

Gresham Primary School's Art and Design Curriculum

Mission Statement

Intent

- Pupils produce creative work, exploring their ideas and recording their experiences.
- Pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Pupils evaluate and analyse creative works using the language of art, craft and design.
- Pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Pupils are encouraged to experiment in a safe environment where there are no 'right' or 'wrong' results thus enhancing both self-esteem and self-expression.
- Pupils will develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Pupils develop the processes of creative thinking, problem solving, questioning and research, fine motor skills and evaluative reflection.
- Pupils will develop independent thinking skills, be able to solve their own problems and use their initiative feeling a sense of achievement when they see their finished piece.

Implementation

- The curriculum map ensures teachers know what children have encountered before and can make links to previous learning to support children making connections and building schema.
- Key concepts have been identified and are regularly returned to, gradually developing pupils' understanding of the most important ideas.
- Pupils have the opportunity to explore and evaluate different creative ideas developing skills in drawing, painting, printing, collage, textiles, 3D work and digital art.
- Themed units help children to see how subjects are both independent and interdependent, enabling them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.
- Children are introduced to great designers and artists and encouraged to understand how they have contributed to our history and culture.
- Our Gresham Learning Super Heroes are integrated into everyday learning, helping children to become skilled, life-long learners.
- Key vocabulary is explicitly taught to children as part of quality-first teaching.
- Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.

Impact

Sketch books, pupil voice, display and collection of work to show the following:

- Pupils will reflect and evaluate their own and each other's work, thinking about how they can make changes to keep improving with evidence of age-related verbal and written reflection.
- Pupils will have appreciation and enjoyment of the arts enriching their learning experiences.
- Pupils will ultimately know more, remember more and understand more about Art and Design, thus developing their critical thinking and understanding how art and design both reflect and shape our history and contribute to the culture creativity and wealth of our nation.
- In addition to developing important skills, participation in the arts is good for overall well-being.
- Artwork is displayed to motivate and inspire others and to celebrate the artwork in their class.
- The large majority of pupils will achieve age related expectations in Art and Design.
- As artists, pupils will develop skills and attributes they can use beyond school and into adulthood.
- Pupils with SEND will be fully included and will progress well related to their starting points.
- Pupils from disadvantaged backgrounds will benefit from the cultural capital that is offered through our Art curriculum.

The Essential Elements

Design and plan to create – children discover a wide range of artists and their work through the Twinkl Plan it. They use this as inspiration to design and create their own pieces of art work in addition to having the opportunity to create their own pieces of work from scratch using their own imagination or a given stimulus. Planning is important as it allows children something to work from that they can then adapt when creating their piece of art.

Experiment and play to create – from the EYFS onwards, children are given opportunities in art lessons to experiment with a range of tools (e.g. brushes, different paints, materials etc.). They also use play to stimulate their minds and encourage artwork based off this which will incorporate their imagination. Children are given lots of opportunities through a multitude of topics to experiment with given supplies/resources to encourage their understanding of topics and expand their minds/imagination through art (e.g. in the

EYFS, glitter and glue would be used for fireworks pictures whereas in Year 3, chalk, crayons and pencils have been used to create pictures of the moon. In other classes, a range of different paints and brushes are used to create different effects and teach different techniques.

Visual literacy – children from an early age are encouraged to look at and understand the importance of lines, colour and texture in their artwork. They look at this and study techniques others have used (e.g. artists that are known to them). As the children progress through the school (and Twinkl Plan it), they will look at how literacy/words can be incorporated into artwork to influence others. Children experiment with this (e.g. ‘pop art’, representing text on a computer in different ways, beginning to add words to their artwork for effect).

Critical appreciation – an important aspect of the art curriculum in Twinkl Plan it is to allow children the opportunity to comment and evaluate the work of others. This can include looking at ‘official’ pieces of art (e.g. paintings by Kandinsky, Warhol and Van Gogh) and discussing their opinions and interpretations of these pieces. They also have a set amount of time dedicated to critiquing each other’s artwork (and their own) where they will offer constructive feedback in addition to telling themselves or a partner/group ‘what went well’ with their piece of artwork. It is important children are given these opportunities to then use these skills in other areas of the curriculum.

Key Concepts Big Ideas Revisited Across Units

Techniques	Materials	Creative	Technologies	Colour	Critique	Design	Media
Children learn and are exposed to different techniques in lessons, including weaving, printing, drawing and dyeing. These techniques are referred to during specific art topics that require them to be used.	Children work with a range of materials in different year groups which improves their technique. For example, chalk, ink, paint and clay.	Children are encouraged in lessons to be creative at all times and units help to ensure children use their imagination when completing pieces of artwork.	Children have opportunities to use technology to create pieces of art which allows them to view and make art from a different perspective.	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange.	Children have regular opportunities throughout the school to critique their work and the work of others in a constructive way. This is then led into whole class discussions where children can think of ways to improve their own technique.	Children have opportunities to design with a purpose in mind and in keeping with a given stimulus whilst also encouraging the children to make their own mark on the process.	Children have the opportunity to use a variety of medium in lessons, e.g. pencil, pens, paint brushes of varying thickness, printing blocks. These are used in collaboration with different materials.

EYFS & KEY STAGE 1

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

NC Statutory Programme of Study KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Unit being taught...	Learners will be finding out...	Vocabulary...	Knowledge, Skills and Understanding...
EYFS	N/A (regular opportunities for art and design as part of the EYFS framework)	About drawing, painting, printing, collage, clay and modelling throughout the EYFS	pencil, paintbrush, colours – primary and secondary, scissors, manipulate, observations, lines, patterns, pictures, grip, join, model, 3D, shape, mark making, fine motor skills, wet/dry, roll, artist, art work	<p>Correct grip when holding a pencil/paintbrush or other similar resource</p> <p>Observational drawings using the basic outline of simple shapes and objects</p> <p>Draw and name different styles of lines (e.g. straight, curved, wavy, zig-zag) and different thicknesses</p> <p>Mixing primary and secondary colours</p> <p>Begin to paint within lines and add colour to different features of a painting (e.g. correct colour of a dress if painting a person)</p> <p>Use stamper prints to create patterns and pictures</p> <p>Use of body parts to print and make marks on paper e.g. fingerprints and footprints</p> <p>Hold and use scissors correctly and cut paper and fabrics into simple shapes and strips</p> <p>Stick two objects together using glue e.g. Pritt Stick when adding to a collage or masking tape/pva glue when junk modelling</p> <p>Choose and match objects for a purpose (e.g. wool for hair)</p> <p>To experiment with different malleable materials including clay, plasticine and playdoh</p> <p>Use hands to mould malleable materials into a shape</p> <p>To make marks in clay using tools and to understand that once clay has dried, it cannot be altered</p> <p>Look at a range of different artists and their work including: Andy Goldsworthy, Vincent Van Gogh and Monet</p>
Year 1	Colour Chaos	This Colour Chaos unit will teach your class about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and,	Abstract art, swish, wipe, blot, primary colours, secondary colours, warm colours, cool colours, neutral colours, tints, shades, palette	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage from primary colours.</p> <p>Learn about the work of a range of artists in the context of Piet Mondrian, Mark Rothko, Jackson Pollock. Paul Klee, Robert and Sonia Delaunay and Wassily Kandinsky.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from secondary and tertiary colours.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from tints.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from shades.</p>

		working primarily in paint, to create pieces in a range of abstract styles.		Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from warm and cool colours.
	Let's Sculpt	In this unit, children will be introduced to six sculptors: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, and Eva Rothschild. Children will make their own sculptures using a range of unusual materials: bread, recycled materials, boxes, plastic spoons, sugar cubes, and marshmallows. Children will learn about figurative and abstract sculptures, and think about shapes and materials.	sculpture, sculptor, sculpting, instillation, figurative, abstract, space, modern, minimalist, geometric, shapes, materials, techniques, bread, recycled materials, sugar cubes	<p>To use a range of materials creatively to design and make products, in the context of making a bread sculpture.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination in the context of creating a sculpture of a monster.</p> <p>To use a range of materials creatively to design and make products, in the context of using recycled materials to make a 3D sculpture.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination, in the context of using sculpture to create a person.</p> <p>To use a range of materials creatively to design and make products in the context of making sculptures with unusual materials.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination, in the context of creating a sculpture of a building.</p> <p>To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptors Marc Quinn Barbara Hepworth, Brendan Jamison, Eva Rothschild and Jill Townsley.</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space, in the context of making sculptures from unusual materials.</p>
	Joan Miro	Children will learn about the Spanish Catalan artist, Joan Miró, inspiring them with colour, fun, dreams, and nonsense as they create their own pieces of art. They will learn all about his Magical Realist paintings, drawing on their own experiences to create dream-like pictures about their own lives. Children will explore printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Children will delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.	Joan Miró, artist, painting, design, sculpture, printmaking, printing, relief printing, illustration, artist's book, magical realism, surrealism, symbols, lines, colours, shapes, organic, monumental, clay	<p>To use drawing to develop and share their ideas, experiences and imagination, in the context of drawing their own version of Joan Miró's 'The Farm'.</p> <p>To know about the work of a range of artists, making links to their own work, in the context of learning about the Magical Realist paintings of the artist Joan Miró.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination, in the context of creating a Surrealist picture inspired by Miró.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a Surrealist picture inspired by Miró.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of using relief printing to create illustrations for a book.</p> <p>To know about the work of a range of artists and designers, in the context of learning about the Livres d'Artiste of Joan Miró, and Artist's Books made by modern practitioners.</p> <p>To use a range of materials creatively to design and make products, in the context of designing a Surrealist sculpture.</p> <p>To learn about the work of a range of artists, making links to their own work, in the context of learning about the sculptures of the artist Joan Miró.</p> <p>To use sculpture to develop and share their ideas and imagination, in the context of making Surrealist sculptures, inspired by Joan Miró.</p> <p>To learn about the work of a range of artists, and designers, making links to their own work, in the context of learning about the sculptures of Joan Miró.</p> <p>To use painting and sculpture to develop and share their ideas and imagination, in the context of painting Surrealist sculptures inspired by Joan Miró.</p> <p>To learn about the work of a range of artists, and designers, making links to their own work, in the context of learning about the sculptures of Joan Miró.</p>

Year 2	Portraits	This Portraits unit will teach your class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.	portrait, self-portrait, memorialize, subject, painting, drawing, oil paint, watercolour, oil pastel, pencil, colour, materials, warm, cold, emotions, sad, happy, compare, Pablo Picasso, collage, abstract, Cubist, Cubism, realistic, dab, detail, movement, Pop Art, unrealistic, repeated image, print, photograph, pattern, Andy Warhol, features	<p>To develop a wide range of art and design techniques, such as using drawing to create a self-portrait.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol.</p> <p>To know about the work of a range of artists, looking at the work of a Pablo Picasso.</p> <p>To develop a wide range of art and design techniques in using colour, when creating portraits.</p> <p>To develop a wide range of art and design techniques, such as making a collage.</p> <p>To know about the work of a range of artists, looking at portraits by Paul Klee.</p> <p>To develop a wide range of art and design techniques in using colour and pattern, using watercolours to create a background.</p> <p>To develop a wide range of art and design techniques, such as line drawing.</p>
	Landscapes and Cityscapes	Children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings, drawings, and mosaic art, inspired by the three artists.	Impressionism, Post-Impressionism, Neo-Impressionism, Vincent van Gogh, Claude Monet, Jean Metzinger, landscape, cityscape, light, outside, garden, buildings, day, night, colour, brushstrokes, marks, swirling, vivid, bright	<p>To develop a wide range of art and design techniques in using colour and texture; to use painting to develop and share their ideas, experiences and imagination; in the context of painting a landscape in the style of Monet and van Gogh.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Monet.</p> <p>To develop a wide range of art and design techniques in using colour and texture, in the context of using pastels.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of learning about the artist, van Gogh.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, and line, in the context of painting cityscapes in the style of van Gogh.</p> <p>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about van Gogh and Metzinger.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a landscape.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a mosaic collage landscape.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of comparing 3 artists.</p>
	Fabricate	Children will learn about 2 textiles techniques, weaving and wax-resist dyeing. Children will weave paper and other materials to create under the sea placemats, inspired by craftmakers around the world and the textiles artist Gunta St olzl. Children will learn about the decorative art of Gustav Klimt before	fabric, textiles, design, make, batik, gift, paper, weaving, canting, dye, wax, wax-resist, bag, placemat, coaster	<p>To use a range of materials creatively to design and make products, in the context of weaving a paper placemat .</p> <p>To learn about the work of a range of artists and craftmakers, making links to their own work, in the context of learning about weaving.</p> <p>To use a range of materials creatively to design and make products, in the context of decorating a woven placemat.</p> <p>To use a range of materials creatively to design and make products, in the context of designing a batik coaster.</p> <p>To develop a wide range of art and design techniques, in the context of using batik.</p> <p>To use a range of materials creatively to design and make products, in the context of dyeing a batik coaster</p>

		<p>adding decoration to their placemats. They will then use their paper weaving skills to create beautiful handmade heart bags. Children will learn about the use of traditional batik in Indonesia and around the world before designing and making their own batik coasters using wax resist sticks and dye.</p>		
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Key Stage 2

NC Statutory Programme of Study KS2

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

Year 3	Unit being taught...	Learners will be finding out...	Vocabulary...	Knowledge, Skills and Understanding...
	Autumn	Children will learn how to use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. The children will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne. The pack contains six lesson plans with their own Lesson Presentations, corresponding lesson resources, two home learning tasks, challenge cards and a pack of fact cards.	observational drawing, colour, line, mix, shape, blend, pattern, texture, form, tone	<p>To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a drawing.</p> <p>To improve mastery of art and design techniques in the context of pastel/coloured pencil drawings.</p> <p>To learn about great artists, architects and designers in history in the context of Jackson Pollock, John Constable, Thomas Cole and Claude Monet.</p> <p>To improve mastery of art and design techniques in the context of printing.</p> <p>To improve mastery of art and design techniques in the context of paper sculpture and collage.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing.</p> <p>To learn about great artists, architects and designers in history in the context of Henri Matisse.</p> <p>To improve their mastery of art and design techniques, including painting in the context of painting vegetable skins.</p> <p>To learn about great artists, architects and designers in history in the context of Paul Cezanne.</p>
	Fruit and Vegetables	Children will learn how to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio. The pack contains six lesson plans with their own lesson presentations, corresponding lesson resources, two home learning	Arcrimboldo, Warner, Brennand-Wood, Standing, line, pattern, texture, form, shape, tone, colour, structure, jagged, smooth, light, heavy, veins, seeds, self-portrait, mark	<p>To improve mastery of art and design techniques, including drawing in the context of charcoal.</p> <p>To learn about great artists, architects and designers in history in the context of Braque, Claesz and Kalf.</p> <p>To improve mastery of art and design techniques, including clay in the context of clay peppers.</p> <p>To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings.</p> <p>To learn about great artists, architects and designers in history in the context of Carl Warner.</p> <p>To improve their mastery of art and design techniques, including painting in the context of painting fruit and vegetables.</p> <p>To learn about great artists, architects and designers in history in the context of Caravaggio.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of using observations to design textiles.</p> <p>To learn about great artists, architects and designers in history in the context of Michael Brennand-Wood.</p> <p>To improve mastery of art and design techniques, in the context of textiles.</p>

Year 4		tasks, challenge cards and a pack of fact cards		
	British Art	This 'British Art' unit will teach your class how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.	Hodgkin, Gainsborough, Boyce, Rego, Freud, Kapoor, abstract, emotion, memory, Afro Caribbean, portrait, Suffolk, foreground, sensory, texture, storytelling, women, folk tales, pattern	<p>To learn about great artists, architects and designers in history in the context of Paula Rego.</p> <p>To improve mastery of art and design techniques, including drawing in the context of illustrating a story.</p> <p>To improve mastery of art and design techniques, including drawing in the context of painting.</p> <p>To learn about great artists, architects and designers in history in the context of Gainsborough.</p> <p>To learn about great artists, architects and designers in history in the context of Sonia Boyce.</p> <p>To improve mastery of art and design techniques, in the context of a range of media.</p> <p>To learn about great artists, architects and designers in history in the context of Lucien Freud.</p> <p>To improve mastery of art and design techniques, including painting in the context of composition.</p> <p>To learn about great artists, architects and designers in history in the context of Howard Hodgkin.</p> <p>To learn about great artists, architects and designers in history in the context of Anish Kapoor.</p>
	Bodies	This 'Bodies' themed unit will teach your class about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.	Vivienne Westwood, Julian Opie, Giacometti, Henry Moore, terracotta, outline, jagged, army, fashion, form, smooth, pattern, shape, structure, maquette, China, line, desinger	<p>To improve mastery of art and design techniques, including drawing in the context of felt tip drawings.</p> <p>To learn about great artists, architects and designers in history in the context of Julian Opie.</p> <p>To improve mastery of art and design techniques, including drawing in the context of charcoal drawings.</p> <p>To learn about great artists, architects and designers in history in the context of Henry Moore.</p> <p>To improve mastery of art and design techniques, including drawing in the context of pen drawings.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve their mastery of art and design techniques in the context of making maquettes.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of inspiring the drawing activity.</p> <p>To improve their mastery of art and design techniques in the context of making 3D models.</p> <p>To learn about great artists, architects and designers in history in the context of Giacometti.</p> <p>To improve mastery of art and design techniques, in the context of making paper clothes.</p> <p>To learn about great artists, architects and designers in history in the context of Vivienne Westwood.</p>
	Insects	This Insects unit will teach your class about how to use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.	Bourgeois, Angus, marionette, theatre, voice, mosaic, shadow, light, abdomen, thorax, head, antennae, wings, line, texture, pattern, form, tone, colour, shape	<p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve mastery of art and design techniques, including drawing in the context of oil pastel and coloured pencil.</p> <p>To improve mastery of art and design techniques, including collage in the context of insect mosaic patterns.</p> <p>To learn about great artists, architects and designers in history in the context of Louise Bourgeois.</p> <p>To improve mastery of art and design techniques, including collage in the context of insect shadow puppets.</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling insects.</p> <p>To learn about great artists, architects and designers in history in the context of Jennifer Angus.</p> <p>To improve their mastery of art and design techniques in the context of modelling insects.</p>

	Ancient Egypt	This Ancient Egypt unit will teach your class about how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier mache to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.	Line, pattern, texture, form, tone, self-portrait, smudge, blend, eyelashes, wrinkles, blemishes, ears, creases, hard, soft, mark, heavy, light, jagged, smooth	<p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve mastery of art and design techniques, including drawing in the context of charcoal.</p> <p>To learn about great artists, architects and designers in history in the context of David Hockney.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing.</p> <p>To learn about great artists, architects and designers in history in the context of Man Ray.</p> <p>To improve mastery of art and design techniques, including clay in the context of clay facemasks.</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling masks in papier mache.</p> <p>To improve their mastery of art and design techniques, including painting in the context of painting Egyptian masks.</p> <p>To learn about great artists, architects and designers in history in the context of Fernand Leger</p>
Year 5	Wildlife Birds	Children will learn how to use pencil, white pencil, print, make clay tiles and model to create quality art work that shows progression in skills. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney. The pack contains six lesson plans, with their own lesson presentations, corresponding lesson resources, two home learning tasks, challenge cards and a pack of fact cards.	line, pattern, texture, Sweeney, tone, Brancusi, modelling, form, printing, drawing, colour, shape, papier mache	<p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve mastery of art and design techniques, including drawing in the context of recording observations as a drawing.</p> <p>To improve mastery of art and design techniques, including printing in the context of printing feathers.</p> <p>To improve mastery of art and design techniques, including clay in the context of textured clay tiles.</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling newspaper birds.</p> <p>To learn about great artists, architects and designers in history in the context of Constantin Brancusi.</p> <p>To improve their mastery of art and design techniques, including painting in the context of paper modelling.</p> <p>To learn about great artists, architects and designers in history in the context of designer Richard Sweeney.</p>
	European Art and Artists	This 'European Art' unit will teach your class about how to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.	Le Corbusier, Coco Chanel, Michelangelo, Kiefer, Rembrandt, Dali, surrealist, Sistine, Florence, fresco, rectangular, concrete, architect, portrait, brim, peak, buckle, edging,	<p>To learn about great artists, architects and designers in history in the context of Anselm Kiefer.</p> <p>To improve mastery of art and design techniques, including drawing in the context of drawing buildings.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve mastery of art and design techniques, including painting in the context of painting from below.</p> <p>To learn about great artists, architects and designers in history in the context of Michelangelo and Le Corbusier</p> <p>To improve mastery of art and design techniques, with a range of materials in the context of using 2D shapes.</p> <p>To improve mastery of art and design techniques in the context of drawing.</p> <p>To learn about great artists, architects and designers in history in the context of Rembrandt.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of drawing experiments.</p> <p>To improve mastery of art and design techniques, including painting in the context of modelling.</p> <p>To improve mastery of art and design techniques, with a range of materials in the context of Coco Chanel.</p> <p>To learn about great artists, architects and designers in history in the context of Salvador Dali.</p> <p>To improve mastery of art and design techniques, including drawing in the context of drawing.</p>

Year 6			trimmings, moustache	
	South and Central American Art	Children will learn how to make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.	Polio, self-portrait, tram, Mondrian, earthy, culture, textiles, fantasy, wealthy, expelled, weave, fresco, Aztecs, tropical, Brazil, collograph, Uruguay, candombe, carnival, poverty	<p>To learn about great artists, architects and designers in history in the context of Frida Khalo.</p> <p>To improve mastery of art and design techniques in the context of clay.</p> <p>To learn about great artists, architects and designers in history in the context of Leonora Carrington.</p> <p>To improve mastery of art and design techniques, including using pattern in the context of dream catchers.</p> <p>To learn about great artists, architects and designers in history in the context of Joaquin Torres Garcia.</p> <p>To improve mastery of art and design techniques, including painting in the context of dream catchers.</p> <p>To learn about great artists, architects and designers in history in the context of Diego Rivera.</p> <p>To improve mastery of art and design techniques, including drawing in the context of coloured drawing.</p> <p>To learn about great artists, architects and designers in history in the context of Beatriz Milhazes.</p> <p>To improve mastery of art and design techniques, including collage in the context of coloured papers and printing.</p> <p>To learn about great artists, architects and designers in history in the context of Carlos Paez Vilaro.</p> <p>To improve mastery of art and design techniques in the context of patterned drum making.</p>
	North American Art	Children will learn how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls and be an artist's model to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of American artists John Singer Sargent, Helen Frankenthaler, Llyod Wright, Basquiat, Mary Cassatt, landscape, Yosemite, photographer, California, abstract, skyscraper, architect, flamboyant, inspired, graffiti, athletes, prophet, warrior	Singer Sargent, Ansel Adams, Helen Frankenthaler, Llyod Wright, Basquiat, Mary Cassatt, landscape, Yosemite, photographer, California, abstract, skyscraper, architect, flamboyant, inspired, graffiti, athletes, prophet, warrior	<p>To learn about great artists, architects and designers in history in the context of John Singer Sargent.</p> <p>To improve mastery of art and design techniques, including drawing in the context of coloured drawing.</p> <p>To create sketch books to record observations and use them to review and revisit ideas. To improve mastery of art and design techniques, including painting in the context of black and white collage.</p> <p>To learn about great artists, architects and designers in history in the context of Ansel Adams.</p> <p>To learn about great artists, architects and designers in history in the context of Helen Frankenthaler.</p> <p>To improve mastery of art and design techniques, with a range of materials in the context of painting.</p> <p>To improve mastery of art and design techniques in the context of modelling.</p> <p>To learn about great artists, architects and designers in history in the context of Frank Lloyd Wright.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To learn about great artists, architects and designers in history in the context of Jean-Michel Basquiat.</p> <p>To learn about great artists, architects and designers in history in the context of Mary Cassatt.</p> <p>To improve mastery of art and design techniques, including painting in the context of painting.</p>
	The Seaside	This 'The Seaside' unit will teach your class how to use pen and colour, how to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.	Alfred Wallis, Hokuai, Jonah, lantern, line, texture, pattern, form, shape, tone, colour, light, structure, silk, wood block, printing, shipwreck, outline, Japan	<p>To improve mastery of art and design techniques, including drawing in the context of pen drawings.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings.</p> <p>To learn about great artists, architects and designers in history in the context of Alfred Wallis.</p> <p>To improve mastery of art and design techniques, in the context of printing.</p> <p>To improve their mastery of art and design techniques in the context of weaving with plastic.</p> <p>To improve mastery of art and design techniques, including collage in the context of making lanterns.</p> <p>To learn about great artists, architects and designers in history in the context of Hokusai.</p>

	Plants and Flowers	Children will learn how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.	<p>Oliveira, Calder, Flint, Rousseau, structure, trunk, stem, leaf, flower, petals, stamen, anthers, pollen, Hapa-Zone, hammering, effect, shape, tone, colour, dye</p> <p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings. To learn about great artists, architects and designers in history in the context of Henri Rousseau. To improve mastery of art and design techniques in the context of Hapa-Zome printing. To learn about great artists, architects and designers in history in the context of India Flint. To improve mastery of art and design techniques in the context of paper sculpture. To create sketch books to record observations and use them to review and revisit ideas in the context of inspiring sculptural shapes. To improve mastery of art and design techniques, including sculpture in the context of modelling plants and flowers. To improve their mastery of art and design techniques in the context of modelling plants and flowers. To learn about great artists, architects and designers in history in the context of Alexander Calder and David Oliveira.</p>
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Curriculum Expectations and Guidance

What pupils should know, be able to do and understand

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

		shadow, line, pattern, texture, form, shape, tone, outline.	
Painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

	abstract, geometric.	terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	
Collage	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Printing	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Work of Other Artists	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claes, Kalf, Carl Warner, Michael Brennan-Wood. 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.