

Ditton Primary School

Art



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



Ditton Primary School- Art progression through EYFS

Expressive Arts and Design- Creating with materials

Active Learning - Motivation		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)	
ELG					
- 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					
- Make use of props and materials when role-playing characters in narratives and stories					
Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Reception Skills	<ul style="list-style-type: none">Use a range of tools competently & safelyExplore different textures. Encourage accurate drawings of peopleCreate representations of both imaginary & real-life ideas, events, people & objectsExplore, use & refine colour mixing techniquesUse colour for purpose, including creating moods	<ul style="list-style-type: none">Experiment to create different texturesUse tools to create different texturesUse a range of materials to create different texturesManipulate materials to have a planned effect	<ul style="list-style-type: none">Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding	<ul style="list-style-type: none">Respond imaginatively to artworks & objectsExplore, use & refine a variety of artistic effects to express their ideas & feelingsExpresses & communicate working theories, feelings & understandings in the form of art work & objects	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques
Reception Knowledge	Autumn Animals and Friendships / Stars and Space	Spring Superheroes / Traditional Tales		Summer 1 Growing / Seaside	
	<ul style="list-style-type: none">Can draw representations of myself and othersCan use drawings to tell a storyExplores what happens when you mix prime coloursBegin to describe different textures.Uses colour to express their feelings.	<ul style="list-style-type: none">Can talk about the changes to colours as we mix*Captures experiences and responses with a range of media, such as paint and other materials or words.Create own stamps and produce repeating patternsCan create observation drawing of flowers and pastels		<ul style="list-style-type: none">Can explain how colours can be changed.Can complete a simple weave using paper, card or fabric.can select their own tools and resources and give reasons for their choices.Can create their own holiday home using clay and modelling tools to add detailed features.Can use different materials to create their own show box lifecycle of a plant representation and explain their choices.	
Painting		Drawing		Texture and Collage	

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.

CORE VALUES: CHILDREN FIRST RESILIENCE PIONEERING

Year 1: Art skills progression

KS1: POS

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

Painting

- *Use a variety of tools and techniques including the use of different brush sizes and types.
- *Mix and match colours to artefacts and objects.
- *Work on different scales.
- *Mix secondary colours and shades using different types of paint.
- *Create different textures e.g. use of sawdust.

Texture and Collage

- *Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.
- *How to thread a needle, cut, glue and trim material.
- *Create images from imagination, experience or observation
- *Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Drawing

- *Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. *Use a sketchbook to gather and collect artwork.
- *Begin to explore the use of line, shape and colour

Year 1 – End points

Pattern and Prints

Printing using a range of materials, identifying patterns, use of colour, identifying shapes and lines.

- Understand what pattern is
- Understand what abstract art is
- Identify and experiment with a range of different lines (zig zag, curved and straight)
- Understand the work of Paul Klee, describing the similarities and differences, and make links to their work.
- To develop a wide range of art techniques of colour, shape, texture, space and line.
- To use a range of materials creatively to design and make products (sponges, fruit, vegetables) □ Identify primary and secondary colours and mix them appropriately.
- Use a range of colours, patterns and shapes to create their own pattern by printing.
- Evaluate and analyse creative works using the language of art, craft and design.
- Use their sketchbooks to collect , record and evaluate ideas.

Texture and Collage

- Understand what texture is
- Understand what collage is and evaluate examples
- Understand who Matisse was and the skills he used when collaging

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Collages using a range of materials, design and make, discussing different textures of materials, colour, pattern, shape and space.

- ☐ Use a range of collage techniques (tearing, overlapping, sticking and cutting)
- ☐ Continue to develop a wide range of art techniques of colour, pattern, shape, texture, space and line.
- ☐ Stick carefully within a boundary by using the appropriate amount of space To use a range of materials creatively to design and make products.
- ☐ Evaluate their art work, making links to the work of previously learnt artists and Matisse Use their sketchbooks to collect, record and evaluate ideas.
- ☐

Observational drawing - Pablo Picasso

Understanding of who Pablo Picasso was and why he became famous, exploring different textures using pencils, exploring and creating portraits and cubism.

- ☐ Explain what drawing is
- ☐ Understand who Pablo Picasso was and be able to discuss his work.
- ☐ Develop a range of drawing techniques such as linear, side stroke, feathering and scumbling To understand what a portrait is
- ☐ To understand cubism and how this impacts the culture of our society
- ☐ To begin to develop a wide range of art techniques of colour, pattern and line Create their own portraits based on Picasso using a range of drawing techniques Use their sketchbooks to collect, record and evaluate ideas.
- ☐

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES: CHILDREN FIRST RESILIENCE PIONEERING

Year 2: Art skills progression

KS1: POS

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

Painting

- *Mix a range of secondary colours, shades and tones.
- *Experiment with tools and techniques, including layering, mixing media, scraping through etc.
- * Name different types of paint and their properties.
- * Work on a range of scales e.g. large brush on large paper etc.
- *Mix and match colours using artefacts and objects.

3D Form/ Sculpture

- *Manipulate clay for a variety of purposes, including. thumb pots, simple coil pots and models.
- *Build a textured relief tile.
- *Understand the safety and basic care of materials and tools.
- *Experiment with, construct and join recycled, natural and man- made materials more confidently.

Textiles/ Collages

- *Use a variety of techniques, including weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.
- *Create textured collages from a variety of media.
- *Stitch, knot and use other manipulative skills.

Year 2 – End points

Painting – Colour mixing

Making tertiary colours, warm and cold colours, varying tone and tint, mix and matching colours to create an outcome, using water colours, creating a colour wheel.

- Understand what painting is
- Understand who Claude Monet was, describing the differences and similarities between different practices and disciplines.
- To identify and mix tertiary colours
- Make warm and cold colours by mixing
- Create tints and tones
- Use a range of water painting techniques including blotting, wet on wet, dry on dry, dry on wet and wash □
Use painting skills and techniques to create an image depicting the Great Fire of London.
- Use painting to develop and share their ideas, experiences and imagination.
- Evaluate and analyse creative works using the language of art, craft and design, making links to Monet.
- Use their sketchbooks to collect , record and evaluate ideas.

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

Famous local artists (Sculpture) Andy Goldsworthy	<ul style="list-style-type: none"> • Understand what sculpture is and how a range of materials may be used • Understand who Andy Goldsworthy is and compare the similarities and differences between Goldsworthy and Picasso. • Understand how Art can be 3D
--	---

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

<p>Who is Andy Goldsworthy? Creating own outdoor art work, noticing patterns and compare similarities and differences between Andy Goldsworthy and Picasso, introduce to 3D, branch weaving.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explain tone, tint and shade <input type="checkbox"/> Use 'in and out' technique and 'branch weaving' <input type="checkbox"/> To develop a wide range of art techniques of colour, pattern, texture, form and space. <input type="checkbox"/> To use a range of materials creatively to design and make products. <input type="checkbox"/> To use sculpture to develop and share their ideas, experiences and imagination. <input type="checkbox"/> Evaluate and analyse creative works using the language of art, craft and design. <input type="checkbox"/> Use their sketchbooks to collect , record and evaluate ideas.
<p>Textiles - Wax resist painting on fabric</p> <p>Using a range of materials such as wax resist sticks and fabric dye to create patterns for a decorative purpose.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify warm and cold colours and how these express moods <input type="checkbox"/> Understand what a wax resist painting is <input type="checkbox"/> Understand how to use wax resist sticks and how this influences the texture <input type="checkbox"/> Use fabric dye to add and mix colours <input type="checkbox"/> Design a pattern using lines, patterns, colours and shape. <input type="checkbox"/> To use a range of materials creatively to design and make products, exploring their functions. <input type="checkbox"/> To use textiles to develop and share their ideas, experiences and imagination. <input type="checkbox"/> Evaluate and analyse creative works using the language of art, craft and design. <input type="checkbox"/> Use their sketchbooks to collect , record and evaluate ideas. <input type="checkbox"/>

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Year 3: Art skills progression

<p>Y3: POS</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. 	<p>Drawing</p> <ul style="list-style-type: none"> *Experiment with different grades of pencil and other implements. *Plan, refine and alter their drawings as necessary. *Use their sketchbook to collect and record visual information from different sources. *Draw for a sustained period of time at their own level. *Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
<p>Textiles/ Collages</p> <ul style="list-style-type: none"> * Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. *Name the tools and materials they have used. *Develop skills in stitching. Cutting and joining. *Experiment with a range of media e.g. overlapping, layering etc. 	<p>Printing</p> <ul style="list-style-type: none"> *Print using a variety of materials, objects and techniques including layering. *Talk about the processes used to produce a simple print. *To explore pattern and shape, creating designs for printing

Year 3 – End points

<p>Drawing movement – L.S Lowry</p> <p>Using H type pencils to recognise the difference between H and B, range of different pencil techniques such as linear, scumbling, side stroke and feathering, colour mixing, heavy and light blending, use of lines to create motion, shading to create a 3D perspective.</p>	<ul style="list-style-type: none"> • Understand who L.S Lowry was and how he influenced the creativity of our nation. • Compare L.S Lowry to other artists, describing the differences and similarities between different practices and disciplines. • Use a H and B pencils to explore the different drawing techniques, commenting on the change in texture. • Use oil pastel techniques such as colour mixing, heavy and light pressure blending, pointillism, scumbling, pressure blend (smudging) and scraffito • Draw movement using a range of materials and drawing techniques □ Develop the mastery techniques of pattern, texture and line. • To use a range of sketching materials and discuss suitability of different materials. • To use drawing to develop and share their ideas, experiences and imagination through movement and shading. • Evaluate and analyse creative works using the language of art, craft and design. • Record their observations using their sketchbooks and use them to review and revisit ideas.
---	--

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

Textiles – Sewing	<ul style="list-style-type: none"> • Understand what textiles are and how they are created using a range of materials • Understand that sewing is the craft of fastening or attaching objects using stitches made with a needle and thread
CORE VALUES:	CHILDREN FIRST RESILIENCE PIONEERING

<p>Understanding of sewing, exploring different stitches such as running stitch and cross-stitch, threading a needle, texture, using a range of fabrics and materials.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Independently thread a needle <input type="checkbox"/> Complete a range of stitches to produce different patterns and textures Use <input type="checkbox"/> a range of materials when sewing and evaluate their preferences <input type="checkbox"/> Develop the mastery techniques of texture, line and space by using thread. <input type="checkbox"/> Discuss the influence of sewing on the culture, creativity and wealth of our nation. <input type="checkbox"/> Record their observations using their sketchbooks and use them to review and revisit ideas. <input type="checkbox"/> To use a range of materials to plan and create their own bookmark. <input type="checkbox"/> Evaluate and analyse creative works using the language of art, craft and design. <input type="checkbox"/>
<p>Cave Art - Printing</p> <p>Understanding parietal art, examining Lascaux caves, using charcoal, creating own printing tool, printing on a rough texture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand what cave art is and how this influences the creativity, wealth and culture of our nation. <input type="checkbox"/> Understand what materials were used in cave art <input type="checkbox"/> Examine the content of a variety of different types of cave art, evaluating using artistic vocabulary. <input type="checkbox"/> Examine the use of colour, texture, lines, shape, pattern and space. <input type="checkbox"/> To use a range of materials creatively to design and make products, exploring their functions (charcoal) <input type="checkbox"/> Use charcoal to create lines and patterns, commenting on the texture <input type="checkbox"/> Evaluate and analyse creative works using the language of art, craft and design. <input type="checkbox"/> Use their sketchbooks to collect , record and evaluate ideas with increased independence. <input type="checkbox"/> Plan and create their own printing tool and cave art painting <input type="checkbox"/>

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Year 4: Art skills progression

Y4: POS

- **Sculpture – Ancient Greek pottery**
- **Painting**
- **Mosaic and Collage**

3D Form/ Sculpture

- *Make informed choices about the 3D technique chosen.
- *Show an understanding of shape, space and form.
- *Plan, design, make and adapt models.
- *Talk about their work understanding that it has been sculpted, modelled or constructed.
- *Use a variety of material

Painting

- *Make and match colours with increasing accuracy.
- *Use more specific colour language e.g. tint, tone, shade, hue.
- * Choose paints and implements appropriately.
- *Plan and create different effects and textures with paint according to what they need for the task.
- *Show increasing independence and creativity with the painting process

Collage

- *Match the tool to the material.
- *Combine skills more readily.
- * Choose collage or textiles as a means of extending work already achieved.
- * Refine and alter ideas and explain choices using an art vocabulary.
- *Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. *Experiments with paste resist

Year 4 – End points

Sculpture – Ancient Greek pottery

Examining Ancient Greek pottery, using the coiling and pinching technique to create a pot, designing and using acrylic paint to decorate the pot.

- Understand what pottery is and how this contributes to the history of our nation.
- Evaluate the work of Otto and Vivika Heino, using the language of art, craft and design.
- Explore ancient Greek pottery and comment on the use of form, shape, pattern, texture and line.
- Use the coiling and pinching techniques
- Create, plan and evaluate their own product using a range of materials.
- Decorate using a range of patterns, colours and lines
- To use a range of materials, such as clay, to design and make products.
- Record their observations using their sketchbooks and use them to review and revisit ideas.
- Evaluate their own art work, making links to other craft makers.

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

<p>Painting</p> <p>Children to learn about William Turner, abstract art, examining his use of colours and how he shows emotions through paintings, finding complimentary colours, mixing water colours to find tones, using water colours and shapes/lines to</p>	<ul style="list-style-type: none"> • Understand who William Turner was and the impact on our locality. • Evaluate how William Turner is similar/different to L.S Lowry and Georgia O'Keefe. • Examine William Turners artwork focusing on the use of colour, patterns, shape and line and begin to critique the artwork focusing on what they like/dislike and why. • To identify complimentary colours and explore blending and mixing them • Make different tones of colour
<p>CORE VALUES:</p>	<p>CHILDREN FIRST RESILIENCE PIONEERING</p>

<p>show emotions, observational drawing, creating own art.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use colours, shapes and lines to convey moods and emotions <input type="checkbox"/> Understand what observational drawing is and experiment with the techniques <input type="checkbox"/> Use a range of materials and techniques to create their own observational, abstract painting. <input type="checkbox"/> Evaluate and analyse creative works using the language of art, craft and design. <input type="checkbox"/> Discuss the influence of Art on the culture, creativity and wealth of our nation. <input type="checkbox"/> To use a range of materials to plan and create products. <input type="checkbox"/> Record their observations using their sketchbooks and use them to review and revisit ideas.
<p>Mosaic and Collage</p> <p>Children will build upon their knowledge of collages, learn about the work of Antoni Gaudi, understanding of what an Architect is, examining different mosaics, creating patterns and experimenting with colour and pattern, creating their own mosaic out of a range of materials.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand what an architect is and how they influence the culture, creativity and wealth of our nation. <input type="checkbox"/> Understand who Antoni Gaudi was and evaluate this art work making links to colours, shapes, images, form and space. <input type="checkbox"/> Understand what a mosaic is, discussing the similarities and differences between a mosaic and a collage. <input type="checkbox"/> Create patterns using a range of materials, colours and shape. <input type="checkbox"/> Understand what an objective collage is <input type="checkbox"/> Plan, create and evaluate their own 2D mosaic. <input type="checkbox"/> To use a range of materials, such as clay and tissue paper, to design and make products. <input type="checkbox"/> Record their observations using their sketchbooks and use them to review and revisit ideas. <input type="checkbox"/>

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Year 5: Art skills progression

<u>Y5: POS</u> <ul style="list-style-type: none"> - Drawing from a 3D perspective - Jean Michel Basquiat – Printing - Sculpture – Creating a clay tile 	Drawing <ul style="list-style-type: none"> *Use a variety of source material for their work. *Work in a sustained and independent way from observation, experience and imagination. *Use a sketchbook to develop ideas. *Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
Printing <ul style="list-style-type: none"> *Explain a few techniques, including’ the use of poly-blocks, relief, mono and resist printing. *Choose the printing method appropriate to task. *Build up layers and colours/textures. * Organise their work in terms of pattern, repetition, symmetry or random printing styles. *Choose inks and overlay colours. 	3D Form/ Sculpture <ul style="list-style-type: none"> *Describe the different qualities involved in modelling, sculpture and construction. * Use recycled, natural and manmade materials to create sculpture. * Plan a sculpture through drawing and other preparatory work.

Year 5 – End points

Drawing from a 3D perspective <p>Children learn about the work of Paul Kenton, cityscape art and how this differs to landscape art, how to create a 3D perspective, the horizon line and vanishing point, drawing their own cityscape from a 3D perspective</p>	<ul style="list-style-type: none"> • Understand who Paul Kenton is, making comparisons to other artists and describe the differences and similarities between different practises and disciplines. • Understand what a cityscape is and what techniques are needed • Understand how artists can create a sense of realism within their drawings • Compare the similarities and differences between cityscapes and landscapes • Understand what a 3D perspective is • Develop the mastery techniques when drawing to create 3D perspectives. • Be able to find the horizon and vanishing point to create sketches from a 3D perspective □ To use a range of materials to design and make products. • Develop size, scale, position and proportion to create their own 3D perspective drawing □ Be able to use lines, shapes, colour and pattern in the sketches. • Evaluate and analyse creative works using the language of art, craft and design. • Record their observations using their sketchbooks and use them to review and revisit ideas.
--	--

Jean Michel Basquiat – Printing

Neo-Expressionist art, graffiti and street art, use of bold colours, mono-printing techniques, pointillism

- Understand who Jean Michel Basquiat was, describing the differences and similarities between different practises and disciplines.
- Understand what Neo-Expressionism is and explore examples.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

printing to create symbols and words, creating own painting by using both techniques.

- ☐ Evaluate the self-portraits of Jean Michel Basquiat, making links to Picasso.
- ☐ Understanding of Graffiti and Street Art and how it contributes to the history, wealth and creativity of our nation.
- ☐ To use size, scale, position and proportion when using form and space.
- ☐ Experiment creating mono-printings and understand how this can create different patterns, lines and shapes.
- ☐ Use pointillism using a range of materials to create patterns and shapes.
- ☐ To use a range of materials, such as oil paints and spray paints, to design and make products.
- ☐ Evaluate and analyse creative works using the language of art, craft and design.
- ☐ To use a range of different printing techniques with confidence to create an expressive piece of art work.
- ☐ Record their observations using their sketchbooks and use them to review and revisit ideas.
- ☐

Sculpture – Creating a clay tile

Looking at the work of Henri Rousseau, sketching and painting a nature scene, creating a clay tile, decorating their clay tile with an animal theme, creating a 3D textured tile.

- ☐ Discuss the work of Henri Rousseau, describing the differences and similarities between different practises and disciplines.
- ☐ Use a range of sketching techniques to sketch a realistic scene
- ☐ To mix colours and use a range of tones and tints to paint a realistic setting
- ☐ Understand what ceramics are
- ☐ Design and create a clay tile using clay, focusing on the shape, texture, form and space.
- ☐ Decorate a clay tile using pattern, colour and shape.
- ☐ Design and create a 3D tile using a range of materials and indenting.
- ☐ Evaluate and analyse creative works using the language of art, craft and design.
- ☐ Record their observations using their sketchbooks and use them to review and revisit ideas.
- ☐ Make links between the skills previously taught – Year 4 pottery.
- ☐

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Year 6: Art skills progression

<p>Y6: POS</p> <ul style="list-style-type: none"> - Quilting – Textiles - Drawing and Painting – Close observational sketches - Pattern and Design – Landscape Collage 	<p>Textiles</p> <p>*Awareness of the potential of uses of material.</p> <p>*Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>*To be expressive and analytical to adapt, extend and justify their work.</p>
<p>Drawing and Painting</p> <p>*Investigate a variety of ways to make different marks with dry and wet media.</p> <p>*Identify artists who have worked in a similar way to their own work.</p> <p>*Develop ideas using different or mixed media, using a sketchbook.</p> <p>* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>*Create shades and tints using black and white.</p> <p>*Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>*Carry out preliminary studies, test media and materials and mix appropriate colours. * Work from a variety of sources, including those researched independently.</p> <p>* Show an awareness of how paintings are created (composition).</p>	<p>Collage</p> <p>*Awareness of the potential of uses of material.</p> <p>*Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>*To be expressive and analytical to adapt, extend and justify their work.</p>

Year 6 – End points

<p>Quilting – Textiles</p> <p>Understanding of what quilting is, block quilting, stitching multiple layers of fabric using a range of stitches, designing and cutting their own fabrics, basting, creating patterns and binding.</p>	<ul style="list-style-type: none"> • Understand that Quilting is the process of sewing two or more layers of fabric together to make a thicker padded material, usually to create a quilt or quilted garment. • Understand that the process of quilting uses a needle and a thread to join two or more materials together to make a quilt. • Understand what Block-Quilting is, evaluating examples by commenting on the pattern, colour, shapes and spaces. • Use the running and cross stitch to sew two separate pieces of fabric. • Use the blanket stitch confidently and independently to create patterns using a range of colours • Design and plan their own quilt block, commenting on the colour, shape, patterns, lines, form and texture. • Create their own quilt using a range of different techniques. • Develop the mastery techniques when sewing by using a range of different stitches. • To use a range of materials to create a quilt such as fabric, basting, thread and needles. • Evaluate and analyse creative works using the language of art, craft and design.
<p>CORE VALUES:</p>	<p>CHILDREN FIRST RESILIENCE PIONEERING</p>

	<ul style="list-style-type: none"> □ Discuss the influence of Art on the culture, creativity and wealth of our nation. □ Record their observations using their sketchbooks and use them to review and revisit ideas. □ Give and receive feedback based on their final piece, making changes where necessary and self-evaluating their art work. □ Make clear links between the skills previously taught (Year 3 sewing)
--	---

Drawing and Painting – Close observational sketches

Georgia O’Keefe, Still-life, exploring the work of Georgia O’Keefe, still life drawing and observational techniques, using charcoal and oil paints, creating own observational sketches.

- ☐ Explore and evaluate the work of Georgia O’Keefe, describing the differences and similarities between different practises and disciplines.
- ☐ Understand ‘still-life’, ‘composition’ and ‘subject matter’ and identify in a variety of paintings
- ☐ Understand how still-life artwork has contributed to the history, wealth and creativity of our nation Explore how Georgia O’Keefe is similar/different to other artists, providing their own opinions and preferences to artists.
- ☐ To use more in depth artistic vocabulary correctly
- ☐ To use a range of materials, such as a range of pencil types, and make their own independent choices.
- ☐ To develop their mastery of lines, colour, texture, pattern, shape and tone.
- ☐ Use a range of materials to shade, blend, create patterns and lines.
- ☐ To master the blending and layering technique by using different brush strokes To discuss the tone and tints confidently.
- ☐ Evaluate and analyse creative works using the language of art, craft and design.
- ☐ Record their observations using their sketchbooks and use them to review and revisit ideas.
- ☐ They can make accurate links between the skills previously taught.
- ☐ Can select ideas based on first-hand observations, experiences or imagination and develop these through open-ended research.
- ☐ To change and improve their final work based on feedback on their first thoughts and designs.
- ☐ Explain and justify their preferences towards different styles and artists.
- ☐

Pattern and Design – Landscape Collage

Megan Coyle collage artwork, objective and nonobjective collages, creating collages by using the painting with paper technique, experimenting with a range of textures and mixed media to create a landscape collage.

- ☐ Understand who Megan Coyle is, describing the work of other artists and illustrators, using appropriate vocabulary and referring to cultural and historical contexts.
- ☐ Compare Megan Coyle to other famous artists, explaining the similarities, differences and their own preferences.
- ☐ Evaluate Megan Coyle’s artwork, focusing on the use of shape, form, line, pattern and colour. Use warm, cold and complimentary colours
- ☐ Understand objective and non-objective artwork
- ☐ Use different pieces of colour that match the shapes of shadows and highlights in objects
- ☐ Confidently explain how colours and shapes can convey mood and emotions, making links to the work of Megan Coyle.
- ☐ Understand how to use mixed media in a collage to create their own products and outcomes
- ☐

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

- | | |
|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> Explain the influence of Art on the culture, creativity and wealth of our nation.<input type="checkbox"/> Record their observations using their sketchbooks and use them to review and revisit ideas.<input type="checkbox"/> Can select ideas based on first-hand observations, experiences or imagination and develop these through open-ended research.<input type="checkbox"/> To change and improve their final work based on feedback on their first thoughts and designs.<input type="checkbox"/> Explain and justify their preferences towards different styles and artists. |
|--|---|

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING