Our End Goal What will our artists be able to do when they leave Etwall Primary School?

By the end of their time at Etwall, our Y6 artists will have experienced and developed a deep and broad knowledge of local, British and world art. The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, investigate artists and media, utilise skills they have learnt in handling a range of artistic media and developed creative projects using their inspirations. They will use artistic terms and vocabulary effectively and accurately. They will know how to use a wide range of materials that enable them to explore their ideas and creativity. Art and craft learning experiences at Etwall Primary School will inspire our children's creativity and desire to know more about art and artists; and how they have shaped their lives. They will take away with them a respect of diversity, social responsibility and a positive attitude towards all that art can inspire and teach us.

Curriculum Coverage (N	lational Curriculum)					
• •	uirements from the Natio	nal Curriculum?				
•	oven into the learning exp		the children?			
EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
	Pupils should be taught: Ar1/1.1 to use a range to design and make prod Ar1/1.2 to use drawing sculpture to develop and experiences and imagina Ar1/1.3 to develop a w design techniques in usi texture, line, shape, form Ar1/1.4 about the work craft makers and design differences and similariti practices and disciplines their own work.	of materials creatively ducts , painting and I share their ideas, ation ide range of art and ng colour, pattern, n and space s of a range of artists, ers, describing the es between different	ideas Ar2/1.2 to improve the sculpture with a range of	ch books to record their c	observations and use ther ign techniques, including gners in history.	

Skill EYFS		Year 1/2	Year 3/4	Year 5/6
Drawing Create closed shapes with continuou lines, and begin to use these shapes represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.		 Continue to: Explore mark making, experiment with drawing lines and use 2D shapes to draw. Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. 	 Develop: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. 	 Can/have/know: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Painting		 Develop skill and control when painting. Paint with expression Further improve skill and control when painting. Paint with creativity and expression. 	 Increase skill and control when painting. Apply greater expression and creativity to own paintings. Develop skill and control when painting. Paint with expression. Analyse painting by artists. 	 Control brush strokes and apply tints and shades when painting Paint with greater skill and expression. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
Craft, design, materials and techniques	Design purposeful, functional, appealing products for themselves and other users based on design criteria.	 Learn a range of materials and techniques such as clayetching, printing and collage. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. 	 Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. 	 Create mixed media art using found and reclaimed materials. Select materials for a purpose. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

Knowing and applying the formal elements – Colour	 Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. 	 Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. 	 Select and mix more complex colours to depict thoughts and feelings Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
Knowing and applying the formal elements – Form	 Learn about form and space through making sculptures and developing language Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. 	 Further develop their ability to describe 3D form in a range of materials, including drawing. Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. 	 Further extend their ability to describe and model form in 3D using a range of materials. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
Knowing and applying the formal elements – Line	 Use, express and experiment with line for purpose, then use appropriate language to describe lines. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. 	 Express and describe organic and geometric forms through different types of line. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. 	 Extend and develop a greater understanding of applying expression when using line. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
Knowing and applying the formal elements – Pattern	 Understand patterns in nature, design and make patterns in a range of materials. Learn a range of techniques to make repeating and nonrepeating patterns. Identify 	 Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Create original designs for patterns using geometric repeating shapes. Analyse and 	 Construct patterns through various methods to develop their understanding. Represent feelings and emotions through patterns. Create

	natural and man-made patterns. Create patterns of their own.	describe how other artists use pattern.	sophisticated artwork using their knowledge of pattern.
Knowing and applying the formal elements – Shape	 Identify, describe and use shape for purpose. Compose geometric designs by adapting the work of other artists to suit their own ideas. 	 Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. 	 Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
Knowing and applying the formal elements - Texture	 Use materials to create textures. Identify and describe different textures. Select and use appropriate materials to create textures. 	 Analyse and describe texture within artists' work. Use a range of materials to express complex textures. 	 Develop understanding of texture through practical making activities. Understand how artists manipulate materials to create texture.

Conceptual Knowledge

What facts do we want our artists to know? We want them to analyse, evaluate, compose and create art.

What will we record and how will it recognise our feelings and experiences.

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Sketchbooks		 To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. 	 To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. 	 Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
original artwork		 Explore and create ideas for purposes and intentions. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. 	 Create personal artwork using the artwork of others to stimulate them. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. 	 Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

Factual Knowledge

What facts do we want our artists to know? We want them to recognise the work of artists and identify the uniqueness of art. How did great artists and designers use the formal elements of art.

Area	EYFS	Year 1/2	Year 3/4	Year 5/6
Artists,		• Study the work of the artists:	Study the work of the artists:	Study the work of the artists:
craftspeople,		 Beatrice Milhazes (Abstract) 	 Carl Giles (Drawing) Art & Design 	 Hundertwasser Formal Elements:
designers		Formal Elements: Lesson 1:	Skills: Learning AboutCarl Giles	Lesson Three: Hundertwasser House
		Abstract Compositions	 Diego Velazquez (Tone) Art & 	 Banksy Every Picture Tells a Story:
		• • Bridget Riley (Drawing) Formal	Design Skills > Painting: Tints and	Mural: Clacton Pigeon Mural-Banksy
		Elements: Lesson 2: Exploring	Shades	 Andy Warhol Every Picture Tells a
		Line	 Puppets: Art & Design Skills: Craft 	Story: Lesson 2: Inspired by
		 David Hockney and Vija 	& Design: Puppets (3 Lessons)	Rorschach
		Celmins (Drawing) Formal	• Prehistoric Artists: Prehistoric Art:	 John Singer Sargent Every Picture
		Elements: Lesson 3: Making	Lesson 1: Exploring Prehistoric Art	Tells a Story: Painting: John Singer
		Waves	and Prehistoric Art: Lesson 2:	Sargent
		 Louis Wain (Movement) Art & 	Charcoal Animals	 Magdalene Odundo Every Picture
		Design Skills: Learn about Louis	 Luz Perez Ojeda Formal Elements: 	Tells a Story: Lesson 5: Magdalene
		Wain	Lesson 1: Optical Illusions	Odundo
		• • Kandinsky, Bernal, Bolotowsky	 Paul Cezanne Art & Design Skills: 	 Claude Monet Art & Design Skills:
		(Shape and Colour) Art & Design	Painting: Paul Cezanne	Painting: Impressionism
		Skills: Experimenting with Media	 Giorgio Morandi Art & Design 	 William Morris Art & Design Skills:
		 Vincent Van Gogh (Texture) 	Skills: Drawing: Still Life	Craft: Zentangle Printing
		Landscapes: Lesson 2: Beach	 David Hockney Every Picture Tells 	• Edward Hopper Art & Design Skills:
		Textures and Landscapes:	a Story: Lesson 1: My Parents, David	Learning about the work of Edward
		Lesson 4: Painting Over Texture	Hockney	Hopper
		 Jasper Johns (Painting) Formal 	 Paula Rego Every Picture Tells a 	 Kathe Kollwitz Make My Voice
		Elements: Lesson 5: Painting	Story: Lesson 2: The Dance, Paula	Heard: Lesson 2: Kathe Kollwitz,
		with Colour	Rego	Make My Voice Heard: Lesson 5:
		Renoir, Sorolla, Kroyer	• Edward Hopper Every Picture Tells	Clay Sculptures
		(Landscape Landscapes: Lesson	a Story: Lesson 3: Table for Ladies,	 Pablo Picasso Make My Voice
		1-5	Edward Hopper	Heard: Lesson 3: Guernica 1 - Pablo
		Louise Bourgeois (Sculpture)	 Pieter Brueghel Every Picture Tells 	Picasso, Make My Voice Heard:
		Sculptures & Collages: Lesson 4:	a Story: Lesson 4: Children's Games,	Lesson 4: Guernica 2 - Pablo Picasso
		Giant Spider Model Part 1 and	Pieter Breughel	 Mark Wallinger Make My Voice
		Sculptures & Collages: Lesson 5:		Heard: Lesson 5: Clay Sculptures
		Giant Spider Model Part 2		

• Mov Fried (Frieddogo) Formael	- Fiene Dee Freme Dieture Telle -	a Hannah Hash Datan Kannawal Jawa
 Max Ernst (Frottage) Formal 	• Fiona Rae Every Picture Tells a	Hannah Hoch, Peter Kennard, Jerry
Elements: Lesson 3: Frottage	Story: Lesson 5: Abstract Art, Fiona	Uelsmann Photography: Lesson 1:
 Ed Ruscha (Shading, Tone) 	Rae	Photomontage
Formal Elements: Lesson 4: 3D	• Giuseppe Archimboldo Sculpture:	• Jenny Holzer Photography: Lesson
Pencil Drawings	Lesson 3: Arcimboldo	2: Truisms
 Clarice Cliff (Design) Art & 	Sokari Douglas Camp Sculpture:	 Edward Weston Photography:
Design Skills: Lesson 4: Design:	Lesson 4: Sokari Douglas Camp	Lesson 3: Macro Photography
Clarice Cliff Plates	• El Anatsui Sculpture: Lesson 5: El	 Edvard Munch Photography:
 Nancy McCrosky (Mural) Art & 	Anatsui	Lesson 5: Expressions
Design Skills: Lesson 2: Drawing:	Barbara Hepworth Art & Design	• Paul Cezanne, Jaromir Funke, Ben
Shading	Skills: Craft: Soap Sculptures	Nicholson Still Life: Lesson 1: Still
 Damien Hirst (Drawing) 		Life Composition and Still Life:
Human Form: Lesson 2: Skulls		Lesson 2: Charcoal Still Life
 Julian Opie (Portraits) Human 		
Form: Lesson 4: Opie Style		
Portraits		
 Edwina Bridgeman Human 		
Form: Lesson 5: Clothes Peg		
figures		

Metacognitive Knowledge How do we analyse our own work and that of others.

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Identify similarities and differences to others' work		 Recognise and describe key features of their own and other's work. Compare other's work, identifying similarities and differences. 	 Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Build a more complex vocabulary when discussing your own and others' art. 	 Develop a greater understanding of vocabulary when discussing their own and others' work. Use the language of art with greater sophistication when discussing own and others art.
Reflecting		 Describe what they feel about their work and the art of others. Describe choices and preferences using the language of art. 	 Reflecting on their own work in order to make improvements. Use their own and other's opinion of work to identify areas of improvement. 	 Regularly analysing and reflecting on their intentions and choices. Give reasoned evaluations of their own and others work which takes account of context and intention.

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
			Key Art Vocabulary:			
	ny of the artist's nan llenging for pupils to	•	Some of the artist's nar for pupils to read at this	nes may be challenging s age.	Some of the artist's name for some of the childre	•
patta com horiz color Jupit frott patta • <u>Sci</u> (exo dime carn crea Pasta back expr • <u>Lan</u> dow shad • <u>Ari</u> Tudo Rolle curv weav over <u>Hum</u>	nposition, outlines, v izontal, crosshatch, p ours. iter, shading, three-o tage, tear, experime tern. culpture & Collage Lo oskeletons) salt doug nensional, sculpture, nivore, herbivore, on ature. tel, blend, shadow, p kground, scale, explo ression, mannequin. andscapes Lessons : S vn, straight, left, righ des, light, dark, land rt & Design Skills Les lor, Great Fire of Lon lercoaster, free-flow ved, edge, design, co aving, horizontal, ver rlay, vessel, slip, clay	rm, tone, abstract art, vavy, vertical, orimary and secondary dimensional, rubbings, ent, design, repeat essons: Shells gh, plasticine, 3 natural materials nnivore, junk, oaint wash, osion, action words, shoreline, horizon, up, it, texture, tints, scape. esons: Geometry, don, printmaking. ing, precise, straight, oncentric, silhouette, tical, template, Detail, modelling, facial	 Formal Elements Less pattern, tone, shape, for texture, symmetrical, m shading, shading grip, w bending, shaping, geom <u>Art & Design Skills</u>: P puppet, decorate, detai shade, light and dark. <u>Prehistoric Art</u>: Negai shades, natural form nat texture, fixative. <u>Craft</u>: Running stitch, and-under, woven, reversed dying, wax resist, mood <u>Sculpture Lessons</u>: St maracas, pitch, collage, contrasting, memorial. <u>Art and Design Skills</u> montage, carving, modic constructing, pierced for chinoiseries, op-art. 	rm, , shape, pattern, hark making, tone, vire techniques, hetry, 3D, sketch. uppet, shadow I, observation, tint, tive, positive, tints, mes, charcoal, scaling, fabric, weave, over- erse, warp, weft, tie- board. omp, rhomboid, recycled, geometric, <u>Lessons</u> : Curator, elling, casting,	 Formal Elements Less make appropriate use of discussing works of art form, shape, pattern, to monument, legacy. Every Picture Tells a Democracy, law, rule, I tolerance, belief, emoji ceramicist. Design For A Purpose language, communicati brief, collaborate, adve Point, packaging, producriteria. Still Life Lessons: Pup appropriate use of these discussing works of art form, shape, pattern, to Make My Voice Hea contrasting, commission sculpture. Photography Lessons photomontage, abstract crop, contrast. Art & Design Skills Leg visualise, scale, collage zentangle, prototype, a 	of these words whe colour, line, tone, exture, observation Story Lessons : iberty, respect, , symmetry, ceram e Lessons : Visual ion, design, design rtising, Unique Sell uct, media, purpose ils should make se words when colour, line, tone, exture. rd Lessons : Graffiti ned, Guernica, : Desaturate, truisi ct, self-expression, : Ssons: Annotate, , Impressionism,