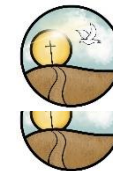


# Art

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## End of Year Expectations



	National Curriculum Objectives	Topic	Key Knowledge	Enrichment & Artists	Key Vocabulary	Standalone Lessons
Year 6	<ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>➤ About great artists, architects and designers in history</li> </ul>	<b>Photography</b>	<ul style="list-style-type: none"> <li>➤ Photomontage is a type of collage in which photographs are placed into a single composition.</li> <li>➤ The 'frame' in photography refers to the way you plan the composition to draw attention to something.</li> <li>➤ Contemporary artists are artists who are alive and currently making artwork.</li> <li>➤ An example of a photo taken with a macro lens.</li> </ul>	Hannah Hoch, Peter Kennard, Jerry Uelsmann, Edvard Munch	Composition, contrast, crop, digital, expression, lens, macro, photography, self portrait, technique, truism	Art & design skills
		<b>Make my voice heard</b>	<ul style="list-style-type: none"> <li>➤ Complementary colours are directly opposite each other on the colour wheel.</li> <li>➤ I can share using a pencil to create shadows, degrees of light and dark and a 3D effect.</li> <li>➤ Cubism ignores perspective and artists paint their subjects from lots of different angles.</li> </ul>	Kathe Kollwitz, Mark Wallinger, Pablo Picasso, David Shrigley	Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag	
		<b>Still life</b>	<ul style="list-style-type: none"> <li>➤ Font means the size, shape and style of lettering.</li> <li>➤ In a negative image, the dark areas are light and the light areas are dark.</li> </ul>	Jaromir Funks, Ben Nicholson, Paul Cezanne, Ibere Camargo	Cartoon/graphic, charcoal, colour wheel, composition, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes	
Year 5	<ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ To improve their mastery of art and design techniques,</li> </ul>	<b>Formal elements of Art: Architecture</b>	<ul style="list-style-type: none"> <li>➤ First hand drawings are drawn from life, not from pictures.</li> <li>➤ Second hand drawings are drawn from a photograph or a picture rather than the real object or place.</li> <li>➤ An architectural style refers to the features that make a building historically identifiable, such as</li> </ul>	Hundertwasser, Heather Galler	Abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, monoprint, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple	Art & design skills

	including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ➤ About great artists, architects and designers in history		the shape, materials used and methods of construction.			
		<b>Every picture tells a story</b>	➤ Speech bubbles show what a character is saying. ➤ To use my imagination, I need to remember experiences, stories and dreams so that I can make artwork that I can't see to copy from. ➤ Visual symbols are pictures, objects, colours etc. which are used to represent an idea.	Hermann Rorschach, Banksy, John Singer Sargent	Abstract art, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical	
		<b>Design for a purpose</b>	➤ Armour and chainmail were protective uniforms worn by knights. ➤ A coat of arms was a symbol that was worn over a knight's armour so that they could be identified from one another. ➤ Adverts try to persuade people to buy their products or services by showing the good things about them. ➤ A design that is fit for purpose means that it does the job that it was designed to do.	Morag Myerscough	Client, collaborative, consumable, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, USP	
Year 4	➤ To create sketch books to record their observations and use them to review and revisit ideas ➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<b>Art &amp; design skills</b>	➤ Horizontal lines run across, vertical lines run up and down. ➤ Perpendicular lines are at right angles to each other. ➤ Parallel lines are two lines that are always the same distance apart. ➤ Scoring is to make a crease on paper or card so it can be neatly folded.	Giorgio Morandi, Paul Cezanne, Barbara Hepworth, Luz Perez Ojeda	Lenticular prints, optical illusion, sequential order, thematic	Sculpture
		<b>Formal elements of Art</b>	➤ A compass can be used to draw circles and arcs. ➤ Symmetrical patterns look the same on either side of the centre. ➤ A printing block can be made from different materials such as wood or lino which can be carved to create a stamp. ➤ Mark making is the creation of different patterns, lines, textures and shapes.		2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture	

	<ul style="list-style-type: none"> <li>➤ About great artists, architects and designers in history</li> </ul>	<b>Every picture tells a story</b>	<ul style="list-style-type: none"> <li>➤ I can understand and recognise the story behind a painting.</li> <li>➤ I know that art can be created based on an emotion or to evoke a feeling.</li> </ul>	Fiona Rae, David Hockney, Paula Rego, Pieter Brueghel, Edward Hopper	Abstract, narrative, Pop Art, preparatory drawing, re-enact	
Year 3	<ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>➤ About great artists, architects and designers in history</li> </ul>	<b>Prehistoric art</b>	<ul style="list-style-type: none"> <li>➤ Charcoal is made from thin peeled willow twigs which are heated without oxygen.</li> <li>➤ Charcoal smudges easily. Fixing spray can be used to stop it smudging any further.</li> <li>➤ Large wild animals, such as bison, horses, aurochs and deer were important to prehistoric people.</li> <li>➤ The colours prehistoric people painted with were red, yellow, umber, black and white.</li> <li>➤ The process of making art in prehistory was to tell stories, record, and communicate.</li> </ul>	Lascaux caves (France), Maros-Pangkep caves (Indonesia), Kakadu (Australia)	Cave artists, charcoal, geometric shapes, Iron Age, line drawings, native, prehistoric, proportions, Stone Age, texture, tone	Art & design skills
		<b>Formal elements of Art</b>	<ul style="list-style-type: none"> <li>➤ I can bend, manipulate and join wire to create an object such as a fish.</li> <li>➤ I know that when shading I need to blend tones gradually.</li> <li>➤ I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'.</li> <li>➤ Man-made objects usually consist of straight lines. Natural objects are usually formed from wavy lines.</li> </ul>		3D form, facial features, guidelines, shading, sketching, template, tones	
		<b>Craft (Lessons 1-4), Art &amp; design skills (Lessons 2 &amp; 3)</b>	<ul style="list-style-type: none"> <li>➤ I know that tie dye means to make unusual patterns in fabric by tying the material into parts.</li> </ul>	Ann Roth	Interior designer, intersection points, loom card frame, mood board, personality, running stitch, synthetic materials, warp, wax resist, weave, weft	
Year 2	<ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make</li> </ul>	<b>Formal elements of Art</b>	<ul style="list-style-type: none"> <li>➤ Tone means the darkness or lightness of something.</li> <li>➤ Shading with varied tones makes objects look 3D.</li> </ul>	Max Ernst, Ed Ruscha	Tessellation, repeating pattern, overprinting, rubbing, frottage, 3D	Human form

	<p>products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>➤ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>➤ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		<p>➤ There are different grades of pencils, H for hard and B for black.</p>		<p>drawing, Dada, Surrealism, Pop Art</p>	
		<b>Sculpture and mixed media</b>	<p>➤ I know how to blend colours by mixing at least two colours together.</p> <p>➤ I know how to mix pastel colours by adding white to primary and secondary colours.</p> <p>➤ I know that when I mix two primary colours together, I will make secondary colours.</p> <p>➤ Facial features are the parts of a person's face, such as their nose, eyes and mouth.</p>	<p>Roy Lichtenstein, Leo Baxendale</p>	<p>Blend, cartoon, colour wash, comic, dot matrix, illustrator, Pop Art, sculpture</p>	
		<b>Art &amp; design skills</b>	<p>➤ I know a sketch is a light, fast drawing.</p> <p>➤ I know how to hold a paintbrush so that I have control when painting. I know that a repeating pattern is a pattern which continues over and over again.</p> <p>➤ I know that I can draw for fun, it doesn't always matter what my drawings look like as long as I enjoyed making them.</p>	<p>Clarice Cliff, Nancy McCroskey</p>	<p>Air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone</p>	
Year 1	<p>➤ To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>➤ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>➤ About the work of a range of artists, craft</p>	<b>Art &amp; design skills</b>	<p>➤ 2D shapes are flat, 3D shapes are solid.</p> <p>➤ I can make different shades of green by mixing different amounts of yellow and blue together.</p> <p>➤ A mirror image is a reflection of the image.</p> <p>➤ I can look at art and explain how it makes me feel.</p> <p>➤ A motif is a small design which can be repeated to make a pattern.</p>	<p>Louis Wain, Ilya Bolotowsky, Wassily Kandinsky, Renata Bernal</p>	<p>2D shapes, 3D shapes, abstract, contemporary, drawing media, narrative, printing, shade, Tudor style house</p>	Sculptures & collages
		<b>Formal elements of Art</b>	<p>➤ Cross hatched lines are overlapping parallel lines.</p> <p>➤ The primary colours are red, yellow and blue.</p> <p>➤ The secondary colours are orange, green and purple.</p> <p>➤ Working collaboratively means to work in a group on the same piece of Art.</p>	<p>David Hockney, Vija Celmins, Bridget Riley, Jasper Johns, Beatriz Bilhazes</p>	<p>Abstract, composition, photorealism, primary colours, secondary colours, optical illusions, Op Art, Pop Art, Modern Art, contemporary</p>	
		<b>Landscapes using</b>	<p>➤ I know the horizon line is where the sky meets the ground.</p>	<p>Peder Severin Kroyer, Joaquin Sorolla,</p>	<p>Figurative, horizon line, Impressionism, landscape, Post Impressionism,</p>	

	makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<b>different media</b>	<ul style="list-style-type: none"> <li>➤ I know I can make different tints by adding white to my colours to lighten them.</li> <li>➤ I can create various textures by using different materials to show how things feel when touched.</li> </ul>	Auguste Renoir, Vincent Van Gogh	representation, shading, tones	
EYFS	<p><i>Expressive Arts &amp; Design</i>  <b>ELG: Creating with Materials</b>            Children at the expected level of development will: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will: invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and –</p>	<b>Marvellous Me</b>	Mark making, colour mixing (informal), simple representations of self and every day life/objects, stick mobiles of family, cutting, joining, leaf men, potions outside, stick wands	Jean-Michel Basquiat (self-portraits)	Naming colours, dark, light, facial features, straight/wavy lines, circles, zigzags	
		<b>Let's Celebrate</b>	Exploring materials, pumpkin painting, Clay Diwa lamps, Rangoli patterns, firework pictures, paper chains, shadow puppets, chocolate bonfires, Christmas crafts - handprint calendars, tree stencil and button card, yarn wrapped curtain ring wreath, strawberry Santa hats, clay tree decorations	Yayoi Kusama (polka dot pumpkins)	Dots, moulding, cutting, sticking, printing, celebrating, seasons, change	
		<b>What a Wonderful World</b>	Paper techniques, folding, fan crimping, cutting, Chinese dragons & lanterns, Chinese calligraphy, quilling, rolling, making holes, lanterns, origami, Valentine's Day wire bead hearts	African Art, Indian Art, Aboriginal Art	Culture, community, folding, ink, brushstrokes	
		<b>Heroes &amp; Heroines</b>	Joining and fixing - glue, tape, string, staples, tabs, flaps, weaving police cars, building spaceships, role play, planet marbling, Mother's Day cards, daffodil observational painting, Vaisakhi kites, Easter – cards, nests, baskets & hats	Gerhard Richter, Erbu Turkish art (marbling)	Weaving (informal), collage, marbling, swirls, pattern, ribbon, fabric	
		<b>All Things Bright and Beautiful</b>	Transient Art, leaf rubbings, observational drawings, collage with natural materials, spiral wind catchers, watercolour butterflies, Islamic art for Eid, tessellation (informal), collaborative printing, abstract shapes (Joan Miró, Spanish Day)	Andy Goldsworthy, Joan Miró	Natural materials, stone, wood, collage, watercolour, blending, mixing, pattern, shape, printing, abstract	
		<b>Once Upon a Time...</b>	Stamping and printing (pattern), Father's Day – cards & decorating a garden stone	Gustav Klimt	Folding, decorating, stamping, printing, designing	

	when appropriate – try to move in time with music				
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