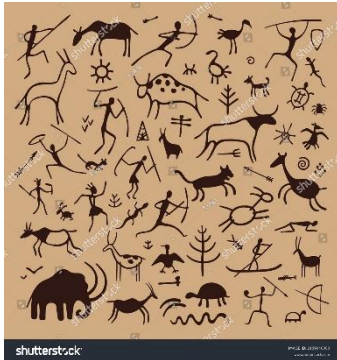
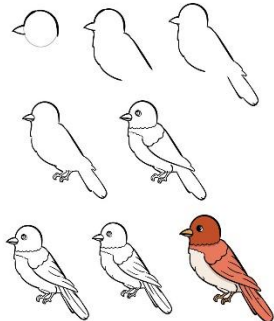
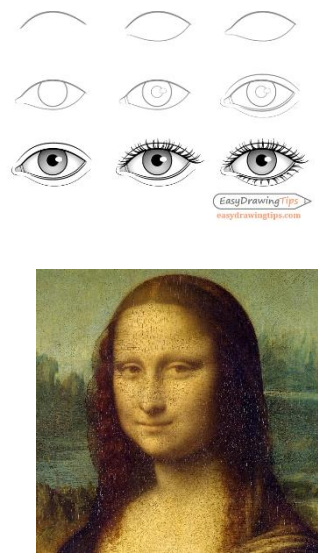


| Knowledge and Skills Map |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                          | Culture Capital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | British Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Endpoints                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Nursery                  | <b><u>Creating with Materials</u></b><br>Explore different materials and textures - bumpy<br>Know paper, cardboard, plastic.<br>Know that pencils include coloured, chalk, wax crayons and pens can make marks on a surface.<br>Begin to add more detail to their drawings.<br>Explore colour and know colour names, red, blue, yellow, black, white, green, orange.                                                                                                                                                                                                                                                                                          | <b><u>Creating with Materials</u></b><br>Explore different natural materials & textures & begin to develop own ideas about how to use them.<br>Know spikey, soft, hard<br>Know wood, stone, sand, water and soil.<br>Begin to join different materials with glue. Paper and cardboard and stick things to paper.<br>Create lines and circles – using different media.<br>Know what a circle is<br>Draw a head, identifying components of what they see such as eyes, hair, nose, ears, chin.<br>Draw around their hands and bodies, adding on features.<br>Use drawing to represent ideas<br>Explore printing of natural resources<br>Explore, talk about and sort colours.<br>Know colour name purple, pink, grey, | <b><u>Creating with Materials</u></b><br>Explore different materials & textures & begin to develop own ideas about how to use them.<br>Know rough and smooth.<br>Begin to join different materials – wool, string to paper<br>Begin to create closed shapes to represent objects circles, squares, rectangles and triangles<br>Use drawing to represent ideas<br>Begin to draw with increasing detail<br>Begin to show different emotions in drawings e.g. happiness/sadness<br>Begin to explore colour mixing: red and blue, yellow and blue, red and yellow.                                                                                                                                                                                                                   | <b><u>Creating with Materials</u></b><br>Explore different materials & textures & begin to develop own ideas about how to use them<br>Begin to use den making equipment.<br>Use terms, pole, longer, shorter<br>Begin to join different materials, clay.<br>Roll out a sausage shape.<br>Use terms thicker and thinner<br>Begin to create closed shapes to represent objects / animals<br>Use drawing to represent ideas<br>Begin to draw with increasing detail, spotty patterns, stripy patterns<br>Begin to show different emotions in drawings e.g. happiness/sadness<br>Begin to explore colour mixing, red and blue, yellow and blue, red and yellow.<br>Powder paint.  | <b><u>Creating with Materials</u></b><br>Use printing techniques to make shape patterns and pictures (potato printing and shape block printing)<br>Use drawing tools with care and increasing precision.<br>Begin to draw with increasing complexity and detail.<br>Create drawings based on feelings, real/imaginative experiences and stories.<br>Observe colour in nature and represent it in artwork; mix colours to match what they see.<br>Depict trees or flowers through modelling and combining materials.<br>Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces).<br>Exploring den making equipment. Use terms such as pull and twist. | <b><u>Creating with Materials</u></b><br>Use printing techniques (natural resources) with increasing independence to patterns and pictures, showing efficient fine motor skills.<br>Paint/draw using enclosed shapes to make representations and label/ talk about<br>Begin to make constructions and models with a purpose, deciding/planning what to make.<br>Exploring den making equipment with increasing independence<br>Use tools – rollers, scissors, rolling pins, clay tools - with increasing control to support model-making – sand sculpture.<br>Make a sandcastle and sculpt using wetter sand.<br>Trace their fingers in wet sand to make shapes.<br>Find, collect, arrange & stick material to make a pattern / picture<br>Begin to select colours to achieve desired effect |
| Endpoints                | <b>December: Creating with Materials:</b><br>I can experiment with blocks, colours and marks <ul style="list-style-type: none"> <li>• I can explore colour.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>March: Creating with Materials:</b> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>By end of Nursery: Creating with Materials:</b> <ul style="list-style-type: none"> <li>• I can explore colour and how colours can be changed.</li> <li>• I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>• I can show interest in and describe the texture of things.</li> <li>• I can use various construction materials.</li> <li>• I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• I can join construction pieces together to build and balance</li> </ul>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reception                | <b><u>Being Imaginative and Expressive</u></b><br>Take part in simple pretend play -<br>Begin to develop complex stories using small world equipment<br>Begin to develop storylines in their pretend play – including those linked to focus text<br>Begin to listen attentively, move to and talk about music, expressing their feelings and responses<br>Begin to explore and engage in music making and dance.<br>Copy pitch and tone when sung by an adult.<br>Sing in a group or on their own<br><br><b><u>Creating with Materials</u></b><br>Draw with increasing complexity and detail, such as representing a face with a circle and including details | <b><u>Being Imaginative and Expressive</u></b><br>Show different emotions in drawings and paintings<br>Begin to develop complex stories using small world equipment<br>Develop storylines in their pretend play – including those linked to focus text<br>Begin to listen attentively, move to and talk about music, expressing their feelings and responses<br>Sing in a group or on their own<br>Begin to explore and engage in music making and dance<br>Begin to perform to others e.g. linked rhymes, songs and dances<br>Take part in simple pretend play<br><br><b><u>Creating with Materials</u></b><br>Draw with increasing complexity and detail, such as features on an animal                           | <b><u>Being Imaginative and Expressive</u></b><br>Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Watch and talk about dance and performance art, expressing their feelings and responses.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Explore and engage in music making and dance.<br>Develop storylines in their pretend play.<br><br><b><u>Creating with Materials</u></b><br>Explore and use a variety of artistic effects to express their ideas and feelings (happy, sad, angry, anxious).<br>Create lines that consist of differing weights by changing the apparatus or pressure.                                                                                    | <b><u>Being Imaginative and Expressive</u></b><br>Listen attentively, move to and talk about music, expressing their feelings and responses<br>Watch and talk about dance and performance art, expressing their feelings and responses<br>Sing in a group or on their own, increasingly matching the pitch and following the melody<br>Explore and engage in music making and dance. Develop storylines in their pretend play<br><br><b><u>Creating with Materials</u></b><br>Explore a range of painting techniques using water - chalk & water and continue to use water colour paints<br>Explore and use a variety of artistic effects to express their ideas and feelings | <b><u>Being Imaginative and Expressive</u></b><br>Begin to invent, adapt and recount narratives with peers and teacher<br>Make use of props and materials when role playing characters in narratives and stories<br>Begin to listen attentively, move to and talk about music, expressing their feelings and responses<br>Sing a range of well-known nursery rhymes and songs<br>Explore and engage in music making and dance<br>Move in time to music<br>Perform songs, rhymes, poems and stories with others<br><br><b><u>Creating with Materials</u></b><br>Observe colours in nature and represent them in their artwork, mixing colours to                                                | <b><u>Being Imaginative and Expressive</u></b><br>Invent, adapt and recount narratives with peers and teacher.<br>Make use of props and materials when role playing characters in narratives and stories.<br>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.<br>Sing a range of well-known nursery rhymes and songs.<br>Explore and engage in music making and dance.<br>Move in time to music.<br>Perform songs, rhymes, poems and stories with others.<br><br><b><u>Creating with Materials</u></b><br>Create collaboratively - sharing ideas, resources and skills                                                                                                                                                                    |

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|                                              | <p>Draw parts of humans – extend from head to shoulders, neck, eyebrows etc. Know all of the names of primary and secondary colours.</p> <p>Continue to explore colour and colour mixing by making colours lighter and darker. Know that some colours can be ‘light’ or ‘bright’ or ‘dark’.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>(cat, dog, horse, bird) and representing a face with a circle and including details</p> <p>Continue to explore colour and colour mixing e.g. pink, brown, orange</p> <p>Mould play dough / clay using techniques such as rolling, squeezing pulling, patting, poking. Use tools appropriately to roll, cut and flatten.</p> <p>Explore different contrasting textures e.g. rough, smooth, hard, soft, firm, rigid, sticky, squishy.</p> <p>Use techniques – scrunching, folding, tearing and cutting to create different effects</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore a range of painting techniques using bubble painting and water colour paints</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Know how to depict different poses such as lying down, running.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent and talk about them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> | <p>match what they see including making colours lighter and darker.</p> <p>Know what ‘horizon’ means.</p> <p>Know terms landscape and portrait.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Use drawing tools with increasing precision &amp; draw with increasing complexity and detail.</p> <p>Use printing techniques independently to make patterns and pictures, using a variety of artistic effects.</p> <p>Observe colours in nature and represent it in art work, mixing colours to match what they see.</p> <p>Know how to make indents into the material or add things to their sculpture.</p> |
| <b>Endpoints</b>                             | <p><b>December:</b></p> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• I can explore colour and how colours can be changed.</li> <li>• I can explore with materials and make models with support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>March:</b></p> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• I can show interest in and describe the texture of things.</li> <li>• I can use various construction materials.</li> <li>• I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• I can join construction pieces together to build and balance.</li> <li>• I can use choose my own materials to make junk models independently</li> <li>• I can adapt my work once finished.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>                     |                                                                                                                                                                                                                                                                               | <p><b>By end of Reception:</b></p> <p><b>ELG: Creating with Materials</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                              | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Year A</b></p> <p><b>2027-2028</b></p> | <p>Drawing – Daniel Mackie</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know how ancient peoples drew with different materials in caves, rocks etc.</li> <li>- Know that art conveys meanings or stories.</li> <li>- Know how North American peoples drew images and indigenous peoples in Australia.</li> <li>- Know how dots can be used to make something look darker/lighter.</li> <li>- Know that a pencil grip can change how marks are applied on a surface.</li> <li>- Know the effect of hatching in making drawings.</li> <li>- Know that pencils have different grades.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Draw a story using images (eg. Route to school)</li> <li>- Add detail into a drawing by using horizontal, vertical or diagonal lines or dots.</li> <li>- Apply different tones (dark, mid and light) by a change in pressure.</li> </ul> |   <p>iHeartCraftyThings.com</p>                                                                                                                                                                                                                                                                                                                                 | <p>Painting – Georgia O’Keefe</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that paintbrushes can differ in appearance. Know the name of: flat brush, rounded brush, angled brush.</li> <li>- Know that paintbrush grip can change how marks are applied on a surface.</li> <li>- Know that simple shapes combine to create an overall picture.</li> <li>- Know that refining lines means to make them more accurate.</li> <li>- Know that when adding white to a colour, its value becomes lighter (known as tint).</li> <li>- Know that when adding black (or a darker colour) makes it colour or value darker (known as shade).</li> <li>- Know what still life.</li> <li>- Know what composition means.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Hold the paintbrush close to the tip for control and detail.</li> <li>- Hold the paintbrush further towards the end for loose mark making. Apply loose lines to record initial ideas when</li> </ul> |                                                                                                     | <p>Sculpture – Mathilde Roussel/Andy Goldsworthy</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that different materials make different impressions in clay, play dough etc.</li> <li>- Know that you can use a frame to create a natural materials structure and grow things to the frame.</li> <li>- Know what topiary is.</li> <li>- Know how to score shapes and ridges into soft materials.</li> <li>- Know how to make a relief.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Imprint a clay/play dough tile with natural materials.</li> <li>- Look at the effect of pressing natural materials into play dough</li> <li>- Make playdough insects.</li> </ul> |                                                                                                                                                                                                                                       |

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|                                   | <ul style="list-style-type: none"> <li>- Draw a bird, cat, dog, horse, mini beast.</li> <li>- Draw what you see not what you think you see.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                          | painting trees, flowers and the landscape. <ul style="list-style-type: none"> <li>- Apply lines that follow basic contours and outlines of shapes from observation.</li> <li>- Talk about light, mid and dark values of colour.</li> <li>- Mix and apply different tones and values (dark, mid and light) by adding white or black to a colour.</li> <li>- Paint something that is influenced by the strokes of the artist in study and bears a resemblance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                          |
|                                   | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |
| <b>Year B</b><br><b>2026-2027</b> | Drawing – Michelangelo/Da Vinci<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Know how to shade.</li> <li>- Know how to follow basic contours and outlines of shapes from observation.</li> <li>- Know what ‘tone’ means. Know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones.</li> <li>- Know that directional shading is moving the pencil back and forth using contour lines as a guide.</li> <li>- Know a gradient is a gradual change from one element to another such as light to dark or from one colour to another.</li> <li>- Know how renaissance artists drew.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Draw an eye, refining lines to increase accuracy of their drawing.</li> <li>- Sketching is more fluid and expressive when using a grip suitable for purpose.</li> <li>- Refine lines to appear sharper.</li> <li>- Begin to blend tones or gradients using appropriate pressure.</li> <li>- Choose position of pencil based on purpose (angle to apply tone).</li> <li>- Use shading and lines to create the tree’s and flower’s shape.</li> </ul> |   | Painting – Tama Kyohara/Monet<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Know that using different brushes will create a different aesthetic (large flat brush will create wide sharp lines).</li> <li>- Know that directional strokes are created moving the paintbrush back and forth using contour lines or by rotating the paper.</li> <li>- Know that paints have different qualities (e.g. Watercolour-translucent, acrylic – opaque.)</li> <li>- Know what colours belong to the cool and warm family.</li> <li>- Know that a gradient is a gradual change from one element to another such as light to dark or from colour to another.</li> <li>- Know what a ‘wash’ is.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Brush strokes are more fluid and expressive when creating sketched lines.</li> <li>- Blend tones or gradients using appropriate pressure when using a paintbrush (light pressure blends paint)</li> <li>- Apply different tones.</li> </ul> |  | Sculpture – Arcimboldo<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Know how to make a face on a clay tile.</li> <li>- Know how to create reliefs, indentations, impressions and how to smooth clay/playdough for smooth areas.</li> <li>- Know how to shape, score, indent or attach eyes, eyebrows, mouth etc.</li> <li>- Know what happens to materials when they harden.</li> <li>- Know how to make holes in clay/playdough and to smooth the areas.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Use natural materials to add to playdough or clay for different effects</li> <li>- Shapes can be made by scoring with thicker or thinner tools.</li> <li>- Make holes in clay/playdough and smooth the areas.</li> </ul> |   |
| Vocabulary:                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                          |
| Trips/Visitors                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                          |
| Key Texts                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      | The Day the Crayons Quit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |
| Resources                         | Crayons, inks, white crayons, blue ink, watercolours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | B pencils, pastels, paper, lining paper, printing inks, rollers, polystyrene boards                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      | Markers, pens, pencils, coloured pencils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |
|                                   | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |

Sculpture – Grayson Perry/Andrea Moon/Greek pottery

**Knowledge:**

- Know that sculptors will shape different features and sometimes attach things such as handles, rims.
- Know that some pots are made by coiling.
- Know the history of coil pots.
- Know how they made coil pots in China and Burkina Faso.
- Know what a slip is and how it helps to join clay to clay.
- Know how to attach things to coil pots such as handles or decorations.
- Know how to score a surface when attaching parts of clay.
- 

**Skills:**

- Make a coil pot and compare this method with thumb pots.
- Shape and mould coils to the right length and thickness to create the effect.



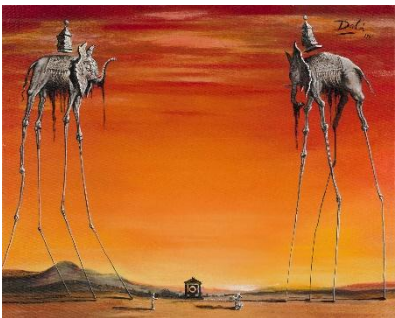
Painting – Canaletto/Dali

**Knowledge:**

- Know that paintbrushes can differ in appearance and purpose (eg. Flat brush aren't as versatile as round brushes but useful for blending and creating washes)
- Know that directional brushstrokes can influence a shape's D appearance.
- Know that paint can be layered to add texture.
- Know how to consider composition placing the object/trees/building for a reason.
- Know that artists paint hidden meanings and sometimes paint themselves in a landscape.
- Know that they can use the grid method of referencing to correctly scale an object.
- Know that a horizon line runs horizontally.
- Know that paints have different properties and can be more suited for certain projects (watercolour – translucent, soft images. Oil paint – thick, textured.)
- Know that perspective allows artists to portray form in their artwork 1 – point perspective 2 – point.

**Skills:**

- Chooses correct paintbrush grip for purpose.
- Lines and shapes can be applied with increasing accuracy, showing control.
- Using directional brush strokes, their objects can begin to possess form.
- Application of tone shows clear contrast between dark, mid and light.
- Blending of tones is attempted with some intervals of contrast.
- Colours are blended with some visual appearance of intervals.
- Mix primary colours confidently to create secondary colours.
- Mix variations of dark, mid and light of a certain colour by adding the correct ration of white or black.



Drawing – Vermeer/Hector Gonzales

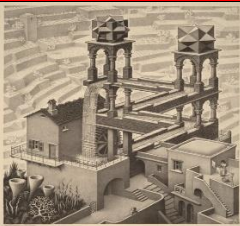
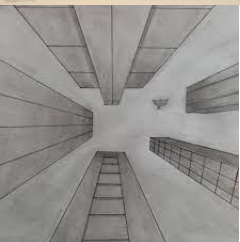
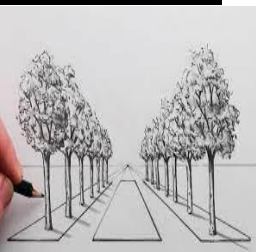
**Knowledge:**

- Know that when adding different tones, it must be completed with a pencil at a shallow angle.
- Know that H pencils are hard and will produce light marks – best for technical drawing.
- Know that B pencils are soft and will produce darker tones – best for tonal drawings and shading.
- Know that directional shading can influence a shape's 3D appearance.
- Know that cross hatching and hatching can be used to show areas of light and dark.
- Know what composition means and the composition sometimes has meaning,
- Know that the presence of some fruit or objects symbolise different things (apple – temptation, grapes – pleasure, pomegranates – spring, candles – passing of time...)
- Know that flowers in still life have meaning (full bloom – life, faith growth, power. Wilting – fragile. Nightshade – danger or deception. Daisies – innocence. Poppies – sleep or death. Red roses – love.
- Know what contrast means and how blending of tones is smooth without clear intervals of contrast.
- Know how a range of marks and combination of marks create depth and form in drawings (loops, stippling, dabbing).

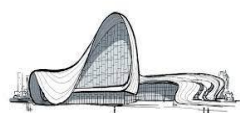
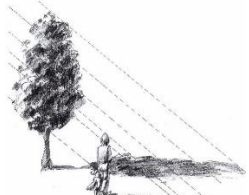
**Skills:**

- Draw circles and use directional marks to depicts circular objects.
- Use shading to possess form.
- Sketch objects with different pencil marks to test which is the best for an effect.
- Try different marks in portraits and still life.
- Test out different positions of objects in still life. Use pencil and shading to draw eyes.

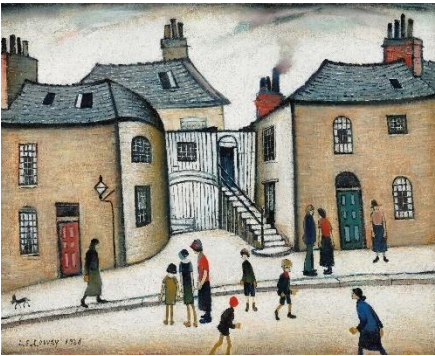


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| Resources      | Paper mache, masking tape, black ink, paint, balloons, paper cups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                    |
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| Year 4         | <p>Sculpture – Franz Messerschmidt</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know what a gargoyle and what grotesques are.</li> <li>- Know about the proportions of features and how emotions can distort them.</li> <li>- Know how to create different textures in playdough and clay.</li> <li>- Know that you can create impressions, indents, reliefs in some areas score to simulate texture.</li> <li>- Know how sculptors create emotion in faces.</li> <li>- Know the function of a gargoyle and know that they are often found in castles or cathedrals or churches.</li> <li>- Know how to attach smaller and thinner pieces of clay/playdough so that they will not fall off.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Sketch different designs for a gargoyle that shows emotion</li> <li>- Create different textures in playdough and clay</li> <li>- Create impressions, indents, reliefs in some areas and score to simulate texture.</li> </ul> |   | <p>Painting – Turner/Lowry/Andy Warhol</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting (paintings showing realism like renaissance painters may have used – detail round brushes with short hairs to show details)</li> <li>- Know how to choose correct paintbrush grip for purpose and outcome.</li> <li>- Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge.</li> <li>- Know that marks are symbolic in their artwork and why based on their aesthetic.</li> <li>- Know they can measure shapes form observation using a scaling method using their thumb to pencil.</li> <li>- Know types of perspective: 1-point perspective, 2-point perspective, 3-point perspective.</li> <li>- Know that scale will change relative to distance and depth.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Paint objects that are correctly sized in comparison to others within an artwork.</li> <li>- Create objects in the foreground that appear larger than those in the back and midground.</li> <li>- Using accurate proportion.</li> <li>- Identify areas of shadow and light and blend tones accurately to create soft gradients.</li> <li>- Follow the contours of a shape using directional brush strokes to show its form with consideration of light source and shape eg. Rounded edges like flower petals.</li> </ul> |   | <p>Drawing – Beatrix Potter/MC Escher Architect Study – Charles Renee Mackintosh, Lady Elizabeth Wilbraham</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.</li> <li>- Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.</li> <li>- Know which marks are symbolic in their artwork and why based on their aesthetic. E.g. Strident, sharp lines to show anger.</li> <li>- Know that they can measure shapes from observation using a scaling method using their thumb and pencil – relates this method to scaling of human figure – 7 ½ head lengths.</li> <li>- Know that perspective allows artists to portray form in their artwork. Types of perspective: <ul style="list-style-type: none"> <li>• 1-point perspective</li> <li>• 2-point perspective</li> <li>• 3-point perspective.</li> </ul> </li> <li>- Know that scale is a comparison of size between objects.</li> <li>- Know that scale will change relative to distance and depth. Know that proportion is relative to the object it is part of.</li> <li>- Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion.</li> <li>- Know that erasers can be used for different purposes e.g. putty erasers and soft easers E.g. If the artist in study creates a dark, melancholic mood with high</li> </ul> |     |

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|             |  |  | <ul style="list-style-type: none"><li>- Use different techniques such as layering, differing brush strokes or varying equipment such as a sponge.</li><li>- Blend colours using soft and smooth gradient.</li><li>- Create tertiary colours from primary colours (blue/purple).</li><li>- Mix variations of dark, mid and light of a certain colour.</li></ul> |  | <p>contrast, a range of pencils should be used.</p> <ul style="list-style-type: none"><li>- Know that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source.</li><li>- Know that directional shading can be used to portray form and realism. Know that lines can be used expressively to portray mood.</li><li>- Know that a horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point.</li><li>- Know that orthogonal lines are the diagonal lines that can be drawn along.</li><li>-</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Draw objects that are correctly sized in comparison to others within an artwork (portray distance).</li><li>- Create objects in the foreground that appear larger than those in the back and midground. When drawing, elements of the same object are drawn using an accurate proportion e.g. the facial features. Use different pressures to relieve a drawing of graphite to uncover lighter tones.</li><li>- Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.</li><li>- When creating perspective drawings, a horizon line and vanishing points are used.</li><li>- Annotate the work of artists in sketch books and explain how they created their art, the meanings and symbols, how they create perspective.</li><li>- Draw animals such as cats, dogs, birds with more detail and using different mark making and with some perspective elements.</li><li>- Draw some flowers and trees with an idea of perspective.</li></ul> |  |
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| Resources      | Graphite, paper, magazines, glue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Year 5         | <div>Painting – Van Gogh/Morisot/Renoir</div> <div>Knowledge:</div> <div><ul style="list-style-type: none"><li>- Know that brushes differ in appearance and purpose and can reflect a certain style or movement: <i>E.g. filbert brushes used in a Monet painting to block in foliage. - Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. Flat square end brushes are good for bold strokes, washes and filling wide spaces.</i></li><li>- Know that shaped end brushes work well for blending and creating soft rounded edges like flower petals.</li><li>- Know how to clearly marks areas of light and shadow in an observational painting.</li><li>- Know how to capture light and shadow in the correct areas with knowledge of light source.</li><li>- Know about the story of impressionism.</li><li>- Know how to use directional brush strokes to create form and movement in a painting.</li><li>- Know how to paint so that lines diminish at the vanishing point.</li><li>- Know how to use scaling and composition for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance.</li><li>- Know how artists encourage the viewer to roam across the painting with their eyes.</li><li>- Know how to paint details by making short strokes.</li><li>- Know that sketched paint strokes are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</li><li>- To know that 3D objects have a tactile texture and when this is captured in a painting it is called an implied texture.</li></ul></div> <div>Know that analogous colours are those colours next to</div> |     | <div>Sculpture – Michelangelo/Jeff Koons</div> <div>Knowledge:</div> <div><ul style="list-style-type: none"><li>- Know that sculptors compose sculptures in different poses for different meanings and to show different emotions.</li><li>- Know how sculptors try to give the impression of movement.</li><li>- Know what negative space is and how sculptors use this for a visual effect.</li><li>- Know how to create a figure of a person and the idea of it being in proportion.</li><li>- Know why there are some famous people depicted in statues in Manchester such as Lincoln, Ghandi, Chopin, Albert, Victoria, Pankhurst</li></ul></div> <div>Skills:</div> <div><ul style="list-style-type: none"><li>- Visit the sculptures in Manchester and appraise using key vocabulary and terms linked to sculpture.</li><li>- Sketch statues and annotate them with notes about how the sculptor is creating movement, shape, form, texture, and how they have an impact on the emotions of the viewer.</li><li>- Sculpt using silver foil, natural materials, and how to use an armature.</li><li>- Sculpt for different meanings to show different emotions.</li></ul></div> |    | <div>Drawing – Van Gogh/Money/Degas</div> <div>Architect study: Zaha Adid; Frank Gehry. In sketch books analyse sketches, drawings and architecture, Look at form, light, shadow, reflection and use technical art terms in annotation.</div> <div>Knowledge:</div> <div><ul style="list-style-type: none"><li>- Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</li><li>- Know that objects can be affected by many light sources.</li><li>- Know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture.</li><li>- Know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance of the represented is highlighted.</li><li>- Know that perspective allows artists to portray form in their artwork.</li><li>- Know how to draw areas of light and shadow in an observational drawing.</li><li>- Know how to draw reflection. Light and shadow is captured in the correct areas with knowledge of light source.</li><li>- Know lines generally diminish at the vanishing point. Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground.</li><li>- Know how to make scaling accurate using appropriate measuring methods.</li></ul></div> <div>Skills:</div> <div><ul style="list-style-type: none"><li>- Analyse and annotate heir drawings and look for light and dark, perspective, how they used pencil marks to create depth and form.</li><li>- Show a range of techniques to create texture e.g. stippling.</li></ul></div> |     |

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|                | <p>each other on the colour wheel.</p> <ul style="list-style-type: none"> <li>- Know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance is highlighted.</li> <li>- Know that the vanishing point is where receding parallel lines diminish.</li> <li>- Know how to stipple and know how pointillists painted.</li> </ul> <p>Know that when complementary colours are mixed, they will become muted.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Consider perspective when creating a painting (1 and 2 - point perspective).</li> <li>- Paint with perspective: 3-point perspective; Multi-point perspective</li> <li>- Know that the horizon line is a horizontal line that runs across the paper to represent the viewer's eye level, or outline where the sky meets the ground.</li> <li>- Using knowledge of shade and tint, know how to mix variations of dark, mid and light of a certain colour to replicate those used in their artist study</li> <li>- Paint movement and emotion.</li> <li>-</li> </ul> |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       | <ul style="list-style-type: none"> <li>- Consider perspective when creating a drawing and composition.</li> <li>- Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance. Blend colours softly with no apparent definition.</li> <li>- Draw light and shadow onto a portrait and drawing of an animal.</li> <li>- Draw light and shadow onto a reflection.</li> <li>- compose a drawing to make the viewers eye go on a journey.</li> </ul>          |                                                                                       |
| Vocabulary:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                       |
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| Resources      | Black biro, magazines, coloured inks, paint, Modroc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                          | Paint, cartridge paper, collage paper, graphite, printed paper, black ink                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       | t-shirts, fabric pens, fabric, pens, fabric dyes, fabric pens                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
|                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |
| Year 6         | <p>Sculpture – Clarice Cliff/Yayoi Kusami/Henry Moore/Hepsworth</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know how abstract and modern artists change proportions, details and forms to create different effects.</li> <li>- Know how abstract artists use negative space, shape, form, texture, composition to make the viewer's eyes run over the shape of the sculpture.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | <p>Painting – Remedios Varo/Lowry/Picasso</p> <p>Surrealism and cubism</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that a more expressive range of painting apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. painting round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas conveys rhythm and flow in an artwork. Flat square end</li> </ul> |  | <p>Drawing – Picasso/Frida Kahlo/Dali/Lowry</p> <p>Architect study – Hudertwasser/Gaudi</p> <p><i>Look at and analyse their work. Look for disturbing the usual perspective and how they changed people's views of what a building should look like. Consider their backgrounds and their 'styles' and how this manifests in their work.</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that media for drawing can differ in purpose and can reflect a certain style, movement or symbolic</li> </ul> |  |

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|  | <ul style="list-style-type: none"><li>- Know how environmental artists use natural materials to depict figures.</li><li>- Know how to research different sculptures from around the world and how to appraise them using key terms and vocabulary</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Appraise some of the great modern artists sculptures around the world.</li><li>- Appraise modern sculptures e.g. from Yorkshire Sculpture park or the Whitworth art gallery.</li><li>- Create their own sculptures of figures for the school grounds using natural materials.</li></ul> |   | <p>brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes.</p> <ul style="list-style-type: none"><li>- Know how to paint something from different viewpoints using knowledge of perspective.</li><li>- Know what cubism was and how this tried to portray objects from different angles.</li><li>- Know what abstract means in painting.</li><li>- Know what surrealism is.</li><li>- Know how to show areas of light and shadow in an observational painting based on one or several of an artwork. Know an expressive method of applying paint will create a sense of movement or an abstract work.</li><li>- Know that the paintbrush, colours, shapes and composition can be used in different ways to inform mood.</li><li>- Know that depth in a painting affects the scale of an object and its clarity.</li><li>- Know that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience.</li><li>- Know that perspective will affect the aesthetic of their artwork thus creating more or less depth.</li><li>- Know that different viewpoints and perspectives affects a shape's appearance.</li><li>- Knows that by mixing different variations of primary colours, different hues of black can be created.</li><li>- Know that tone can affect the ability to create form. Know that tone can affect the mood of an artwork.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Mix black using different variations of light sources.</li><li>- Apply a range of techniques to create texture and meaning.</li><li>- Know how to use composition is to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground</li></ul> |   | <p>meaning: E.g. the thin outlines of a David Hockney drawing conveys a sense of simplicity of the human form.</p> <ul style="list-style-type: none"><li>- Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. An expressive method of applying lines will create a sense of movement or an abstract work.</li><li>- Know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement in a scene where there is a chase.</li><li>- Know that depth in a drawing affects the scale of an object and its clarity.</li><li>- Know that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience – E.g. the large-scale drawings of Anselm Kiefer will draw in the viewer and experience the artwork in a very kinetic manner.</li><li>- Know that different viewpoints and perspectives affects a shape's appearance. E.g. profile of a face – some features may be unobservable.</li><li>- Know the concept of negative space and how artists use this in drawings.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. drawing with string or natural objects. Can draw an object from different viewpoints using knowledge of perspective</li><li>- Use directional shading to create form in a drawing.</li><li>- Show areas of light and shadow in an observational drawing based on one or several light sources.</li><li>- Shapes and lines are refined independently using</li></ul> |    |
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|                |                                                         |  | <div>yet in different locations within the artwork.</div> <div>- Create contrast within an artwork with clear control showing a smooth gradient.</div> |  | <div>controlled lines. Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross -hatching, surface etc</div> <div>- Draw hands in different ways and from different angles. Sketch animals from different sides and angles.</div> <div>- Draw flowers and trees from different sides and angles.</div> <div>- Create contrast within an artwork with clear control showing a smooth gradient where appropriate.</div> <div>- Composition is well considered with a clear understanding of how to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork</div> |  |
| Vocabulary:    |                                                         |  |                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Trips/Visitors |                                                         |  |                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Key Texts      |                                                         |  |                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Resources      | Clay, paper, pens, range of B pencils, coloured pencils |  |                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|                |                                                         |  |                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |