

## Art Knowledge overview

	Creating			Technique			Exploring Artists		
	M	M/E	E	M	M/E	E	M	M/E	E
Cycle 1 Autumn <b>Me and My Senses</b>	<b>Block Printing</b> Using simple block printing techniques to create a self-portrait.	<b>Block Printing</b> Using simple block printing techniques to create images.	<b>Block Printing</b> Using simple block printing techniques to begin to mark make.	<b>Block Printing</b> Explore shape and colour through block printing and coloured paint. <b>Printing / Block printing / Primary colours.</b>	<b>Block Printing</b> Explore colour through block printing and using coloured paint. <b>Using primary colours.</b>	<b>Block Printing</b> Use block printing to begin to mark make. <b>Developing control and accuracy.</b>	Explore the art of printmaker Karen Lederer and Tony Bevan.	Explore pictures with repeating patterns.	Explore images with contrasting shapes. (AA)
Cycle 1 Spring <b>Weather and Seasons</b>	<b>Drawing</b> Use coloured pencils and crayons to create drawings inspired by the weather and seasons.	<b>Drawing</b> Use coloured pencils and crayons to create images of the weather and seasons.	<b>Drawing</b> Use coloured pencils and crayons begin to mark make.	<b>Drawing</b> Using coloured pencils and crayons to develop make and colour pictures. Expand the use of colour. <b>Line drawings / Colouring with Secondary colours.</b>	<b>Drawing</b> Explore using coloured pencils crayons to colour and draw shape. <b>Drawing and colouring shapes.</b>	<b>Drawing</b> Explore using coloured pencils crayons drawings to begin to mark make. <b>Developing pencil control and accuracy.</b>	Explore the landscape artwork of J. M. W. Turner and Ivan Aivazovsky.	Explore paintings and drawings of contrasting landscapes weather.	Explore images related to weather. (AA)
Cycle 1 <b>Summer Stories and Rhymes</b>	<b>Collage</b> Use different textured coloured paper to create collages inspired by the characters from traditional stories.	<b>Collage</b> Use different coloured paper to create simple collages.	<b>Collage</b> Use coloured paper to create simple collages.	<b>Collage</b> Explore shape and texture to create simple collages. <b>Texture – rough and smooth. Patterns - repeating.</b>	<b>Collage</b> Explore shape and colour to create simple collages. <b>Exploring secondary colours.</b>	<b>Collage</b> Explore colour to create simple collages. <b>Exploring colours</b>	Explore the collage art of Jason Mecier and Annegret Soltau.	Explore simple pictures using the collage technique.	Explore images with contrasting colours. (AA)
Cycle 2 Autumn <b>My School and Me</b>	<b>Painting</b> Use brushes and paints to colour images with increased accuracy of the school building and familiar places within school.	<b>Painting</b> Use brushes and paints to colour images of the school building and familiar places within school	<b>Painting</b> Use brushes and paints to begin to mark make.	<b>Painting</b> Develop brush technique and accuracy. Explore tone and mixing colours. <b>Mixing colours – creating secondary colours by mixing.</b>	<b>Painting</b> Develop brush technique to use paint to colour with increasing accuracy. <b>Brush technique. Accuracy.</b>	<b>Painting</b> Develop brush technique to begin to mark make. <b>Developing brush control and accuracy.</b>	Explore the architectural art of Colin Campbell Cooper and Thomas H. Shepherd. Begin to respond to the artwork, noting preferences.	Explore paintings and drawings of familiar buildings.	Explore pictures and objects related to familiar locations and buildings. (AA)
Cycle 2 Spring <b>Young Gardeners</b>	<b>Drawing</b> Use pencil and coloured pencils to create drawings inspired by the fruit, vegetables and the garden.	<b>Drawing</b> Use pencil and coloured pencils to colour drawings inspired by the fruit, vegetables and the garden.	<b>Drawing</b> Use coloured pencils and crayons begin to mark make.	<b>Drawing</b> Explore using coloured pencils, crayons and coloured pens to create simple drawings and to develop developing shading techniques. <b>Shading. Light Dark</b>	<b>Drawing</b> Explore using coloured pencils, crayons and coloured pens to draw and colour in line drawings with increased accuracy. <b>Pencil grip and pressure. Accuracy.</b>	<b>Drawing</b> Explore using coloured pencils crayons drawings to begin to mark make. <b>Continue to develop pencil control and accuracy.</b>	Explore the art of Giuseppe Arcimboldo and Georgia O’Keeffe Begin to respond to the artwork, exploring similarities and differences.	Explore paintings and drawings of fruit and nature.	Explore pictures and objects related to fruit and vegetables. (AA)
Cycle 2 <b>Summer On Safari</b>	<b>Sculpture</b> Use plasticine or similar medium to create animal sculptures.	<b>Sculpture</b> Use plasticine or similar medium to begin to create simple animal sculptures.	<b>Sculpture</b> Use plasticine to begin to shape and manipulate.	<b>Sculpture</b> Develop modelling techniques using hands and simple tools to add detail. <b>Explore form and modelling techniques – rolling, squeezing, pulling and smoothing.</b>	<b>Sculpture</b> Develop simple modelling techniques to form simple sculptures. <b>Explore squeezing an pulling to develop shape.</b>	<b>Sculpture</b> Develop skills to manipulate and model malleable materials. <b>Develop coordination and increasing control.</b>	Explore the sculptures of Joan Miro and Barbara Hepworth Begin to respond to the artwork, exploring similarities and differences between the art the children have created and the	Explore images of a range of animal sculptures.	Explore objects and artefacts related to animals. (AA)

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							work they have explored.		
Cycle 3 Autumn <b>Once upon a time</b>	<b>Printing</b> Use materials to create simple stamps (i.e carved potato) to create print art work related to the stories being explored within English.	<b>Printing</b> Use simple stamps (i.e carved potato) to create print art work related to the stories being explored within English.	<b>Printing</b> Use simple stamps (i.e carved potato) to mark make.	<b>Printing</b> Develop printing techniques to create block print artwork. <b>Creating block printing stamps, using increasing control / Create patterns and review and revisit ideas.</b>	<b>Printing</b> Develop printing techniques to create simple block print artwork. <b>Create simple patterns with increasing accuracy.</b>	<b>Printing</b> Create simple block print artwork. <b>Create marks increasing accuracy.</b>	Explore the different ways artists can use printmaking such as Katsushika Hokusai and Andy Warhol. Explore similarities and differences between the styles and how they are created.	Explore pictures with repeating patterns using colour and shape.	Explore images with contrasting colours and shapes. (AA)
Cycle 3 Spring <b>Caring for Others</b>	<b>Painting</b> Use a variety of brushes and paints to create paintings inspired by caring for others, animals, the environment.	<b>Painting</b> Use brushes and paints to create paintings inspired by caring for others, animals, the environment.	<b>Painting</b> Use different brushes and paints to mark make.	<b>Painting</b> Use a range of different brushes and continue to develop control and accuracy paint brushes. Explore how brushes and amount of paint can develop texture within their art. <b>Texture creating – smooth and rough textures with paint. Exploring impasto painting techniques</b>	<b>Painting</b> Use large and small brushes and continue to develop control and accuracy using paint brushes. Explore how much we can mix colours to make new colours. <b>Begin to mix colours to make new colours. Increasing control using brushes.</b>	<b>Painting</b> Use large and small brushes to develop control and accuracy to mark make using brushes. <b>Begin to use different brushes and paint to mark make.</b>	Explore the art of Sue Coleman and Gary Hodges. Begin to respond to the art work and make links between the art and children's own work.	Explore paintings and drawings related to the farm and animals.	Explore objects and artefacts related to animals and the farm. (AA)
Cycle 3 Summer <b>Rainforest</b>	<b>Sculpture</b> Use clay and wire to create simple sculptures related to the rainforest.	<b>Sculpture</b> Use clay to create simple sculptures related to the rainforest.	<b>Sculpture</b> Use hands to shape and manipulate clay.	<b>Sculpture</b> Continue to improve modelling techniques using hands and a range of sculpting tools. <b>Use additional clay to add detail and to develop form. Improve and increase modelling techniques using tools. Use modelling techniques to add detail and texture.</b>	<b>Sculpture</b> Continue to improve modelling techniques using hands. <b>Rolling, squeezing, pulling and smoothing.</b>	<b>Sculpture</b> Continue to develop modelling techniques using your hands <b>Squeezing.</b>	Explore the sculptures of Elizabeth Frink (animal) and Louise Bourgeois (spider). Explore these artists to know about their lives and their work.	Explore images of a range of sculptures of rainforest animals	Explore objects and artefacts related to the rainforest. (AA)
Cycle 4 Autumn <b>We are all Different</b>	<b>Drawing - sketching</b> Use pencils to create still life sketches focusing on realism.	<b>Drawing - sketching</b> Use pencils to create still life sketches with increasing accuracy.	<b>Drawing - sketching</b> Use a range of coloured pencils to create simple images.	<b>Drawing - sketching</b> Explore sketching and creating pictures with increased accuracy by exploring shading techniques to create light and dark within the work. <b>Explore using shading techniques including hatching and crosshatching.</b>	<b>Drawing - sketching</b> Explore sketching and creating simple images by exploring how pencil pressure create light and dark within their work. <b>Explore using shading using pencil pressure.</b>	<b>Drawing</b> Use coloured pencils to begin to make simple drawings. <b>Continue to develop pencil control and accuracy. Exploring and choosing colours.</b>	Explore the still life drawings and paintings of Maya Kopitseva and Paul Cézanne. Explore these artists to know about their lives and their work. Make contrasts and comparisons within their work.	Explore a range of realistic drawings and sketches.	Explore simple realistic drawings of familiar objects. (AA)

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Cycle 4 Spring <b>To the Rescue</b>	<b>Collage</b> Create collages using textiles and a range of different materials based on a design created by the student.	<b>Collage</b> Create collages using different textured materials.	<b>Collage</b> Use materials with different textures to create simple collages.	<b>Collage</b> Use a range of materials to produce collages which use positive and negative space within the work. <b>Positive and negative space.</b>	<b>Collage</b> Explore shape and texture to create simple collages. <b>Texture – rough and smooth. Patterns - repeating.</b>	<b>Collage</b> Explore texture to create simple collages. <b>Exploring textures.</b>	Explore the collage art of Jason Mecier and Annegret Soltau.	Explore collages which use contrasting colours to create images.	Explore images and object with a variety of textures. (AA)
Cycle 4 Summer <b>Creepy Crawlies</b>	<b>Drawing – chalk</b> Use chalk to create images related to insects. Include some larger scale pieces.	<b>Drawing – chalk</b> Use chalk colour images related to insects and begin to make simple images.	<b>Drawing - chalk</b> Use a range of coloured chalk begin to explore and mark make.	<b>Drawing – chalk</b> Using a range of chalk colours to create images. Explore how to mark make with the medium and using a rubber or finger to blend. <b>Explore using blending techniques.</b>	<b>Drawing – chalk</b> Using a range of chalk colours to colour images. Explore the skills of how to mark make with the medium. <b>Explore mark making and using coloured chalks with increased accuracy.</b>	<b>Drawing</b> Explore using chalks to begin to mark make and colour simple images. <b>Continue to develop control and accuracy.</b>	Explore a variety of modern chalk street art.	Explore pictures and images created with chalk.	Explore real life examples of images made with chalk. (AA)
Cycle 5 Autumn <b>Dinosaurs</b>	<b>Stencil Printing</b> Use observational drawing to create a range of stencils. Create a range of prints using sponges and chalk to create positive and negative prints.	<b>Stencil Printing</b> Create a range of stencils to make prints using sponge and chalk to create positive prints.	<b>Stencil Printing</b> Use stencils to make prints using sponge and chalk to create positive prints.	<b>Stencil Printing</b> Develop printing techniques to create and cut card stencils. <b>Creating stencils to use to make positive and negative images. Create patterns whole images with printing methods.</b>	<b>Stencil Printing</b> Use stencils to make simple prints. <b>Create patterns using stencils. Explore shape and repeating patterns.</b>	<b>Stencil Printing</b> Use stencil printing to develop mark making with a range of mediums. <b>Continue to develop control and accuracy.</b>	Explore the work of Banksy and Nick Walker. Explore their history and the impact on modern art.	Explore examples of art created using stencils.	Explore real life examples of images made with stencils. (AA)
Cycle 5 Spring <b>Reach for the stars</b>	<b>Painting - Watercolour</b> Introduce watercolour painting and begin to explore new techniques.	<b>Painting - Watercolour</b> Introduce watercolour painting and begin to explore new techniques.	<b>Painting - Watercolour</b> Introduce watercolour painting and begin to mark make with watercolours and brushes.	<b>Painting - Watercolour</b> Continue to develop control and accuracy using the paint brush. Explore colour and how they mix on the paper. <b>Explore wet on dry and wet on wet techniques.</b>	<b>Painting - Watercolour</b> Continue to develop control and accuracy using the paint brush. Explore mark making and colouring with watercolours. <b>Explore colours mixing with watercolour paint. Light and dark.</b>	<b>Painting</b> Explore mark making using watercolours and a range of brushes and colours. <b>Begin a range of colours and brushes and paint to mark make.</b>	Explore the watercolour artwork of Nicole Stott (The Artistic Astronaut)	Explore examples of art created using watercolours.	Explore real life examples of images made with watercolours. (AA)
Cycle 5 Summer <b>Celebrations</b>	<b>Painting – Using Colour</b> Use paint to explore colour to produce a range of paintings related to the topic theme.	<b>Painting</b> Use paint to explore colour to produce paintings related to the topic theme.	<b>Painting</b> Use a different brushes and paints to mark make and begin to produce artwork.	<b>Painting – Using Colour</b> Explore how colour can be mixed and used to create more complex paintings. <b>Primary, Secondary and Tertiary colours mixing. Hue and the moods of colours (warm, cold and neutral)</b>	<b>Painting – Using Colour</b> Explore how colour can be mixed and used to enhance their paintings. <b>Mixing colours – creating secondary colours by mixing.</b>	<b>Painting – Using Colour</b> Explore how paints can be mixed to make different colours. <b>Mixing colours – creating new colours.</b>	Explore the work of Carole Clark and Mark Rothko. Explore these artists to know about their lives and their work. Make contrasts and comparisons within their work.	Explore examples of modern art created using bold primary colours.	Explore real life examples of images made with bold primary colours. (AA)
Cycle 6 Autumn <b>Explorers</b>	<b>Photography</b> Use technology to take and manipulate digital	<b>Photography</b> Use technology to take digital photographs.	<b>Photography</b> Explore technology that can take	<b>Photography</b> Explore how cameras and iPads can be used	<b>Photography</b>	<b>Photography</b>	Explore the photography of	Explore a range of familiar and well-known photographs.	Explore photographs of familiar people and locations. (AA)

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	photographs. Use printed photographs to create mixed media art.	Use printed photographs to create mixed media art.	photographs. Use printed photographs to create mixed media art.	to capture images and how composition can improve photographs. <b>Printing photographs. Composition of photographs including lighting.</b>	Explore how cameras and iPads can be used to capture images. <b>Using iPads to take self-portraits and print pictures. Use photographs to create mixed media artwork.</b>	Explore how technology can be used to capture images. <b>Use portrait photography to create mixed media artwork.</b>	Dorothea Lange and Ansel Adams.		
Cycle 6 Spring <b>Birmingham</b>	<b>Mixed Media</b> Use wrappers and recycling to create mixed media pieces (enhanced by the use of other skills – painting, sculpture, drawing or photography) related to Birmingham.	<b>Mixed Media</b> Use wrappers and recycling to create mixed media pieces related to Birmingham.	<b>Mixed Media</b> Use a range of materials to create mixed media artwork.	<b>Mixed Media</b> Explore how a range of images and materials can be combined and used to create mixed media 3D art. <b>Tone, 3D, Mixed Media, photography, combining and adapting materials.</b>	<b>Mixed Media</b> Explore how a range of material can be combined to create 3D art. <b>3D art, combining materials to create compositions.</b>	<b>Mixed Media</b> Explore how materials can be used to make images and artwork. <b>Using materials to create simple compositions.</b>	Explore the work of Njideka Akunyili Crosby and Clare Celeste Borsch.	Explore images of 3D art and 3D recycled art installations.	Explore recycled objects that can be used to create 3D images and objects. (AA)
Cycle 6 Summer <b>My Body</b>	<b>Sculpture</b> Use clay to create clay 3D self-portraits.	<b>Sculpture</b> Use clay to create 2D self-portrait sculptures.	<b>Sculpture</b> Use hands to shape and manipulate clay into representations of the face.	<b>Sculpture</b> Using self-portrait photography, create a self-portrait using clay. <b>Use additional clay to add detail to the face and to develop form. Improve modelling techniques and continue to evaluate and improve the model. Use modelling techniques to add detail. Add colour to improve the final design.</b>	<b>Sculpture</b> Using self portrait photography, create a self-portrait using clay. <b>Explore form and modelling techniques – rolling, squeezing, pulling and smoothing.</b>	<b>Sculpture</b> Develop skills to form clay into shapes. <b>Develop coordination and increasing control to begin to create simple 3D shapes.</b>	Explore the sculptures of Michelangelo and Rodin. Explore these artists to know about their lives and their work.	Explore examples of famous realist sculptures.	Explore a variety of and artefacts and sculptures related to the human body or parts of the human body. (AA)
Cycle 7 Autumn 1 <b>Wild at Heart</b>	<b>Picasso and Cubism</b> Explore the work of Picasso and cubism. Use paint to create a range of artwork in the style of Picasso.	<b>Picasso and Cubism</b> Explore the work of Picasso. Use paint to create a self-portrait in the style of Picasso.	<b>Picasso and Cubism</b> Explore some of Picasso’s self-portraits. Use paint to create a self-portrait in the style of Picasso.	<b>Painting</b> Continue to explore line, tone, scale and shape to create compositions in the cubist style. Explore how colour can be used in subtle and vibrant ways to enhance their work. Explore how art doesn’t not need to be a photographic reflection of an image. <b>Cubism, Abstract Art. Subtle, Vibrant, Line, tone, scale and shape.</b>	<b>Painting</b> Explore how colour and texture can be used in subtle and vibrant ways to enhance their work. Explore how art doesn’t not need to be a photographic reflection of an image. <b>Texture creating – smooth and rough textures with paint. Exploring impasto painting techniques.</b>	<b>Painting</b> Explore how colour can be used to make engaging and interesting art. <b>Using bold, contrasting colours.</b>	<b>Exploring Cubism</b> Explore the life and work of Picasso and George Braque. Explore the work of other notable cubist artists and begin to analyse their work.	Explore some key paintings from the cubist movements.	Explore self-portraits of Picasso. (AA)
Cycle 7 Autumn 2 <b>Reduce, Reuse, Recycle</b>	<b>Arts and Crafts - Recycling Art</b> Use collected materials to create a range of	<b>Arts and Crafts - Recycling Art</b> Use collected materials to create mixed media images.	<b>Arts and Crafts - Recycling Art</b> Use a range of 3D materials to create a mixed media image.	<b>Arts and Crafts – Recycling art</b> Explore how a range of materials can be used to create a range of art,	<b>Arts and Crafts – Recycling art</b> Explore how a range of materials can be used to create a range of art,	<b>Mixed Media</b> Explore how 3D materials can be used to make images and artwork.	<b>Exploring Modern Art</b> Explore the installation art of Yayoi Kusama and Kara Walker. Explore the work of	Explore images of 3D art and 3D recycled art installations make comparisons and personal responses.	Explore examples of 3D art created using a variety of objects. (AA)

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	mixed media and abstract art.			including mixed media and abstract installation art. Use research to generate ideas and develop ideas. <b>Abstract art, Instillation Art, 3D artwork, Mixed Media, combining and adapting materials.</b>	including mixed media and abstract installation art. Use research to generate ideas and develop ideas. <b>Abstract art, 3D art, combining and adapting materials.</b>	<b>Using 3D materials to create simple compositions.</b>	other notable installation artists and begin to make personal responses to their work.		
Cycle 7 Spring 1 <b>Diversity</b>	<b>Keith Haring and Pop Art</b> Create a range of paintings in the style of Keith Haring's key works.	<b>Keith Haring and Pop Art</b> Create a range of paintings in the style of Keith Haring's people paintings.	<b>Keith Haring and Pop Art</b> Create paintings in the style of Keith Haring's people paintings.	<b>Painting</b> Explore line, colour and shape to create compositions in the Pop Art style. Explore how shape can be used to enhance their work. Identify similarities across pop art. <b>Pop Art, Exaggerated, Vibrant, scale and shape</b>	<b>Painting</b> Explore compositions in the Pop Art style. Explore how colour can be used to enhance their work. Explore similarities across pop art. <b>Using Primary, Secondary and Tertiary colours and mixing.</b>	<b>Painting</b> Use large and small brushes to develop control and accuracy using paint brushes. Explore how much we can mix colours to make new colours. <b>Begin to mix colours to make new colours. Increasing control using brushes.</b>	<b>Explore Pop Art</b> Explore the life and work of Keith Haring, Explore pop art and identify similarities and differences between the arts.	Explore some of the key paintings from to pop art movement.	Explore the simplified figures of Keith Haring. (AA)
Cycle 7 Spring 2 <b>Let it Grow</b>	<b>Observational Drawing</b> Using a range of materials including pencil, chalk and charcoal, create a range of observational drawings.	<b>Observational Drawing</b> Create a range of observational drawings using pencil.	<b>Observational Drawing</b> Create some observational drawings using pencil and crayons.	<b>Drawing</b> Work directly from observation to continue to develop an understanding of space, form, shape and texture to make realistic drawings. <b>Space, form, shape and texture. Realistic, Figurative.</b>	<b>Drawing</b> Work directly from observation to continue to develop an understanding of space, form, shape and texture to make realistic drawings. <b>Develop shading techniques. Shading. Light Dark</b>	<b>Drawing</b> Work directly from observation to attempts to make drawings with increased accuracy. <b>Continue to develop control and accuracy to create images from observation.</b>	<b>Explore realist art</b> Explore the work of notable artists within the Impressionism and Post Impressionism movement. Begin to evaluate the work of others to improve their work.	Explore some of the key images from the impressionist and post-impressionist era.	Explore realistic drawings and paintings of familiar objects. (AA)
Cycle 7 Summer 1 <b>Enterprise Project</b>	<b>Mosaic Art</b> Use a range of materials to create mosaic art, focusing on shape and colour.	<b>Mosaic Art</b> Use a range of materials to create mosaic art.	<b>Mosaic Art</b> Use a range of coloured paper to create simple mosaic art patterns.	<b>Sculpture and 3D</b> Explore using mosaics. Develop techniques to create patterns and images using mosaics from their own designs. <b>Contrast, Shape, Pattern, Design.</b>	<b>Sculpture and 3D</b> Explore using mosaics. Develop techniques to create patterns using mosaics. <b>Shape, Pattern repetition.</b>	<b>Sculpture and 3D</b> Explore using mosaics. Begin to create patterns using coloured mosaics. <b>Pattern repetition.</b>	<b>Ancient Art</b> Explore a range of images and artefacts related to ancient Greek and Roman mosaics.	Explore images and artefacts related to mosaic art,	Explore real life examples of images made with collage / mosaics. (AA)
Cycle 7 Summer 2 <b>Lights Camera Action</b>	<b>Photography – surrealism</b> Using photography to create and manipulate images. Focusing on overall picture composition.	<b>Photography – surrealism</b> Using photography to create and manipulate images.	<b>Photography</b> Explore technology and begin to take photographs. Use printed photographs to create mixed media art.	<b>Mixed Media – Photography</b> Use cameras and iPads to capture and manipulate images using simple photo editing techniques. Use images to create surrealist mixed media art. <b>Surrealism. Mixed media. Photo</b>	<b>Mixed Media – Photography</b> Use cameras and iPads to capture and manipulate images using photo editing software. Use images to create surrealist mixed media art. <b>Surrealism. Composition of</b>	<b>Photography</b> Begin to use technology to capture images. <b>Use portrait photography to create mixed media artwork.</b>	<b>Photography and Surrealism</b> Explore the work of surrealist artists including Man Ray and Dali. Explore their life and how the history of the surrealist movement fits into art history.	Explore some key surrealist photographs and images.	Explore photographs of familiar people and locations which have been altered or manipulated. (AA)

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				<b>manipulation. Scale. Editing.</b>	<b>photographs including lighting. Using photographs to create Surreal art.</b>				
Cycle 8 Autumn 1 <b>Life Cycles</b>	<b>Arts and craft - Green Man</b> Develop craft techniques to create a range of living art pieces related to The Green Man.	<b>Arts and craft - Green Man</b> Develop craft techniques to create living art pieces related to The Green Man.	<b>Arts and craft - Green Man</b> Develop craft techniques to create masks related to The Green Man.	<b>Art and Crafts</b> Explore a range of materials, including living materials can be combined to create and enhance 3D art. Explore planning, evaluating and improving their work. <b>Planning, evaluate improve. Develop.</b>	<b>Art and Crafts</b> Explore how materials, including living materials can be combined to create 3D art. Explore planning to improve improving their work. <b>Planning, improve. Develop. Mixed media artwork.</b>	<b>Art and Crafts</b> Explore how materials can be combined to create interesting designs. <b>Textures.</b>	Explore a range of arts and crafts related to The Green Man.	Explore images related to sculptures of the green man.	Explore objects and artefacts related to nature. (AA)
Cycle 8 Autumn 2 <b>Material Monsters</b>	<b>Mythical Creatures</b> Use a range of brushes and painting techniques to create unique designs linked to mythical monsters.	<b>Mythical Creatures</b> Use a range painting technique to create unique designs linked to mythical monsters.	<b>Mythical Creatures</b> Use paint to draw and colour images related to mythical monsters.	<b>Painting</b> Continue to develop painting techniques and evaluation and improving work. Use sketching to plan work and evaluate and improve the composition and structure of their work. <b>Composition, structure. (continue to focus on space, form, shape)</b>	<b>Painting</b> Continue to develop painting techniques. Use sketching to plan work and evaluate and improve work. Focus on line and shape. <b>Plan, evaluate. Line and Shape.</b>	<b>Painting</b> Explore how colour can be mixed and used to enhance their paintings. <b>Mixing colours – creating secondary colours by mixing.</b>	Explore traditional paintings and drawings of mythical creatures.	Explore paintings of some familiar mythical creatures.	Explore images of familiar monsters. (AA)
Cycle 8 Spring 1 <b>Free Falling</b>	<b>Art and Architecture - Hunderwasser</b> Create building designs, sketches and models of buildings in the style of Hunderwasser.	<b>Art and Architecture - Hunderwasser</b> Create sketches and models of buildings in the style of Hunderwasser.	<b>Art and Architecture - Hunderwasser</b> Create models of buildings in the style of Hunderwasser.	<b>Sculpture and 3D</b> Explore architecture and the use of irregular form and incorporating natural features into designs. <b>Architecture, regular and irregular form. Design, Contrast, Shape.</b>	<b>Sculpture and 3D</b> Explore architecture and the use of irregular form and the impact it has on designs. <b>Architecture, Contrast, Irregular Pattern, Design.</b>	<b>Sculpture and 3D</b> Explore familiar buildings and create, build and colour 3D models of buildings. <b>3D, Models, Buildings.</b>	<b>Explore architecture</b> Explore the architecture of Hunderwasser. Explore their life and how their impact on architectural design.	Explore images of contrasting architecture of familiar buildings.	Explore images and artefacts related to contrasting buildings. (AA)
Cycle 8 Spring 2 <b>Staying Alive</b>	<b>Manga art - Ken Sugimori</b> Create portraits and drawings in the Manga animation style.	<b>Manga art - Ken Sugimori</b> Create drawings in the Manga animation style.	<b>Manga art - Ken Sugimori</b> Colour images in the Manga animation style.	<b>Drawing</b> Work from Manga source material to continue to develop an understanding of space, form, shape and texture to make drawings in the style of Manga animations. <b>Space, form, shape and texture. Realistic, Figurative.</b>	<b>Drawing</b> Work from Manga source material to create drawings in the style of Manga animations. Focus on colour and tone. <b>Colour, tone. Realistic, Figurative.</b>	<b>Drawing</b> Explore colouring and creating simple images by exploring how pencil pressure create light and dark within their work. <b>Explore using shading using pencil pressure.</b>	<b>Modern and Manga Art</b> Explore the work of Ken Sugimori and other notable Manga artists. Make personal responses to their work and evaluate their own and others work.	Explore a range of images related to manga and anime.	Explore images of familiar cartoons. (AA)
Cycle 8 Summer 1 <b>The Blue Planet</b>	<b>Masters of Art - The Deep</b> Explore and create a range of paintings	<b>Masters of Art - The Deep</b> Explore and create a range of paintings	<b>Masters of Art - The Deep</b> Create and colour images related to the	<b>Painting</b> Explore how brush movements can create	<b>Painting</b> Explore how brush movements and paint can change the	<b>Painting</b> Explore how paint can be used to create texture.	<b>Romantic Traditional Movement</b> Explore the work of romantic traditional	Explore some well know paintings of seascapes from well-	Explore pictures related to the sea and the coast. (AA)

## Art Knowledge overview

	related to the sea and the coast using acrylic and watercolour.	related to the sea and the coast using acrylic paint.	sea and the coast using paint.	texture and movement within paintings. Explore use tone to create mood within paintings. <b>Mood, brush stroke, technique. Creating rhythm</b>	composition of paintings. Explore use of light and dark to create mood within paintings. <b>Subtle, Vibrant, Line, tone, scale and shape.</b>	<b>Texture creating – smooth and rough textures with paint.</b>	movement painters. Focus on the life and influence of John Constable and Joseph Turner.	known artists from the romantic movement.	
Cycle 8 Summer 2 <b>Out of this World</b>	<b>Egyptian Art</b> Using a range of materials including pencil, chalk and charcoal, create a range of observational drawings.	<b>Egyptian Art</b> Using a range of materials including pencil, chalk and charcoal, create a range of observational drawings.	<b>Egyptian Art</b> Use chalk to colour and create a range of observational drawings linked to ancient Egypt.	<b>Drawing</b> Work directly from observation to continue to develop drawing techniques to effectively use space, form, shape and texture to make realistic drawings. <b>Space, form, shape and texture. Realistic / Figurative.</b>	<b>Drawing</b> Work directly from observation to continue to develop drawing techniques to make realistic drawings. Focus on texture and overall composition. <b>Texture and composition. Realistic, Figurative.</b>	<b>Drawing</b> Using a range of chalk colours to colour images. Explore the skills of how to mark make with the medium. <b>Explore mark making and using coloured chalks with increased accuracy.</b>	<b>Ancient Art</b> Explore end engage with Ancient Art	Explore images of Egyptian art.	Explore images and artefacts related to ancient Egyptian art and culture. (AA)
Cycle 9 Autumn 1 <b>What am I</b>	<b>Abstract Sculptures - David Smith</b> Explore, plan, design, and make abstract sculptures.	<b>Abstract Sculptures - David Smith</b> Explore and make abstract sculptures.	<b>Abstract Sculptures - David Smith</b> Explore and make simple sculptures.	<b>Sculpture and 3D</b> Explore abstract sculptures and the use of irregular form and begin to form personal opinions and evaluations about art. Design and create sculptures. <b>Abstract impressionism. Design, Contrast, Shape, Material, Design.</b>	<b>Sculpture and 3D</b> Explore abstract sculptures and begin to share opinions and preferences. Design and create sculptures. <b>Abstract art, Shape, Material, Design.</b>	<b>Sculpture and 3D</b> Explore abstract sculptures and begin to create some simple sculptures with a range of materials. <b>Shape, Material.</b>	<b>Abstract Expressionism</b> Explore sculptures and paintings by David Smith and Jackson Pollock.	Explore some examples of abstract paintings and sculptures.	Explore real life examples of images made in the abstract expressionism style being created. (AA)
Cycle 9 Autumn 2 <b>All Change</b>	<b>Comic strip art - Roy Lichtenstein</b> Explore comic book designs and create a range of mixed media art inspired by comics and pop art.	<b>Comic strip art - Roy Lichtenstein</b> Explore comic book designs by Lichtenstein and create a range of mixed media art inspired by some of his key work.	<b>Comic strip art - Roy Lichtenstein</b> Explore comic book designs and create and colour comic book inspired art.	<b>Mixed Media</b> Explore comic strip art identifying themes and styles across pop art. Focus incorporating culture of television, advertising, film, and cartoons in their work. <b>Style, culture, composition. Rhythm</b>	<b>Mixed Media</b> Explore comic strip art identifying similarities and differences between the different works of pop artists. Focus on the use of text and scale to enhance their work. <b>Colour. Scale. Enlarge. Expand. Rhythm.</b>	<b>Mixed Media</b> Explore comic strip art use a range of materials to create and colour comic book inspired art. <b>Contrasting colours. Tone.</b>	<b>Comic Pop Art.</b> Explore the work, lives and influence of Roy Lichtenstein and Eduardo Paolozzi.	Explore some key examples of pop art using the comic book style.	Explore real life examples of pop art being created. (AA)
Cycle 9 Spring 1 <b>Crash Bang Wallop</b>	<b>Abstract Art - Kandinsky</b> Explore a range of abstract paintings. Create a range of paintings and drawings inspired by this style. Exploring how thoughts and feelings can be expressed through art.	<b>Abstract Art - Kandinsky</b> Explore a range of Kandinsky's paintings. Create a range of paintings and drawings inspired by his style. Exploring feelings can be expressed through art.	<b>Abstract Art - Kandinsky</b> Explore some of Kandinsky's paintings. Create and colour paintings and drawings inspired by his style.	<b>Painting</b> Explore the expressive use of colour, linking emotions to colour and composition. Continue to explore line, tone, scale and shape to create abstract compositions. <b>Emotions, colour, composition, senses,</b>	<b>Painting</b> Explore the expressive use of colour, linking emotions to colour. Continue to explore line and shape to create abstract compositions. <b>Emotions, colour, composition, abstract, line, tone and shape.</b>	<b>Painting</b> Explore how shapes can be used to create abstract compositions. <b>Tone and shape.</b>	<b>Abstract Art.</b> Explore the work, life and influence of Wassily Kandinsky and Willem de Kooning.	Explore the key works of Kandinsky.	Explore real life examples of abstract art being created. (AA)

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				line, tone, scale and shape.						
Cycle 9 Spring 2 <b>Evolution</b>	<b>Tessellation</b> Explore tessellation and create a range of tessellated and geometric art using a range of materials, including paint, watercolour and chalk.	<b>Tessellation</b> Explore tessellation and create tessellated and geometric art using a range of materials, including paint and watercolour.	<b>Tessellation</b> Explore tessellated images and create simple tessellated art.	<b>Drawing</b> Explore examples of tessellation. Continue to develop drawing techniques to create whole images composed of tessellated patterns. <b>Tessellation, competition, repetition. Islamic art, clone.</b>	<b>Drawing</b> Explore examples of tessellation and how tessellated images are created. Continue to develop drawing techniques to create a range of tessellated patterns. <b>Tessellation, repetition. Clone.</b>	<b>Drawing</b> Explore examples of simple tessellated images. Create simple tessellated patterns with cut out designs. <b>Repeat. Pattern.</b>	Explore a range of tessellated art including traditional Islamic art featuring tessellation.	Explore examples of tessellated art.	Explore images with repeating connected patterns. (AA)	
Cycle 9 Summer 1 <b>My Changing World</b>	<b>Post impressionism</b> Explore post-impressionist painters and their work. Create images in the post-impressionist style.	<b>Post impressionism</b> Explore some of the key post-impressionist paintings. Create images in the post-impressionist style.	<b>Post impressionism</b> Explore Van Gogh's sunflowers. Create images in this style.	<b>Drawing and Painting</b> Explore post-impressionist painters and their work. Explore themes and differences to other art movements. Make personal responses and justifications to work. Continue to develop mastery of skills covered. <b>Colour. Technique. Texture. Composition. Form.</b>	<b>Drawing and Painting</b> Explore post-impressionist paintings. Explore differences to other key pieces of art studied. Make personal responses to work. Continue to develop mastery of skills covered. <b>Colour. Style. Texture. Composition. Form.</b>	<b>Drawing and Painting</b> Explore drawing and paintings related to sunflowers. <b>Colour. Texture. Tone – Light and Dark.</b>	<b>Post-Impressionism</b> Explore the work of a range of post-impressionist painters and their work. Explore the work, lives and influence of Van Gogh and Paul Gauguin.	Explore some key paintings from the post-impressionist era.	Explore vivid, bold paintings with the thick applications of paint. (AA)	
Cycle 9 Summer 2 <b>Poles Apart</b>	<b>Semi-Abstract and realist sculpture –</b> Explore semi-abstract and realist sculptures of Henry Moore and Edgar Degas. Create sculptures incorporating mixed materials to create sculptures (wire, clay, papier Mache) in a variety of styles.	<b>Semi-Abstract and realist sculpture –</b> Explore semi-abstract and realist sculptures of Henry Moore. Create sculptures incorporating mixed materials to create realist sculptures (wire, clay, papier Mache).	<b>Semi-Abstract and realist sculpture –</b> Explore some realist sculptures. Use clay to create 2D self-portrait sculptures.	<b>Sculpture and 3D</b> Explore semi-abstract sculptures and realist sculptures. Focus on mastering sculpting skills covered. Incorporate a range of techniques and materials to create sculptures. <b>Design, Contrast, Shape, Material, Design.</b>	<b>Sculpture and 3D</b> Explore semi-abstract sculptures and realist sculptures. Focus on developing sculpting skills covered. Continue to develop techniques and experience of using a range of materials to create sculptures. <b>Design, Shape, Material, Design.</b>	<b>Sculpture and 3D</b> Explore realist sculptures. Focus on developing sculpting skills. <b>Explore modelling techniques – rolling, squeezing, pulling and smoothing.</b>	<b>Semi Abstract and Realism</b> Explore a range of semi-abstract and realist sculptures. Explore the work, lives and influence of Henry Moore and Edgar Degas.	Explore some key semi-abstract and realist sculptures.	Explore semi-abstract sculptures (AA).	
Cycle 10/11	<b>M – GCSE Art</b>  <b>Core Skills</b> <ul style="list-style-type: none"> <li>develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> </ul>			<b>E/M Pathway – Arts Award Discover</b>  <u>Art form and understanding</u> Children and young people will: <ul style="list-style-type: none"> <li>Learn about the arts through practical experience and interaction</li> <li>Develop areas of personal interest in the arts</li> </ul> <u>Creativity</u> Children and young people will: <ul style="list-style-type: none"> <li>Apply basic arts skills in structured activities</li> </ul>			<b>E Pathway – Arts Award Explore</b>  <u>Art form and understanding</u> Children and young people will: <ul style="list-style-type: none"> <li>Discover how a range of art forms connect with their own lives</li> <li>Gain a basic understanding of artists and their work</li> </ul> <u>Creativity</u> Children and young people will: <ul style="list-style-type: none"> <li>Take part in a range of structured arts activities</li> </ul>			



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<ul style="list-style-type: none"> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:             <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• use drawing skills for different needs and purposes, appropriate to the context in which it is used</li> <li>• realise personal intentions through the sustained application of the creative process.</li> </ul> <p><b>Core Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>• contemporary and/or historical environments, situations or issues</li> <li>• other relevant sources researched by the learner in the chosen qualification title and area(s) of study</li> <li>• the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including:             <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• form</li> <li>• tone</li> <li>• texture</li> </ul> </li> <li>• the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of study</li> <li>• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Show creative responses within arts activities</li> </ul> <p><u>Communication</u></p> <p>Children and young people will:</p> <ul style="list-style-type: none"> <li>• Present information to others in any format</li> <li>• Take part in basic discussions or activities with support from others</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the ideas of others and demonstrate enjoyment of the arts</li> </ul> <p><u>Communication</u></p> <p>Children and young people will:</p> <ul style="list-style-type: none"> <li>• Share information with others in any format</li> <li>• Undertake clearly defined tasks</li> </ul>
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