print.	To be able to explain what the impressionist movement was. To discuss the work of Claude Monet and how his work was different to other art in Europe at that time. Recognise and recreate tint and shade in artwork. Use different brushes and brushstrokes to create different effects.	Discuss the impact of the artist's work. Explain the relevance of using recycled materials for art. To explore how the human body looks and moves. To use recycled materials to recreate body parts. To be able to use different resources to join materials together. Discuss the challenges of creating art with recyclable materials.	Discuss the composition of Willen Kalf's work. Use art vocab to to describe a still life painting. Sketch objects that overlap each other. Create tints and shades of different colours to add shadow and detail. Add texture by using different brushstrokes. Create a painting by creating layers