



Clifton All Saints Academy

Art & Design Curriculum Map

Art EYFS-Year 6

EYFS	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design	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.
	Physical Development Fine Motor skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design Creating with materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

<p>KS1</p> <p>National Curriculum Art & Design subject content. Pupils should be taught to:</p>	<p>Art & Design areas</p>	<p>Units of learning</p>	
<p>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</p>	<p>Making skills</p> <p>Generating ideas</p> <p>Formal Elements</p>	<p>Y1</p> <p>Landscapes using different media</p> <p>Formal elements,</p> <p>Sculpture and collages</p> <p>Art and design skills</p>	<p>Y2</p> <p>Human form</p> <p>Formal elements</p> <p>Sculpture and mixed media</p> <p>Art and design skills</p>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Formal Elements</p> <p>Making skills</p>	<p>Y1</p> <p>Landscapes using different media</p> <p>Formal elements</p> <p>Sculpture and collages</p> <p>Art and design skills</p>	<p>Y2</p> <p>Human form</p> <p>Formal elements</p> <p>Sculpture and mixed media</p> <p>Art and design skills</p>
<p>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.</p>	<p>Knowledge of Artists</p>	<p>Y1</p> <p>Landscapes using different media</p> <p>Formal elements</p> <p>Sculpture and collages</p> <p>Art and design skills</p>	<p>Y2</p> <p>Human form</p> <p>Formal elements</p> <p>Sculpture and mixed media</p> <p>Art and design skills</p>

KS2 National Curriculum Pupils should be taught to:	Art & design areas	Units of learning			
To create sketch books to record their observations and use them to review and revisit ideas	Generating ideas Making skills	Y3 Prehistoric art Formal elements Craft Art and design skills	Y4 Every picture tells a story Formal elements Sculpture Art and design skills	Y5 Every picture tells a story Formal elements: architecture Design for a purpose Art and design skills	Y6 Make My Voice Heard Photography Still life Art and design skills
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]	Making skills Formal Elements	Y3 Prehistoric art Formal elements Craft Art and design skills	Y4 Every picture tells a story Formal elements Sculpture Art and design skills	Y5 Every picture tells a story Formal elements: architecture Design for a purpose Art and design skills	Y6 Make My Voice Heard Photography Still life Art and design skills
About great artists, architects and designers in history	Knowledge of Artists	Y3 Prehistoric art Formal elements Craft Art and design skills	Y4 Every picture tells a story Formal elements Sculpture Art and design skills	Y5 Every picture tells a story Formal elements: architecture Design for a purpose Art and design skills	Y6 Make My Voice Heard Photography Still life Art and design skills

KS1 & KS2 Annual Topics

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Sculpture and Collages	Art and Design Skills	Landscapes using different		Formal Elements of Art	
2	Formal Elements of Art		Sculpture and Mixed Media		Human form Collage, portraits and sculpture	Art and Design Skills (over the year)
3	Formal Elements of Art		Prehistoric Art	Art & Design Skills	Crafts	
4		Every picture tells a story	Formal Elements of Art		Sculpture	Art and design skills
5	Art & Design skills		Every Picture Tells a Story		Design For a Purpose	
6	Art & Design skills		Photography		Make my voice heard.	Art & Design Still Life

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling in Beware of the Bears	Let's Celebrate	Winter/ Marvellous me	Walking with Dinosaurs	Around the world	Telling a Tale
EYFS	<p>Children to use the art and crafts resources to create artwork of their choosing.</p> <p>Autumn on the Seine, Argenteuil by Claude Monet.</p> <p>Creating autumnal pictures using different colours and techniques.</p> <p>Children to create using paint, craft and natural resources.</p>	<p>Children to create a range of art work based on our celebrations this half term. Children to explore and use a range of artistic effects.</p> <p>Learning about Kandinsky and creating art work with circles and triangles.</p>	<p>Children to make skeleton people out of art straws. Can they cut the straws to size and connect them together?</p> <p>Andy Goldsworthy- Ice sculptures.</p> <p>Making sculptures with winter moon dough</p> <p>Winter art</p>	<p>Louise Nevelson-3D modelling with recycled goods.</p> <p>Working collaboratively with a peer to make a shoe box dinosaur habitat. Using what they have previously learnt about craft materials, tools and techniques, the children will plan with a partner a 'dinosaur habitat'.</p>	<p>Cubism giraffe</p> <p>https://thecraftyclasroom.com/2020/07/23/cubism-art-project-for-kids/</p> <p>Textured under the sea art work- combing paint, paper and pen</p>	<p>Craft bridges, houses and temples linking to our stories. To choose and use a variety of resources and techniques.</p> <p>Can the children share their creations with others explaining the processes they have used?</p> <p>Henri Matisse- happy coral</p>
	<p>Knowledge of Artists</p> <p>Generating ideas</p> <p>Making skills</p>	<p>Knowledge of Artists</p> <p>Generating ideas</p> <p>Formal Elements</p>	<p>Knowledge of Artists</p> <p>Formal Elements</p>	<p>Knowledge of Artists</p> <p>Generating ideas</p> <p>Evaluating</p>	<p>Generating ideas</p> <p>Formal Elements</p>	<p>Knowledge of Artists</p> <p>Evaluating</p>
Links	Literacy Geography Science	RE PSHE Maths -shapes	Science Maths – measure/compare length PSHE	Science History PSHE	Geography	Literacy PSHE

AUTUMN

EYFS	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Chn to draw self-portraits Can they use correct colours? Can they distinguish between the marks to represent the key features?</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Chn to explore the arts and crafts table.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 3-4 Linking to our Ruby's worry story, Chn to create emotions pictures to represent the different feelings we have been talking about. Playdough, paint, drawing, loose parts.</p>	<p>Explore colour and colour-mixing.3-4 Colour mixing autumn colours using hand prints.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. REC Creating autumnal pictures using different colours and techniques. Children to create using paint, craft and natural resources Autumn on the Seine, Argenteuil by Claude Monet</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Children to use the art and crafts resources to create artwork of their choosing. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Adult-led- Chn to draw their favourite part of the Creation Story.</p>
	<p>Look at Rangoli patterns- can the children create their own using chalks outside/ coloured sand/ chalk and black paper</p>	<p>Firework Pictures- Brushes, String, Marbles Poppy collage art work</p>	<p>Create a Collaborative artwork on being kind.</p>	<p>Collage leaf turkey</p>	<p>Making Menorah pictures with our handprints.</p>	<p>Christmas tree collage cards Creating Christmas Crafts</p>

Y1	Sculptures and collages On the theme of the natural world, children make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by artist Louise Bourgeois.					
	Snail sculptures To create a pattern from clay I can sketch a pattern from observations, using lines, curls and circles I can use moulding clay/plasticine to create a sculpture I can work carefully to make sure that my patterns are even and regular I know how to use etching tools to create my patterns	Junk Model animals To create a 3D model of a creature I can draw a design of the creature I create I can join recycled materials to make a sculpture based on my design	Plant Collage To make a 3D sculpture I can select natural materials that I think will make an interesting piece of art I can arrange the materials in a meaningful way and explain their placement in my final composition I know that PVA glue can be clear when dry	Giant Spider Model 1 To plan and create a sculpture as a class I can work cooperatively I can create different parts of a sculpture I can secure parts of the sculpture together I know that 3D sculpture can be created from a range of materials	Giant Spider Model 2 To paint our class sculpture I can use different tools to paint with I can work as part of a collaborative project I can paint onto 3D surfaces using appropriate methods	
Vocab.	https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y1-Sculpture-and-collages-17-12-2020-2.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/sculptures-and-collages/assessment-art-and-design-y1-sculpture-collage-2/					

Y2	FORMAL ELEMENTS IN ART. Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.				
	<p>To create repeating patterns I know that a pattern is created by repeating lines, shapes, tones or colours I know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design I can choose everyday items to paint with I can use these items to create a repeating pattern</p>	<p>Texture 1: Taking rubbings To explore different textures I know how to take a rubbing I can identify different textures and record them using a rubbing technique I know that the tool that I use will change how my rubbing looks I can use colour to create different effects</p>	<p>Texture 2: Frottage To create a picture using collage and frottage I know that I can create a picture from the rubbings that I have made I can make decisions about my work and create a final piece by: Carefully tearing my rubbings into shapes Arranging the shapes into a picture</p>	<p>Shading To explore the use of tones in shading I know that 'tone' means the lightness or darkness of something I can experiment with pencils to create different tones I can use different tones to make a drawing look three dimensional I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</p>	<p>3D colour shading Christmas theme I can create a 3D drawing in colour I know that 'tone' means the lightness or darkness of something I can experiment with a range of tools to create different tones I can use different tones to make a drawing look three dimensional I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</p>
Key vocab:	https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y2-Formal-elements-of-Art-03-12-2020.pdf				
Assessment	https://www.kapowprimary.com/wp-content/uploads/2021/06/Knowledge-capture_3Q-Y2-Formal-elements.pdf				

Y3	Formal elements of Art Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark				
	<p>Shape 1: Seeing simple shapes</p> <p>To recognise and draw simple geometric shapes found in everyday objects</p> <p>I can recognise and accurately draw simple shapes in objects</p> <p>I can identify objects made from shapes in my environment and draw from observation</p> <p>I know that:</p> <p>In nature objects are usually formed from wavy lines</p> <p>Man-made objects consist of straight lines</p>	<p>Shape 2: Geometry</p> <p>To recognise and apply geometry when drawing</p> <p>I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'</p> <p>I can see basic geometrical shapes (such as circles and squares) when I draw objects</p> <p>I can use these shapes to help me draw, design and decorate more accurately</p> <p>I can use guidelines to help set out and construct more complicated images from observation</p>	<p>Shape 3: Working with wire</p> <p>To create and form shapes using soft modelling wire</p> <p>I can bend, manipulate and join wire to create the shape of a fish</p> <p>I can use smaller pieces of wire to add features</p> <p>I can work safely with the tools and equipment I am using</p>	<p>Tone 1: The four rules of shading</p> <p>To apply even layers of pencil tone when shading</p> <p>I can describe what 'tone' means in art (the light and dark areas of an object or artwork)</p> <p>I can hold my pencil correctly to shade</p> <p>I can apply the four rules of shading:</p> <p>Shading in one direction</p> <p>Creating smooth, neat, even tones</p> <p>Leaving no gaps</p> <p>Ensuring neat edges when filling a shape</p>	<p>Tone 2: Shading from light to dark</p> <p>To show tone by shading</p> <p>I know that 'tone' refers to the light and dark areas of an object or artwork</p> <p>I am able to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading</p> <p>I can blend tones gradually so that there aren't any sudden changes from dark to light</p>
Key Vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y3-Formal-elements-of-art-1.pdf				
Assess	https://www.kapowprimary.com/wp-content/uploads/2020/04/Year-3-Formal-Elements-of-Art-1.pdf				

Y4	Art and design Every picture tells a story Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored					
	David Hockney: My Parents To analyse and act out a famous painting I know that artists tell stories in their artwork and that art can be about feelings I can look hard at a picture to see details and understand the artwork I can describe the formal elements in a picture	Paula Rego- The Dance To analyse and find meaning in a painting I know that artists tell stories in their artwork and that art can be about feelings I can describe the formal elements in a picture I can understand and describe the story behind a painting	Edward Hopper: Table for Ladies To act out the story told in a painting I know that artists tell stories in their artwork and that art can be about feelings I can understand and describe the story behind a painting I can act out the story behind a picture	Pieter Bruegel: Children's Games To focus on different parts of a painting I know that artists tell stories in their artwork and that art can be about feelings I can understand and describe the story behind a painting I can focus on different parts of a picture, interpreting the meaning and stories behind them	Fiona Rae To analyse abstract paintings and describe the stories behind them I know that artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about feelings I can describe the formal elements in a picture I can create a drawing based on a famous piece of art	Leonardo Da Vinci. The Last Supper. To understand how artists, use art to tell stories and evoke feelings I can describe and notice details within a painting I can analyse a painting and interpret the story and meaning behind it I can respond to art through writing, discussion, role-play or drawings
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y4-Every-picture-tells-a-story-15-01-2021v6.pdf					
Assess	https://www.kapowprimary.com/wp-content/uploads/2021/06/Knowledge-capture_3Q-Y4-Every-picture-tells-a-story.pdf					

Y5	Art and design skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to ‘think’ like an artist.					
	A Walking Line To develop observational drawing I know that using words to describe an object help my visual literacy skills in being able to draw the object I can use fine control with a pencil to make a detailed and analytical observational drawing I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there I can add tonal graduation using a 2B pencil	Little Inventors To design a new invention I know that everything that is made starts with an idea, a drawing, a sketch, a design I can use my imagination to brainstorm ideas for an invention that has a set purpose I can develop and communicate my ideas through notes and drawings I can select one idea and draw this in full – including annotations	Picture the poet To create a continuous line drawing I can successfully draw a portrait using the continuous line method I can use text to add detail to my portrait: varying the size of the words varying the size of individual letters placing the letters artistically I can perform my poem to the rest of the class	Packaging collage 1 To create a collage and draw this from observation I can lay out a simple collage by selecting the most interesting elements I can glue my collage in place when I am happy with the final composition I can draw and colour the collage accurately from composition I can adjust my drawing in the light of mistakes I can correct any rough edges or gaps in my colouring	Painting: Packaging collage 2 To successfully upscale a drawing and paint accurately I can make a 10.5cm x 7.5cm grid on tracing paper and a 29.7cm x 42cm grid on A3 paper I can select an interesting section of a drawing I have made to enlarge I can draw an enlarged version of the section I have chosen by scaling it to a larger size I can paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting	Learning about how artists work. To use imagination and visualisation to create an original piece of artwork I can sketch my initial thoughts and ideas based on a given theme I have successfully used visualisation and my imagination to think of an original idea for a picture I can develop my ideas into a successful piece of artwork
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y5-Art-and-design-skills-04-12-2020.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/art-design-skills/assessment-art-and-design-y5-art-and-design-skills/					

Y6	Year 6 Art and design skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper				
	Painting: Impressionism To research and adopt the style of a famous group of painters I know some of the motivations and techniques of impressionist and post-impressionist painters I know that Claude Monet is a famous Impressionist painter I can paint skillfully by mixing complex colours I can apply the paint in the style of Claude Monet I do not leave any white areas within my painting	Drawing: Zentangle patterns - Option 1 To apply an understanding of line and repeated pattern. I can create a range of patterns using observation, imagination and memory I can experiment with different lines and marks I can show light and dark areas within an image with my choice of pattern	Craft: Zentangle printing To create a repeated pattern through printing I know how to transfer my drawn zentangle pattern onto a polyprint/polystyrene tile I know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used I can apply an even layer of ink onto the tile I can create a repeat pattern onto fabric	Design: Making a hat To design and make a prototype as part of a group To understand and use the design process To create a prototype which develops from ideas To review, evaluate and modify ideas as the design develops I know that a prototype is testing a design out I can share my ideas verbally and through quick sketches I can work as a group and consider the ideas of others when deciding on a final design I can work as part of a team on a working model of a hat by reviewing, evaluating and modifying design ideas To work as a team as is done in the creative and cultural industries	Learning about...the work of Edward Hopper To analyse and evaluate artwork I can analyse and evaluate artwork using the following fundamental elements: 'Say what you see'/Scene Technique Form and shape Colour and light The title
Key vocab.	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y6-Art-and-design-skills-17-12-2020.pdf				
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/art-design-skills/assessment-art-and-design-y6-art-and-design-skills/				

SPRING

<p>EYFS</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Create collaboratively sharing ideas, resources and skills Andy Goldsworthy-Ice sculptures. Making sculptures with winter moon dough</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with texture Texture- Sticking a chosen texture to baby bear's chair. Describing the texture e.g. rigid smooth, shiny,</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Making skeletons with a cotton buds, straws or pasta</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Self-portraits on paper plates and different resources</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Making emergency services vehicles Junk modelling Mobilo Duplo</p>
	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Share their creations, explaining the process they have used. Choosing how to approach a piece of Spring artwork. Do they choose the right colours and tones? Can they apply the technique to get their desired outcome?</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Looking at Louise Nevelson-3D modelling with recycled goods Making a 3D dinosaur</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function Creating dinosaur skeleton pictures with a cotton buds, straws, pasta, loose parts Can the chn refine their skills since making skeletons last half term?</p>

Y1	Art and design skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain					
	To make a print design I think carefully about the items I choose to print with I know the right amount of paint to use I can use a variety of colours in my printing I can create simple block designs or patterns when printing I can work carefully and accurately when making my patterns	To mix different shades of green I know that yellow and blue mixed together make green I know that mixing different yellows and blues make different shades of green I can mix at least five different shades of green	To make a print I can make a print of a Tudor house in the Great Fire of London I can use two different printing techniques to make my print	To draw with different media I can draw around a variety of shapes I know that my shapes can overlap I can experiment with a variety of different media in this piece I can say which medium I prefer and why	Understand that artists can tell stories with their work I can compare two images by the same artist and say how they are similar or different I can look carefully at an image and describe details I notice I can describe what a picture makes me imagine	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y1-Art-and-design-skills-03-12-2020-.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/art-design-skills/assessment-art-and-design-y1-art-and-design-skills/					

Y2	Sculpture and mixed media Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein				
	<p>To create 3D human forms</p> <p>I can create a superhero sculpture by: Bending wire/pipe cleaners into a superhero shape Making legs, arms and a body using plasticine I can show awareness of the proportions of limbs in my sculpture</p>	<p>To draw faces that express different emotions</p> <p>I know that the parts of the face that convey most emotion are the: Eyes, mouth, eyebrows I can create different expressions by altering these features</p>	<p>To work together to create a large piece of artwork</p> <p>I can draw around a member of my group in a superhero pose I can add shapes and words to our superhero art piece I can use materials to add texture to our art work</p>	<p>To work together to create a large scale artwork</p> <p>I can blend paint colour washes into the artwork I can blend two primary colour washes together to make a secondary colour I can create a dot matrix effect in the style of Lichtenstein I can create shadow effects within the artwork by outlining the figures in black</p>	<p>To work together to create a large scale artwork</p> <p>I can study our work of art to see which sections are missing colour I can use pastels to add colour in areas not already filled with comic collage or fingerprint dots I can blend two primary pastel colours to make a secondary colour I can shade tones to the edge with few gaps and with a neat finish</p>
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y1-Sculpture-and-collages-17-12-2020-2.pdf				
Assess	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/sculptures-and-collages/assessment-art-and-design-y1-sculpture-collage-2/				

Y3	Prehistoric Art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created					
	<p>To learn how prehistoric man made art and to reflect this style in their work</p> <p>I can identify animals important to people of prehistory I understand the process of making art in prehistory I know that prehistoric people painted with muted earth colours I can start to understand why early man created art</p>	<p>Charcoal animals</p> <p>To scale up drawings and sketches in a different medium</p> <p>To apply and blend charcoal to create tone and texture</p> <p>I can identify key 2D shapes in an image I can create a large scale copy of a small sketchbook study I can successfully apply and blend charcoal to create form, tone and shape</p>	<p>Prehistoric palette</p> <p>To experiment with the pigments in natural products to make different colours</p> <p>I can identify and collect coloured natural items to paint with I can investigate which natural items make the most successful colours I can create paints using all natural ingredients as cave artists did</p>	<p>Painting on the cave wall</p> <p>To develop painting skills</p> <p>I can mix paint to create a range of natural colours I can experiment with techniques to create different textures I can add fine detail using smaller brushes</p>	<p>Painting on the cave wall</p> <p>To develop painting skills</p> <p>I can mix paint to create a range of natural colours I can experiment with techniques to create different textures I can add fine detail using smaller brushes</p>	<p>Hands on a cave wall</p> <p>To collaborate in small or large groups to create a joint piece of artwork</p> <p>I can work in a group to create a large piece of artwork. I can create designs using both positive and negative impressions of my hand I can create natural colours using paint</p>
Key Vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y3-Prehistoric-art.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/prehistoric-art/assessment-art-and-design-y3-prehistoric-art/					

Y3	Art and Design Skills Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator					
	<p>To draw cartoon characters, inspired by the style of other artists</p> <p>I know that Carl Giles is a cartoonist I can talk about the key features of a piece of art I can draw my family in a minimalist, graphical/cartoon style I can give each character in my drawing a distinctive feature to identify them I can compare the style of my work to the work of other artists</p>	<p>To understand how to create tint and shade of a colour</p> <p>I know that tone is the areas of dark and light and can identify this in a painting or photograph I know that a tint is to make a colour lighter by adding white and that a shade is to make a colour darker by adding black. I can use tints and shades to paint from light to dark in smooth and neat strokes.</p>	<p>To draw from observation</p> <p>I can recognise and describe shapes in an object and start my drawing by using sketchy lines to draw these When I'm happy with the shape of my sketch I can 'tidy up' my sketched lines with a rubber I can complete my drawing by adding: detail texture colour</p>	<p>To use different materials to make a 3 dimensional artwork</p> <p>I can use a variety of materials to make a puppet figure in three dimensions using craft materials I can make the various parts of my puppet to the correct proportions I can take care to ensure my puppet is finished to a high standard I secure any of my puppet pieces that are loose</p>	<p>To use different materials to make a 3 dimensional artwork</p> <p>I can use a variety of materials to make a puppet figure in three dimensions I can sketch a design of my sock puppet before I make it I can take care to ensure my puppet is finished to a high standard</p>	<p>To use different materials to make a three-dimensional artwork</p> <p>I can cut and stick with precision I know the process involved in creating a shadow puppet theatre</p>
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y3-Art-and-design-skills-03-12-2020.pdf Knowledge organiser					
Assess	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/art-design-skills/assessment-art-and-design-y3-art-and-design-skills/					

Y4	Formal Elements of Art Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.					
	<p>To develop a range of mark-making techniques</p> <p>I can experiment with charcoal to create different textures and effects</p> <p>I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique</p>	<p>To create patterns using printing techniques</p> <p>I can make a printing block using playdough</p> <p>I can press an object into the block to create texture and pattern</p> <p>I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand</p>	<p>To create patterns using a stamp</p> <p>I can make my own stamp using geometric and mathematical shapes</p> <p>I can use my stamp to create prints</p> <p>I can make my prints unique through my use of colour and pattern</p> <p>When printing I have tried to use:</p> <p>Repeating patterns</p> <p>Symmetrical patterns</p> <p>A simple symmetrical figure</p>	<p>To create patterns using reflection and symmetry</p> <p>I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern</p>	<p>To create a geometric pattern</p> <p>I know that a compass is used to make circles</p> <p>I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern</p> <p>I know that people have used the flower of life pattern for thousands of years</p>	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y4-Formal-elements-of-art.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/formal-elements-of-art/assessment-art-and-design-y4-formal-elements/					

Y5	Every Picture Tells A Story Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside					
	<p>To evaluate and analyse creative work using the language of art, craft and design</p> <p>To understand that art can have both meaning and message</p> <p>I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values</p> <p>I can suggest how an image could be altered to change its message</p>	<p>To create a symmetrical, abstract art form</p> <p>I can work in the style of Rorschach to create a symmetrical abstract image</p> <p>I can use my imagination to interpret and add detail to my image</p>	<p>To use visual symbols to create a meaningful message</p> <p>I can create a meaningful message using visual symbols</p> <p>I can describe how people throughout history have used visual symbols</p>	<p>To evaluate and analyse creative works using the language of art, craft and design</p> <p>To use drama as a tool to explore the meaning behind a piece of artwork</p> <p>I can express how a piece of artwork makes me feel</p> <p>I can compare events in a piece of artwork to current news and the 'Fundamental British Values'</p> <p>I can use drama to demonstrate my understanding of the meaning of a piece of artwork</p>	<p>To develop ideas for 3D work through sketching, drawing and visualisation in 2D</p> <p>I can use my whole arm to draw big shapes</p> <p>I can describe the importance of 2D drawings in developing three dimensional work</p> <p>I can name key features of Magdalene Odundo's artwork</p>	
Key Vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y5-Every-picture-tells-a-story-17-12-2020.pdf Knowledge organiser					
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/every-picture-tells-a-story/assessment-art-and-design-y5-every-picture-tells-a-story/					

Y6	Photography Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.				
	Photomontage To create a photo montage using secondary source photographs I can create a photomontage image by selecting images and creating a new image with them I know what photomontage is To select images and create a composition I know about the history of photomontages	Truisms To use text and image together to create meaningful and powerful photo posters I can create my own 'truism' which communicates meaning and which has impact I know that contemporary artists use digital techniques to convey their messages I can take photographs and make choices about how to edit and use them in context I can look at the school environment through the lens of a camera and make choices about photographing aspects of it	Macrophotography To understand abstract art through photography I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps. I can take photographs with care and choice I can make decisions about cropping, editing and presentation of photographic images I know that artists use photography to record and observe, I understand the terms macro, and monochromatic	Self Portraits To develop a self-portrait from a photograph and translate it into a drawing I can take photographs in different poses which show different expressions I can develop one of these into a line drawing, using continuous line I can develop a self - portrait from a photograph and understand how this can be used to create expression in an image I can combine photography with learning how to draw a portrait	Expressions in Photography To replicate the mood and expression of a painting through photography I can take photographs in different poses which show different expressions I know that paintings and photographs can express emotion I can replicate the mood and expression of a painting I edit photos successfully
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/06/KO-Art-Y6-Photography-04-12-2020.pdf				
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/photography/assessment-art-and-design-y6-photography/				

SUMMER TERM

<p>EYFS</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Marble paint globes</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Textured under the sea art work- combing paint, paper and pen</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Linking to spatial reasoning in Maths, look at Cubism.</p> <p>Chn to create their own Giraffe in the style of cubism.</p> <p>https://thecraftyclassroom.com/2020/07/23/cubism-art-project-for-kids/</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Drawing with care and detail. Link to physical</p>	
	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Making Father's Day cards</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Chn to share their beanstalks, talking about how they made it</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Paint a picture of the sky, using the reflection in the mirror.</p> <p>Observational painting. Link to PD</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Look at and paint a picture of <i>A Lotus Flower Just Rose from Under Water</i>, by Wu Bin from the Ming dynasty (1368-1644)</p> <p>Link to UW and the Hindu creation story</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</p> <p>Composing shape to make a lion's mane link to maths</p>

Y1	Formal Elements of Art Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.					
	To create abstract art. I know what abstract art is I know that abstract art uses a lot of shapes I can create an abstract piece using different colours and shapes in an interesting way I can use circles and ovals in my work to make abstract compositions	To know how to create different types of lines I can describe the lines in the work of an artist and in my own work I can understand that there are different types of lines and can experiment with different resources to create them I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist	To explore line and mark-making to draw water I can use different materials and lines to make different types of marks, reflecting what I can hear in music. I know that there are many different ways of drawing lines, and that they feel different to make, and that they look different I can add plants and creatures to bring art to life I can evaluate my art and the work of others using the language I have learnt	To learn about colours. I know that there are three primary colours: red, yellow and blue I can mix primary colours to make secondary colours I know that which primary colours can be mixed to create the secondary colours (purple, orange and green)	To paint with colours. I can write the numbers 1 to 9 I can use primary colours to paint I can develop my painting skills by mixing primary colours to make secondary colours I can apply paint carefully so that the colours do not run into one another	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/03/KO-Art-Y1-Formal-elements-of-Art-UD-11-2020.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/formal-elements-of-art/assessment-art-and-design-y1-formal-elements/					

<p>Y1</p>	<p>Art & Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain</p>					
	<p>To make a print design. (link with safari) -Felt tip prints I think carefully about the items I choose to print with I know the right amount of paint to use I can use a variety of colours in my printing I can create simple block designs or patterns when printing I can work carefully and accurately when making my patterns</p>	<p>To make a print. (link with safari) -Bubble wrap I can make a print using bubble wrap. I can use two different printing techniques to make my print.</p>	<p>To mix different shades of green. (leaf printing). I know that yellow and blue mixed together make green I know that mixing different yellows and blues make different shades of green I can mix at least five different shades of green</p>	<p>To draw with different media I can draw around a variety of shapes I know that my shapes can overlap I can experiment variety of different media in this piece I can say which medium I prefer and why</p>	<p>Understand that artists can tell stories with their work I can compare two images by the same artist and say how they are similar or different I can look carefully at an image and describe details I notice I can describe what a picture makes me imagine</p>	
<p>Key vocab</p>	<p>https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y1-Art-and-design-skills-03-12-2020-.pdf</p>					
<p>Assess</p>	<p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/art-design-skills/assessment-art-and-design-y1-art-and-design-skills/</p>					

Y2	Human form Collage, portraits and sculpture Exploring how bodies and faces are portrayed in art: looking at works of art, creating collages, drawing portrait, creating a peg figure and collage.				
	To create body sculptures I can work as part of a group I can use my body creatively to make part of a letter I can take effective photographs to record the letters my group made	To draw and decorate a skull I can recognise facial features in a skull I can accurately trace outlines I can add extra detail by drawing what I see	To create a collage I know that the term collage means 'a collection of materials or objects covering a surface I know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness I can create a collage of facial features	To create a self-portrait I know that Julian Opie is a British artist I can create a portrait in the style of Julian Opie by drawing long lines to outline the face, head, neck and hair I can detail facial features using only dots and small lines	To make a clothes peg figure I know that Edwina Bridgeman is a craftsperson who makes figures from objects I can make a clothes peg figure of my own using a variety of materials I can make connections between my work and the work of Edwina Bridgeman
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y2-Human-form-15-01-2021-6.pdf				
Assess	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2-art-and-design/human-form/assessment-art-and-design-y2-human-form/				

Y2	Art and design skills Design, drawing, craft, painting and art appreciation: replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, working with clay and experimenting with brush strokes.					
Art & Design Skills (Taught over the year)	<p>I can use my hands as a tool for making</p> <p>I can remember that I can create repeating patterns into clay in the same way that I used them in my printing pattern</p> <p>I know that clay is a material that can only be used when it is flexible and wet</p>	<p>Drawing For Fun</p> <p>To experience drawing for pleasure</p> <p>I understand that art can be enjoyable however good I think I am.</p> <p>I can appreciate other people's drawings</p> <p>I can suggest ways to improve my own work and other peoples</p>	<p>To learn to weave</p> <p>I understand that fabric is made from weaving</p> <p>I can fold a horizontal piece of paper into eight sections</p> <p>I can fold a vertical piece of paper into six sections</p> <p>I can cut along folded accurately with scissors</p> <p>I can thread strips of paper to create a weave patterns</p>	<p>To explore the use of tones in shading</p> <p>I can control my pencil to create dark and light tones</p> <p>I know that I must take care to shade with no gaps</p> <p>I know that I must not to go over the lines</p> <p>I must rub out any small mistakes</p>	<p>Paint a Roller Coaster</p> <p>To develop painting skills</p> <p>I can use a comfortable grip when holding a brush</p> <p>I know how to load a paint brush with the correct amount of paint</p> <p>I can work carefully to control my brush</p> <p>I can use a flowing stroke when painting</p>	<p>Paint a plate design in the style of Clarice Cliff</p> <p>I can describe the style of Clarice Cliff.</p> <p>I can paint with neat brush strokes.</p> <p>I can mix secondary colours.</p> <p>I know how to load a paint brush with the correct amount of paint</p> <p>I can work carefully to control my brush</p>
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/04/KO-Art-Y2-Art-and-design-skills.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2-art-and-design/art-design-skills/assessment-art-and-design-y2-art-and-design-skills/					

Y3	Crafts Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills					
	Mood Board To create a mood board. I know what a mood board is I can show what is important to me through the creation of my own mood board I can explain my choices board	Tie-Dying materials To create tie-dyed materials I know the process of tie-dyeing I can secure the ties tightly I understand the similarities between tie-dyeing and wax resist	Paper weaving To learn what paper weaving is and create a piece of art using this method I know what the 'warp and 'weft' are in paper weaving I can cut with accuracy I can weave with neatness My finished piece is reflective of me as it is based on my mood board	Weaving other materials To weave using different materials I know how to weave I can weave with a range of materials I understand the terms 'warp' and 'weft'	Sewing a t-shirt To sew designs onto a t-shirt to personalise it I can sew a running stitch I can cut fabric neatly and accurately	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y3-Craft-1.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/craft/assessment-art-and-design-y3-craft/					

Y4	<p>Sculpture In this topic, children’s work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects</p>					
	<p>Making maracas To create a musical instrument from recycled materials I can see further uses for recycled materials I can create circular prints of consistent size and shape</p>	<p>Sculpture from recycled materials To decorate musical instruments from recycled materials I can draw recognisable musical notes and symbols I can use wax resist to create a pattern I know that pitch is affected by the size of the object struck I can see further uses for recycled materials I can create a musical themed design or pattern</p>	<p>Arcimboldo To create a collage in the style of an artist I can create a collage of contrasting images I recognise the work of Arcimboldo</p>	<p>Sokari Douglas Camp To create a sculpture in the style of sculptor Sokari Douglas Camp I can neatly cut out and arrange sections of a sculpture I know about the work of Sokari Douglas Camp</p>	<p>El Anatsui To create a sculpture in the style of El Anatsui I can create a sculpture from reused materials I can discuss how recycling or reusing material helps the environment</p>	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y4-Sculpture-03-12-2020.pdf Knowledge organiser					
Assess	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/sculpture/assessment-art-and-design-y4-sculpture/					

Y4	Art & Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'					
		<p>To create an image using an artistic process</p> <p>I know that lenticular printing gives an optical illusion</p> <p>I know that this illusion is created using two images</p> <p>I can create an image using the principles of lenticular printing I can score lines safely</p>	<p>To apply an understanding of tint to recreate a traditional design style</p> <p>I know about the creation of the willow pattern</p> <p>I can choose three parts from a story to use in my willow pattern design</p> <p>I can select and use tools appropriately in my work</p> <p>I can make tints; using undiluted ink to add detail and using a water wash to add lighter tones</p>	<p>To create a small scale sculpture</p> <p>I can draw a design for a three dimensional piece</p> <p>I can work with the material safely and creatively to make a recognisable object</p> <p>I can use tools and my hands to carve, model and refine my sculpture</p>	<p>To paint in the style of a famous artist</p> <p>I have analysed paintings by the artist Paul Cézanne and can remember key facts about his work</p> <p>I can paint in the style of Paul Cézanne by:</p> <ul style="list-style-type: none"> • mixing colours as he did using the same brushstroke • using the same brushstroke techniques 	<p>To arrange and draw a still-life image from observation</p> <p>I can work in a group to create an interesting still-life arrangement</p> <p>I can sketch an outline of the still life objects using symmetry lines</p> <p>I know that 'tone' means the lightness or darkness of something</p> <p>I can use light, medium and dark tones to make the drawing look three-dimensional</p> <p>I can add highlights to my drawing</p>
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y4-Art-and-design-skills-03-12-2020.pdf Knowledge organiser					
Assess	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/art-design-skills/assessment-art-and-design-y4-art-and-design-skills/					

Y5	Design for a Purpose In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts					
	Coat of Arms To understand how visual language can be used to communicate personality and interests I can design my own coat of arms by selecting and placing imagery appropriately within a shape I know what a coat of arms is and how symbols represent a person I understand the context of design throughout human history	Designing Spaces To work collaboratively to a specific design brief I know that a design requires both planning and purpose I can work collaboratively to a design brief I understand the work of an important British design team I know that designers start with ideas and rough drawings before finalising their designs	Changing Spaces To work collaboratively to a specific design brief I can work collaboratively to a design brief and present ideas and designs clearly in a visual format I know that designs can be reviewed and modified as a project develops	What's in a Name? To design a product which is appealing and purposeful I understand how advertising, words, USP and packaging help to sell a product and to give it an identity I can work collaboratively, knowing that designers work in teams I can investigate and understand the use of language when naming a design product I can design a product based on a word	Adverts To present a product pitch I can work in a team to create and then "sell" a product idea to a client I know that products have USP (unique selling points) I can communicate through spoken and visual language to 'sell' a product	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y5-Design-for-a-purpose.pdf Knowledge organiser					
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/design-for-a-purpose/assessment-art-and-design-y5-design-for-purpose/					

Y6	Make my Voice Heard Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer					
	To create Graffiti art I know there are different styles of graffiti art I can create my own graffiti tag and my tag will include: block letters serifs two contrasting colours I can add a 3D shadow to my tag	To draw emotions I understand that the work of the artist Käthe Kollwitz is based on difficult experiences I can draw a series of lines to create a simple portrait of a face I can use Käthe Kollwitz as an inspiration to add to these lines to show an emotional expression I can use charcoal to add shadows to my portrait drawing	Guernica 1–Pablo Picasso To create an impactful piece of art I know about some of the symbolism used in Picasso’s ‘Guernica’ I can plan and create a drawn composition in the style of Picasso’s ‘Guernica’ by: I can use symbols in my artwork to convey a message I use tones of black, grey and white to create effect	Guernica 2- Pablo Picasso To produce a finished piece of art I can use paint to produce a carefully finished piece of art in the style of Picasso’s ‘Guernica’ I know how to use masking tape to create a straight line I can keep balance in my final composition by viewing my work from a distance to see where tones of black w	Clay sculptures To create a sculpture I can create a sculpture of a head using clay I know to keep clay malleable using a drop of water I can convey a message or emotion in my sculpture by: using clay sculpting tools adding facial features using additional pieces of clay and attaching these to the head	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y6-Make-my-voice-heard-17-12-2020.pdf Knowledge organiser					
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/make-my-voice-heard/assessment-art-and-design-y6-make-my-voice-heard/					

Y6	Art and Design: Still Life In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.					
	<p>To sketch ideas for a still life study.</p> <p>I can draw with attention to form line and layout</p> <p>I can draw observing with care</p> <p>I know that my sketches are not the finished article and I can do several attempts</p>	<p>To draw a still life study in charcoal</p> <p>I can use charcoal and chalk to show light and shadow</p> <p>I can create a piece of abstract art</p> <p>I can create clear lines and shapes</p>	<p>To draw using a negative medium</p> <p>I can use other materials to draw with</p> <p>I know what is meant by a negative image</p> <p>I can pick out areas of light and shadow</p>	<p>To paint a still life study in colour.</p> <p>I can paint with attention to form line and layout</p> <p>I know how to mix colours to create the hue that I need</p> <p>I know how to mix darker and lighter tones</p>	<p>To create a box to showcase my work.</p> <p>I can represent ideas graphically, combining words and graphics</p> <p>I can justify my choice of graphics and words</p> <p>I can create a box from pieces of thick paper/card</p>	
Key vocab	https://www.kapowprimary.com/wp-content/uploads/2020/05/KO-Art-Y6-Still-life-04-12-2020.pdf					
Assess	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/still-life/assessment-art-and-design-y6-still-life/					