

Art Curriculum Map

The National Curriculum aims for Key Stage 1 and Key Stage 2 are to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

Nursery	Curriculum content (Development Matters):		
	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Begin to explore colour and colour-mixing. 		
	Autumn	Spring	Summer
	DRAWING	PAINTING	3D
	<p>Introduction to Mark-making: using broad range of tools to explore different qualities of line: (sticks, toothpicks, combs, sponges, toothbrushes, string dipped in ink/paint or handmade tools).</p>	<p>Introduction to Colour-mixing: using poster/acrylic paint and learning the names of the primary and secondary colours when mixing: Red + yellow = orange Red + blue = purple Blue + yellow = green</p> <p>Mark-making: using knowledge from drawing unit and now exploring the medium of paint with sticks, toothpicks, combs,</p>	<p>Introduction to Clay: Free modelling and playing with clay. Children must explore the feel of it, practise rolling sausages and balls, chopping it and sinking fingers into it as they familiarize themselves with the material.</p> <p>To create simple one-piece models (of animals/people/ food), not load-bearing models with joining yet.</p>

		<p>sponges, toothbrushes, or handmade tools, thick paint brushes.</p> <p>Mood: Introduce the concept that different colours create different moods. Chn create a painting to show emotion/mood using tools and finger-painting. Resource: <i>My Many Coloured Days</i> by Dr. Seuss.</p>	
Assessment:	Examples of progress of skills recorded on ipad and in art assessment folder		

Reception	Curriculum content (Development Matters [DM] & Early Learning Goals [ELG]):		
	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 		
	Autumn	Spring	Summer
DRAWING	PAINTING	3D	
<p>Develop and embed skills learnt in Nursery</p> <p>Mark-making: using broad range of tools to explore different qualities of line: (sticks, toothpicks, combs, sponges, toothbrushes, string dipped in ink/paint or handmade tools).</p> <p>Introduction to sketching pencils, fine and thick graphite and charcoal.</p>	<p>Continue to explore Colour-mixing: using poster/acrylic paint and learning the names of the primary and secondary colours when mixing: Red + yellow = orange Red + blue = purple Blue + yellow = green Explore creating different shades adding white to primary and secondary colours.</p> <p>Mark-making: using knowledge from drawing unit and now exploring the medium of paint with sticks, toothpicks, combs, sponges, toothbrushes, string dipped in paint or handmade tools, thick paint brushes Developing children's control over fine paintbrushes and watercolours.</p>	<p>Developing manipulation of Clay: Free modelling and playing with clay. Children must explore the feel of it, practise rolling sausages and balls, chopping it and sinking fingers into it as they familiarize themselves with the material. Developing pinch and squeeze techniques.</p> <p>To create simple one-piece models (of animals/people/ food), not load-bearing models with joining yet.</p>	

Assessment:	Examples of progress of skills recorded on ipad and in art assessment folder
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Key Stage 1	Curriculum content (National Curriculum): Pupils should be taught: <ul style="list-style-type: none"> 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 artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		
Year 1	Autumn	Spring	Summer
	DRAWING	PAINTING	3D
	Building on the skills learnt in EYFS: Mark-making 1: building on skills learnt in EYFS, continuing to use a range of mark-making tools and introducing different grades of pencil (2H, 2B, 6B), charcoal and felt pens to draw from imagination and observation. Line: starting to explore different weights of line using pencils, charcoal and felt pens. Tone: starting to experiment with using different pressures when using a tool; smudging with charcoal and soft pencil. Outcomes To research the work of artists' drawing from imagination and from life. To practise skills, exploring the effects of drawing with different tools and considering the quality of line.	Building on the skills learnt in EYFS: Developing Colour-mixing: Introduction to the colour wheel diagram . Children become more familiar with knowledge of mixing primary colours to make secondary colours. Developing Mark-making: Experiment with blindfold and variety of 'tools' to make marks on paper, e.g. Sponge, stick, comb, decorator's paintbrush. To introduce thick and thin paintbrushes, to explore different qualities of line . Painting Project: Introducing Light and Dark Tone Research an artist or art movement and consider how particular artists create mood by using colour, light and dark tone . Children create a painting focusing on using light and dark tone. Outcomes	Building on the skills learnt in EYFS: Clay Relief Children progress to creating a clay relief model, e.g. on the theme of friendships or nature. They learn to roll a slab to create two flat joined faces, building protrusions on the clay base (hair, eyebrows, nose, lips, eyes). They learn how to make slip to join separate pieces of clay together. They practise rolling finer sausages e.g. to create layered hair/branches. They add surface decoration and texture using a variety of tools. However, the focus is on exploiting the 3D potential of the material, not just drawing into the clay. Outcomes To research the life and works of a 3D relief artist. To practise skills, joining surfaces with slip, rolling fine sausages and experimenting with building surface texture.

	<p>To draw from imagination, using a range of tools to create different weights of line. To draw a 3D object from observation, looking for shapes and using smudging to create shadow. To refine a drawing, creating surface texture. To evaluate a final piece and rework.</p> <p>Drawing Project Resources - Continuous Line Drawing. - Making marks which tell a story</p>	<p>To research the painting style of an artist or art movement, considering mood. To practise skills, mixing primary colours to make secondary colours. To experiment with a range of tools to make different marks. To plan a painting, sketching shapes in the frame. To make a painting, blocking in areas of light and dark tone to create mood. To evaluate a painting and rework.</p>	<p>To design a 3D relief clay model, using sketching techniques. To create a 3D relief clay model, building surface texture. To create surface texture in a 3D relief clay model by using a range of tools to draw into the clay. To evaluate the making process, reworking where necessary.</p>
Assessment:	Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Year 2	Autumn	Spring	Summer
	DRAWING	PAINTING	3D
	<p>Building on the skills learnt in EYFS and Year 1:</p> <p>Mark-making 2: continuing with range of mark-making tools and introducing full range of pencil grades (5H-6B), graphite, charcoal and black pens to experiment with line and tone. Children begin to look for light and dark to create 3D effect. To develop drawing from observation, looking for shapes in a single object. To use and apply additional drawing techniques: dots, hatching, cross-hatching to create basic textures.</p> <p>Introduction to Composition: Children begin to think about using space/where to place the object on the paper, so that it is not too small. They learn to use shadow underneath an object, so that it is not 'floating'.</p> <p>Outcomes</p> <p>To research artists' sketches and drawing techniques, focusing on composition. To practise skills, exploring the use of light and dark tonal shading. To draw a 3D object from observation, using tonal shading and considering scale. To refine a drawing, using mark-making techniques to create surface texture. To draw a 3D object: Final Draft To evaluate a final piece and rework.</p>	<p>Building on the skills learnt in EYFS and Year 1:</p> <p>Securing Colour-mixing: Children confidently mix primary colours to make secondary colours. Language fully embedded.</p> <p>Children research an artist and their style of work and experiment with matching the palette of that particular artist.</p> <p>Developing Mark-making: children use a range of thick and fine brushes and other tools to create different effects and qualities of line, developing their ability to create detail with fine brushes.</p> <p>Painting Project: Introduction to Composition/Still Life Children begin to consider the organisation of objects in a frame, looking at the Spanish artist, Miro's paintings and create a simple composition based on his abstract style. They learn to draw out basic shapes/elements of the objects on the paper in pencil before blocking in colour with a large brush. They learn to add detail and to create surface patterns on top with a smaller brush (when paint is dry).</p> <p>Outcomes</p> <p>To research the painting style of an artist.</p>	<p>Building on the skills learnt in EYFS and Year 1:</p> <p>Securing Clay Relief Skills: Within the context of their class topic, children interpret and embed their relief-modelling skills, developing their dexterity and the 3D potential of the clay.</p> <p>Projects should contrast with the friendships or nature project in Year 1, such as a natural outdoor scene/ landscape, flowers/plants or animals.</p> <p>The project begins with sketching before experimenting with form. The focus is on mastery of clay relief, in preparation for advancing to the more complex skills of vertical, load-bearing modelling in KS2.</p> <p>Outcomes</p> <p>To research the life and works of 3D relief designers. To practise skills, joining surfaces with slip, rolling fine sausages and experimenting with building surface texture. To design a 3D relief clay model, using sketching techniques. To create a 3D relief clay model, building surface texture. To create surface texture in a 3D relief clay model by using a range of tools to draw into the clay. To evaluate the making process, reworking</p>



	Drawing Project Resources -See Three Shapes -Drawing By Touch	To practise skills, mixing secondary colours to match an artist's palette and experimenting with the quality of line, using different tools. To plan a painting, focusing on composition, space and shape (sketching). To paint a still life composition, blocking in areas of colour using a large brush. To refine a painting by adding detail using a range of tools to create surface patterns. To evaluate a painting and rework.	where necessary.
Assessment:	Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Key Stage 2	<p>Curriculum content (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. Pupils should be taught:</p> <ul style="list-style-type: none"> 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 [f or example, pencil, charcoal, paint, clay] About great artists, architects and designers in history <p>Schools are not required by law to teach the example content in [square brackets].</p>
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Year 3	Autumn	Spring	Summer
	DRAWING	PAINTING	3D
	<p>Building on the skills learnt in EYFS and KS1:</p> <p>Drawing & Mark-making: using full range of drawing tools and techniques to build on EYFS/KS1 skills and develop new skills. Close examination of light/dark with tonal shading in observational sketching of individual 3D objects to create a sense of weight and volume. To develop the use of texture in drawings, by closely observing the surface of an object using existing drawing techniques: smudging, circles, hatching, cross-hatching and introducing new techniques of stippling (dots), scumbling and drawing with an eraser. To experiment with colour using water colour pencils.</p> <p>Outcomes</p>	<p>Building on the skills learnt in EYFS and KS1:</p> <p>Advanced Colour-mixing: Progressing from mixing secondary colours, children now learn to mix tertiary colours. They learn the difference between tone and hue. They practise the skill of blending colour to create a range of tones/hues.</p> <p>Securing Mark-making: the children are encouraged to exercise more control over their use of brushes/mark-making tools and to begin to master the use of fine detailing.</p> <p>Painting Project: Landscape Painting Children become more proficient at matching the palette of a particular artist. They study J.M.W. Turner's watercolour paintings and the birth of Impressionism and learn how to create a background wash experimenting with watercolour, using a</p>	<p>Building on the skills learnt in EYFS and KS1:</p> <p>Clay – Seated Figure: Children consider the work of Henry Moore. They sketch a seated or reclining figure in their sketchbooks to enhance their perception of the physical form of the body and of its 3-dimensional structure/weight and composite shapes. They then develop complex 3D skills by creating a seated or reclining figure, rolling a slab of clay and cutting shapes, using slip and cross-hatching surfaces to join parts of the body together. They experiment with building techniques, considering the balance, weight and form of the material.</p> <p>Contrasting Material: The children may also create a seated/reclining figure using Model Magic</p>

	<p>To research artists' sketches and drawing techniques. To practise skills, exploring the use of light and dark tonal shading using the full range of drawing tools and techniques. To draw a 3D object from observation, considering volume and texture. To use tonal shading depicting areas of light and dark to create a sense of weight and volume. To draw a contrasting 3D object, with different textures and tools. To draw a 3D object: final draft To evaluate a final piece and rework.</p> <p>Drawing Project Resources -Drawing Like a Caveman -Making Weighty Drawings</p>	<p>range of tones and hues before adding detail. They practise skills and interpret the artist's style and palette in their own landscape painting; in addition to building on their ability to recognize and produce patterns and create composition.</p> <p>Outcomes</p> <p>To research watercolour painting and the birth of Impressionism. To practise skills, learning to mix tertiary colours. To learn the difference between tone and hue. To plan a landscape painting project: and create a background wash. To interpret the artist's style and palette in your own landscape painting, creating a composition. To explore mark-making, using more control of brushes and tools and to begin to master the use of fine detailing. To evaluate a final piece and rework.</p>	<p>to exploit the potential of a contrasting material.</p> <p>Outcomes</p> <p>To research the life, works and techniques of a 3D artist. To practise skills, experimenting with building and joining techniques, considering balance, weight and form. To design a 3D clay seated figure sculpture. To create a seated or reclining figure (playdough). To create a second model in clay, addressing issues with the construction of the first. To evaluate the making process, comparing the two models and reworking where necessary.</p>
Assessment:	Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Year 4	Autumn	Spring	Summer
	<p data-bbox="412 231 539 255">DRAWING</p> <p data-bbox="412 261 882 320">Building on the skills learnt in EYFS, KS1 and Year 3:</p> <p data-bbox="412 355 936 874">Drawing & Mark-making: using full range of drawing tools and techniques to build on EYFS/KS1/Year 3 skills and develop new skills. Observational sketching of still life collection of 3D objects with a range of different forms and textures. Focus on creating weight and three dimension with tonal shading, then developing increased variations of texture and detail to describe the surface of an object. To compare the scale of the different elements and their arrangement: the composition of the drawing. Children make thoughtful marks and experiment with monochrome sketches, moving on to using chalk pastels and learning how to blend colours.</p> <p data-bbox="412 911 539 935">Outcomes</p> <p data-bbox="412 975 936 1310">To research observational still life drawings. To practise skills, exploring how to sketch a range of different forms and textures to create a 3D effect. To draw a still life collection of 3D objects from observation, focusing on scale, composition and weight. To refine a drawing, using a range of contrasting tools and marks to create surface texture. To evaluate a final drawing and rework.</p>	<p data-bbox="963 231 1090 255">PAINTING</p> <p data-bbox="963 261 1433 320">Building on the skills learnt in EYFS, KS1 and Year 3:</p> <p data-bbox="963 355 1473 507">Contrasting colours: Children begin to learn about contrasting colour for effect and experiment with using colours from the opposite sides of the colour wheel.</p> <p data-bbox="963 544 1482 663">Proficient Mark-making: the children demonstrate secure control over their use of brushes/mark-making tools and learn to master the use of fine detailing.</p> <p data-bbox="963 700 1482 999">Painting Project: Little & Large Children focus on scale, researching artists that make miniature paintings (e.g. Indian miniatures) and those that create work on a grand scale (e.g. Gustav Klimt's Stoclet Frieze mosaics). Working around a topic theme, children create large and miniature works, using shapes in their paintings, experimenting with metallic colour and some surface embellishment.</p> <p data-bbox="963 1035 1090 1059">Outcomes</p> <p data-bbox="963 1099 1473 1339">To research artists' painting styles, considering contrasting scale. To practise skills, exploring contrasting colour and mixing primary, secondary and tertiary colours to match an artist's palette. To practise skills, exploring a range of marks and fine detailing in the style of an artist.</p>	<p data-bbox="1509 231 1547 255">3D</p> <p data-bbox="1509 261 1980 320">Building on the skills learnt in EYFS, KS1 and Year 3:</p> <p data-bbox="1509 355 2033 786">Clay - Architectural Modelling: Children continue to develop complex skills, working within the context of their class topic to create structures, focusing on capitals and columns of classical and neo-classical architecture (Doric, Ionic, Corinthian and composite), rolling a slab of clay and cutting shapes, using slip and cross-hatching surfaces to join parts of the building together. They refine their ability to build and to consider the load-bearing capability of the elements of their design. They create surface texture using tools.</p> <p data-bbox="1509 823 2033 1062">Contrasting Buildings Project: Children explore the use of contrasting materials in contemporary architecture, making drawings of contemporary buildings/structures, designing their own building and making a model of it from found materials: wood, foam, straws, plastic and join with staple guns/wire/tape.</p> <p data-bbox="1509 1099 1637 1123">Outcomes</p> <p data-bbox="1509 1163 2033 1307">To research 3D architectural structures with capitals and columns. To practise skills, exploring clay through rolling, cutting, joining and experimenting with its load-bearing capability.</p>

	<p>Drawing Project Resources</p> <ul style="list-style-type: none"> - Thoughtful Mark-Making - Seasonal Drawings 	<p>To interpret an artist's style and palette, to create two paintings that show a contrast in scale.</p> <p>To refine artwork, using metallic colour and surface embellishment.</p> <p>To evaluate a pair of final images and assess the effective use of scale.</p>	<p>To design a structure using sketches, focusing on capitals and columns and considering load.</p> <p>To build a structure with capitals and columns.</p> <p>To plan a contrasting sculpture (found materials), making drawings of local buildings and exploring the qualities of materials for purpose.</p> <p>To create a 3D sculpture from found materials, using local buildings as a stimulus.</p> <p>To evaluate the final contrasting 3D sculptures and rework.</p>
<p>Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.</p>			

Year 5	Autumn	Spring	Summer
	<p data-bbox="412 229 539 256">DRAWING</p> <p data-bbox="412 261 882 320">Building on the skills learnt in EYFS, KS1, Year 3 and Year 4:</p> <p data-bbox="412 357 725 384"><u>Drawing & Mark-making:</u> Using full range of drawing tools and techniques to build on EYFS/KS1/Year 3/Year 4 skills and develop new skills. Children use coloured chalk or oil pastels to draw from observation: a still life or outdoor scene. To focus on framing. Experiment with making a cardboard viewfinder (the closer to the eye, the more there is in the frame. The further away, the less there is in the picture). Experiment with moving the frame around until they have a satisfying arrangement of objects/components: a composition. Create different drawings of the same still life/scene, first from distance = macro - full scene/object, then selecting an area for detailed focus using cardboard frame and creating a detailed, textured micro drawing. Children introduced to drawing perspective.</p> <p data-bbox="412 1002 920 1123">Children begin to experiment with mixed media, combining blended pastel colours with monochrome felt pen/pencil detailing and patterning.</p> <p data-bbox="412 1161 539 1189">Outcomes</p> <p data-bbox="412 1214 882 1374">To research the drawing techniques of chalk and oil pastel artists. To practise skills, exploring how to use coloured chalk and oil pastels. To draw a still life/outdoor scene from</p>	<p data-bbox="960 229 1088 256">PAINTING</p> <p data-bbox="960 261 1431 320">Building on the skills learnt in EYFS, KS1, Year 3 and Year 4:</p> <p data-bbox="960 357 1229 384"><u>Contrasting colours:</u> Children consolidate their learning about contrasting colour for effect and experiment with using colours from the opposite sides of the colour wheel to create a painting.</p> <p data-bbox="960 539 1357 566"><u>Painting Project: World Culture</u> Children match the bold, contrasting colours of a particular artist from outside of Europe (e.g. Africa/Australasia/South America) and examine their style of brushwork/mark-making and use of pattern and symbols (building on their introduction to shapes and patterning from Year 2 through to Year 4). The children focus on producing a painting that is highly patterned and textured. They begin to experiment with mixing media, such as collaging elements of the painting (with textiles/wood/yarn and painting over them) or using felt pen over paint.</p> <p data-bbox="960 1034 1357 1061"><u>Introduction to Conceptualism:</u> Children begin to explore conceptual understanding of artists' work (Aboriginal/African/Asian) and start to learn how to infer meaning from images. They discuss visual themes, art as a means of visual communication, symbolism and mood. Their final painting uses basic symbols to convey meaning.</p>	<p data-bbox="1509 229 1547 256">3D</p> <p data-bbox="1509 261 1980 320">Building on the skills learnt in EYFS, KS1, Year 3 and Year 4:</p> <p data-bbox="1509 357 1789 384"><u>Clay - Artist's Project:</u> Children study the work of a particular artist/sculptor (e.g. Shaun Tan) and make sketches. They analyse the use of form and think about the suitability and use of the material, balance/weight and colour (limited palette). They begin to explore the use of inference and visual metaphor in sculpture, looking for hidden meaning, themes and symbolism in the artist's work.</p> <p data-bbox="1509 699 2024 1155">They use fictional narrative as a context (e.g. Grimms' Fairy Tales/their own imaginary narrative) and create 3D clay models of characters/animals that reflect the situation/ emotions of the characters. They learn to create hollow models with a hole in the base (to prevent cracking when drying) and paint their models, choosing colour to evoke mood. Their modelling becomes more sophisticated and conceptual, telling a story of its own. They begin to understand that they are consumers of imagery and that their work must communicate to an audience.</p> <p data-bbox="1509 1193 1637 1220">Outcomes</p> <p data-bbox="1509 1246 2024 1390">To research the life and work of Shaun Tan, considering visual metaphor. To research a contrasting 3D artist (Rohan Brown or Yinka Shonibare) and write an appraisal of their work</p>

	<p>observation, beginning to think about perspective. To use a viewfinder to create a compositional frame for a drawing. To create contrasting scaled drawings, experimenting with mixed media. To evaluate a final piece and rework.</p> <p>Drawing Project Resources -Colour and Line -Large As Life Scroll Drawings</p>	<p>Outcomes</p> <p>To research the painting style of an artist from outside of Europe. To understand the term, conceptualism, inferring meaning from an image. To be able to mix primary, secondary and tertiary colours to match an artist's palette. To practise skills using a range of marks, patterns, textures and mixed media. To interpret an artist's style and palette, to create a painting using pattern, texture and symbolic elements (link to computer generated art). To evaluate a final image and its emotive impact (and rework).</p>	<p>To practise skills, creating hollow models, refining load-bearing, texture and joining techniques. To use a variety of sketching techniques to design a 3D sculpture of a character with a literary stimulus (The Jabberwocky/The Singing Bones/their own narrative). To create a 3D sculpture of a character, considering the use of form and colour to evoke mood. To evaluate a 3D sculpture and its effects on an audience.</p>
<p>Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.</p>			

Year 6	Autumn	Spring	Summer
	<p data-bbox="412 229 539 256">DRAWING</p> <p data-bbox="412 261 882 320">Building on the skills learnt in EYFS, KS1, Year 3, Year 4 and Year 5:</p> <p data-bbox="412 357 931 879">Drawing & Mark-making: using full range of drawing tools and techniques to build on EYFS/KS1/Year 3/Year 4/Year 5 skills and developing new skills. To focus on perspective by learning that objects are smaller in the distance and larger in the foreground. To use pencil to ‘measure’ objects/structures in space and compare them when drawing landscapes from observation (e.g. Station Road shops, local fields/woods, trip to another outdoor setting). To create artists’ books illustrating beginning of project (exploring techniques) through to the range of macro/micro drawings, using different materials that reflect the environment (maps, chip paper, etc).</p> <p data-bbox="412 916 931 1059">To combine drawing with storytelling by using outdoor environment as narrative setting. To select from the full range of media/tools and produce highly experimental work using mixed-media.</p> <p data-bbox="412 1096 539 1123">Outcomes</p> <p data-bbox="412 1160 931 1342">To research landscape drawing and the use of perspective. To practise skills, drawing a setting using perspective. To research illustration in storytelling, focusing on setting.</p>	<p data-bbox="960 229 1088 256">PAINTING</p> <p data-bbox="960 261 1431 320">Building on the skills learnt in EYFS, KS1, Year 3, Year 4 and Year 5:</p> <p data-bbox="960 357 1480 539">Painting focus: tone and perspective. Children gain proficiency in using tone and perspective to create a sense of depth with the contrasting foreground (bolder colour and larger scale objects) and background (paler tones and smaller scale).</p> <p data-bbox="960 576 1480 1091">They are encouraged to consider their conceptual understanding of artists’ work and to be able to infer meaning from images. They discuss visual themes, art as a means of expression and communication, the artist’s intention, symbolism and mood. Through discussion, they learn about the varied ways of interpreting meaning, about subjectivity and objectivity and the challenges of interpreting artistic works. They study an artist such as Salvador Dali and explore how an artist can subvert traditional notions of visual perception or how artistic technique can be used to evoke a response in an audience, such as the war paintings of Paul Nash.</p> <p data-bbox="960 1128 1375 1155">Painting Project: Conceptual Art</p> <p data-bbox="960 1160 1480 1342">Using their knowledge of a wide range of technical skills, children now demonstrate their mastery devising and executing a painting to convey meaning to the viewer/audience and playing with traditional notions of visual perception,</p>	<p data-bbox="1509 229 1547 256">3D</p> <p data-bbox="1509 261 1980 320">Building on the skills learnt in EYFS, KS1, Year 3, Year 4 and Year 5:</p> <p data-bbox="1509 357 2029 783">3D Animals/Characters: Children consolidate their learning, having mastered the skills of rolling, cutting, joining, form, patterning, texture, colour and hollow modelling to prevent cracking. They make various detailed sketches of animals/characters based on topic/text and make larger more vertical sculptures, advancing to using fine coils and detailed surface embellishment, incorporating a range of surface marks (to describe fur, scales/feathers/folds in fabric/facial features). Their skill is now in creating a realistic model.</p> <p data-bbox="1509 852 2029 1059">Contrasting materials: Research a 3D sculptor such as Su Williamson who makes book sculptures. Design own book sculpture based on the content of individual book and construct it using the pages, to reflect a scene from the text.</p> <p data-bbox="1509 1096 2029 1278">Or: Create animal/character armature structure (or found/resistant materials) made from wire/sticks/masking tape, covered with Mod Roc, painted with surface details of skin/fur/scales/clothes.</p> <p data-bbox="1509 1315 1637 1342">Outcomes</p>

	<p>To plan a drawing of a narrative setting, focusing on atmosphere. To experiment with mixed media in a final drawing of a narrative setting. To evaluate the drawing process and rework a final piece.</p> <p>Drawing Project Resources -Making an Artist's Book -Making Illustrations</p>	<p>and tone & scale to create perspective, using acrylic paint.</p> <p>Outcomes</p> <p>To research painting with an abstract/ conceptual focus, inferring meaning from images. To practise skills, exploring traditional ways of creating perspective using tone to create depth. To practise subverting traditional visual perceptions, in the style of an abstract artist. To plan a conceptual painting. To make a final painting. To evaluate a final piece of art and rework.</p> <p>(Possible artists: Paula Rego – emotion; De Chirico – architecture/visual perception; Salvador Dali – Surrealism; Nash – evocation of atmosphere).</p>	<p>To research a 3D artist. To practise skills, using the artist's techniques. To make a detailed design of a sculpture, interpreting the style of the artist. To make a 3D model, focusing on structure and detailed surface embellishment. To make a contrasting model using armature, model magic/found objects/resistant materials/paper books. To evaluate the process of designing and making, comparing the contrasting 3D techniques (clay and other).</p>
<p>Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.</p>			