

Paint		Print	Digital	ART	Sculpture	Textiles	DrawingCollage
KS1			LKS2		UKS2		
What shapes can you see in a castle? COLLAGE Paul Klee - Castle and Sun			How does colour change the meaning of art? PAINT Compare Conflict and Peace		What will Banksy do next? PRINT Art linked to current social issues		
C O N F L I C T	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	
	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	Different methods and materials including: photocopied material, fabric, plastic, tissue, magazine and assortment of papers.	<ul style="list-style-type: none"> Use a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines. use watercolour paint to produce washes for backgrounds then add detail. Create mood using colour. 	Collect information, sketches and resources. Adapt and refine ideas as they progress. Give opinions on artworks using artistic language to support their point of view. Experimenting with different effects and textures: blocking in colour, washes, thickened paint etc.	<ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. 	Imaginatively extend ideas from a starting point. Collect information, sketches and resources and present. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses.	
Can nature be black and white? PAINTING Study of Henri Rousseau			How does art depict extreme natural events? COLLAGE ON PAINT		How is climate change represented through art? COLLAGE and TEXTILES		
P L A N E T E A R T H	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	
	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	Different methods and materials e.g. working on different sized paper using a variety of different paper.	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Select and arrange materials for a striking effect. 	Collect information, sketches and resources. Adapt and refine ideas as they progress. How to make and match colours to reflect nature. Experiment with a range of media to overlap and layer.	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. Choose from a range of stitching techniques. 	Combine previously learned techniques to create pieces using a range of media. To be expressive and analytical to adapt, extend and justify work.	
How do faces change over time? DRAWING			How would you commemorate Edward VI ? DRAWING		Will modern art become as well-known as traditional art? Tate Modern versus the National Gallery PAINT		
B R I T A I N	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	
	<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	Different methods and materials e.g. pencils, crayons, pastels, felt tips, charcoal and chalk.	<ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Make informed choices including media and paper to use. Explore the relationship between line and tone, pattern and shape and line and texture.	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. 	Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. A secure understanding of primary and secondary, warm and cold, complementary and contrasting colours and how these are used in paintings. Develop a personal style of painting, drawing upon ideas from other artists.	
Do sculptures of people need to look real? SCULPTURE & PAINTING			How would you use art to link humans to the sea? SCULPTURE		How do other cultures represent the human form? SCULPTURE		
H U M A N K I N D	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	
	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials for a sculpture. 	Use malleable materials e.g. clay and explore a range of techniques such as squashing, kneading, rolling, cutting, moulding and carving.	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. 	Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.	<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. 	Use the qualities of materials to enhance ideas and know which quality is involved in modelling, sculpting and construction. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	
How can we make patterns repeat? PRINTING How can you use four colours to create a masterpiece? DIGITAL - MONDRIAN/KANDINSKY			Is colour or shape more important in pattern making? DIGITAL Bridget Riley comparison with Islamic Geometric Art		Would symmetry make the perfect selfie? DIGITAL ART		
I N V E N T I O N S	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	
	<ul style="list-style-type: none"> Use objects to create prints (e.g. fruit, vegetables or sponges). How to use a simple computer programme to make art. 	Use repeating or overlapping shapes Press, roll, rub and stamp to make prints. Use the tools function to create different textures, lines, tones, colours and shapes.	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 	Use the tools function to create pictures (using various lines, tones, shapes). Add appropriate sound to enhance the piece.	<ul style="list-style-type: none"> use enhanced digital media by editing (including sound, video, animation, still images and installations). 	Develop and imaginatively extend ideas. Use a range of functions to enhance ideas.	
What foods give us the best colours? TEXTILES			How does Non-European art represent people's daily life? PRINT		What makes a skyline so striking? DRAWING		
	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	Children Know how to :	Skills to explore	

<p>C I V I L I S A T I O N S</p>	<ul style="list-style-type: none"> • Use dip dye techniques - (vegetables/brusho) to create a colour pallet • Blend dye to create new colours 	<p>Weaving to create a pattern. Join materials using glue and/or a stitch. Plaiting.</p>	<ul style="list-style-type: none"> • Use printing blocks to create layers of two or more colours . • Make precise repeating patterns. 	<p>Join materials to make printing blocks (e.g. from coiled string glued to a block)</p> <p>Study a range of multicultural artists</p>	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	<p>Collect information, sketches and resources and present ideas imaginatively in a sketch book. Comment on artworks with a fluent grasp of visual language. Demonstrate a wide variety of ways to make different marks with dry and wet media.</p>
--	---	--	---	--	---	---