



**Art**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• To know about different artists and be able to discuss aspects of their work they enjoy or dislike.</li> <li>• To know how to use different tools to create a picture.</li> <li>• To know how to use different colours and media to represent their ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to draw objects.</li> <li>• To know about the artist Van Gogh and the techniques he used to create his paintings.</li> <li>• To know how to use different tools to create a picture.</li> <li>• To know how to use different colours and media to represent their ideas and experiences.</li> <li>• To know how to draw and shade with a pencil.</li> </ul>	<ul style="list-style-type: none"> <li>• To have improved and developed their design techniques, their control and use of materials, with increasing creativity and experimentation.</li> <li>• To have an increased awareness and understanding of different kinds of art, craft and design and can explain how effective they are.</li> <li>• To have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, clay]</li> <li>• To know how to produce creative work, exploring their ideas and recording their experiences.</li> <li>• To be able to discuss the work of architects and designers in history and describe their work.</li> </ul>
<b>Skills</b>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To mix primary colours to create secondary colours.</li> <li>• To use thick and thin brushes creating a variety of different brush strokes.</li> <li>• To describe what different colours represent such as feelings, ideas, images.</li> </ul> <p>•</p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• To print with different materials creating patterns and shapes for a particular purpose</li> </ul> <p>• Design</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To create light tones and dark shades without using black.</li> <li>• To understand the relationship between colours on a colour wheel, children are able to discuss complimentary and contrasting colours.</li> <li>• To describe hot and cold colours.</li> </ul> <p>•</p> <p><b>Printing</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To use brushes with precision.</li> <li>• To choose colours for a particular purpose.</li> <li>• To discuss how colour can change the mood of a picture.</li> <li>• To understand the use of colour in a piece of artwork</li> </ul> <p>•</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• To use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>• To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to create a picture that expresses their experience/imagination.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• To cut, glue and trim material to create a collage of images</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• To draw objects by observing shapes and patterns.</li> <li>• To explore mark making creating patterns and images using a variety of tools. (Sketchbook.)</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Explain what he/she likes about the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different types of printing (such as leaf printing, finger printing, stick printing) and discuss their effects.</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• To use with some precision a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to create a picture that expresses their experience/imagination.</li> <li>• To develop drawing and shading skills with a pencil.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• To draw objects in detail after close observation in order to re-create a picture or object.</li> <li>• To choose a starting point to draw an object from.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Explain what he/she likes about the work of others and suggest improvements</li> </ul>	<p>Collage</p> <ul style="list-style-type: none"> <li>• To experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• To use clay to create models.</li> <li>• To know the techniques used to make clay models and apply this in their work.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• To draw detailed images from close observation</li> <li>• To develop skills and learn techniques in the medium of oil pastels.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• To extend their ability to discuss their own and others' work with confidence and knowledge of the process of the project.</li> <li>• To use an ever-extending art vocabulary as a result of each discussion, focussing on their own work and that of other artists.</li> </ul>
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	Year 4	Year 5	Year 6
<b>Learning</b>	<ul style="list-style-type: none"> <li>• To use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• To use taught technical skills to adapt and improve his/her work</li> <li>• To articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>• To describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</li> </ul>	<ul style="list-style-type: none"> <li>• To develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>• To confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</li> <li>• To evaluate his/her work against their intended outcome</li> <li>• To research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</li> </ul>	<ul style="list-style-type: none"> <li>• To select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>• To refine his/her use of learnt techniques</li> <li>• To adapt his/her own final work following feedback or discussion based on their preparatory ideas</li> <li>• To describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>• To explain and justify preferences towards different styles and artists</li> </ul>
<b>Skills</b>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Draws familiar objects with correct proportions</li> <li>• Alter and refine drawings</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Painting)</li> <li>• Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</li> <li>• Collect images and information independently in a sketchbook.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Compare famous artists (Rousseau, Morisot, Picasso, Frankenthaler and Warhole) styles of painting</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Mix colours to express mood, divide foreground from background or demonstrate tones</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Develop skills in using clay including slabs, coils and slips</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• Return to and alter work over longer periods of time.</li> <li>• Use a wider range of materials when planning and designing a product.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Judge and assess their own work and the work of others</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Begin to develop an awareness of composition, scale and proportion in their work</li> <li>• Use simple perspective in their work using a single focal point and horizon</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>• Use a digital camera to record the image</li> <li>• Experiment with and modify the image digitally using cropping, different filters and borders.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Experiment with materials on a large scale to make sculptures</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Plan an image to paint using different effects and textures learnt from the famous artists studied</li> <li>• Create an image which uses different effects and textures with paint according to the learnt styles from different artists</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Experiment with using layers and overlays to create new colours/textures</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Give detailed explanations about the techniques great artists have used and explain the reasons for their choices.</li> <li>• Evaluate the effect of their work.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate and analyse creative works using the language of art and design</li> <li>• To understand the historical and cultural development of sculpture</li> <li>• To identify at least 2 ways in which their own sculpture is similar to other artists.</li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>• Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> <li>• Create intricate printing patterns by simplifying and modifying sketchbook designs</li> <li>• Follow a design brief to achieve a particular effect for a function or purpose.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• To critique their work and that of great artists.</li> <li>• To explain the purpose and impact of their own art work and consistently assess their choices</li> </ul>
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	Year 4	Year 5	Year 6
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• To understand and use a widening range of geographical terms e.g. specific topic vocabulary – height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> <li>• To draw an accurate map of Europe with more complex keys</li> <li>• To use an atlas to locate the countries of Europe and volcanoes around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• To use the eight points of a compass, four and six figure grid references, symbols and key</li> <li>• (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</li> <li>• To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• To understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• To demonstrate knowledge of features about places around and beyond the UK</li> <li>• To identify where countries are within Europe</li> <li>• To know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</li> <li>• To recognise that people have differing qualities of life living in different locations and</li> <li>• Environments.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</li> <li>• To identify the physical characteristics and key topographical features of the countries studied.</li> <li>• To know and describe where a variety of places are in relation to physical and human features</li> <li>• To locate mountains and mountain ranges in the UK and world.</li> <li>• To identify the three main climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>• To name and locate counties and cities of the South America and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</li> <li>• Capricorn, Arctic and Antarctic Circle, the</li> </ul>

			<ul style="list-style-type: none"> <li>• Prime/Greenwich Meridian and time zones</li> <li>• (including day and night)</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• To understand the effect of landscape features on the development of a locality</li> <li>• To describe how people have been affected by changes in the environment</li> <li>• To explain about natural hazards e.g. volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>• To know about changes to the world environments over time.</li> <li>• To understand why people, seek to manage and sustain their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• To describe and understand rivers and the water cycle.</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>• To understand why there are similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li>• To compare mountain ranges in the UK in other world locations.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within South America.</li> </ul>