

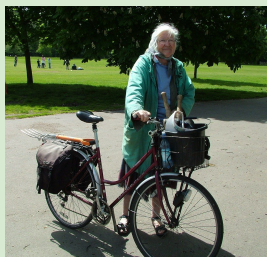
Art & Design - Year 3 Autumn 1: Scheme of Learning

Half Term Enquiry: How has the River Thames changed London and our local community?

Art Enquiry: What can we learn about the history of High Wycombe through art?

Art Strand: Drawing & Printing

Drawing and Printing	Focus - Key Disciplinary Questions	Links	Destinations (I will be able to ...)
	Key Artists L.O: To know why artists have similar and different creative styles	Prior learning in EYFS	<u>Declarative:</u> <ul style="list-style-type: none"> Know the similarities and differences between different artists Know that negative shapes show the space around and between objects rather than the shape itself
	Art & Design Knowledge & Skill L.O: To know why artists use different tools to create different lines		<u>Procedural:</u> <ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works (<i>from Lorna Cassidy and Katsushika Hokusai</i>) Explore different artists works and comment on them using subject specific vocabulary (<i>Language of an artist</i>) Use own experiences to explain how art works may have been made.
	Introduce Brief - Design and develop ideas L.O: To know why artists use a designing process when planning a piece of work		<u>Declarative:</u> <ul style="list-style-type: none"> Know that different drawing tools can create different types of lines Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
	Create Final Piece (2 Lessons) L.O: To know why artists use a range of materials and techniques within a final piece		<u>Procedural:</u> <ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Make different lines using different tools (<i>Varying types of pencils (HB scale), charcoal and printing</i>)
	Evaluate and analyse L.O: To know why artists evaluate choices made in their artwork		<u>Declarative:</u> <ul style="list-style-type: none"> Know some basic rules for effective shading when drawing, such as shade in one direction, blending tones smoothly and with no gaps.
	<u>Procedural:</u> <ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the designing process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Draw different textures 		
		<u>Procedural:</u> <ul style="list-style-type: none"> Confidently use a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	
		<u>Procedural:</u> <ul style="list-style-type: none"> Confidently explain ideas and opinions about my own and other's art work, giving reasons. 	



Negative shapes	An object that attracts to a magnet
Hatching	Shading with closely drawn parallel lines (Next to each other)
Cross hatching	Using lines that cross over each other to create light and dark areas
stippling	Drawing using dots and/or flicks
scribbling	Drawing made of random lines without lifting the pencil from the paper
shading	The darkening or colouring of a drawing with lines or blocks of colour
blending	Process of joining two colours together in a gradual way
lines	A mark made using a drawing tool
texture	How something feels when it is touched

Art & Design - Year 3 Autumn 2: Scheme of Learning
Half Term Enquiry: How does where we live affect our art?

Art Enquiry: What can we learn about other cultures by looking at and studying art?
Art Strand: Painting

Painting & Mixed Media	Lesson Plans	Links	Destinations (I will be able to ...)
	Key Artists L.O: To know why different artists are influenced by their surrounding	Whole School Theme: We Are Artists Reading: How the stars came to be/ Between two worlds History: Indian History - The British Empire Geography: India Human & Physical Geography	Declarative: <ul style="list-style-type: none"> Know the impact of the different cultures and places on Amrita's art (<i>Paris, India - drew the people around her</i>)
	Art & Design Knowledge & Skill L.O: To know artists use complementary colours		Procedural: <ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works (<i>from Amrita Shergil, Poonam Mistry & Pablo Picasso</i>) Explore different artists works and comment on them using subject specific vocabulary (<i>Language of an artist</i>) Use own experiences to explain how art works may have been made.
	Introduce Brief - Design and develop ideas L.O: To know why artists are influenced by where they live		Declarative: <i>(Recap KS1 - Know that primary colours can be mixed to make secondary colours)</i> <ul style="list-style-type: none"> Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.
	Create Final Piece (2 lessons) L.O: To know why artists use colours to be expressive		Procedural: <ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Mix complementary colours using knowledge of the colour wheel.
	Evaluate and analyse L.O: To know why artists evaluate their work so as to take next steps		Procedural: <ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the designing process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Select and use a variety of painting techniques, including applying drawing skills, using knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.
	Procedural: <ul style="list-style-type: none"> Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. (<i>Pablo Picasso style of cubism</i>) 		
	Procedural: <ul style="list-style-type: none"> Confidently explain ideas and opinions about my own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 		



Cubism	A style of painting that was developed in the early 1900s. Cubist paintings show objects from many angles at once.
Complementary colours	Pairs of colours that contrast with each other more than any other colour.
Collage	A piece of art made from different pieces of paper, photos and other materials.
Contrast	Is the arrangement of opposites (opposite elements): light vs dark, rough vs smooth.
Clash	When two things clash, they do not work together e.g. fight or argue, disagree.

Art & Design - Year 3 Summer 1: Scheme of Learning
Half Term Enquiry: Why did people stop roaming and start settling?

Art Enquiry: What can historical art tell us about early human culture and lifestyle?
Art Strand: Sculpture & 3D

Sculpture & 3D	Lesson Plans	Links	Destinations (I will be able to ...)
	<p align="center">Key Movements L.O: To know why art reflects a period of time</p>	Whole School Theme: We Are Historians Reading: The Stolen Spear History: Stone Age to Iron Age	<p><u>Declarative:</u></p> <ul style="list-style-type: none"> Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints (links to Stone age historical content) Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. (Iron age and Celt art)
	<p align="center">Art & Design Knowledge & Skill L.O: To know why texture is important to art</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works from different periods (Stone age cave paintings, Bronze Age Beaker people and Iron Age Celts) Explore different historical pieces and comment on them using subject specific vocabulary (Language & terminology of the period) Use own experiences to explain how art works may have been made.
	<p align="center">Introduce Brief - Design and develop ideas L.O: To know why artists when making a sculpture reflect the lives they live</p>		<p><u>Declarative:</u></p> <ul style="list-style-type: none"> Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Beaker Clay pots) Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.
	<p align="center">Create Final Piece L.O: To know why texture is important when making a sculpture</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
	<p align="center">Evaluate and analyse L.O: To know why artists continually improve their work</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use clay to form and create an object
<p align="center">Evaluate and analyse L.O: To know why artists continually improve their work</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture. Use clay to form and create an object Make patterns on a range of surfaces 		
<p align="center">Evaluate and analyse L.O: To know why artists continually improve their work</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Confidently explain ideas and opinions about my own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 		

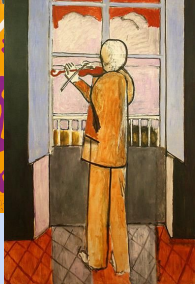
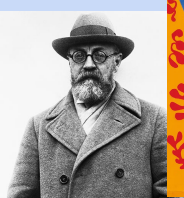


motif	A recurring theme or pattern that appears in a work of art
organic	Things that are natural or related to nature
geometric	Made up of shapes like those of geometry
texture	How something feels when touched
man-made	Made or formed by human beings
natural	Describes something that comes from nature, rather than being man-made
pattern	Something that happens or appears in a regular and repeated way

Art & Design - Year 4 Autumn 2: Scheme of Learning
Half Term Enquiry: If you could paint a sound what would it look like?

Art Enquiry: If you could paint a sound what would it look like?
Art Strand: Painting

Painting	Focus - Key Questions	Links	Destinations (I will be able to ...)
	Key Artist L.O: To know why artists can confidently compare creative work	Whole School Theme: We are Artists Reading: The Dreaming Giant Music: Singing & Y4 Brass Instruments Computing: Making Music	<u>Declarative:</u> <ul style="list-style-type: none"> know that Wassily Kandinsky saw music and colour as linked. know what abstract art is (<i>A modern art that does not represent images of our everyday world</i>) Know that symmetry can be used to create repeating patterns. Know that patterns can be irregular, and change in ways you wouldn't expect.
	Art & Design Knowledge & Skill L.O: To know why artists use tints, shades and tone		<u>Procedural:</u> <ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works (<i>from Wassily Kandinsky & Henri Matisse</i>) Use my own experiences of techniques and making processes to explain how art works may have been made.
	Introduce Brief - Design and develop ideas L.O: To know why the style of Kandinsky can help us to create our own abstract painting		<u>Declarative:</u> <ul style="list-style-type: none"> know that adding black to a colour creates a shade. know adding white to a colour creates a tint Know that using lighter and darker tints and shades of a colour can create a 3D effect, like a sphere Know that tone can be used to create contrast in an artwork
	Create Final Piece L.O: To know why tints, shades and tone are used for effect in an abstract painting		<u>Procedural:</u> <ul style="list-style-type: none"> Mix and use tints and shades in painting Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
	Evaluate and analyse L.O: To know why artists continually evaluate their work to make improvements		<u>Procedural:</u> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
	<u>Procedural:</u> <ul style="list-style-type: none"> Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Know how to use basic shapes to form more complex shapes and patterns. 		
		<u>Procedural:</u> <ul style="list-style-type: none"> Build a more complex vocabulary when discussing my own and others' art. Evaluate my work more regularly and independently during the planning and making process. 	



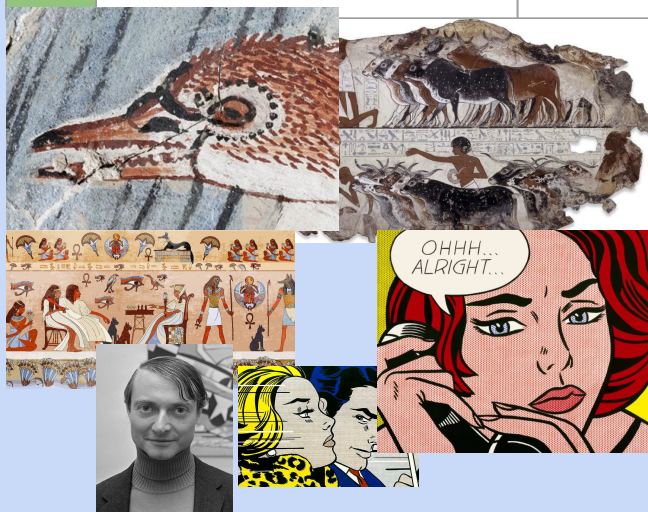
shade	Where an artist adds black to a colour to darken it down.
tint	Where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink.
tone	Refers to how light or dark a colour is.
Abstract art	A form of art with no recognisable subject; it does not represent images of our everyday lives.
abstract	Means to separate or withdraw something from something else.
contrast	A difference that one can see when things are compared or put side by side.

Art & Design - Year 4 Spring 1: Scheme of Learning
Half Term Enquiry: Could you survive in the desert?

Art Enquiry: What can we learn from Ancient Egyptian art about the way they lived and their core beliefs?

Art Strand: Drawing

	<u>Focus - Key Questions</u>	Links	<u>Destinations</u> (I will be able to ...)
Drawing	<p align="center">Key Movement L.O: To know why art reflects a period of time</p>	<p align="center"><i>Whole School Theme: We are Geographers</i> <i>Reading: Secrets of a Sun King</i> <i>History: Ancient Egyptians</i> <i>Geography: Desert Biome</i></p>	<p><u>Declarative:</u> (Recap what we know about Stone Age to Iron Age art)</p> <ul style="list-style-type: none"> Know that Egyptian tomb drawings/paintings had a purpose in the afterlife Know historians have learnt a lot about the Ancient Egyptians through their art. Know that art can document a period of time.
	<p align="center">Art & Design Knowledge & Skill L.O: To know why artists use lines and textures</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works from different periods (<i>Egyptian paintings & Roy Lichtenstein</i>) Use my own experiences of techniques and making processes to explain how art works may have been made.
	<p align="center">Introduce Brief - Design and develop ideas L.O: To know why artists can reflect the way they live and their beliefs in their art</p>		<p><u>Declarative:</u></p> <ul style="list-style-type: none"> Know that lines can be lighter or darker, or thicker or thinner Understand that different types of lines can add expression or movement to a drawing.
	<p align="center">Create Final Piece L.O: To know why artists use a range of drawing materials to combine media for effect</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to create lines and marks. (<i>historic tools used and what we use now - pencils, chalk, charcoal</i>) Know how to use texture more purposely to achieve a specific effect or to mimic different surfaces. Draw and use a range of textures
	<p align="center">Evaluate and analyse L.O: To know why artists evaluate their final piece against the brief they had at the start</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of one and more intricate mark making 		
	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Build a more complex vocabulary when discussing my own and others' art. Evaluate my work more regularly and independently during the planning and making process. 		



proportion	The dimensions of a composition and relationships between height, width and depth
perspective	The representation of objects in three dimensional space on a two dimensional picture
texture	How something feels when touched
evaluate	Making a judgement about a work of art with respect to the set of criteria
drawing	An exploration of marks on a surface
line	A mark made using a drawing tool or brush

Art & Design - Year 4 Summer 1: Scheme of Learning
Half Term Enquiry: How did Greek culture spread so far?

Art Enquiry: What can Greek art tell us about Ancient Greek lifestyle and culture?
Art Strand: Sculpture & 3D

Sculpture & 3D	Focus - Key Questions	Links	Destinations (I will be able to ...)
	Key Movement L.O: To know why Ancient Greek art reflected idealised standards	<i>Whole School Theme: We are Historians</i> <i>Reading: Who let the Gods out</i> <i>History: Ancient Greeks</i>	<u>Declarative:</u> (Recap what we know about Stone Age to Iron Age art & Ancient Egyptians) <ul style="list-style-type: none"> know Ancient Greeks developed a naturalistic but idealised depictions of the human body in their art and sculptures.
	Art & Design Knowledge & Skill L.O: To know why layering, folding and rolling is important in creating sculpture		<u>Procedural:</u> <ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works from different periods (<i>Ancient Greek sculptures and Ancient Egyptian depictions of the human body</i>) Use their own experiences of techniques and making processes to explain how art works may have been made.
	Introduce Brief - Design and develop ideas L.O: To know why artists still use naturalistic style like the Ancient Greeks		<u>Declarative:</u> <ul style="list-style-type: none"> Know that simple structures can be made stronger by adding layers, folding and rolling when sculpting
	Create Final Piece L.O: To know why artists use a range of techniques in creating a sculpture to make the structure stronger		<u>Procedural:</u> <ul style="list-style-type: none"> Use clay to practise layering, folding and rolling. Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.
	Evaluate and analyse L.O: To know why artists evaluate their final piece against the brief they had at the start		<u>Procedural:</u> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
	<u>Procedural:</u> <ul style="list-style-type: none"> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. 		
	<u>Procedural:</u> <ul style="list-style-type: none"> Build a more complex vocabulary when discussing my own and others' art. Evaluate my work more regularly and independently during the planning and making process. 		



naturalistic	The depiction of realistic objects in a natural setting
idealised	The process through which artists strive to create images that approach perfection, according to the ideals of their culture and time.
sculpting	Create or represent (something) by carving, casting or other shaping techniques.
malleable	Capable of being extended or shaped by beating with a hammer or by the pressure of rollers.
Sculpture	An art form made in three dimensions

Art & Design - Year 5 Autumn 1: Scheme of Learning
Half Term Enquiry: Who has left a legacy on our local area?

Art Enquiry: How can scientific drawings help us understand our local area?
Art Strand: Drawing

Drawing	Focus - Key Questions	Links	Destinations (I will be able to ...)
	<p align="center">Key Artist L.O: To know why scientific drawings are detailed and accurate</p>	<p><i>Whole School Theme: We are a Community</i> <i>Reading: Wind in the Willows</i> <i>History: Local History</i> <i>Geography: Local Study</i></p>	<p><u>Declarative:</u> (Revisit what we know about Lorna Cassidy from year 3)</p> <ul style="list-style-type: none"> Know scientific drawings are to record and communicate information in detail
	<p align="center">Art & Design Knowledge & Skill L.O: To know why artists use texture techniques to show different surface areas</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (<i>Focus on scientific drawings, comparing what we know from studying Lorna Cassidy</i>)
	<p align="center">Introduce Brief - Design and develop ideas L.O: To know why a knowledge of local wildlife is important in planning a scientific drawing</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Know how to create different textures on different materials. Select and use materials to achieve a specific outcome (<i>Pictures of local wildlife - how do you show the fur? The scales? etc</i>) <i>Draw different animals using a range of techniques to show different textures</i>
	<p align="center">Create Final Piece L.O: To know why artists use a range of techniques to draw a detailed sketch of an animal from the local area</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Develop ideas more independently from my own research. Explore and record plans, ideas and evaluations to develop ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently
	<p align="center">Evaluate and analyse L.O: To know why artists identify appropriate improvements after evaluating the outcomes achieved</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Use a broader range of stimulus to draw from, such as architecture, culture or photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying understanding of tone, texture, line, colour and form.
			<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Discuss the processes used by myself and by other artists, and describe the particular outcome achieved. Use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work

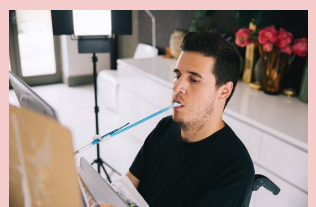
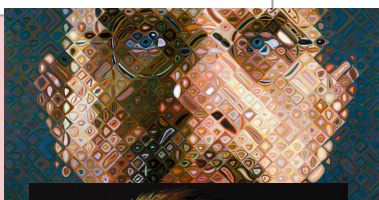


annotate	Add notes to (a text or diagram) giving explanation or comment
techniques	A way of carrying out a particular task
discipline	A branch of knowledge e.g. being scientific in commentary
small-scale	A limited size or extent
detailed	Showing attention to detail
sketch	A rapidly executed freehand drawing that is not usually intended as a finished work.

**Art Enquiry: How do painters with physical disabilities paint?
Art Strand: Painting**

Painting	Focus - Key Questions	Links	Destinations (I will be able to ...)
	Key Artist L.O: To know why there are different approaches to creating art	Whole School Theme: We are Artists Reading: Wonder History: Disabilities in Victorian England	<u>Declarative:</u> <ul style="list-style-type: none"> Know that some artists use their mouths to paint (<i>Sarah Biffin and Henry Fraser</i>)
	Art & Design Knowledge & Skill L.O: To know why artists use a different painting style using lines and tone		<u>Procedural:</u> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (<i>Sarah Biffin - Victorian England, Henry Fraser and Chuck Close</i>)
	Introduce Brief - Design and develop ideas L.O: To know why artists plan a piece of work using a different approach to painting to showcase techniques and skills		<u>Declarative:</u> <ul style="list-style-type: none"> Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Know that artists create patterns to add expressive detail to art works Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. Know that tone can help show the foreground and background in an artwork.
	Create Final Piece L.O: To know why artists apply paint with control in different ways		<u>Procedural:</u> <ul style="list-style-type: none"> Use colour to reflect mood in a piece of artwork. Use lines to create a sight line of the piece
	Evaluate and analyse L.O: To know why artists identify appropriate improvements after evaluating the outcomes achieved		<u>Procedural:</u> <ul style="list-style-type: none"> Develop ideas more independently from my own research. Explore and record their plans, ideas and evaluations to develop ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
	<u>Procedural:</u> <ul style="list-style-type: none"> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media. 		
		<u>Procedural:</u> <ul style="list-style-type: none"> Discuss the processes used by myself and by other artists, and describe the particular outcome achieved. Use knowledge of tools, materials and processes to try alternative solutions and make improvements to my work. 	

composition	The way in which different elements of an artwork are combined or arranged
techniques	A way of carrying out a particular task
shade	Where an artist adds black to a colour to darken it down.
tint	Where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink.
tone	Refers to how light or dark a colour is.



**Art & Design - Year 5 Summer 2: Scheme of Learning
Half Term Enquiry: Why do we need to save the bees?**

Art Enquiry: Can we use art as a way of drawing attention to the fact we need bees?
Art Strand: Sculpture & 3D

Drawing	<u>Focus - Key Questions</u>	Links	<u>Destinations</u> (I will be able to ...)
	Key Artist L.O: To know why artists can have an impact on developing our ideas and understanding of the world	Whole School Theme: We can change our World Reading: How to Bee Geography: Climate change - Habitats	<u>Declarative:</u> <ul style="list-style-type: none"> Know art can explore links with nature and technology
	Art & Design Knowledge & Skill L.O: To know why art installations offer an experience		<u>Procedural:</u> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (Tomáš Libertíny & Barbara Hepworth - sculpture)
	Introduce Brief - Design and develop ideas L.O: To know why artists plan a sculpture to have an specific impact		<u>Declarative:</u> <ul style="list-style-type: none"> Know that a silhouette is a shape filled with a solid flat colour that represents an object. Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them e.g. Tomáš Libertíny 'living bee sculpture' installation Know that the size and scale of three-dimensional art work changes the effect of the piece.
	Create Final Piece L.O: To know why artists use a knowledge of sculptures and installations to create a piece with a purpose		<u>Procedural:</u> <ul style="list-style-type: none"> Develop ideas more independently from own research. Explore and record plans, ideas and evaluations to develop ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
	Evaluate and analyse L.O: To know why artists evaluate the process and provide alternative solutions for barriers		<u>Procedural:</u> <ul style="list-style-type: none"> Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg.wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.
			<u>Procedural:</u> <ul style="list-style-type: none"> Discuss the processes used by myself and by other artists, and describe the particular outcome achieved. Use knowledge of tools, materials and processes to try alternative solutions and make improvements to my work



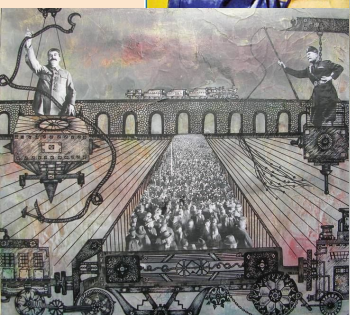
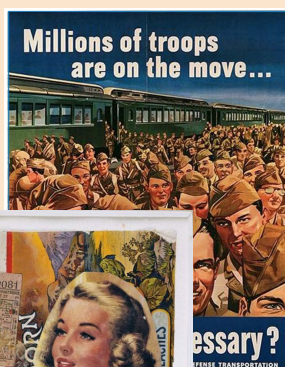
silhouette	A shape filled with a solid flat colour that represents an object
installation	A mode of production and display of artwork rather than a movement or style
Experience (context of art)	The viewer and the artist being aware that the art is not a stagnant object
scale	The overall physical size of an artwork or objects in the artwork
construction	A sculpture built of many parts, such as pieces of wood, cardboard, or metal
experience	An event or occurrence which leaves an impression on someone

Art & Design - Year 6 Autumn 1: Scheme of Learning
Half Term Enquiry: What role did our local area play in WW2?

Art Enquiry: What can we learn about WW2 through propoganda posters?
Art Strand: Printing (Mixed media)

Focus - Key Questions	Links	Destinations (I will be able to ...)
<p align="center">Key Movement L.O: To know why artists were used during WW2 in the form of propoganda, especially in the use of collage</p>	<p>Whole School Theme: We are a Community Reading: Letters from a lighthouse History: World War II Geography: Local Study</p>	<p><u>Declarative:</u></p> <ul style="list-style-type: none"> Know collage is a piece of art made from different pieces of paper, photos and other materials.
<p>Art & Design Knowledge & Skill L.O: To know why artists use a variety of materials and techniques in creating a collage</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (<i>Propaganda posters from WW2, John Heartfield</i>)
<p>Introduce Brief - Design and develop ideas L.O: To know why artists highlight a personal viewpoint when planning a collage</p>		<p><u>Declarative:</u></p> <ul style="list-style-type: none"> Know that the surface textures created by different materials can help suggest form in two-dimensional art work.
<p>Create Final Piece L.O: To know why a variety of techniques are used to create a collage</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Use relief/imprint to create intricate and well designed pieces of pattern and texture. (<i>Use relief/imprint to print a symbol for propaganda purposes</i>) Consider materials, scale and techniques when creating collage and other mixed media pieces.
<p>Evaluate and analyse L.O: To know why artists evaluate and devise improvement for future work</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Draw upon my experience of creative work and research to develop my own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<p> L.O: To know why artists highlight a personal viewpoint when planning a collage L.O: To know why a variety of techniques are used to create a collage L.O: To know why artists evaluate and devise improvement for future work</p>		<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.
<p> L.O: To know why artists evaluate and devise improvement for future work L.O: To know why artists evaluate and devise improvement for future work L.O: To know why artists evaluate and devise improvement for future work</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Give reasoned evaluations of own and others work which takes account of context and intention. Independently use knowledge of tools, materials and processes to try alternative solutions and make improvements to my work. 	

Printing - Mixed Media



collage	A piece of art made from different pieces of paper, photos and other materials
relief	A sculpture with figures that protrude from a background, but are still attached to it
imprint	A mark or depression made by pressure
propaganda	Material that aims to push a particular political point of view or agenda, often by using biased or misleading information
texture	How something feels when touched

Art & Design - Year 6 Autumn 2: Scheme of Learning
Half Term Enquiry: What if your imagination could change the world?

Art Enquiry: How can artists' imagination and works change the world?
Art Strand: Sculpture and painting

Sculpture & Painting	Focus - Key Questions	Links	Destinations (I will be able to ...)
	Key Artist L.O: To know why cultural context has an effect on artists' work	Whole School Theme: We are Artists Reading: Boy in the Tower Geography: Study of Matsumoto, Japan vs New York	<u>Declarative:</u> <ul style="list-style-type: none"> Know who Yayoi Kusama is and how her art was received by the world
	Art & Design Knowledge & Skill L.O: To know why monochrome and impasto can be used to good effect		<u>Procedural:</u> <ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (<i>Yayoi Kusama - Japanese heritage</i>)
	Introduce Brief - Design and develop ideas L.O: To know why artists can use the style of Yayoi Kusama when planning a sculpture		<u>Declarative:</u> <ul style="list-style-type: none"> Know that a 'monochromatic' artwork uses tints and shades of just one colour. Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger in warning signs or for celebration in Chinese culture. Know what impasto is (applying thick layers of paint) Know how line is used beyond drawing and can be applied to other art forms e.g. sculptures, etc. Know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
	Create Final Piece L.O: To know why artists can use the style of Yayoi Kusama to create a 3D piece		<u>Procedural:</u> <ul style="list-style-type: none"> Use one colour in a monochromatic way. Consider colour for purpose in a piece of artwork Develop the layering of different textures Begin to use concept of perspective
	Evaluate and analyse L.O: To know why artists can analyse a final piece and its impact		<u>Procedural:</u> <ul style="list-style-type: none"> Draw upon my experience of creative work and research to develop own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	<u>Procedural:</u> <ul style="list-style-type: none"> Use personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. 		
	<u>Procedural:</u> <ul style="list-style-type: none"> Give reasoned evaluations of my own and others' work which takes account of context and intention. Independently use knowledge of tools, materials and processes to try alternative solutions and make improvements to my work. 		



monochrome	Means one colour - a monochrome artwork is one that includes only one colour
impasto	The use of oil paint on canvas in thick layered strokes
perspective	The representation of objects in three-dimensional space (i.e. for representing the visible world) on the two-dimensional surface of a picture
symbolic	When a picture, object, or colour is used to represent an idea or a concept
pattern	A design in which lines, shapes, forms or colours are repeated.

Art & Design - Year 6 Spring 2: Scheme of Learning
Half Term Enquiry: How has electricity impacted the evolution of film?

Art Enquiry: How can drawings bring objects to life?
Art Strand: Drawing

Drawing	Focus - Key Questions	Links	Destinations (I will be able to ...)
	Key Artist L.O: To know why artists analyse the works of other artists	Whole School Theme: We are Scientists Reading: Hugo Science: Electricity History: History of Film	Declarative: <ul style="list-style-type: none"> Know models can be used for drawings and sketches
	Art & Design Knowledge & Skill L.O: To know why the use of chiaroscuro is used to create 3D perspective		Procedural: <ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. (<i>Brian Selznick - techniques and the realism of his drawings</i>) Begin to use concept of perspective
	Introduce Brief - Design and develop ideas L.O: To know why artists use a range of sketching techniques		Declarative: <ul style="list-style-type: none"> Know how an understanding of shape and space can support creating effective composition, e.g. near and far, 3D perspective. Know the use of chiaroscuro in art to create strong contrasts in light and dark e.g. <i>Brian Selznick's use of intricate chiaroscuro pencil drawings.</i>
	Create Final Piece L.O: To know why artists draw expressively and with realism		Procedural: <ul style="list-style-type: none"> Draw upon experience of creative work and research to develop my own starting points for creative outcomes. Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Evaluate and analyse L.O: To know why artists analyse a final piece and make improvements		Procedural: <ul style="list-style-type: none"> Draw expressively in my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
	Procedural: <ul style="list-style-type: none"> Give reasoned evaluations of my own and others' work which takes account of context and intention. Independently use knowledge of tools, materials and processes to try alternative solutions and make improvements to my work. 		



perspective	The representation of objects in three-dimensional space (i.e. for representing the visible world) on the two-dimensional surface of a picture
Chiaroscuro	The use of light and shade in a work of art to define three-dimensional objects
composition	The way in which different elements of an artwork are combined or arranged
systematic	Involving or based on a method or a plan; not random or chaotic
expression	The act of telling or showing thoughts or feelings