Art

Knowledge Building
Techniques
Techniques are the procedures and methods by which an artist defines themselves. Most artists will specialise in one technique, and, for some, it is this that makes their work well-known. It is by learning about and exploring these techniques that pupils become aware that art has many styles and forms, and techniques are chosen for specific purposes.
Tools
It is by using different **tools** that artists can develop their chosen techniques. Painters require brushes and paint, photographers need cameras etc. By knowing about a range of tools used to produce art, pupils will appreciate how artists can perform certain techniques. Some tools are chosen with exacting purposes in mind, but tools can be mixed to create new techniques, styles and forms e.g. sand animation art.
People
For tools and techniques to be used, there obviously needs to be **people** using them. These people are known as artists and architects. By being able to recognise the art produced by both **people groups** and **individuals**, pupils can then start to recognise how the cultural, geographical, historical and social backgrounds of these artists influences their work.
Art and Design Vocabulary
The language of art and design can be broken down into different categories such as: the language of **form and technique**, for example, stippling, etching, painting, drawing, sculpture, photography; the language of **tools**, e.g. brush, camera, chisel, clay, paint, pastels; the language of **style or movements** as in cubism, abstract, expressionism and pop art. Having an expansive art and design vocabulary is important for children so they can talk about their own work, as well as art produced by skilled artists.

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Architecture
Architecture is an aspect of art that focuses on the design of buildings. It is included in the art curriculum so that children are aware that art and design doesn't just focus on painting or drawing. **Architecture** reflects a range of styles across different eras and developing knowledge about them will help pupils become aware of how architecture shapes landscapes, making some places easily recognisable, which links directly to human geography.
Cultural Understanding
The production of art dates back as far as when humankind started thinking creatively. It has always been a way of displaying and interpreting the world around us. Artists have come from many different backgrounds and **cultures.** By having an **understanding** of an artist's **culture**, we can then understand what they are trying to show. It is important that pupils recognise that art can be found everywhere and is deeply subjective; what they like to look at may not be the same as their peers. They will know that artists come from across the globe, and many use their environment, culture or religion (or a combination of all three) to influence the art they produce.

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Art

EXPLORERS

Knowledge Building					
Techniques	**Tools**	**People**	**Art and Design Vocabulary**	**Architecture**	**Cultural Understanding**
Know that painting and drawing are fundamental art techniques	Know the names of basic art tools such as paintbrush, easel etc.	Know that art (design and craft) is created by skilled artists	Identify a range of colours and simple art techniques e.g. printing, painting, drawing	Name different types of buildings and some of their features e.g. roof, steeple, door	Know that art can be found in different forms everywhere

Learning Progression	
3 – 4 years	**Reception**
• Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings like happiness, sadness, fear etc. • Explore colour and colour-mixing • Show different emotions in their drawings - happiness, sadness, fear etc	• Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills

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Knowledge Progression	
Explorers 1 / Nursery and Explorers 2 / Reception	
Under the Sea • To know that art can be find everywhere and use paint to recreate it • To know what shades are and be able to recreate some using colour cards • To know how to use the technique of marbling • To use imagination to create an unusual sea creature • To be able to describe patterns they can see and use them as inspiration for their own work • To know that other parts of the body can be used to make art **Key Vocabulary** pattern, stripy, tropical, shades, collage, imagination, creative, paint	**Happy to Be Me** • To know what a self-portrait is and paint their own using a mirror as a guide • To know that portrait can be made with other materials • To understand that art can be appreciate with senses other than sight • To understand that small details can make a big difference to a picture • To know that portraits can have more than one person and be able to use a range of media to recreate their own from photographs **Key Vocabulary** self-portrait, face, features, family portrait, photograph, media
Additional Knowledge **Help is at Hand** • To use printing to explore patterns in fingerprints and be able to say what they see **Tell Us a Story** • To use a range of materials in decoration **What on Earth...?** • To know that art can be created without specific tools • To know that colours can be mixed to make others	

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PATHFINDERS

Knowledge Building					
Techniques	**Tools**	**People**	**Art and Design Vocabulary**	**Architecture**	**Cultural Understanding**
Know which techniques are specific to which art media e.g. colour wash painting	Know which tools are specific to which art media e.g. drawing pencils, pastels, charcoal	Know that different forms of creative works have been made by people from all cultures and times	Understand simple vocabulary related to shape, space, line, tone and colour	Know that buildings are designed by skilled architects	Know that artists from different countries used their art to represent their surroundings e.g. Monet

Skills Progression	
Art Skills Pathfinders 1 / Y1	**Art Skills Pathfinders 2 / Y2**
Ar1 *Drawing* Explore the use of line, shape and colour Ar2 *Painting* Explore a variety of tools and techniques including the use of different brush sizes and types Ar3 *Printing* Make marks in print with a variety of objects, including natural and made objects Ar4 *Textiles / Collage* Investigate using a wide variety of media, including cards, fabric, plastic, tissue, magazines, crepe paper etc. Ar5 *3D-Form* Explore sculpture with a range of malleable materials Ar6 Recognise pattern in the environment Ar7 Respond to ideas	Ar14 Explore ideas Ar15 *Drawing* Experiment with the visual elements of line, shape, pattern and colour Ar16 *Drawing* Work out ideas for drawings in a sketch book Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones Ar18 *Printing* Investigate and design patterns of increasing complexity and repetition Ar19 *Textile/Collage* Explore texture using a variety of media

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Ar8 Make changes to their own work Ar9 *Drawing* Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Ar10 *Painting* Use different brush sizes and types Ar11 *Printing* Build a repeating pattern Ar12 *Textiles/Collage* Use a variety of techniques e.g. weaving, fabric crayons, sewing Ar13 *3D-Form* Manipulate clay in a variety of ways e.g. rolling, kneading and shaping	Ar20 *3D-Form* Experiment with, construct and join recycled, natural and man-made materials more confidently Ar21 Observe and comment on differences in their own and other's work Ar22 *Drawing* Draw for a sustained period of time using real objects, including single and grouped objects Ar23 Observe 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 Ar24 *Drawing* Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint Ar25 *Painting* Work on a range of scales e.g. large brush on large paper etc. Ar26 *Printing* Use a variety of techniques e.g. fabric printing, rubbings. Design patterns of increasing complexity and repetition Ar27 *Printing* Print using a variety of materials, objects and techniques Ar28 *Textile/Collage* Use a variety of techniques e.g. tie-dying, wax or oil resist mosaic Ar29 *3D-Form* Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models

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Knowledge Progression	
Pathfinders 1 / Year 1	**Pathfinders 2 / Year 2**
Happily Ever After Pupils will be shown how to use clay to produce a useful object. They will use the techniques of rolling, moulding and smoothing to create a lidded clay pot and be encouraged to use this specific vocabulary. **3D Form** **Skills Development** • To know how to make a clay thumb pot with a lid **Concepts** **NC –** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination **NC –** To use a range of materials creatively to design and make products • To know how to make a clay thumb pot with a lid • To know the importance of including specific features in a model or artefact, linked to a fairy tale character	**Inter-Nation Media Station** Pupils will find out about the photographic work of Theresa Elvin. In this, they will see that art can be produced in many different ways, including photography, and how photos can be edited. Vocabulary, such as 'monochrome', 'black and white' and 'colour pop' will be introduced. Pupils will use simple editing software to add splashes of colour to black and white photographs they have taken themselves. **Photography / Drawing / Painting** **Concepts** **NC –** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To recognise and understand the difference between colour and black and white images • To know that splashes of colour on a monochrome background are called 'colour pops'
Come Fly With Me! Arctic Circle Pupils will be introduced to the technique of collage. They will explore a range of materials and fabrics, deciding on their suitability linked to purpose. They will also be introduced, in simple terms, to the fact that art is subjective, and it can have deep cultural links.	**Zero to Hero** In this unit, pupils will be introduced to the work of artist, Christy Brown, who was paralysed due to cerebral palsy and used his left foot to paint. Pupils will see that they do not always have to use their hands to create works of art and the importance of creative thinking when

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They will use stones and pebbles to recreate an Inukshuk and use their collage background to display it. **3D Form / Collage** **Skills Development** • To be able to explore a range of materials in order to add texture to a collage **Concepts** **NC -** To use a range of materials creatively to design and make products **NC -** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To be able to explore a range of materials in order to add texture to a collage • To know that Inukshuks are 3D stone figures • To understand that Inukshuks were traditionally used by the Inuits as directional markers • To know that Inukshuks have been transformed into symbols of hope and friendship, used by people all over the world	overcoming challenges. Pupils will use tools in ways that can seem challenging to explore a different way of painting. **Painting** **Concepts** **NC -** To know 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 know that Christy Brown was a famous artist who could only use his left foot to draw and paint with • To develop empathy, by understanding some of the challenges that Christy Brown must have faced

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Knowledge Progression	
Pathfinders 1 / Year 1	**Pathfinders 2 / Year 2**
Unity in the Community In this unit, pupils will look at the work of César Manrique and understand how he used his island home of Lanzarote to inspire his artwork. Pupils will learn that art can be found anywhere, not just in a gallery, and Manrique's wind toys dotted around the island are a form of moving sculpture. Pupils will explore alternatives for making their own sculptures, for example plastic bottles and paper plates, and link some design technology skills by evaluating their work once complete. **3D Form** **Concepts** **NC –** To use a range of materials creatively to design and make products **NC –** To know 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 them own work • To know about the influence that César Manrique had on the Lanzarote island community • To know that César Manrique's wind toys are examples of moving sculptures	**Land Ahoy!** Pupils will be introduced to the terms 'primary' and 'secondary' when mixing colours. They will begin to understand that the choice of brush is important when painting and know how to hold a brush correctly to ensure full control. Pupils will also develop the technique of colour mixing by adding white to colours to produce tints. They will be introduced to French artist, Claude Monet, and they will focus on his seascapes, producing their own pictures using colour mixing techniques. **Painting** **Skills Development** • To develop colour mixing skills through mixing primary colours • To develop colour mixing by adding white **Concepts** **NC –** To know 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 **NC –** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop colour mixing skills through mixing primary colours

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	• To learn about various techniques used for creating an image / canvas using different media • To learn about the French artist, Claude Monet, and some of his paintings
Light Up the World The focus in this unit is the concept of working with a range of drawing mediums. Pupils will be familiar with pencils, pens and possibly chalks, but may not have come across charcoal or pastels. They will revisit observing light and dark shades within one core colour and work on recreating their own light and dark drawings using a wide range of tools. They will be introduced to the technique of cross-hatching to produce a range of shading. **Drawing** **Skills Development** • To know how to create light and dark effects by exploring the use of different drawing implements **Concepts** **NC –** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To know how to create light and dark effects by exploring the use of different drawing implements • To learn about colour sequences and be able to order colours, from lightest to the darkest • To understand that depending on how much pressure is applied, different media e.g. coloured pencils, can produce different tones and shades	**Going Wild** Pupils will revisit the concept of pattern and printing in this unit. They will be introduced to new vocabulary with terms such as 'ink', 'roller' and 'printing plate'. Pupils will explore the techniques and tools associated with simple printing to produce repeating patterns. They will also investigate where these techniques are used elsewhere, such as in wallpaper and wrapping paper. **Printing** **Skills Development** • To make a printing plate and print a repeating pattern **Concepts** **NC –** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To make a printing plate and print a repeating pattern • To identify different animal prints • To learn some simple printing techniques

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Key Vocabulary	
Pathfinders 1 / Year 1	**Pathfinders 2 / Year 2**
Happily Ever After	**Inter-Nation Media Station**
clay slip mould cut clay board pinch roll edge marking tools thumb pot lid smooth	photograph black and white colour photograph colour pop Theresa Elvin stimulus
Come Fly With Me! Arctic Circle	**Zero to Hero**
Inukshuk figure Inuksuit Inuit marker pebble materials collage diorama properties texture 3D stone	Christy Brown feet painting painting challenge shade overcome artist tone

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Key Vocabulary				
Pathfinders 1 / Year 1			**Pathfinders 2 / Year 2**	
Unity In the Community			**Land Ahoy!**	
César Manrique	artist	visual	colour mixing	Claude Monet
Lanzarote	construct	shaping	primary colour	Ivan Aivazovsky
moving	folding		secondary	marine art
sculpture	join		colour	seascape
spin	kneading		paintbrush	
mobile	rolling		palette	
design			tint	

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ADVENTURERS

Knowledge Building					
Techniques	**Tools**	**People**	**Art and Design Vocabulary**	**Architecture**	**Cultural Understanding**
Know how different techniques are used to created effects e.g. relief printing	Know how using different art tools can create different effects e.g. use of various brush sizes	Know some of the key ideas, techniques and practices of a variety of artists (art and craft)	Understand key vocabulary relating to a range of different art techniques	Know the names of some famous architects and give examples of their work	Understand that art is an identifying feature of different cultures and religions

Skills Progression	
Art Skills Adventurers 1 / Y3	**Art Skills Adventurers 2 / Y4**
Ar30 *Drawing* Experiment with different grades of pencil and other implements Ar31 *Painting* Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc. Ar32 *Printing* Explore pattern and shape, creating designs for printing Ar33 *Textiles/Collage* Experiment with a range of media e.g. overlapping, layering etc. Ar34 *Modelling and Sculpting* Research, plan, design and make models Ar35 Find out about artists, architects and designers Ar36 *Drawing* Use their sketchbook to observe, collect and record visual information from different sources	Ar49 *Drawing* Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media Ar50 *Painting* Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks Ar51 *Printing* Research, create and refine a print using a variety of techniques Ar52 *Printing* Explore resist painting including marbling and silkscreen Ar53 *Textiles/Collage* Experiment with paste resist Ar54 Find out about artists, architects and designers

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Ar37 *Printing* Observe and discuss the processes used to produce a simple print Ar38 *Drawing* Use different media to achieve variations in line, texture, tone, colour, shape and pattern Ar39 *Drawing* Draw independently for sustained period Ar40 Plan, refine and alter their work as necessary Ar41 *Painting* Work confidently on a range of scales e.g. thin brush on small picture etc. Ar42 *Painting* Mix a variety of colours and know which primary colours make secondary colours Ar43 *Printing* Print using variety of materials, objects and techniques including layering Ar44 *Textiles/Collage* Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining Ar45 *Modelling and Sculpting* Work with a degree of independence Ar46 *Modelling and Sculpting* Construct a simple clay base for extending and modelling other shapes Ar47 *Modelling and Sculpting* Make a simple papier mache object Ar48 Design and create images and artefacts in response to their personal ideas	Ar55 *Drawing* Use research to inspire drawings from memory and imagination Ar56 *Drawing* Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary Ar57 *Textiles/Collage* Match the correct tool to the material Ar58 *Modelling and Sculpting* Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed Ar59 *Drawing* Make informed choices in drawing including use of paper and media Ar60 *Drawing* Collect images and information independently in a sketchbook Ar61 *Painting* Make and match colours with increasing accuracy Ar62 *Painting* Use more specific colour language e.g. tint, tone, shade, hue Ar63 *Painting* Plan and create different effects and textures with paint Ar64 *Printing* Select broadly the kinds of material to print with in order to achieve the desired effect Ar65 *Textiles/Collage* Choose collage or textiles as a means of extending work already achieved Ar66 *Modelling and Sculpting* Show an understanding of shape, space and form Ar67 *Modelling and Sculpting* Plan, design, make and adapt models using a variety of materials Ar68 *Modelling and Sculpting* Talk about their work, understanding that it has been sculpted, modelled or constructed Ar69 Design and create images and artefacts for clearly defined purposes

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Knowledge Progression	
Adventurers 1 / Year 3	**Adventurers 2 / Year 4**
"That's All, Folks!" As pupils should now be able to correctly hold and control a paintbrush, they will be introduced to a wider range of brushes and explore using them in different tasks. Pupils will develop their painting technique by using the brushes to produce different effects, including those of stippling and pointillism. Pupils will also be introduced to Jack Kirby, a famous comic artist. They should recognise some of his work and use him as an inspiration to produce their own. **Painting** **Skills Development** • To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks **Concepts** **NC –** To create sketch books to record their observations and use them to review and revisit ideas **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials **NC –** To know about great artists, architects and designers	**Lightning Speed** Pupils will revisit the printing techniques developed in Pathfinders and will go on to develop them by exploring the use of line to produce effective printing patterns. Pupils will also be reminded of vocabulary previously introduced to them. Pupils will discuss the uses of printing by looking at the work of Gutenberg. They will improve their printing skills by producing book covers and using marbling techniques to make end papers. **Printing** **Skills Development** • To know about a range of lines and marks that create different effects when printing **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know about a range of lines and marks that create different effects when printing • To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'

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• To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks • To identify that Jack Kirby is famous for his comic book style • To learn that Jack Kirby was the creator of Captain America and many more Marvel characters • To know that various methods can be used to create comic art	
Cry Freedom Pupils will learn about graffiti and how it is viewed in society. Looking specifically at the use of this art medium in political activism, they are introduced to Banksy, a renowned graffiti artist. They will use their sketchbooks to create images that portray slave labour which they then add a slogan to. They then create stencils which they experiment with spray or stipple painting. **Mixed Media** **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn about the role of graffiti as an artform and a political tool in society (as well as a discouraged form of vandalism) • To learn about Banksy and how he uses graffiti to speak out on issues such as greed, poverty and slave labour	**Come Fly With Me! Africa** Pupils will develop their sculpting skills through the use of another medium, papier maché. Taking inspiration from Julie Taymor's 'Lion King' masks, pupils will follow instructions to produce their own. **3D Form** **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn how to make an animal mask • To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets

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Knowledge Progression	
Adventurers 1 / Year 3	**Adventurers 2 / Year 4**
Athens v Sparta In this unit, pupils will refine their clay moulding technique with the introduction of 'slip'. Slip will be used to join coils of clay together, in order for the pupils to make simple clay pots with lids. Pupils will also find out about the cultural importance of Greek pottery in conveying stories and messages and use original designs to inspire their own. **3D Form** **Skills Development** • To know how to make a coil pot **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know how to make a coil pot • To identify different variations of pottery design from the past to modern times	**Law and Order** Pupils will know that lines are a key aspect of drawing and, in this unit, further explore how using a variety of line drawing techniques can be effective and eye-catching. Pupils will be encouraged to talk in more depth and with wider artistic vocabulary about their own art and that of others. Pupils will use lines to draw buildings, noting some architectural features before deepening their understanding of effective drawing techniques through the 'rule of thirds' in drawing landscapes. **Drawing** **Skills Development** • To know that line can be used effectively as a visual element in drawing **Concepts** **NC –** To create sketch books to record their observations and use them to review and revisit ideas **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know that line can be used effectively as a visual element in drawing • To know the rule of thirds is a set of guidelines used to composing artwork for 2D mediums, such as photography, drawing and painting • To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits

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Under the Canopy	Picture Our Planet
Pupils will use drawing techniques developed over the course of this phase and earlier to create observational drawings using pastels as their tool. Pupils will notice that pastels can be hard to work with so will need to adapt their technique as appropriate. As well as drawing, pupils will explore the art of tattooing as an artform, recognising that it has a long cultural history in central America and is used as a sign of courage. **Drawing / Painting** **Concepts** **NC –** To create sketch books to record their observations and use them to review and revisit ideas **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know how to make close observational drawings • To know how to use oil pastels in drawing • To know that body art, in the form of tattooing, was being used in the 16th century in Mexico and Central America • To identify different methods of body and face painting	Pupils will be introduced to the work of Romero Britto, a Brazilian artist who is well-known for his bright and vibrant collage-like artwork. Pupils will use his work to inspire their own colourful textile collage piece. Pupils will need to identify fabrics that would be the most suitable for their design by discussing their features. They will be introduced to the technique of layering to produce interesting art pieces. **Textiles / Collage** **Skills Development** • To know how to cut, layer and join materials **Concepts** **NC –** To know about great artists, architects and designers • To know how to cut, layer and join materials • To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines

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Key Vocabulary			
Adventurers 1 / Year 3		**Adventurers 2 / Year 4**	
"That's All, Folks!"		**Lightning Speed**	
brush technique	character	printing	Gutenberg
brush stroke	design	Lino press	stamp
sketchbook	applied	ink	printing press
stippling	technique	roller	relief print
pointillism	comic art	crosshatch	marbling
Jack Kirby	layer	non-porous	book covers
Cry Freedom		**Come Fly With Me! Africa**	
graffiti	vandalism	Julie Taymor	puppet
spray paint	political activist	mask	design
stipple		Lion King	model
stencil		papier maché	
acetate		3D	

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Key Vocabulary	
Adventurers 1 / Year 3	**Adventurers 2 / Year 4**
Athens v Sparta	**Law and Order**
coil pot slip clay cross-hatching clay guide pottery	landscapes line photography portrait rule of thirds still life Van Gogh
Under the Canopy	**Picture Our Planet**
dye observational drawing oil painting oil pastel tattooing	abstract form fray layering line Romero Britto

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NAVIGATORS

Knowledge Building					
Techniques	**Tools**	**People**	**Art and Design Vocabulary**	**Architecture**	**Cultural Understanding**
Know which art techniques to choose for specific purposes	Know which art tools to choose specific purposes and how to use them safely	Know about the influence of different historical cultural and social contexts on artists	Know and use a wide range of art and design vocabulary in critiques	Know how architecture shapes communities and landscapes	Know what art reflects and influences culture and vice versa

Skills Progression	
Art Skills Navigators 1 / Y5	**Art Skills Navigators 2 / Y6**
Ar70 *Drawing* Research and use a variety of source materials for their work Ar71 *Drawing* Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape Ar72 *Painting* Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas Ar73 *Drawing* Work in a sustained and independent way from observation, experience and imagination Ar74 *Printing* Become familiar with new techniques e.g. the use of poly-blocks, relief, mom and resist printing	Ar87 *Drawing* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Ar88 *Painting* Carry out preliminary studies, test media and materials and mix appropriate colours Ar89 *Painting* Work from a variety of sources, including some researched independently Ar90 *Modelling and Sculpting* Explore further the use for clay e.g. slabs, coils, slips, etc. Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities

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Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes Ar76 *Drawing* Use a sketchbook to develop ideas Ar77 *Painting* Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Ar78 *Painting* Create imaginative work from a variety of sources Ar79 *Printing* Choose the printing method appropriate to task Ar80 *Printing* Build up layers and colours/textures A81 *Printing* Organise their work in terms of pattern, repetition, symmetry or random printing styles Ar82 *Textiles/Collage* Join fabrics in different ways, including stitching Ar83 *Textiles/Collage* Use a range of media to create collage Ar84 *3D-Form* Use recycled, natural and man-made materials to create sculpture Ar85 *3D-Form* Plan a sculpture through drawing and other preparatory work Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials	Ar92 *Drawing* Identify artists who have worked in a similar way to their own work Ar93 Analyse and comment on ideas and methods Ar94 *Drawing* Demonstrate a wide variety of ways to make different marks with dry and wet media Ar95 *Drawing* Develop ideas using different or mixed media, using a sketchbook Ar96 *Painting* Choose appropriate paint, paper and implements to adapt and extend their work Ar97 *Painting* Create shades and tints using black and white. Work from a variety of sources, including some researched independently Ar98 *Painting* Show an awareness of how paintings are created Ar99 *Printing* Describe varied technique Ar100 *Printing* Show confidence in printing on paper or fabric Ar101 *Textiles/Collage* Show an awareness of the potential of the uses of materials Ar102 *Textiles/Collage* Use different techniques, colours and textures when designing and making pieces of work Ar103 *Modelling and Sculpting* Create sculpture and constructions with increasing independence

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Knowledge Progression	
Navigators 1 / Year 5	**Navigators 2 / Year 6**
Mission Control In this unit, pupils will extend their knowledge of the planets, Sun and Moon through their art. Pupils will be familiar with mixing primary colours to make secondary and adding white or black to create shades. They will improve their technique of colour mixing by now working with complementary and contrasting colours, as well as hue and tones. They will apply these techniques to produce paintings of the planets, Sun and Moon, observing carefully the colours seen on each. In addition to colour mixing, pupils will embed their understanding of creating texture by adding materials to their paints. **Painting** **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn about primary and secondary colours and what they can be used for e.g. warm colours, cold colours, complementary colours • To learn about colour wheels, including tints, tones, shades and hues • To understand when you apply paint and materials (e.g. sand, sugar grit) to different types of paper, it will create different textures	**A World of Bright Ideas** Pupils should now be fairly confident with the technique of printing using rollers and their own print plates. In this unit, pupils will develop their technique further by exploring using two colours and stencils to make a more complex design. As well as improving printing techniques, pupils will look at branding and how brand logos can be considered a form of art that plays a role in our culture. **Printing** **Skills Development** • To know how to create a two-colour relief print with a stencil **Concepts** **NC –** To create sketch books to record their observations and use them to review and revisit ideas **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know how to create a two-colour relief print with a stencil • To know why logos are important in branding • To know the features of a strong brand image

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Come Fly With Me! America Pupils will develop their ability to work with different artistic tools in this unit. Pupils will learn about different types of paint and expand their vocabulary further. They will also experiment with how these paint types can be used on a range of surfaces to produce different textures. Pupils will be introduced to Jackson Pollock, a famous abstract expressionist artist. They will talk about how his artwork makes them feel and use some of his techniques of painting to music to recreate their own Pollock-style pieces. **Painting** **Skills Development** • To learn about different types of paint and explore their capabilities on a range of surfaces **Concepts** **NC –** To know about great artists, architects and designers • To learn about different types of paint and explore their capabilities on a range of surfaces • To know that Jackson Pollock is famous for abstract art • To understand that his paintings are not meant to represent specific objects / people To identify their own feelings and emotions when looking at his paintings	**"I Have a Dream…"** Pupils will explore another approach to sculpture through the use of everyday items, specifically paper clips. They will use the work of Pietro D'Angelo, an Italian figurative sculpture who uses wire mesh to produce his sculptures. Pupils will be encouraged to sketch ideas, produce a sculpture and then critique their own and others' work. **3D Form** **Concepts** **NC –** To know about great artists, architects and designers **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know that Pietro D'Angelo is an artist that creates paper clip sculptures • To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire

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Knowledge Progression	
Navigators 1 / Year 5	**Navigators 2 / Year 6**
You're Not Invited Pupils will secure their skills in working with clay in this unit. In Adventurers, pupils used to slip to join two or more pieces of clay together. Now, they will use cross-hatching to ensure more secure joins and use clay guides to ensure that a piece of clay is flat and level. Pupils will then study some of the designs on Roman mosaics to inspire their own decoration noting some of the significant features of Roman design. **3D Form** **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know how to make a slab pot • To know that Roman mosaics were common forms of decoration during the reign of the Roman Empire • To learn about the significance of Roman mosaic art and their designs	**Wars of the World** In fabrics Adventurers, pupils explored techniques of joining together to create textile collages. Now in Navigators, pupils will develop their technique further by using needle and thread to stitch fabric together. Not only is this an art technique, but a useful life skill. Pupils will use stitching techniques to produce a poppy collage, whilst learning about the cultural significance of the poppy after World War I and into present day. **Collage** **Skills Development** • To know about exploring fabrics by stitching **Concepts** **NC –** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know about exploring fabrics by stitching • To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers • To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers

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Full of Beans

Pupils will have had the opportunity to draw with various tools and refine their technique in Adventurers. They will now explore reasons why people draw and be introduced to the vocabulary of 'observation', 'experience' and 'imagination'. They will use viewfinders as a tool to aid observational drawing and be encouraged to use the range of techniques they have learnt in the past.

Pupils will also explore how a picture can be created with only one colour by mixing a variety of shades to create areas of light and dark.

Drawing

Skills Development

- To explore different drawing stimuli

Concepts

NC – To create sketch books to record their observations and use them to review and revisit ideas

NC – To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know that different drawing implements to create light and dark effects
- To investigate the colour green and understand links e.g. green can symbolise love, associated with Venus
- To know how to create different shades and tones of green

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Key Vocabulary	
Navigators 1 / Year 5	**Navigators 2 / Year 6**
Mission Control	**A world of Bright Ideas**
cold colours colour wheel complementary colours contrasting colours hue primary colours secondary colours shade texture tint tone warm colours	brand image indentation logo printing plate printing tile processes stencil
Come Fly With Me! America	**I Have a Dream**
abstract art acrylic paint Jackson Pollock mask poster paint powder paint	manipulate paper clip sculptures Pietro D'Angelo wire

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Key Vocabulary	
Navigators 1 / Year 5	**Navigators 2 / Year 6**
You're Not Invited	**Wars of the World**
mosaic art slab pot clay guides cross-hatching rollers wire cutter	fabrics thread stitching installation
Full of Beans	
hue shade tone	

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End Goals
Explorers / EYFS
Our aim in teaching art in Explorers is to give pupils a grounding in some basic techniques and use of tools, whilst encouraging them to be as imaginative and creative as possible. Pupils should know what a paint brush, easel and palette are by the end of this phase and some pupils may be starting to use these tools with increasing dexterity. Pupils should be able to name some primary and secondary colours and select the most suitable ones for their artwork. Pupils should be able to spot patterns and incorporate some they have seen within their own work. It is important that pupils have been made aware that art can be found in various forms everywhere. Pupils should be able to talk about what they see in simple terms and express whether they like or dislike artwork, knowing that there is no right or wrong answer and that we can all have different preferences. Explorers, like the following phases, will have been introduced to well-known artists, have had the opportunity to study their work and use this as inspiration for their own.
Pathfinders / KS1
Our aim in teaching art in Pathfinders is to encourage the pupils to become more aware of the techniques and tools they are using and recognise that art can be created in many different ways and from a range of materials. In this phase, pupils will have embedded their skills in how to use certain tools, such as holding a paintbrush correctly and picking appropriate colours. They should have developed their drawing skills further by working with lighter and darker shades, producing them, either through increased pressure when using a pencil, or by mixing colours together. They will have also begun to cultivate their techniques in using clay for sculpting, and using tools such as rollers, ink and printing plates in printing. Vocabulary such as 'primary' and 'secondary' colours, 'tints' and 'shade' should be understood by pupils. In Pathfinders, pupils should know that some artists create art with things other than their hands, such as the work of Christy Brown, and that disability does not prevent people from becoming artists. They should also know that artists can use their environment to inspire their work, for example César Manrique uses the windy landscape of Lanzarote and Monet was inspired by the sea. Through Manrique's art, pupils should have more awareness that art can be made from lots of different things, not just paper, pencils and paint.

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Adventurers / LKS2
Our aim in teaching art in Adventurers is to deepen their awareness of art as an identifying feature of different cultures and religions, as well as building on techniques and use of tools from Pathfinders. In this phase, pupils should be able to choose from a range of paintbrushes and understand how varying brush sizes can make an impact on what a painting looks like. They should also be able to vary the lines they use when drawing buildings, portraits and landscapes to give their work greater impact. As well as using lines more effectively, pupils should have been introduced to the concept that artists, specifically painters and illustrators, can follow rules to guide their work, for example, the 'rule of thirds' for landscapes. The techniques used in sculpting with clay will have been improved by using 'slip' to make sculptures stronger and using papier mache as another tool for sculpting 3D forms. In this phase, art as an identifying feature of culture and religion appear regularly. Pupils will be aware of the use of mandalas in Buddhism and geometric patterns that appear in Islamic art. In contrast, they should understand the significance of tattooing as an art form in Central America and Mexico during the Mayan period and how the comic book artwork of Jack Kirby and his Marvel characters has had a cultural impact. In Lightning Speed, pupils will have looked at the work of Gutenberg and how printing is not only an artform but has many practical uses.
Navigators / UKS2
Our aim in teaching art in Navigators is to challenge pupils in their selection of tools and techniques so that their own works makes more of an impact, and in their understanding of how art can reflect culture and historical events. Throughout this phase, pupils should be able to draw upon the skills and techniques they have used to produce work that is effective and personalised. Pupils will expand their knowledge of colour through, not only mixing, but manipulating contrasting and complementary colours within their work. They will have created sculptures using more complex techniques with clay, such as slab work, and will have needed to delve deeper into their imaginations to create sculptures using small, everyday materials i.e. paper clips. Pupils should be able to evaluate and critique art, not only produced by professional artists, but by themselves and their peers, giving intelligent and supportive feedback using a wide range of art and design vocabulary. Pupils should recognise when research is required when creating art of a certain style and be aware of the reasons why art is important, making links with historical and cultural events. By the end of this phase, pupils should be able to produce art using a wide range of techniques, select tools for specific purposes and have a developed sense of imagination, whilst being able to link work to a range of historical, social and cultural contexts.

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