

| KNOWLEDGE OVERVIEW GRID                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                            |                                                                                            |
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|                                                                                   | Subject: Art & Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            | Year Group: 6                                                                              |
|  | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring                                     | Summer                                                                                     |
|                                                                                   | <b>Topic</b><br><b>Drawing</b><br>Light and Perspective (Science link and WW2 for future years – link to History)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Topic</b><br><b>Painting (printing)</b> | <b>Topic</b><br><b>Sculpture (migration topic 2025/26)</b>                                 |
|                                                                                   | <b>Artist</b><br>Henry Moore                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Artist</b><br>William Morris            | <b>Artist</b><br>Ruth Asawa (2025/26?)<br>Elizabeth Berrien?<br>Alexander Calder (2024/25) |
| <b>NC Objectives Covered</b><br>(Taken directly from the National Curriculum)     | 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.<br>Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> |                                            |                                                                                            |

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| <p><b>Specific Skills (taken from the BPS skills progression document)</b></p> <p><b>Red= substantive knowledge</b></p> <p><b>Blue= disciplinary knowledge)</b></p> | <ul style="list-style-type: none"> <li>• Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently.</li> <li>• Show the effect of light from different directions on objects and people.</li> <li>• Use perspective in their work, using a single focal point and horizon.</li> <li>• Know how tone can add impact to a drawing.</li> <li>• Focus on a small area, such as the eyes or lips, and capture the different tones and shades.</li> <li>• Know how to show facial expressions in art (look at Leonardo Da Vinci's drawings, Edvard Munch scream – all looked at in previous years) - could photography be incorporated into this topic? Chn recreate WW2 photography in groups and take photos.</li> <li>• understand that perspective can be achieved through darkening the paint/colour towards to foreground.</li> </ul>                                                                                                                                                                                                                                                  | <p>PAINTING</p> <ul style="list-style-type: none"> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Be able to identify and work with complementary and contrasting colours.</li> <li>• Experiment with the use of paint to create contemporary art ideas.</li> </ul> <p>PRINTING</p> <ul style="list-style-type: none"> <li>• Print onto fabric using up to four colours.</li> <li>• Develop their own style when working with a range of tools and materials.</li> <li>• Create printing blocks using the relief or impressed method.</li> <li>• Know that it is important to ensure that the lino is cleaned properly and ready for the next print.</li> <li>• Use lino cutters to cut through pen lines</li> <li>• Know that more detail and mark-making create a more effective print.</li> <li>• Know that batik is a wax-resist dyeing technique applied to cloth and is of Japanese origin.</li> </ul> | <ul style="list-style-type: none"> <li>• Create sculptures using clay, wire and other artificial and natural materials.</li> <li>• Apply skills using malleable materials, including slabs, coils, slips, etc.</li> <li>• Shape, form, model and join clay.</li> <li>• Use aluminium wire to create sculptures.</li> <li>• Shape, form, model and construct using wire.</li> <li>• Use tools safely.</li> <li>• Use a sketchbook to inform, plan and develop ideas, through drawing and other preparatory work (including form, shape, modelling, and joining).</li> </ul> |
| <p><b>Previous Knowledge</b></p> <p><b>-What have children learnt previously that will support this next step?</b></p> <p><b>For all yeargroups, see:</b></p>       | <p>DRAWING</p> <ul style="list-style-type: none"> <li>• Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques.</li> <li>• Develop accuracy and expression in their drawings.</li> <li>• Carry out observational, from memory and imaginative drawing (mood, movement and feeling).</li> <li>• Know that chalk pastel can be easily blended – using fingers is most effective, but a brush can be used.</li> <li>• Use a range of mark-making techniques to show contrast and tone in drawings.</li> <li>• Make small observational studies using viewfinders to focus on selected parts.</li> <li>• Apply drawing skills using ink pens (fineliners) and explore the different properties.</li> <li>• Draw from first-hand observation and source material.</li> <li>• Explore the work of famous architects and designers and experiment with some of these styles.</li> <li>• Begin to use perspective and proportion.</li> <li>• Select an appropriate style for a piece of artwork.</li> <li>• Make small observational studies using viewfinders to focus on selected parts.</li> </ul> | <p>PAINTING</p> <ul style="list-style-type: none"> <li>• Know how to use paint to create emotion in art.</li> <li>• Explore wash and transparency, marks and strokes when painting.</li> <li>• Develop fine brush strokes</li> <li>• Develop a colour palette through combinations to enhance mood, etc.</li> <li>• Experiment further with tint, tone, shade, hue, complementary and contrasting colours.</li> <li>• Introduce watercolour and spend time knowing how to create effects with watercolour.</li> <li>• Use watercolour paint to produce washes for backgrounds and then add detail</li> </ul> <p>PRINTING</p> <ul style="list-style-type: none"> <li>• Resist printing, including marbling, silkscreen and cold-water paste.</li> </ul>                                                                                                                                                                                                                                                                                 | <p>SCULPTURE</p> <ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation and imagination.</li> <li>• Use recycled, natural and made materials to sculpt.</li> <li>• Explore wire as a medium for sculptures.</li> <li>• Plan a sculpture through drawing (exploded) and other preparatory work (including form, shape, modelling, and joining).</li> </ul>                                                                                                                                                                              |

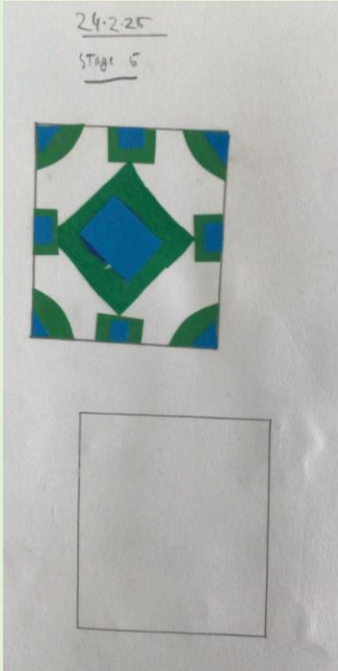
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| <b>Misconceptions</b><br>-What are the common misconceptions in knowledge for this unit?                                                                            |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children may put too much paint on their sheet of plastic.<br>Children may put the lino directly into the paint rather than rolling on the ink using the roller.                                                                                                                                                                                                                                                                                                                                                                                                          | Children may add too much water to the clay                                                                                                                                                                                                                                                                        |
| <b>Learning Sequence</b><br><a href="#">Planning for the arts.docx</a><br><br>Copy and paste the specific skills and knowledge you're going to cover in each stage. | Stage 1:<br>Link it | <u>Prior knowledge:</u> <ul style="list-style-type: none"><li>Landscapes vocab and understanding (background, foreground and horizon Y2 + seascapes Y5)</li></ul> Use a source picture for children to label the horizon, background and foreground. <ul style="list-style-type: none"><li>Hatching and cross hatching (Y3)</li><li>How to create light and dark with coloured pencils (from previous topic: rainforest leaves - Y4)</li></ul> Give children a picture with high contrast light and ask them to draw it in pencils/charcoals/pastels etc. Establish which mark-making techniques they use from previous years. | <u>Link to prior knowledge</u><br><br><b>Art history:</b> Timeline – chn place artists covered on timeline<br><br>What can they remember about impressionist vs modernist artists?<br><br>Look at pictures of Morris' work. Which era do you think it fits into?<br><br>Place William Morris on timeline – pre-Raphaelite<br><br><b>Colour knowledge:</b> Recap: primary, secondary, tertiary + complementary colours + contrasting colours – include painting from Romantic era and discuss how artist uses colour (complementary) and why (link to Y3 Romanticism unit) | <u>Link to prior knowledge:</u><br><br>Retrieval questions: <ul style="list-style-type: none"><li>What is sculpture?</li><li>What techniques have you used with clay?</li><li>What is the name of the artist who sculpted this? (picture of Barbara Hepworth's work)</li><li>What sculptors do you know?</li></ul> |
|                                                                                                                                                                     |                     | <u>Links to personal experience or another subject:</u> <ul style="list-style-type: none"><li>Discussion about WW2 - knowledge from history. How does this impact the art of the time? Look at Henry Moore's drawings and discuss whether art has to be beautiful?</li></ul>                                                                                                                                                                                                                                                                                                                                                   | <u>Links to personal experience or another subject</u> <ul style="list-style-type: none"><li>Recap where Henry Moore fits on the timeline.</li><li>Discuss similarities and differences between art from Pre-Raphaelite era and Modernist era due to historical events at time – links to WW2 and industrialisation. Discussion about how art is often a reaction to events.</li></ul>                                                                                                                                                                                    | <u>Links to personal experience or another subject</u>                                                                                                                                                                                                                                                             |
|                                                                                                                                                                     |                     | <u>Introduce new unit:</u> <ul style="list-style-type: none"><li>Introduce what materials we will be using: full range of sketching pencils, charcoals, soft pastels</li><li>Introduce artist</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Introduce new unit</u> <ul style="list-style-type: none"><li>Show William Morris' work</li><li>Explain printing</li><li>Show video about how William Morris' work is still printed today to create wallpapers and curtains.</li></ul>                                                                                                                                                                                                                                                                                                                                  | <u>Introduce new unit</u> <ul style="list-style-type: none"><li>Introduce Alexander Calder's work</li></ul>                                                                                                                                                                                                        |

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|  | Stage 2:<br>Research<br>Artist    | <u>Familiarise children with the artist's work:</u><br><br>Henry Moore and/or Anthony Gormley<br><br>Henry Moore perspective WW2 mixed media drawings<br><br>Anthony Gormley 'Another Place' sculptures at Crosby beach                                                                                                               | <u>Familiarise the children with that artist's technique and style</u><br><br><ul style="list-style-type: none"> <li>Discussion of colour palette – complementary colours, tone, mood.</li> <li>What formal elements of art are important in William Morris' art?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Familiarise the children with that artist's technique and style</u><br><br><ul style="list-style-type: none"> <li>Show pictures and videos of Calder's work and discuss what a mobile is.</li> </ul>                                                                                                                           |
|  |                                   | <u>Understand the artist's life:</u><br><br>                                                                                                                                                                                                                                                                                          | <u>Understand the artist's life</u><br><br><ul style="list-style-type: none"> <li>Watch some videos about William Morris.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Understand the artist's life:</u><br><br><ul style="list-style-type: none"> <li>Watch videos about Alexander Calder's life and make notes in preparation for artist research page.</li> </ul>                                                                                                                                  |
|  |                                   | <u>Have examples of the artist's work in their books and have some form of evaluation of that artist's work surrounding this.</u><br><br><ul style="list-style-type: none"> <li>Create artist research page.</li> </ul>                                                                                                               | <u>Have examples of the artist's work in their books and have some form of evaluation of that artist's work surrounding this.</u><br><br><ul style="list-style-type: none"> <li>Create artist research page.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Have examples of the artist's work in their books and have some form of evaluation of that artist's work surrounding this.</u><br><br><ul style="list-style-type: none"> <li>Create artist research page.</li> </ul>                                                                                                           |
|  | Stage 3:<br>Research<br>the genre | <u>Look at other art from this period of art history:</u><br><br><ul style="list-style-type: none"> <li>Look at other Modernist artworks</li> <li>What is similar/different about them? Discuss colours, abstraction etc.</li> <li>Discuss how artwork reflects historical events of the time: industrialisation, war etc.</li> </ul> | <u>Look at other art from this period of art history:</u><br><br><ul style="list-style-type: none"> <li>History of printing/printmaking – watch video about creating wallpaper</li> <li>Learn about different printing techniques: relief/impressed/block printing = lino + leaf printing – creates several identical copies. Monoprinting creates one unique copy.</li> <li>Know that batik is a wax-resist dyeing technique applied to cloth and is of Japanese origin.</li> <li>Which printing technique would be best to create a repeating pattern? Relief/block printing</li> <li>Repeated patterns – how they work</li> <li>Pre-Raphaelite + arts and crafts artwork (and architecture) - discuss the changing role of the home – wanting the home to be beautiful hence development of beautiful wallpapers, curtains, fabrics</li> <li>Colour – what colours are used in this era – learn about tonal colour choices and using a colour palette which would incorporate complementary and contrasting colours</li> </ul> | <u>Look at other art from this period of art history:</u><br><br><ul style="list-style-type: none"> <li>Research Modern and Contemporary wire sculptors e.g. Elizabeth Berrien, Ruth Asawa.</li> <li>Add ideas to a Padlet to share.</li> <li>Discuss movement within sculpture.</li> <li>Understand what a mobile is.</li> </ul> |
|  |                                   | <u>Annotate pieces of artwork from this genre:</u><br><br><ul style="list-style-type: none"> <li>Make a timeline of different pieces of art from the Modernist era.</li> </ul>                                                                                                                                                        | <u>Annotate pieces of artwork from this genre:</u><br><br><ul style="list-style-type: none"> <li>Make a table comparing renaissance and pre-Raphaelite/Victorian artwork.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Annotate pieces of artwork from this genre:</u><br><br><ul style="list-style-type: none"> <li>Compare different wire sculptors Elizabeth Berrien and Alexander Calder and write notes on Padlet.</li> </ul>                                                                                                                    |
|  |                                   | <u>Discussion about what they like or dislike about the genre:</u><br><br>                                                                                                                                                                                                                                                            | <u>Discussion about what they like or dislike about the genre:</u><br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Discussion about what they like or dislike about the genre:</u><br><br>                                                                                                                                                                                                                                                        |

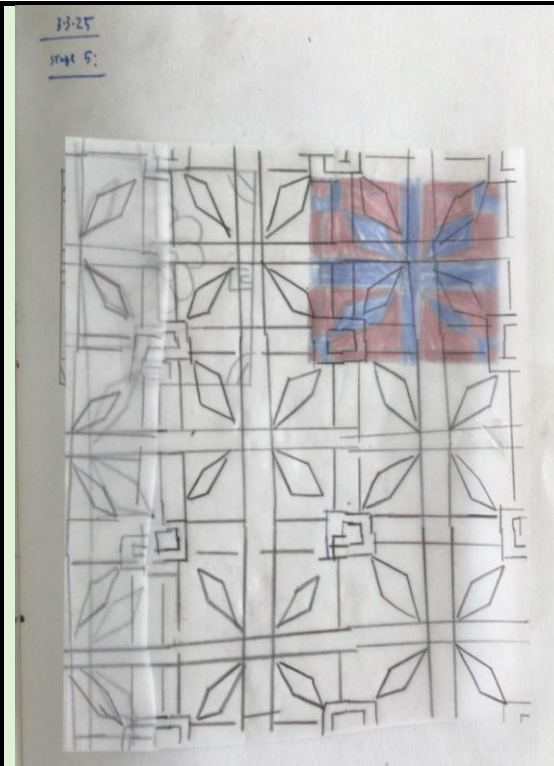
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|  | <div>Stage 4:<br/>Develop<br/>specific<br/>technique</div> | <div><div>Reminder/retrieval of artist’s technique:</div><div>Techniques to cover:</div><ul style="list-style-type: none"><li>Explore a full range of pencils, pastels, charcoal and mixed media to create observational art independently.</li><li>Learn how to show the effect of light from different directions on objects and people.</li><li>Learn how to use perspective in their work, using a single focal point and horizon.</li><li>Focus on a small area, such as the eyes or lips, and capture the different tones and shades.</li><li>Practise creating perspective by darkening the paint/colour towards to foreground.</li></ul><div>Use perspective in their work, using a single focal point and horizon.<br/>Understand landscape (background and foreground and horizon)<br/>Introduce focal point<br/>Introduce perspective, proportion and vanishing point<br/>Focus on a small area, such as the eyes or lips, and capture the different tones and shades.<br/>Explore how Henry Moore creates perspective and proportion in his mixed media WW2 drawings (using different directions and shapes of lines) - practise with art pencils<br/>Show the effect of light from different directions on objects and people.<br/>Know how tone can add impact to a drawing.<br/>Explore light and dark within Henry Moore’s work (tones and shades + mood)<br/>Understand that perspective can be achieved through darkening the paint/colour towards to foreground.<br/>Explore pastels + mixed media – create negative space by rubbing side of pastel over paper (use different papers e.g. newspaper, beige, black) with a template blocking some of the paper - add details using sharper end of pastel (lines and darker towards foreground to create perspective)</div><div>IDEAS FOR THE FUTURE:</div><ul style="list-style-type: none"><li>Know how to show facial expressions in art (look at Leonardo Da Vinci’s drawings, Edvard Munch scream – all looked at in previous years) - could photography be incorporated into this topic? Chn recreate WW2 photography in groups and take photos.</li></ul><div>Give children some images of landscapes which include perspective (photography of Anthony Gormley’s Another Place, photo of trees, photo of tunnels)</div></div> | <div><div>Reminder/retrieval of artist’s technique:</div><div>Techniques to cover:</div><ul style="list-style-type: none"><li>Experiment with the use of paint to create contemporary art ideas: Create a repeating pattern (block printing) using sponges, stamps etc. Print onto different colours, papers and texture – explore what is effective</li><li>Use polystyrene tiles to experiment with layering different colours in one image, selecting complimentary and contrasting colours.</li><li>Create printing blocks using the relief or impressed method on foam and lino so that they create a repeating pattern – teach how to create repeat pattern.</li><li>Practise using lino cutters to cut through pen lines.</li><li>Teach how to create different layers of colour using two blocks of lino.</li></ul></div> | <div><div>Reminder/retrieval of artist’s technique:</div><ul style="list-style-type: none"><li>Introduce to plyers – safety and how to use.</li><li>Explore wire as a medium – can you find a way to join wire together?</li><li>Recap clay joining techniques: slab, slip, score.</li></ul><div>Techniques to cover:</div><ul style="list-style-type: none"><li>How to use pliers to twist wire</li><li>Reminder about how to score, create slip to stick clay together and how to create slabs.</li></ul></div> |
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|  |  | <b>Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently.</b><br><br>Do observational drawings of these photos using Henry Moore’s technique of using curved lines and light and dark – using grey/black/white soft pastels and charcoal |  |  |
|  |  | <u>Modelling of technique:</u>                                                                                                                                                                                                                                                              |  |  |
|  |  | <u>Children have a go themselves:</u>                                                                                                                                                                                                                                                       |  |  |



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|  | <div>Stage 5:<br/>Create a draft or plan</div> <div>Stage 6:<br/>Create a final piece</div> | <div><b>Drafting:</b></div> <div><ul style="list-style-type: none"><li>• Trial – composition, check colour, size</li><li>• Teacher modelling</li></ul></div> <div><b>Final piece:</b></div> <div><ul style="list-style-type: none"><li>• Need to see a copy in sketchbooks</li><li>• Teacher may need to model embellishing details.</li></ul></div> <div>Stage 5: Draft</div> <div>Mood board some ideas for their final piece using mixed media and pastels.</div> <div>What is their subject going to be? Figures, trees – something like Henry Moore’s work</div> <div>What is their landscape going to be?</div> <div>What media are they going to use/layer together?</div> | <div><b>Drafting:</b></div> <div>Objectives:</div> <div><ul style="list-style-type: none"><li>• Create lino cut repeating pattern with 2-3 layers (using 2-3 complementary and contrasting colour choices).</li><li>• Print onto fabric using up to four colours.</li><li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li></ul></div> <div><u>Trial – composition, check colour, size</u></div> <div><div>1. Draft using paper to demonstrate shapes and colour combinations.</div><div></div></div> <div><div>2. Draw what they would like to create in their sketchbook and use coloured pencils to show the colour palette they are going to use.</div></div> | <div><b>Drafting:</b></div> <div><u>Trial – composition, check colour, size</u></div> <div><ul style="list-style-type: none"><li>• Draw some ideas to plan and develop designs for their final piece. Colour these using colouring crayons to demonstrate colour combinations.</li><li>• Make a paper version of model using art straws and cardboard/paper.</li></ul></div> <div><u>Teacher modelling</u></div> <div><b>Final piece:</b></div> <div><ul style="list-style-type: none"><li>• Need to see a copy in sketchbooks</li><li>• Teacher may need to model embellishing details.</li></ul></div> |
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3. Trials of different colour combinations and checking whether the prints work:



- Teacher modelling

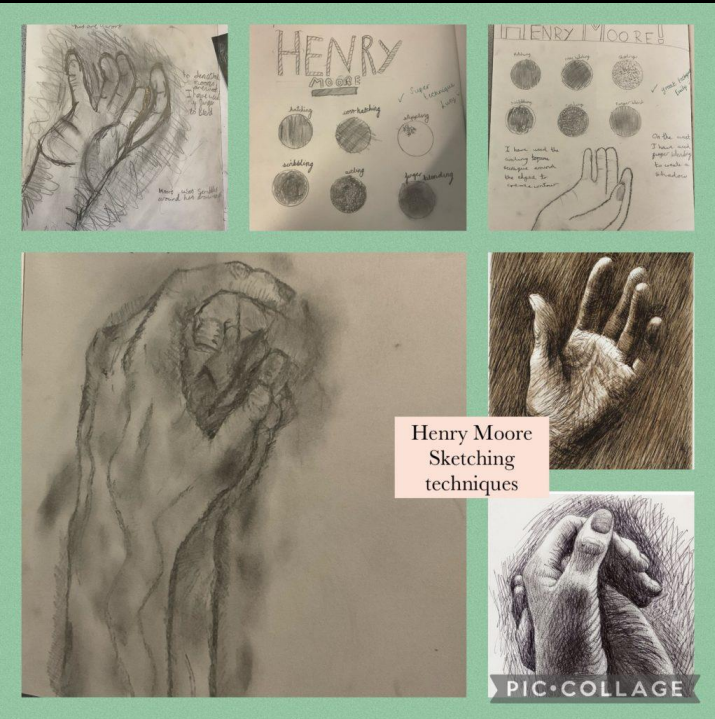
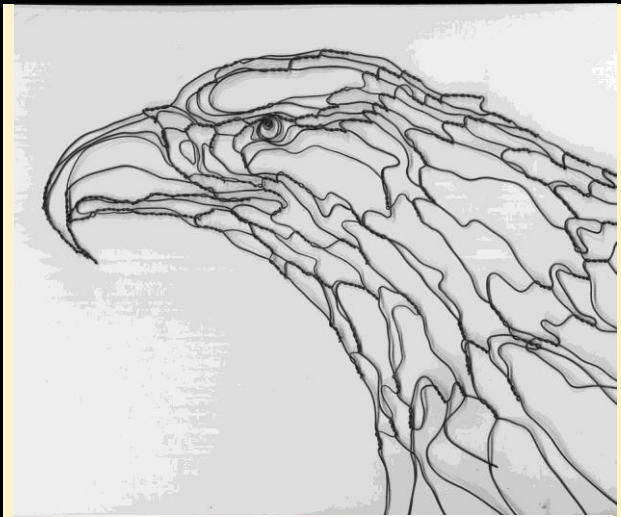
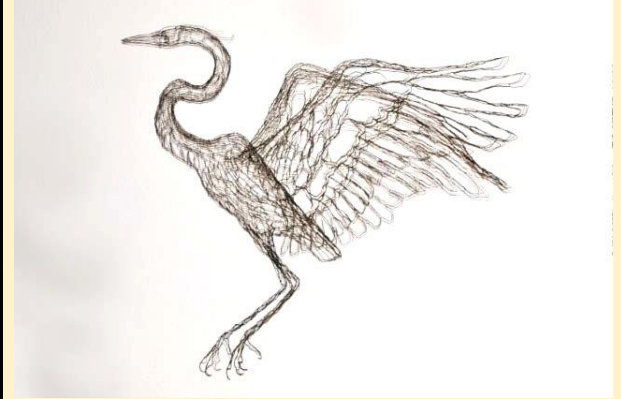
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|                                                                                                                                                                                     |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Final piece:</b></p> <ul style="list-style-type: none"> <li>Need to see a copy in sketchbooks.</li> </ul>  <ul style="list-style-type: none"> <li>Teacher may need to model embellishing details.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                     | Stage 7:<br>Evaluate | <p>How did Moore inspire your final piece?</p> <p>What technique did you enjoy exploring?</p> <p>What technique was effective in your final piece?</p> <p>What elements of Modernist art did you include in your final piece?</p> <p>What would you improve if you were to do it again?</p> <p><a href="#">Year 6</a></p>                                                                                                                                                                                       | <p>How did Morris inspire your final piece?</p> <p>What technique did you enjoy exploring?</p> <p>What technique was effective in your final piece?</p> <p>What elements of pre-Raphaelite art/Arts and Crafts did you include in your final piece?</p> <p>What would you improve if you were to do it again?</p> <p><a href="#">Year 6</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>How did the sculptors inspire your final piece?</p> <p>What technique did you enjoy exploring?</p> <p>What technique was effective in your final piece?</p> <p>What elements of Modernism art did you include in your final piece?</p> <p>What would you improve if you were to do it again?</p> <p><a href="#">Year 6</a></p>                                                                       |
| <p><b>Curriculum End Points</b></p> <p>-What will children know and be able to do by the end of the unit?</p> <p>-What will the children produce to demonstrate this knowledge?</p> |                      | <ul style="list-style-type: none"> <li>Decide on which range of pencils to use for specific tasks.</li> <li>Show confidence in using perspective in their drawings.</li> <li>Know the impact that tone has on a piece of work.</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Understands how colour captures different moods and can use colour in their work to create different moods (printmakers use different colour ways)</li> <li>Develop their own style when working with a range of tools and materials.</li> <li>Create printing blocks using the relief or impressed method.</li> <li>Know that it is important to ensure that the lino is cleaned properly and ready for the next print.</li> <li>Use lino cutters to cut through pen lines.</li> <li>Know that more detail and mark making will create a more effective print.</li> <li>Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work.</li> <li>Add layers of colours as appropriate and then embellish.</li> <li>Design a print and pattern linked to the works studied.</li> <li>Create an accurate print design following the given criteria.</li> </ul> | <ul style="list-style-type: none"> <li>Can explain how to use tools safely to create wire sculptures.</li> <li>Know about famous wire sculptors and can discuss their work confidently.</li> <li>Can explain that sculptures can be made from various materials and can recall materials used in previous years (recycled materials, wire, clay)</li> <li>Know a range of sculpting artists.</li> </ul> |
| <p><b>Knowledge Sentences</b></p> <p><a href="#">Developing a Curriculum for Art &amp; Design Whole School</a></p>                                                                  |                      | <ul style="list-style-type: none"> <li>I know that perspective is when something two-dimensional appears three-dimensional.</li> <li>I know proportion is the relationship between the sizes of different parts of a piece of art.</li> <li>I know the focal point of the drawing is the point where the viewer's eye is naturally drawn.</li> <li>I know the vanishing point is the point in the image where you can no longer see any further.</li> <li>I know that tone adds impact to a drawing.</li> </ul> | <ul style="list-style-type: none"> <li>I Know that more detail and mark making will create a more effective print.</li> <li>I know how to use lino cutters safely.</li> <li>I know how to select complementary and contrasting colours to create a particular mood.</li> <li>I know how to create a tint by adding white to a hue.</li> <li>I know how to create a shade by adding black to a hue.</li> <li>I know how to create a tone by adding grey to a hue.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>I know how to use tools safely to create a wire sculpture.</li> <li>I know how to shape, form, model and join clay using slabs, coils and slips.</li> <li>I know the work of Alexander Calder, Elizabeth Berrien and Ruth Asawa.</li> </ul>                                                                                                                      |

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| <p><b>Key Vocabulary</b></p> <p><a href="#">Developing a Curriculum for Art &amp; Design Whole School</a></p> | <ul style="list-style-type: none"><li>• Background and foreground (Year 2)</li><li>• Architecture/architect</li><li>• Perspective - the art of representing three-dimensional objects on a two-dimensional surface</li><li>• Proportion - proportion refers to the relationship between the sizes of different parts of a composition</li><li>• focal point - the centre of interest or activity.</li><li>• vanishing point - A vanishing point in art is the spot on a picture where all the lines seem to meet, like when you're looking down a straight road, and it looks like the road gets smaller and smaller until it disappears. Artists use the vanishing point to make their pictures look more real and to show depth, like things are going far away in the distance.</li><li>• Hatching- a technique used by draftsmen, engravers, and other artists who use mediums that do not allow blending.</li><li>• Textures - one of the seven elements of art that refer to the visual “feel” of a piece.</li><li>• Reflection- when light bounces off an object.</li><li>• Tone- Tone- this is how light or dark a picture is. Tone is important to an artist because it is often more important than colour.</li><li>• </li><li>• First-hand observation- when you look at surroundings and draw what you see.</li></ul> | <ul style="list-style-type: none"><li>• Tint- where an artist adds white to create a lighter version of the colour.</li><li>• Tone- refers to the relative lightness or darkness of a colour.</li><li>• Shade- where an artist adds black to a colour to darken it.</li><li>• Hue- the origin of the colours we can see.</li><li>• Printmaking - Printmaking is an art where you make designs by pressing ink onto paper from a special surface, like a carved block. It can allow artists create many copies of the same image.</li><li>• Lino cut – a printmaking technique where you carve a design into lino.</li><li>• Batik - is a wax-resist dyeing technique applied to cloth and is of Japanese origin.</li><li>• Repeat pattern - a repeat pattern is the repetition of lines, shapes, tones, colours, textures and forms.</li><li>• Complementary/contrasting colours - Two colours on opposite sides of the colour wheel. This combination provides a high contrast and high impact colour combination – together, these colours will appear brighter and more prominent.</li></ul> | <ul style="list-style-type: none"><li>• Sculptures</li><li>• Natural materials</li><li>• Join</li><li>• Model</li><li>• Sketchbooks</li><li>• Discussion</li><li>• Collaboration</li><li>• Safe handling</li></ul> |
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|  | <b>Sketchbooks</b>                                                    |  |  | <br> |
|  | <b>Enrichment Activities</b><br>(trips, residentials, speakers, SMSC) |                                                                                    | Trip to Leeds Art Gallery                                                            |                                                                                                                                                                            |
|  | <b>Physical Resources</b>                                             | Soft pastels, oil pastels, charcoals, black paper, other paper, fineliner, pencils | Printing ink, printing rollers, sheets to roll ink onto, lino, lino cutters          | Clay, clay tools, water pots, clay boards, wire, wire mesh, wire tools, clay tools, tin foil, masking tape.                                                                |

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|  | <b>Cross<br/>Curricular<br/>learning<br/>(Include<br/>opportunities<br/>for writing<br/>and quality<br/>texts)</b> | History topic = WW2 | Link to shapes – Y6 maths | History topic = migration |
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