ART AND DESIGN AT THE GROVE

INTENT

"Every human is an artist". Don Miguel Ruiz

It is our intention, through carefully selected art, set in its chronological, historical and geographical contexts that children develop a sense of the world in which they live. We ensure that the development of knowledge includes not only the explicit teaching of artists and their traditions but that cross curricular links are made to art in other subject areas. The children's use and understanding of the visual language of art will be developed by effective teaching and by a considered sequence of experiences. That, as practitioners, we embrace a big picture approach to skills development where children have regular opportunities to express themselves, linked to a variety of themes using different media and materials. We ensure that we follow the National Curriculum for Art and Design within the framework of our Progression of Knowledge and Skills document.

This progression grid can support any subject leader or teacher of art and design to ensure progression of skills and knowledge.



IMPLEMENTATION

The development of drawing skills begins in our Reception class and runs continuously throughout each academic year with children in Year 1 through to Year 6 using graded pencils and having their own sketchbooks. This empowers children to experiment and take risks, as they explore and develop their skills. Alongside this the children explore a topic each term, either painting, printmaking/collage/ICT, or clay/3D sculpture. We introduce children to artists and art movements directly linked to the skills or topics they are learning. We encourage children to become painting detectives by looking at art and learning how to use the clues present in the details and encouraging them to read the stories that they tell. Skills are revisited and honed in a spiral curriculum, which progresses in terms of depth and challenge to build on the children's previous learning. We ensure that each child develops their skills and techniques in a way appropriate to them through clear differentiation and support; engaging in active and purposeful experiences and using a variety of art materials and teaching strategies. We encourage each child to evaluate their art and that of others both with peers and adults. We celebrate effort, progress and achievement in art and design through displays with school, on our website and exhibitions, together with enrichment activities such as visits to galleries and participating in competitions.



IMPACT

Art and Design learning is loved by teachers and children across school. The successful approach to the teaching of Art and Design at The Grove School will result in a fun, engaging, high quality art and design education, which provides children with the foundations for creative skills, knowledge and understanding that they can take with them once they complete their primary education.

Assessment at The Grove School uses formal strategies (leaf drawing assessment at the end of each academic year) and informal strategies (verbal/written outcomes, reflection tasks/presentations, retrieval practice games and activities).

Formative assessment is used as the main tool for assessing the impact of Art and Design at The Grove School as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure foundations.

Children at The Grove School will:

- demonstrate a love of art and design work and an interest in further study and work in this field
- retain knowledge that is pertinent to Art and Design with a real life context.
- be able to question ideas and reflect on knowledge.
- be able to articulate their understanding of artistic concepts and be able to discuss art and design using rich language linked to the elements of art and principles of design.
- demonstrate their love of art and design and the development of their skills through the use of detailed sketchbooks.
- achieve age related expectations in Art and Design at the end of their cohort year.

Colour Key
EYFS
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Early Years	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
		<u>Artists</u>	Drawing	To know that there are	
		Vincent Van Gogh –	To know and explore a	graded pencils, their	
		Starry Night	range of drawing	properties and explore.	
			materials; different	To know that the side	
		To know and talk about	pencil types, colour,	of the pencil can be	
		the work of notable	lead, crayon, pastel,	used to add shading.	
		artists.	chalk.	To know and use an	
				efficient pencil grip for	
		To know that some	To know and explore	control of pencil in	
		artists may focus all or	drawing on different	their drawing.	
		most of their artwork on	scales including large	To know and use three	
		one topic e.g.	scale outside drawing	different grades of	
		landscapes, still life,	on the ground.	pencil when drawing.	
		portraits.		To know how to create	
			To know that there are	pencil lines of different	
			different types of lines	thickness in drawings.	
			and to develop and	To know that there are	
			practice drawing lines –	different drawing	
			curved, straight, wavy,	materials – charcoal,	
			thick, and thin.	pencil and pastel to	
				create drawings and	
			To know how to create	experiment with them.	
			simple representations	To know how to show	
			of objects familiar to	how people feel in	
			them e.g. my house,	their drawings.	
			my cat, my family.		

Painting	To know how to use IT
To know about	programmes to draw
maintaining resources	and create a picture.
including brush care	To know how to use a
and cleaning	view finder to focus on
equipment.	a specific part of an
	artefact before
To know about and	drawing it.
experience 2 different	To know and name
paint types – poster	both primary and
and powder paints.	secondary colours,
	green, purple and
To know how to mix	orange. Know that they
powder paints.	are made by mixing
	primary colours.
To know the primary	To know how to use
colours blue, red and	powder paints to mix
yellow and know that	secondary colours and
they cannot be made.	apply them in their
	work.
To know which	To know how to use
processes they have	powder paints to
used to create their	explore what happens
artwork.	when secondary
	colours are mixed.
To know the names of	To know what happens
secondary colours.	when white/black
	added to paint colours.
To know that colours	To know how to create
can be classified as	tints by adding
warm or cold colours.	white/black.

	To know that adding white to a colour creates tonal shades.	To know how to create moods in art work by using colour. To know that red, orange and yellow are warm colours. To know that green, blue and purple are cool colours. To know that red, orange and yellow are warm colours. To know that green, blue and purple are cool colours.
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	Printmaking/Collage/IT To know the technique of monoprinting and use it to create a printed image. To know that fruit and vegetables can be used	To know that potato prints can be used to recreate a repeating pattern in print. To know that potato prints can be used to design and create a printed piece of art.	
	To know that sponge can be shaped to create own designs for printing.	the technique of monoprinting to create an image. To know that collage is a piece of art produced by sticking materials onto a backing. To know how to create a piece of mixed media artwork in response to an artist-monoprinting, collage. To know and be able to talk about how artists have used colour,	
		pattern and shape.	

	Clay/3D Sculpture	To know that sculpture	
	To know, manipulate	is the creation of 3D	
	and use playdough or	models particularly by	
	plasticine in their play.	moulding or carving	
		materials.	
	To know how to create	To know how to use	
	3D forms and	clay to create a pinch	
	experiment with junk	pot.	
	modelling.	To know how to	
	8.	embellish a pinch pot	
	To know how to create	by joining 2 pieces of	
	a textured clay tile.	clay together.	
	a textured clay the.	ciay together.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next steps	Assessment
Year 1-2	To know and explore a	To know how to look for	To know that there are	To know and be able to	
	range of drawing materials;	clues when looking at a	graded pencils, their	build on skills of tonal	
Drawing	different pencil types,	drawing.	properties and explore.	shading in their	
	colour, lead, crayon, pastel,		To know that the side	drawing.	
Drawing will	chalk.	To know how to ask and	of the pencil can be	To know about tonal	
continue		answer questions about	used to add shading.	shading - begin to	
throughout each	To know and explore	a piece of art work.	To know and use an	make individual choice	
yearly cycle	drawing on different scales		efficient pencil grip for	in their choice of	
alongside each of	including large scale		control of pencil in	media	
the specific	outside drawing on the		their drawing.	To know how to show	
media.	ground.		To know and use three	facial expressions in	
			different grades of	sketches and paintings.	
	To know that there are		pencil when drawing.	To know how to show	
	different types of lines and		To know how to create	body language in	
	to develop and practice		pencil lines of different	sketches and paintings	
	drawing lines – curved,		thickness in drawings.	To know how to use	
	straight, wavy, thick, and		To know that there are	sketches to help	
	thin.		different drawing	produce a final piece of	
			materials – charcoal,	art. To know how to	
	To know how to create		pencil and pastel to	use different grades of	
	simple representations of		create drawings and	pencils to show tones	
	objects familiar to them		experiment with them.	and textures.	
	e.g. my house, my cat, my		To know how to show	To know how to use	
	family.		how people feel in their	line, tone, shape and	
			drawings. To know how	colour to represent	
			to use IT programmes	figures and forms in	
			to draw and create a	movement.	
			picture. To know how	To know how to use	
			to use a view finder to	line to replicate	
			focus on a specific part	simple/more complex	
			of an artefact before	geometric patterns in	
			drawing it.	Islamic Art.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 1-2	To know about maintaining	Cycle A (Spring Term)	To know and name	To know how to create	
	resources including brush	Local artist Josh Bygrave	both primary and	tint/tone, shade.	
	care and cleaning	Smeaton's Tower linked	secondary colours,	To know how to create	
	equipment.	to Plymouth (coastal)	green, purple and	tint/tone, shade and	
Painting			orange. Know that they	apply this in their	
	To know about and	Cycle B (Summer Term)	are made by mixing	paintings.	
	experience 2 different	Aboriginal Art linked to	primary colours.	To know how to create	
	paint types – poster and	Sydney – Bondi beach	To know and name	a background using a	
	powder paints.		both primary and	colour wash.	
			secondary colours,	To know that there are	
	To know how to mix	To know how to look for	green, purple and	a range of brushes to	
	powder paints.	clues when looking at a	orange. Know that they	create different effects	
		painting.	are made by mixing	in painting.	
	To know the primary		primary colours.	To know how to create	
	colours blue, red and	To know how to ask and		a background using a	
	yellow. Knows that they	answer questions about	To know how to use	colour wash.	
	cannot be made.	a piece of art work.	powder paints to mix	To know how to use a	
			secondary colours and	range of brushes to	
	Knows which processes		apply them in their	create different effects	
	they have used to create		work.	in painting. Know and	
	their artwork.		To know how to use	mix tertiary colours.	
			powder paints to	To know how to	
	To know the names of		explore what happens	compare and contrast	
	secondary colours.		when secondary	two paintings with	
			colours are mixed.	separate moods.	
	To know that colours can		To know what happens	To know how to	
	be classified as warm or		when white/black	compare and contrast	
	cold colours.		added to paint colours.	two paintings with	
			To know how to create	separate moods	
	To know that adding white		tints by adding	To know and recognise	
	to a colour creates tonal		white/black.	when art is from	
	shades.			different cultures.	

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Year 1-2		To know how to create	To know and recognise	
		moods in art work by	when art is from	
		using colour.	different cultures.	
		To know how to create	To know and recognise	
<u>Painting</u>		moods in art work by	when art is from	
		using colour.	different historical	
		To know that red,	periods.	
		orange and yellow are	To know and recognise	
		warm colours.	when art is from	
		To know that green,	different historical	
		blue and purple are	periods	
		cool colours.		
		To know that red,		
		orange and yellow are		
		warm colours.		
		To know that green,		
		blue and purple are		
		cool colours.		

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 1-2	To know the technique of	<u>Artists</u>	To know that potato	To know how to create	
	monoprinting and use it to	Henri Matisse Cut –outs:	prints can be used to	a mono print using a	
Printmaking/	create a printed image.	Cycle A (Autumn Term)	recreate a repeating	line drawing and	
Collage/ICT		Lanre Adefioye	pattern in print.	Styrofoam printing: tile	
	To know that fruit and	Cycle B (Autumn Term)	To know that potato	Islamic art geometric	
	vegetables can be used to	Clare Youngs	prints can be used to	patterns – adding	
	create prints.		design and create a	colour.	
		To know how to look for	printed piece of art.	To know how to print	
	To know that sponge can	clues when looking at a	To know how to use	using at least 4	
	be shaped to create own	painting.	the technique of	different colours.	
	design for printing.		monoprinting to create	Know how to use	
		To know how to ask and	an image.	digital images and	
		answer questions about	To know that collage is	combine with other	
		a piece of art work.	a piece of art produced	media in artwork.	
			by sticking materials	To know how to	
		To know and describe	onto a backing.	integrate own digital	
		how an artist's work is	To know how to create	images into artwork	
		different from previous	a piece of mixed media	To know how to use IT	
		artists work when	artwork in response to	to create art which	
		shown images.	an artist- monoprinting,	includes my own work	
			collage. To know how	and that of others.	
			to create a piece of	To know how to use IT	
			mixed media artwork in	to create art which	
			response to an artist-	includes my own work	
			monoprinting, collage.	and that of others.	
			To know talk about		
			how artists have used		
			colour, pattern and		
			shape.		

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 1-2	To know, manipulate and	Artists: Michael Angelo	To know that sculpture	To know how to use	
	use playdough or plasticine	Sculptures	is the creation of 3D	the coiling method	
Clay/3D	in their play.	Cycle A (Summer Term):	models particularly by	when joining 2 pieces	
<u>Sculpture</u>		Vincent Van Gogh	moulding or carving	of clay to create a coil	
		Sunflowers	materials.	pot.	
		Lucie Rie	To know how to use	To know how to use	
			clay to create a pinch	the coiling method	
		Cycle B (Spring Term)	pot.	when joining 2 pieces	
		Bernard Leach	To know how to	of clay to create a coil	
			embellish a pinch pot	design	
		To know how to look for	by joining 2 pieces of		
		clues when looking at a	clay together.		
		painting.			
		To know how to ask and			
		answer questions about			
		a piece of art work.			
		To know and describe			
		how an artist's work is			
		different from previous			
		artists work when			
		shown images.			
		Shown images.			

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know that there are	To know how to look for	To know and be able to	To know that	
	graded pencils, their	clues when looking at a	build on skills of tonal	measuring skills help	
Drawing	properties and explore. To	drawing.	shading in their	with proportion in	
	know that the side of the		drawing.	their drawings.	
Drawing will	pencil can be used to add	To know how to ask and	To know about tonal	To know and show	
continue	shading.	answer questions about	shading - begin to make	shape, proportion and	
throughout each	To know and use an	a piece of art work.	individual choice in	perspective in	
yearly cycle	efficient pencil grip for		their choice of media	drawings and artwork.	
alongside each of	control of pencil in their		To know how to show	To know how to use	
the specific	drawing.		facial expressions in	shading to create	
media.	To know and use three		sketches and paintings.	mood and texture.	
	different grades of pencil		To know how to show	To know how to	
	when drawing.		body language in	organise line, tone,	
	To know how to create		sketches and paintings	shape and colour to	
	pencil lines of different		To know how to use	represent figures and	
	thickness in drawings.		sketches to help	forms in movement.	
	To know that there are		produce a final piece of	To know how to use	
	different drawing materials		art.	shading to create	
	 charcoal, pencil and 		To know how to use	mood and texture.	
	pastel to create drawings		sketches to help	To know how to	
	and experiment with them.		produce a final piece of	organise line, tone,	
	To know how to show how		art.	shape and colour to	
	people feel in their		To know how to use	represent figures and	
	drawings.		different grades of	forms in movement.	
	To know how to show how		pencils to show tones	To know how to draw	
	people feel in their		and textures.	with precision using	
	drawings.		To know how to use	different gradient	
	To know how to use IT		line, tone, shape and	pencils or other	
	programmes to draw and		colour to represent	mediums for effect.	
	create a picture.		figures and forms in		
	To know how to use a view		movement.		
	finder to focus on a specific				

Year 3-4	part of an artefact before	To know how to use	
	drawing it.	line to replicate simple	
Drawing		geometric patterns in	
		Islamic Art.	
		To know how to use	
		line to replicate more	
		complex geometric	
		patterns in Islamic Art.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know and name both		To know how to create	To know that tertiary	
	primary and secondary	Cycle A (Autumn Term):	tint/tone, shade.	colours are made by	
Painting	colours, green, purple and	Stone Age Art	To know how to create	mixing a primary and	
	orange. Know that they are		tint/tone, shade and	secondary colour	
	made by mixing primary	Cycle B (Spring Term): -	apply this in their	together and use	
	colours.	Sokratis Evgenidis	paintings.	tertiary colour in their	
	To know and name both	Geography link – Greek	To know how to create	paintings.	
	primary and secondary	Islands.	a background using a	To know how to add	
	colours, green, purple and		colour wash.	and use tints/tones to	
	orange. Know that they are	To know how to look for	To know that there are	tertiary colour in their	
	made by mixing primary	clues when looking at a	a range of brushes to	paintings.	
	colours.	painting.	create different effects	To know and	
			in painting.	understand the colour	
	To know how to use	To know how to ask and	To know how to create	wheel and can name	
	powder paints to mix	answer questions about	a background using a	similar and opposite	
	secondary colours and	a piece of art work.	colour wash.	colours.	
	apply them in their work.		To know how to use a	To know how to make	
	To know how to use	To know and describe	range of brushes to	individual choices of	
	powder paints to explore	how an artist's work is	create different effects	media and state why in	
	what happens when	different from previous	in painting. Know and	their work.	
	secondary colours are	artists work when	mix tertiary colours.	To know how to make	
	mixed.	shown images.	To know how to	individual choices of	
	To know what happens		compare and contrast	media and state why in	
	when white/black added to		two paintings with	their work.	
	paint colours.		separate moods.	To know how to use	
	To know how to create		To know how to	the past as a source of	
	tints by adding		compare and contrast	artistic inspiration.	
	white/black.		two paintings with	To know how to	
			separate moods	research artwork from	
	To know how to create		To know and recognise	different periods of	
	moods in art work by using		when art is from	history and locations,	
	colour.		different cultures.	investigating	

Year 3-4 To know how to create moods in art work by using colour. To know that red, orange and yellow are warm colours. To know that green, blue and purple are cool colours. To know that red, orange To know and recognise when art is from different cultures. To know and recognise when art is from different historical periods. To know and recognise when art is from different historical periods. To know and recognise when art is from to know and recognise when art is from different historical impacted on art today. To know and recognise when art is from different historical different historical great artists and know different historical great artists and know great artists and know different historical great artists and know great artists and know great artists and know different historical great artists and know great artists and	
Painting colour. To know that red, orange and yellow are warm colours. To know that green, blue and purple are cool colours. To know and recognise when art is from different historical periods. To know and recognise impacted on art today. To know and identify	
To know that red, orange and yellow are warm colours. To know that green, blue and purple are cool colours. To know and recognise when art is from different historical periods. To know and recognise when art is from to know and identify great artists and know how their work has impacted on art today. To know and identify	
and yellow are warm colours. To know that green, blue and purple are cool colours. To know and identify great artists and know how their work has impacted on art today. Colours. To know and recognise when art is from To know and identify great artists and know how their work has impacted on art today. To know and identify	
colours. To know that green, blue and purple are cool colours. different historical periods. To know and recognise impacted on art today. To know and identify	
To know that green, blue and purple are cool colours. periods. To know and recognise impacted on art today. To know and identify	
and purple are cool colours. To know and recognise impacted on art today. To know and identify	
colours. when art is from To know and identify	
and yellow are warm periods how their work has	
colours.	
To know that green, blue	
and purple are cool	
colours.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know that potato prints	Cycle A (Spring Term):	To know how to create	To know and use	
	can be used to recreate a	Islamic Art	a mono print using a	images which have	
Printmaking/	repeating pattern in print.	Cycle B(Autumn Term):	line drawing and	been created, scanned	
Collage/ICT	To know that potato prints	Cassie Stevens – Exeter	Styrofoam printing: tile	and found; altering	
	can be used to design and	Cityscape	Islamic art geometric	them where necessary	
	create a printed piece of		patterns – adding	to create art.	
	art.	To know how to look for	colour.	To know and use a	
	To know how to use the	clues when looking at a	To know how to print	range of e-resources to	
	technique of monoprinting	painting.	using at least 4	create art.	
	to create an image.		different colours.	To know how to print	
	To know how to use the	To know how to ask and	Know how to use	using relief or etching	
	technique of monoprinting	answer questions about	digital images and	to create different	
	to create an image.	a piece of art work.	combine with other	patterns.	
	To know that collage is a		media in artwork.	To know how to print	
	piece of art produced by	To know and describe	To know how to	using relief or etching	
	sticking materials onto a	how an artist's work is	integrate own digital	to create different	
	backing.	different from previous	images into artwork	patterns.	
	To know how to create a	artists work when	To know how to use IT		
	piece of mixed media	shown images.	to create art which		
	artwork in response to an		includes my own work		
	artist- monoprinting,		and that of others.		
	collage.		To know how to use IT		
	To know how to create a		to create art which		
	piece of mixed media		includes my own work		
	artwork in response to an		and that of others.		
	artist- monoprinting,				
	collage.				
	To know and be able to talk				
	about how artists have				
	used colour, pattern and				
	shape.				
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	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 3-4	To know that sculpture is	Cycle A (Summer Term):	To know how to use	To know through	
	the creation of 3D models	Ancient Egyptian Art	the coiling method	research the work of	
Clay/3D	particularly by moulding or		when joining 2 pieces	an artist/artistic style	
<u>Sculpture</u>	carving materials.	Cycle B (Summer Term):	of clay to create a coil	and use that	
	To know how to use clay to	Roman Sculpture	pot.	knowledge to replicate	
	create a pinch pot.		To know how to use	a style.	
	To know how to embellish	To know how to ask and	the coiling method	To know how to create	
	a pinch pot by joining 2	answer questions about	when joining 2 pieces	a mosaic, mask or a	
	pieces of clay together.	a piece of art work.	of clay to create a coil	sculpture.	
			design	To know through	
		To know and describe		research the work of	
		how an artist's work is		an artist/artistic style	
		different from previous		and use that	
		artists work when		knowledge to replicate	
		shown images.		a style.	
				To know how to sculpt	
				using clay or other	
				mouldable materials.	
				To know how to sculpt	
				using clay or other	
				mouldable materials.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5-6	To know and be able to	To know how to look for	To know that	Key stage 3 Pupils	
	build on skills of tonal	clues when looking at a	measuring skills help	should be taught to	
Drawing	shading in their drawing.	drawing.	with proportion in their	develop their creativity	
	To know about tonal		drawings.	and ideas, and increase	
Drawing will	shading - begin to make	To know how to ask and	To know and show	proficiency in their	
continue	individual choice in their	answer questions about	shape, proportion and	execution. They should	
throughout each	choice of media	a piece of art work.	perspective in drawings	develop a critical	
yearly cycle	To know how to show		and artwork.	understanding of	
alongside each of	facial expressions in		To know how to use	artists, architects and	
the specific	sketches and paintings.		shading to create mood	designers, expressing	
media.	To know how to show body		and texture.	reasoned judgements	
	language in sketches and		To know how to	that can inform their	
	paintings		organise line, tone,	own work. Pupils	
	To know how to use		shape and colour to	should be taught:	
	sketches to help produce a		represent figures and		
	final piece of art.		forms in movement.	to use a range of	
	To know how to use		To know how to use	techniques to record	
	sketches to help produce a		shading to create mood	their observations in	
	final piece of art.		and texture.	sketchbooks, journals	
	To know how to use		To know how to	and other media as a	
	different grades of pencils		organise line, tone,	basis for exploring	
	to show tones and		shape and colour to	their ideas	
	textures.		represent figures and		
	To know how to use line,		forms in movement.		
	tone, shape and colour to		To know how to draw		
	represent figures and		with precision using		
	forms in movement		different gradient		
	To know how to use line to		pencils or other		
	replicate simple/more		mediums for effect.		
	complex geometric				
	patterns in Islamic Art				

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5-6	To know how to create		To know that tertiary		
	tint/tone, shade.	Cycle A: Darwin's Origin	colours are made by	♣ to use a range of	
	To know how to create	of Species – illustrations.	mixing a primary and	techniques and media,	
Painting	tint/tone, shade and apply	Science link	secondary colour	including painting	
	this in their paintings.		together and use		
	To know how to create a	Cycle B: LS Lowry	tertiary colour in their		
	background using a colour	History link - Victorian	paintings.		
	wash.	period.	To know how to add		
	To know that there are a		and use tints/tones to		
	range of brushes to create	To know how to look for	tertiary colour in their		
	different effects in	clues when looking at a	paintings.		
	painting.	painting.	To know and		
	To know how to create a		understand the colour		
	background using a colour	To know how to ask and	wheel and can name		
	wash.	answer questions about	similar and opposite		
	To know how to use a	a piece of art work.	colours.		
	range of brushes to create		To know how to make		
	different effects in	To know and describe	individual choices of		
	painting. Know and mix	how an artist's work is	media and state why in		
	tertiary colours.	different from previous	their work.		
	To know how to compare	artists work when	To know how to make		
	and contrast two paintings	shown images.	individual choices of		
	with separate moods.		media and state why in		
	To know how to compare		their work.		
	and contrast two paintings		To know how to use		
	with separate moods		the past as a source of		
	To know and recognise		artistic inspiration.		
	when art is from different		To know how to		
	cultures.		research artwork from		
	To know and recognise		different periods of		
	when art is from different		history and locations,		
	cultures.		investigating		

	To know and recognise	similarities and	
Year 5-6	when art is from different	differences between	
	historical periods.	the techniques and	
	To know and recognise	styles used.	
Painting	when art is from different	To know and identify	
<u> </u>	historical periods	great artists and know	
		how their work has	
		impacted on art today.	
		To know and identify	
		great artists and know	
		how their work has	
		impacted on art today.	
		impacted on air today.	

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5-6	To know how to create a	Cycle A (Spring Term):	To know and use	♣ to increase their	
	mono print using a line	Scandinavian Art – Jane	images which have	proficiency in the	
Printmaking/	drawing and Styrofoam	Foster local artist.	been created, scanned	handling of different	
Collage/ICT	printing: tile Islamic art		and found; altering	materials	
	geometric patterns –	Cycle B(Summer Term):	them where necessary	to analyse and	
	adding colour.	British History posters	to create art.	evaluate their own	
	To know how to print using		To know and use a	work, and that of	
	at least 4 different colours.	To know how to look for	range of e-resources to	others, in order to	
	Know how to use digital	clues when looking at a	create art.	strengthen the visual	
	images and combine with	painting.	To know how to print	impact or applications	
	other media in artwork.		using relief or etching	of their work	
	To know how to integrate	To know how to ask and	to create different		
	own digital images into	answer questions about	patterns.		
	artwork	a piece of art work.	To know how to print		
	To know how to use IT to		using relief or etching		
	create art which includes	To know and describe	to create different		
	my own work and that of	how an artist's work is	patterns.		
	others.	different from previous			
	To know how to use IT to	artists work when			
	create art which includes	shown images.			
	my own work and that of				
	others.				

	Prior Knowledge	Knowledge of Artists	Knowledge of Skills	Next Steps	Assessment
Year 5-6	To know how to use the	Cycle A (Autumn Term):	To know through		
	coiling method when	6 styles of Viking Art.	research the work of an	♣ about the history of	
	joining 2 pieces of clay to		artist/artistic style and	art, craft, design and	
Clay/3D	create a coil pot.	Cycle B(Spring Term):	use that knowledge to	architecture, including	
<u>Sculpture</u>	To know how to use the	Giacometti	replicate a style.	periods, styles and	
	coiling method when		To know how to create	major movements	
	joining 2 pieces of clay to	To know how to ask and	a mosaic, mask or a	from ancient times up	
	create a coil design	answer questions about	sculpture.	to the present day.	
		a piece of art work.	To know through		
			research the work of an		
		To know and describe	artist/artistic style and		
		how an artist's work is	use that knowledge to		
		different from previous	replicate a style.		
		artists work when	To know how to sculpt		
		shown images.	using clay or other		
			mouldable materials.		
			To know how to sculpt		
			using clay or other		
			mouldable materials.		