

Term	Autumn One	
Year R		
Project	What's your favourite fairy-tale?	
Art and Design Focus	Colour mixing Play dough Exploring painting with different materials – veg printing etc.	
Knowledge and Skills	Crucial knowledge: 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 processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. Move to and talk about music. Watch and talk about dance / performance – feelings and responses. Sing in a group / alone – pitch and melody. Explore music making and dance.	Using knowledge as a skill: Understand colour mixing and what colours make what. Using paint and other materials can be manipulated to make something they wish.
Vocab	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.	
Year One		
Project	How does the weather change over seasons?	
Art and Design Focus	Make four trees showing each season in the style of Andy Warhol	
Knowledge and Skills	Crucial knowledge: 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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Using knowledge as a skill: Understand what pop art is and why it was an important movement in the world of art. Use colour to demonstrate pop art. Know a different media create different textures or outcomes. Holding pencils correctly. Shading and staying in the lines I important. Taking your time and not rushing your art.
Vocab	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.	

	Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.	
Year Two		
Project	N/A	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Three		
Project	Stone Age Britain- Did it rock to live in Stone Age Britain?	
Art and Design Focus	- Examine cave paintings from around the world and from Stone Age period - Investigate why humans would have made cave paintings- Why? How? What does it tell us - Create roleplay/drama pieces to represent a cave painting - Link to History knowledge of life in the stone age. - Children to sketch cave art to tell an activity that they might have completed as a stone age Britain - Use charcoal to make marks including smudge and blend. - Use fingers to mix dirt and water to 'paint' - Art Gallery to promote peer feedback	
Knowledge and Skills	• Crucial knowledge: • 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 through a range of time periods. Compare/describe the artists and their techniques.	Using knowledge as a skill: Understand the significance of the Stone age art work and why this is important. Get first hand experience of mixing using fingers with dirt as it may have been in the stone age. Use art pencils carefully and with control to draw a cave painting based on their ideas. Use different media to create and finalise their ideas producing a piece of artwork.
Vocab	Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image. Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting. Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.	

Year Four		
Project	Megacities – “Why do so many people settle in Megacities?”	
Art and Design Focus	1. Cityscapes – Van Gogh 2. Research 5 facts about Van Gogh 3. Cityscapes – Monet 4. Research 5 facts about Monet 5. Cityscapes – Lowry 6. Research 5 facts about Lowry	
Knowledge and Skills	City Art using the style of different Artists • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design • 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 with a range of materials - paint, pencils • Be taught about great artist in history. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms.	Using knowledge as a skill: Understand different artists had different skills and styles and how they contributed to the art world or movement. Know a range of media produce different styles of art and have first-hand experience of this when trying out their ideas in the style of a specific artist.
Vocab	Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality. Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder. Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract. Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective	
Year Five		
Project	What was the greatest achievement for each civilisation?	
Art and Design Focus	Using different techniques to create pictures of vases from the different early civilisations • Children to develop skill in drawing pot/vase using pencil – use video tutorial to develop skill of shading to create 3D effect. • Children then use photocopy of their original pot/vase with watercolours to create a picture inspired by Ancient Sumer pictures. • Using their original vase picture, children use coloured pencils to develop blending skills to make their vase look like an artefact from the Shang Dynasty • Using their original vase picture, children use range of art pencils to develop blending skills to make their vase look like an artefact from the Indus Valley	

Knowledge and Skills	Crucial knowledge: • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design • 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 with a range of materials - paint, pencils • Be taught about great artist in history. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms.	Using knowledge as a skill: To understand that different media create different effects within their art work. Being able to test their ideas and using different media enables the artist to decide which one they prefer. Understand and use effectively the skill of blending and shading to create a desired effect.
Vocab	Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure. Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	
Year Six	N/A	
Project		
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		

Term	Autumn Two	
Year R		
Project	What changes in our environment can you see?	
Art and Design Focus	Colour mixing Play dough Exploring painting with different materials – veg printing etc. Finding natural resources to create pictures with.	
Knowledge and Skills	Crucial knowledge: 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 processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. Move to and talk about music. Watch and talk about dance / performance – feelings and responses. Sing in a group / alone – pitch and melody. Explore music making and dance.	Using knowledge as a skill: Understand colour mixing and what colours make what. Using paint and other materials can be manipulated to make something they wish. Understanding that art doesn't need to just be using paint or pencils but you can use natural materials too or anything around you.
Vocab	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.	
Year One		
Project	N/A	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Two		
Project	N/A	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		

Year Three		
Project	How extreme can Earth be?	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Four		
Project	N/A	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Five		
Project	Where in Russia would you launch a space rocket?	
Art and Design Focus	<u>Make Space art using mixed media</u> • Children to look at pictures of planets/space – explore the colours and taken through telescopes/satellites. • Using inspiration from pictures, children to use chalk on black sugar paper to create own space inspired pictures. Develop blending and shading techniques using the chalk. • Children to make own 3D planet made from papier mache – use balloons, newspaper etc. • Planets to be painted to represent one of the planets in our solar system. Children to choose which planet they will make.	
Knowledge and Skills	Crucial knowledge: • 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] Paper Mache • about great artists, architects and designers in history	Using knowledge as a skill: Children understand the effect different media has on their chosen design and how to use it effectively to create something e.g. smudging chalk to create a space scene. Know the technique of using paper mache to create 3D models as another resource to create a piece of art. Knowing that art doesn't need to be 2 dimensional but can be 3D too.
Vocab		
Year Six		
Project	Andover or the Canadian Wilderness – which biome would you choose?	
Art and Design Focus	Landscape painting • Brainstorm famous landscape paintings and artists and look at examples • Draw a landscape and photocopy twice • Paint one copy • Van Gogh study • Paint in Van Gogh style	

	Landscape collages Home learning task: Build a biome/landscape in a box	
Knowledge and Skills	Crucial knowledge: - 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 painting with a range of materials - about great artists, architects and designers in history – Van Gogh	Using knowledge as a skill: Use different media to create a picture in the style of a specific artist e.g. Van Gough. Use art pencils and coloured pencils to show direction, movement, line. Add shading, depth and a range of colours to produce a piece of art in the style of Van Gough.
Vocab	Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading. Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition. Collage & Textiles: Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic. Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance	

Term	Spring One	
Year R		
Project	What can you see through a telescope?	
Art and Design Focus	Colour mixing – pipettes on cotton pads / marbling planets. Creating their own planets / aliens. Exploring textures of planets. Play dough – moon rocks / craters. Exploring painting with different materials – veg printing etc.	
Knowledge and Skills	Crucial knowledge: 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 processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. Move to and talk about music. Watch and talk about dance / performance – feelings and responses. Sing in a group / alone – pitch and melody. Explore music making and dance.	Using knowledge as a skill: Understand colour mixing and what colours make what. Using paint and other materials can be manipulated to make something they wish.
Vocab	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.	
Year One		
Project	Who is the oldest reigning monarch?	
Art and Design Focus	Paint self-portraits in the style of James Boliver Manson Look at different portraits from the different times in history from Elizabeth the 1 st time and compare with Victoria. Discuss what self-portrait are and why they were done e.g. no photos and people wanted to see their monarchs and have them in their homes. Sketch their faces in their sketch books, focusing on details. Think about details, fine lines, use art pencils, shading. End of the topic the children will have sketched themselves in portrait form and have made a finished product using paint for a wall display.	
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:

	- 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. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - To use drawing, painting and sculpture, to develop and share their ideas, experiences and imagination.	Using art pencils to sketch an outline and then add more depth through shading, line and blending to produce a self portrait. Use paint to produce a self portrait based on their pencil drawings. Use fine paint brushes to add in details such as eye brows, eye lashes and concentrate on keeping the paint within the pencil outline they have drawn.
Vocab	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment. Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.	
Year Two		
Project	How does the weather change the closer you get to the equator?	
Art and Design Focus	Pointillism using paint Children to draw their own picture linked to weather and are to use pointillism to add colour	
Knowledge and Skills	Crucial knowledge: 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 To use a range of materials creatively to design and make products	Using knowledge as a skill: To understand what pointillism is and why it was an important movement in the world of art and some key artists who helped to influence it. To know how to paint in the style of pointillism To understand how the use of colour can impact on their own art work.
Vocab	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life. Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.	

Year Three		
Project	Why should we save Earth’s Rainforests?	
Art and Design Focus	Pointillism – Animal Faces - Investigate, compare and identify themes in George Seurat’s work - Record thoughts and reflections on his animal themes work thinking about content, media used and process - Background, mid-ground and foreground focus with children creating a jungle/hillside landscape to outline with whiteboard pen - Learn about pointillism technique - painting in small, distinct dots of colour applying in patterns to form an image about animals - Linked to Rainforest - Art Gallery for children to give peer feedback and assessment using growth mind-set.	
Knowledge and Skills	Crucial knowledge: - 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 through a range of periods. - Compare/describe the artists and their techniques.	Using knowledge as a skill: To understand what pointillism is and why it was an important movement in the world of art and some key artists who helped to influence it. To know how to paint in the style of pointillism To understand how the use of colour can impact on their own art work.
Vocab	Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image. Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting. Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.	
Year Four		
Project	History — “Were the Vikings Raiders or Traders?”	
Art and Design Focus	Sketch and design a dragon using pencil Dragon Eye Sketches using pencils	
Knowledge and Skills	Crucial knowledge: Technique – pencil sketches and shading Develop their techniques and control of materials with creativity, experimentation.	Using knowledge as a skill: To understand the use of art pencils and how they differ from normal pencils.

	• Increase their awareness of different kinds of art, craft and design • 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 with pencil	To understand and use fine lines, position, form to change the appearance of their piece of art work.
Vocab	Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality. Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder. Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract. Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective	
Year Five		
Project	What was everyday life like for men, women and children in Ancient Egypt?	
Art and Design Focus	<u>Using clay to make 3D canopic jars (painted)</u>	
Knowledge and Skills	Crucial knowledge: • 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	Using knowledge as a skill: To be able to sketch a design using their own thoughts in the style of another artist or era. To sculpt using tools to create a piece that has texture, correct proportions using a media that is malleable to create a specific piece.
Vocab	Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure. Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Sculpture:	

	Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	
Year Six		
Project	Why is the Mayan culture important?	
Art and Design Focus	<u>Create Mayan stamps using clay – sculpture</u> Research and explore Mayan art and sculpture Draw sketches of designs, based on Mayan life / beliefs Create final design Sculpt design for stamp onto clay block (like Mayan hieroglyphs) Use stamps to create a class fresco depicting life in Mayan times.	
Knowledge and Skills	Crucial knowledge: - 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 (Mayan) in history.	Using knowledge as a skill: Using art pencils to sketch their designs based on Mayan Life – thinking about line, depth, balance, direction, viewpoint. Using malleable materials to create a stamp design. Use specific tools to sculpt the clay and to make fine lines for their print.
Vocab	Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading. Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition. Collage & Textiles: Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic. Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance	

Term	Spring Two	
Year R		
Project	If you were a fish, what fish would you be?	
Art and Design Focus	Colour mixing – creating our own class rainbow fish. Play dough Exploring painting with different materials – veg printing etc. Making rainbow fish vegetable pizzas. Creating different sea creatures – junk modelling.	
Knowledge and Skills	Crucial knowledge: 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 processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. Move to and talk about music. Watch and talk about dance / performance – feelings and responses. Sing in a group / alone – pitch and melody. Explore music making and dance.	Using knowledge as a skill: Understand colour mixing and what colours make what. Using paint and other materials can be manipulated to make something they wish. To make decisions about how to join materials together using a range of resources to do so eg. Glue, sellotape etc.
Vocab	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.	
Year One		
Project	How is London different to where we live?	
Art and Design Focus	Ink art backgrounds with London landmark silhouettes in the style of Teresa Bernard. Look at the artist Teresa Bernard and learn 5 facts about her. What makes her different to other artist? What do the children like/ dislike about her? Using ink on water, make a background for a silhouette of London using the famous landmarks. Look at the artwork from our Artist to see what she does.	
Knowledge and Skills	Crucial knowledge: 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.	Using knowledge as a skill: Understand what a silhouette is and how they are made. To use a different media to create a range of backgrounds for their final picture.

	use a range of materials creatively to design and make products	Understand that adding different coloured ink to the water can change the overall colour of their design through colour mixing.
Vocab	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment. Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.	
Year Two		
Project	Could The Titanic have been saved?	
Art and Design Focus	Landscapes – Lowry Porthole picture – what could you see put of a porthole – layer tissue paper up to create a porthole. Cut out into porthole shape.	
Knowledge and Skills	Crucial knowledge: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work. To use a range of materials creatively to design and make products	Using knowledge as a skill: Understand that tearing paper can create a different effect to cutting. Adding PVA glue can stick items together. It will also change state and harden and become clear when dry. Adding to the effect that is the finished result of their porthole.
Vocab	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life. Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.	
Year Three		
Project	Why should we save Earth's Rainforests?	
Art and Design Focus	Pointillism – Animal faces - Investigate, compare and identify themes in George Seurat's work - Record thoughts and reflections on his animal themes work thinking about content, media used and process - Background, mid-ground and foreground focus with children creating a jungle/hillside landscape to outline with whiteboard pen - Learn about pointillism technique - painting in small, distinct dots of colour applying in patterns to form an image about animals - Linked to Rainforest	

	Art Gallery for children to give peer feedback and assessment using growth mind set.	
Knowledge and Skills	Crucial knowledge: - 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 through a range of periods. - Compare/describe the artists and their techniques.	Using knowledge as a skill: Understand that some artists to have themes but these can have slight differences. Comparing changes can help see how the artist thinks. Understand and use the language of foreground, mid ground and background and how each can changes within a picture. Understand how to do pointillism using fine paint brushes and colours to create a finished art piece.
Vocab	Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image. Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting. Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.	
Year Four		
Project	Local River study – “Where does the River Anton begin and end?”	
Art and Design Focus	Monet’s River Thames Series Impressionism Mixing colours to find out how to make the colour they want Painting “En Plein Air” Painting the River Thames Monet Style	
Knowledge and Skills	Crucial knowledge: River Art in the style of Monet - Develop their techniques and control of materials with creativity, experimentation. - Increase their awareness of different kinds of art, craft and design. - To create sketch books to create designs and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing with pencil - Be taught about great artist in history.	Using knowledge as a skill: Understand that colours mix together to create others, can be lightened or darkened to suit what they want. Understand how ‘Monet’ created his pictures by looking at his pieces and how they’re formed. Learning his techniques and then applying this to their own final art.

	evaluate and analyse creative works using the language of art, craft and design know about great artists and understand the historical and cultural development of their art forms.	
Vocab	Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality. Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder. Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract. Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective	
Year Five		
Project	Why does parliament run the country rather than the King?	
Art and Design Focus	<u>Claude Monet</u> - Children explore and discuss Monet's art and impressionism. - Children study famous paintings by Monet, the style of painting that he used and will debate what they think about his art. - Children will create their own impressionist art by looking outside and painting nature – using the school grounds as their inspiration.	
Knowledge and Skills	Crucial knowledge: - 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] Oil pastels. - about great artists, architects and designers in history	Using knowledge as a skill: Understand how 'Monet' created his pictures by looking at his pieces and how they're formed. Learning his techniques and then applying this to their own final art. Use a range of paint brushes to create their final piece. Different thicknesses of brush can create different effects and this can be used within their pictures.
Vocab	Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure. Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable,	

	Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	
Year Six		
Project	N/A - DT this term	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		

Term	Summer One	
Year R		
Project	How does your garden grow?	
Art and Design Focus	Colour mixing – butterflies, printing in half. Play dough Exploring painting with different materials – can we paint with flowers, printing with vegetables and creating paint using fruit / vegetables.	
Knowledge and Skills	Crucial knowledge: 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 processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. Move to and talk about music. Watch and talk about dance / performance – feelings and responses. Sing in a group / alone – pitch and melody. Explore music making and dance.	Using knowledge as a skill: Understand colour mixing and what colours make what. Using paint and other materials can be manipulated to make something they wish.
Vocab	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.	
Year One		
Project		
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Two		
Project	How has Andover changed?	
Art and Design Focus	Sketching – Andover time lapse sketch Half sketch is past and half sketch is present Old house on one half in black and white and modern house in colour on the other half	
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:

	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 To use a range of materials creatively to design and make products	Using different art pencils to create sketches using fine lines, blending to create a final piece.
Vocab	Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life. Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.	
Year Three		
Project	Who were the Romans? What did they do for us?	
Art and Design Focus	Roman Pottery Sculpture • Linked to History topic. • Discussion of types of Roman potteries such design, materials, uses. • Sketch on books design of Pottery, labelling. • Make pottery out of clay, using small tool to design patterns if desired - adult to model. • Paint the pottery when it's dry. • Evaluate: how can we improve? What did work? What didn't work?	
Knowledge and Skills	Crucial knowledge: • 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]	Using knowledge as a skill: Use art pencils to sketch pottery pieces, using shading, fine lines, position to create as life like a drawing as possible. Use clay to sculpt, into a 3D pot and use tools to create designs through marks and lines on the pottery.
Vocab	Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. Printing:	

	Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image. Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting. Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.	
Year Four		
Project	History – Anglo Saxons in Britain – “Was King Alfred really great?”	
Art and Design Focus	• Drawing Plants in Pencil • Drawing Plants in Colour • Hapa-Zome: Printing Plants Using Hammers • Making Plants in Paper • Making Plant Sculptures • Plant ART • Finishing Plant Sculptures	
Knowledge and Skills	Plant ART • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design. • To create sketch books to create designs and use them to review and revisit ideas. • To improve their mastery of sculpture and painting • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design • 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] • Be taught about great artists, architects and designers in history. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms.	Using knowledge as a skill: Use art pencils to create life like plants through fine lines and shading. Use coloured pencils to create a lifelike drawing through matching colours to the plant. Use shading and lines to create their final piece. Use different media to create a plant using paper. Understand how to stick the paper together by choosing the best media to do so eg. Sellotape, glue. Use cutting skills to cut the paper into the desired shapes for their end product.
Vocab	Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality. Painting:	

	Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder. Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract. Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective	
Year Five		
Project	Why would a refugee want to move to Andover?	
Art and Design Focus	<u>The Refugee's Eye</u> - Children explore the use of pencil for drawing, shading and texture. - Using Syrian Refugee Story in Art picture, children create their own 'Refugee's Eye' using the techniques they have been studying.	
Knowledge and Skills	Crucial knowledge: - 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	Using knowledge as a skill: Use art pencils to produce fine lines, shading and adding texture to their drawing. Use these techniques to create an eye that has depth, perspective and expression.
Vocab	Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure. Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	
Year Six		
Project	How have the Ancient Greeks influenced the modern western world?	
Art and Design Focus	Developing skill in drawing Greek mask designs	
Knowledge and Skills	Crucial knowledge: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	Using knowledge as a skill: Use art pencils to produce fine lines, shading and adding texture to their drawing.

	materials [for example, pencil, charcoal, paint, clay]	Use these techniques to create an eye that has depth, perspective and expression.
Vocab	Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading. Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition. Collage & Textiles: Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic. Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance	

Term	Summer Two	
Year R		
Project	Are you mad about animals?	
Art and Design Focus	Colour mixing – Elmer Exploring rainforest / different climates – painting with different resources. Play dough Exploring painting with different materials – can the children create an animal print?	
Knowledge and Skills	Crucial knowledge: 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 processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. Move to and talk about music. Watch and talk about dance / performance – feelings and responses.	Using knowledge as a skill: Understand colour mixing and what colours make what. Using paint and other materials can be manipulated to make something they wish. To make decisions about how to join materials together using a range of resources to do so eg. Glue, sellotape etc.
Vocab	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.	
Year One		
Project		
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Two	N/A	
Project		
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:

Vocab		
Year Three		
Project	Roman Pottery (Sculpture)	
Art and Design Focus	• Linked to History topic. • Discussion of types of Roman potteries such design, materials, uses. • Sketch on books design of Pottery, labelling. • Make pottery out of clay, using small tool to design patterns if desired - adult to model. • Paint the pottery when it's dry. • Evaluate: how can we improve? What did work? What didn't work?	
Knowledge and Skills	Crucial knowledge: • 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]	Using knowledge as a skill: Use art pencils to sketch pottery pieces, using shading, fine lines, position to create as life like a drawing as possible. Use clay to sculpt, into a 3D pot and use tools to create designs through marks and lines on the pottery.
Vocab	Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image. Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting. Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.	
Year Four		
Project	European region study – Costa Blanca – Is the Costa Brava a world away from our local area?	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge: • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design • 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,	Using knowledge as a skill:

	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Be taught about great artists, architects and designers in history. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms. • 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.	
Vocab	Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality. Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder. Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract. Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective	
Year Five		
Project	Are we protecting our British wildlife?	
Art and Design Focus	<u>Abstract art by Georgia O'Keeffe, focusing on flowers.</u> • Children learn about Georgia O'Keeffe through discussions about her artwork and why she has chosen to paint in this way. • Children experiment with different colours, shading techniques with paint, and textures of paint, as well as to think creatively and learn how to make artistic decisions about colour and colour placement. • Children create their own flower paintings in the style of Georgia O'Keefe.	
Knowledge and Skills	Crucial knowledge: • 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	Using knowledge as a skill: Use a range of colours using paint. Understand different shades of paint create different results and a range of techniques/ styles of paint brushes create different effects with the paint.
Vocab	Drawing:	

	Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure. Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	
Year Six		
Project	N/A – DT this term	
Art and Design Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		