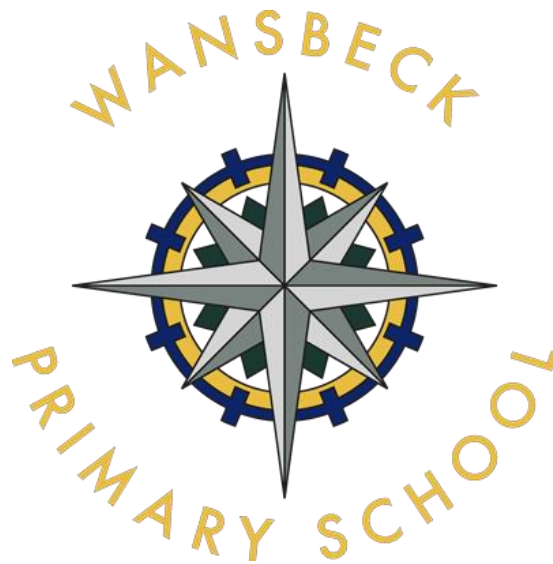


Wansbeck Primary School

Long Term Plan

Art



EYFS

In EYFS, children begin to learn the skills to be artists by exploring expressive arts and design. They will be taught skills discretely and have access to a variety of activities that they can explore in continuous provision. They are able to develop their artistic and cultural awareness and curiosity in an environment that allows them to be creative, self-expressive and practice skills. They will be exposed to new vocabulary and encouraged to use this when talking about their artwork. Art and design activities will be always accessible throughout the year.

The following experience will be accessible:

- Explore materials
- Drawing - exploring with lines with a variety of mark-marking materials
- Explore colour mixing

Through these activities, children will develop substantive and disciplinary. In the EYFS, substantive knowledge in Art is taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding. Disciplinary knowledge in the EYFS, is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. Examples include using substantive knowledge of colour mixing in their own paintings.

Throughout the year, children will have access to materials to be able to explore and express their thoughts and feelings through Art and Design. Materials will allow them to explore drawing, painting, textiles/collage and printing including cutting, sticking, building, junk-modelling and colour mixing using self-selection. By accessing these activities, children will develop their skills in art so that they will be ready for the KS1 Art curriculum, specifically ready to produce creative work, explore own ideas, become proficient in all art techniques, evaluate art and learn about great artists.

	F1 - 3 - 4 year old	F2 - 4 - 5 year old
Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.• Choose the right resources to carry out their own plan.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.	<ul style="list-style-type: none">• 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 art and design	<ul style="list-style-type: none">• Explore different materials freely, in order 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.• Join different materials and explore different textures.• Create closed shapes with continuous lines and begin to use these shapes to represent objects.	<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.

	<ul style="list-style-type: none"> • 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. 	
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ELG

Physical Development	<p>Fine motor skills</p> <ul style="list-style-type: none"> • 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 art and design	<p>Creating with materials</p> <ul style="list-style-type: none"> • 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.

Cycle 1

My Life and our World		Farmyard Adventure		Travel
<p>Painting Explore colour mixing & mark making tools including <i>Focused Artwork:</i> Self-portrait through a variety of medium Harvest festival paintings</p>	<p>Drawing Explore and refine drawing techniques with increasing complexity and detail. <i>Focused Artwork:</i> Season pictures</p>	<p>Collage Explore a range of materials, tools, and techniques, beginning to experiment with colour, design, texture and form. <i>Focused Artwork:</i> Animal collages Farmyard collages</p>	<p>Textiles Explore a range of materials, tools, and techniques, beginning to experiment with colour, design, texture and form. <i>Focused Artwork:</i> Weaving -</p>	
<p>Potential opportunities/ideas; Fireworks/bonfire night, Christmas art.</p>		<p>Potential opportunities/ideas; Spring / Easter art</p>		

Key Vocabulary

art, design, colour, texture, creative, emotions, tools, imagination, five senses

Cycle 2

We are Superstars	Woodland Journey	Deep in the Ocean
<p>Painting Explore colour mixing & mark making tools including Focused Artwork: Self-portrait through a variety of media.</p> <p>Drawing Explore and refine drawing techniques with increasing complexity and detail. Focused Artwork: Season pictures (Autumn and Winter), Harvest festival drawings</p>	<p>Collage Explore a range of materials, tools, and techniques, beginning to experiment with colour, design, texture and form. Focused Artwork: Collage - create characters and settings</p> <p>Explore a range of materials, tools, and techniques, beginning to experiment with colour, design, texture and form.</p>	<p>Printing Explore a range of materials, tools, and techniques, beginning to experiment with colour, design, texture and form. Focused Artwork: Fish/Sea life printing. Ocean scene collages including textiles and printing.</p> <p>Drawing Explore a range of materials, tools, and techniques, beginning to experiment with colour, design, texture and form. Focused Artwork: Draw/design fish/sea life - use in collage</p>
<p>Potential opportunities/ideas: Fireworks/bonfire night, Christmas art. Diwali art</p>	<p>Potential opportunities/ideas: Spring / Easter art Chinese New Year</p>	<p>Potential opportunities/ideas: Ocean scene collage Shoe box aquarium</p>

Key Stage 1 Cycle 1

Fossil Hunters

Substantive Knowledge - Sequence of Learning

**Year 1 and 2
Sticky Knowledge**

Disciplinary Knowledge to be linked Substantive Knowledge

**Exploring and
Evaluating**

Specific Skill

Substantive Knowledge - Sequence of Learning

**Year 1 and 2
Sticky Knowledge**

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Disciplinary Knowledge to be linked Substantive Knowledge

**Exploring and
Evaluating**

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Specific Skill

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Year 1 and 2 – Rainforest Romp

Substantive Knowledge - Sequence of Learning

Year 1 and 2
Sticky Knowledge

Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and
Evaluating

Specific Skill

Year 1 and 2 Cycle 2

Fiery Dragons

Artists, Designers or Craftsperson: Paul Klee Castle and Sun Artistic Period: Expressionism (1905 – 1920)

Substantive Knowledge - Sequence of Learning

<p>Year 1 and 2 Sticky Knowledge</p>	<p>Year 1: Know the name of the artist Paul Klee</p> <p>Begin to talk about the style of abstract art</p> <p>Year 2 Know about the artwork of the artist Paul Klee</p> <p>Know about the style Abstract Art</p>	<p>Year 1: Know how he created the artwork Castles and Sun</p> <p>Year 2: Know how Paul Klee has used colour pattern and shape to create the artwork castles in the sun</p>	<p>Year 1: Know the names of the primary and secondary colours</p> <p>Year 2 Know how to mix paint to create all the secondary colours</p> <p>Know how to create brown with paint</p> <p>Know how to create tints with paint by adding white</p> <p>Know how to create tones with paint by adding black</p>		<p>Year 1: Experiment with block printing to recreate Klee's work</p> <p>Year 2: Experiment with the techniques used by Paul Klee in our own art work</p>	<p>Year 1 Create own artwork inspired by Paul Klee and the study of London as the cityscape.</p> <p>Year 2 Create own artwork inspired by Paul Klee and the study of London as the cityscape</p>	
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Disciplinary Knowledge to be linked Substantive Knowledge

<p>Exploring and Evaluating</p>		<p>Year 1 Describe what can be seen and give an opinion about the work of an artist</p> <p>Ask questions about a piece of art</p>		<p>Year 1 Explore and record their own ideas through printing in response to first hand observations of Castles and the Sun</p> <p>Year 2 Develop and record their ideas through Printing in response to first hand observations of the castles and the sun</p>	<p>Year 1 Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</p> <p>Year 2 Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials</p>	<p>Year 1 Beginning to work creatively e.g. with a range of media on different scales.</p> <p>Year 2 Show confidence in working creatively e.g. with a range of media on different scales.</p>	<p>Year 1: Describe some of the art and design techniques they have used in their work</p> <p>Talk about the features they like and what they would change in their own work and in the work of others</p> <p>Year 2: Talk about the techniques, materials and equipment used in their work and the work of others,</p> <p>Describe what they like about their own work and the work of others using appropriate language</p> <p>Adapt and make changes to their work and the tools they use as it develops.</p> <p>Talk about the similarities and differences between Klee and Matisse</p>
<p>Specific Skill Printing</p>				<p>Year 1</p> <p>Use repeating or overlapping shapes with support</p> <p>Mimic print from the environment</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p>	<p>Year 2</p> <p>Use repeating or overlapping shapes.</p> <p>Create own prints based on ones observed.</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges) and say why they have chosen them</p> <p>Press, roll, rub and stamp to make prints.</p>		

Year 1 and 2 Colours in the Rainbow Aritst: Piet Mondrian Abstract Art

Substantive Knowledge - Sequence of Learning									
Year 1 and 2 Sticky Knowledge	Know about great artists in history- study Piet Mondrian	Know about the style of the artist (abstract art) Evaluate the artists work	Understand the difference in primary and secondary colours and which the artist would use and which colours they prefer and learn how to create tints and tones (Y2 only)	Experiment with painting within lines and how to effectively paint lines (Y2 only)	Understand how to create a plan and sketch for own artwork	Y2 - Improve their plans. Y2 to complete first and second draft to show adaptations. Y1 to do this only if necessary as not a specific skill, spend longer on first draft.	Create own artwork inspired by Mondrian	Evaluate their own artwork Improve own artwork inspired by Mondrian	Year 2 only - create an improved artwork based on self-evaluation and teacher feedback.
Disciplinary Knowledge to be linked Substantive Knowledge									
Exploring and Evaluating	Describe what can be seen and give an opinion about the work of an artist Know the name of the artist studied Ask questions about a piece of art	Ask questions about a piece of art Begin to talk about the style of a chosen artist, craft maker or designer.	Explore and record their own ideas through painting and drawing. Beginning to work creatively.	Explore and record their own ideas through painting, drawing Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.	Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.	Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work			
	Suggest how artists have used colour, pattern and shape Talk about the similarities and differences between different artists, craft makers or designers	Recognise the styles of artists, craft makers or designers and use this to inform their own work. Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist	Develop and record their ideas through painting. Show confidence in working creatively.	Develop and record their ideas through painting, drawing, Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.	Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture	Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.	Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.	Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture	
Year 1 Specific Skill Painting Drawing			Mix primary colours to make secondary	Use thick and thin brushes Use different brushes and fingers to make dots		Use thick and thin brushes. Use different brushes and fingers to make dots Mix primary colours to make secondary.			

Year 2 Specific Skill Painting Drawing			Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones. Create colour wheels	Use thick and thin brushes to produce lines and dots		Use thick and thin brushes to produce lines and dots Mix primary colours to make secondary colours to use in our art work Add white to colours to make tints and black to colours to make tones.	
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Substantive Knowledge - Sequence of Learning

Year 1 and 2 Sticky Knowledge	Know about the artwork by Alfred Wallis	Know about the style of Alfred Wallis and his use of shape, scaled and materials to make his pictures and evaluate it.	Y1 - Identify and draw different types of lines (length) Y2 - Experiment with using lines and dots to create pattern and texture	Y1 - Identify and draw different types of lines (thickness) Y2 - Experiment with using different mediums to create tones.	Y1 - Experiment with colouring inside of lines Y2 - Create tones in drawings by colouring using different pencils	Design and create own artwork inspired by Wallis	Evaluate their own artwork inspired by Wallis Y2 - Evaluate and improve their own artwork inspired by Wallis
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Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and Evaluating	Describe what can be seen and give an opinion about the work of an artist Know the name of the artist studied Ask questions about a piece of art	Ask questions about a piece of art Begin to talk about the style of a chosen artist, craft maker or designer.	Begin to work creatively Talk about their ideas and choices they have made.	Begin to work creatively Talk about their ideas and choices they have made.	Begin to work creatively Talk about their ideas and choices they have made.	Explore and record their own ideas through painting, drawing Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.	Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.
Year 1							
Year 2	Talk about the similarities and differences between different artists, craft makers or designers Suggest how artists have used colour, pattern and shape	Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist Recognise the styles of artists, craft makers or designers and use this to inform their own work.	Show confidence in working creatively Develop and record their ideas through drawing in response to first hand observations	Show confidence in working creatively Develop and record their ideas through drawing in response to first hand observations	Show confidence in working creatively Develop and record their ideas through drawing in response to first hand observations	Develop and record their ideas through painting, drawing, Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.	Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture
Specific Skill: Drawing Year 1			Drawn lines of different sizes and thickness		Colour (own work) neatly following the lines.	Draw lines of different sizes and thickness Colour (own work) neatly following the lines.	
Year 2			Show pattern and tone by adding dots and lines.	Use 3 different grades of pencils Know how to use charcoal, pencil and pastel	Show different tones by using coloured pencils.	Show pattern and tone by adding dots and lines. Use 3 different grades of pencils. Know how to use charcoal, pencil and pastel. Show different tones by using coloured pencils.	

Substantive Knowledge - Sequence of Learning

**Year 3 and 4
Sticky Knowledge**

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Disciplinary Knowledge to be linked Substantive Knowledge

**Exploring and
Evaluating**

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Specific Skill

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Year 3 and 4 – Vicious Vikings or Sensible Settlers

Substantive Knowledge - Sequence of Learning

**Year 3 and 4
Sticky Knowledge**

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Disciplinary Knowledge to be linked Substantive Knowledge

**Exploring and
Evaluating**

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Specific Skill

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Year 3 and 4 – The Frozen Planet

Substantive Knowledge - Sequence of Learning

<p>Year 3 and 4 Sticky Knowledge</p>	<p>Know about the artist Frederic Edwin Church and his painting Aurora Borealis Know the historical period and significance the art is from</p>	<p>Know how he created the painting from a sketch and description from the explorer Isaac Israel Hayes</p>	<p>Know about the Northern lights (Aurora Borealis) Know, compare and evaluate that artists had different impressions when depicting the northern lights (Additional Artwork to focus on: Scott Naismith - Arran Sky and Euphoric Sky Nell Vekszler - Northern Lights)</p>		<p>Know the techniques used in watercolour painting Know how to create a background using a wash Know how to use a range of different brushes to create different effects Know how to show reflections</p> <p>Replicate some of the techniques used by the artists recreating northern lights.</p>		<p>Create original artwork of the sky through watercolour.</p>	
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Disciplinary Knowledge to be linked Substantive Knowledge

<p>Exploring and Evaluating</p>			<p>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</p>		<p>Choose their own starting point from a range of ideas Begin to record their thoughts and experiences in a sketch book. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively with watercolours</p>	<p>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</p>
<p>Specific Skill</p>					<p>Use a number of brush techniques using thick and thin brushes to produce shapes and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p>	
<p>Assessment Opportunities</p>		<p>Can they talk about and describe the work of Frederic Edwin Church?</p>				<p>When children have evaluated their work, they need the opportunity to create another piece of artwork demonstrating their disciplinary knowledge.</p>

Substantive Knowledge - Sequence of Learning

Year 3 and 4 Sticky Knowledge	<p>Know about great artists in history- study of Leonardo DaVinci</p> <p>Know about the period of time he was an artist linking with Tudor times and the importance of portraits in this time</p>	<p>Know about the style of the artist DaVinci and critically evaluate his work</p> <p>Know about The Mona Lisa and modern interpretations</p>	<p>Know about the features and techniques used in drawing a portrait and experiment with techniques</p>	<p>Know how to show facial expressions in art</p> <p>Know how to use different grades of pencil to shade and to show different tones and textures</p>	<p>Replicate a piece of artwork The Mona Lisa</p>		<p>Create original portraits that show a range of influences and styles.</p>	
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Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and Evaluating			<p>Begin to record their thoughts and experiences in a sketch book.</p>	<p>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</p> <p>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</p> <p>Show confidence and independence when working creatively e.g. with a range of media on different scales</p> <p>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further</p>	<p>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</p> <p>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</p>
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Specific Skill Drawing				<p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>
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Substantive Knowledge - Sequence of Learning

Year 3 and 4 Sticky Knowledge	Know about the artist Jill Pelto and critically evaluate her work for personal preference.	Know about the purpose behind Jill Pelto's art and her research links to climate change. Evaluate the effectiveness of the artist's work	Understand why artists create pieces to deliver a message and compare their effectiveness. (look at other artists linked to climate change eg Linda Lang)	Understand how to use different collaging techniques for a purpose.	Know how to use collaging techniques to create a striking effect linked to our planet.	Understand how to use collaging in a precise way.	Design and Create their own artwork using collaging to represent the effects on our planet	Evaluate and improve their own artwork to show they understand the meaning behind their work and what it is trying to portray.
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Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and Evaluating	Discuss and analyse the styles of artists, craft makers or designers and use this to inform their work. Know the techniques used by different artists	Understand the historical and/or cultural significance of the work of a chosen artist/art form Discuss and analyse the styles of artists, craft makers or designers and use this to inform their work.	Know the tehcniques used by different artists Know how to compare the work of different artists	Choose their own starting point from a range of ideas	Replicate some of the tehcniques used by notable artists, atisans and designers Begin to record their thoughts and experiences in a sketch book	Replicate some of the tehcniques used by notable artists, artisans and designers Choose their own starting point from a range of ideas	Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed Choose their own starting point from a range of ideas Show confidence and independence when working creatively	Compare ideas and methods and approaches in their own work and others Use sketch books to adapt their work as their ideas develop, make annotations in their books to describe how they might develop their work further
Specific Skill Collaging	.			Use coiling, overlapping, tessellation, mosaic and montage.	Select and arrange materials for a striking effect.	Ensure work is precise	Use coiling, overlapping, tessellation, mosaic and montage. Select and arrange materials for a striking effect. Ensure work is precise	

Substantive Knowledge – Sequence of Learning

Year 3 and 4 Sticky Knowledge	Understand the important of Roman busts as historical evidence and their cultural and artistic significance.	Explore and evaluate Roman sculptures, appreciating what the style and expressions of Roman busts reflect.	Understand how to use clay materials to create and combine shapes to create recognisable forms.	Understand how materials can be added to provide interesting details to shapes	Understand how to include texture to convey feelings, expressions and movement	Design and create a personal bust sculpture in the style of the Roman	Evaluate and improve their artwork.
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Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and Evaluating	Understand the historical and/or cultural significance of the work of a chosen artist/art form Discuss and analyse the styles of artists, craft makers or designers and use this to inform their work.	Understand the historical and/or cultural significance of the work of a chosen artist/art form Discuss and analyse the styles of artists, craft makers or designers and use this to inform their work. Know the techniques used by different artists	Choose their own starting point from a range of ideas Replicate some of the tehcniques used by notable artists, atisans and designers	Replicate some of the tehcniques used by notable artists, atisans and designers Begin to record their thoughts and experiences in a sketch book	+ Replicate some of the tehcniques used by notable artists, artisans and designers Choose their own starting point from a range of ideas Begin to record their thoughts and experiences in a sketch book	Begin to record their thoughts and experiences in a sketch book Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed Choose their own starting point from a range of ideas Show confidence and independence when working creatively	Compare ideas and methods and approaches in their own work and others Use sketch books to adapt their work as their ideas develop, make annotations in their books to describe how they might develop their work further
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Specific Skill Sculpture	.		Create and combine shapes to create recognisable forsm (Eg shapes made from nets or solid materials) Use clay and other mouldable materials	Add materials to provide interesting detials	Include texture that conveys feelings, expression or movement.	Create and combine shapes to create recognisable forms Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
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Year 5 and 6 – Animals Versus Humans

Substantive Knowledge - Sequence of Learning

**Year 5 and 6
Sticky Knowledge**

Disciplinary Knowledge to be linked Substantive Knowledge



**Exploring and
Evaluating**

Specific Skill

Substantive Knowledge - Sequence of Learning							
Year 5 and 6 Sticky Knowledge							
Disciplinary Knowledge to be linked Substantive Knowledge							
Exploring and Evaluating							
Specific Skill							

Year 5 and 6 Cycle 2

World of Water – All About Monet

Substantive Knowledge - Sequence of Learning							
Year 5 and 6 Sticky Knowledge	Know about great artists in history- study of Monet	Know about the style of the artist Monet and critically evaluate his work	Know about the features and techniques he uses across a range of his pieces of work and experiment with techniques	Know how to use watercolours to recreate a painting in the same theme	Recreate a piece of artwork the watercolour style shown in Monet's work		Create original pieces that show a range of influences and styles based on geography fieldwork visit. 
Disciplinary Knowledge to be linked Substantive Knowledge							
Exploring and Evaluating			Experimenting and investigating with different techniques and media		Investigate different starting points for their work, and choose which idea to develop further Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art	Record their thoughts and experiences in a sketch book, and begin to annotate these. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.	Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work Reflect on the ways in which their imaginative work has developed from a range of starting points
Specific Skill Painting				Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture.		Create a colour palette based upon colours observed in the natural or built world. Develop a personal style of painting, drawing upon ideas from other artists	

Year 5 / 6 – Crime and Punishment

Substantive Knowledge - Sequence of Learning

Year 5 and 6 Sticky Knowledge	To know about the artist Banksy and his style of work (street art and graffiti)	To design own patterns and symbols in the style of Banksy (recreating his purpose)	Know how to overprint to create different patterns.	To be able to design and replicate an accurate pattern of Banksy's work	To plan our own print in the style of Banksy	Create our own artwork and evaluate for improvements (first attempt)	Recreate own artwork using techniques in the Banksy style (second attempt)	Evaluate our own artwork
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Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and Evaluating	<p>Know about the style of some notable artists, artisans and designers.</p> <p>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</p>	<p>Know about the style of some notable artists, artisans and designers.</p> <p>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation</p>		<p>Investigate different starting points for their work, and choose which idea to develop further</p> <p>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art</p>	<p>Record their thoughts and experiences in a sketch book, and begin to annotate these.</p> <p>Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</p> <p>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Investigate different starting points for their work, and choose which idea to develop further</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work</p> <p>Reflect on the ways in which their imaginative work has developed from a range of starting points</p>
Specific Skill Printing		Use a range of visual elements to reflect the purpose of the work.	Build up layers of colours using printing	Create an accurate pattern, showing fine detail	<p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Build up layers of colours using printing</p> <p>Create an accurate pattern, showing fine detail</p>		

Year 5 and 6 – Ancient Greece

Substantive Knowledge - Sequence of Learning

Year 5 and 6 Sticky Knowledge	Know about great artists in Ancient art with a focus on Ancient Greece and Ancient Egypt	Know that Ancient Greek art that has survived is pottery, where we found it and explore their sculptures.	Understand how to accurately use tools to care and add shapes to create texture and pattern,	Understand how effective designs can be created in sculpture.	To design and replicate an accurate representation of an Ancient Greek sculpture	Evaluate our own artwork for improvements,	Design and create our own sculpture in the style of Ancient Greece	Evaluate our own artwork
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Disciplinary Knowledge to be linked Substantive Knowledge

Exploring and Evaluating	<p>Know about the style of some notable artists, artisans and designers.</p> <p>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation</p>	<p>Know about the style of some notable artists, artisans and designers.</p> <p>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</p>		<p>Investigate different starting points for their work, and choose which idea to develop further</p>	<p>Record their thoughts and experiences in a sketch book, and begin to annotate these.</p> <p>Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</p> <p>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art</p>	<p>Investigate different starting points for their work, and choose which idea to develop further</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art</p>	<p>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work</p> <p>Reflect on the ways in which their imaginative work has developed from a range of starting points</p>
Specific Skill Printing			Use tools to carve and add shapes, texture and pattern	Show life-like qualities and real-life proportions or, if more abstract provoke different interpretations. Combine visual and tactile qualities	Show life-like qualities and real-life proportions or, if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.		