



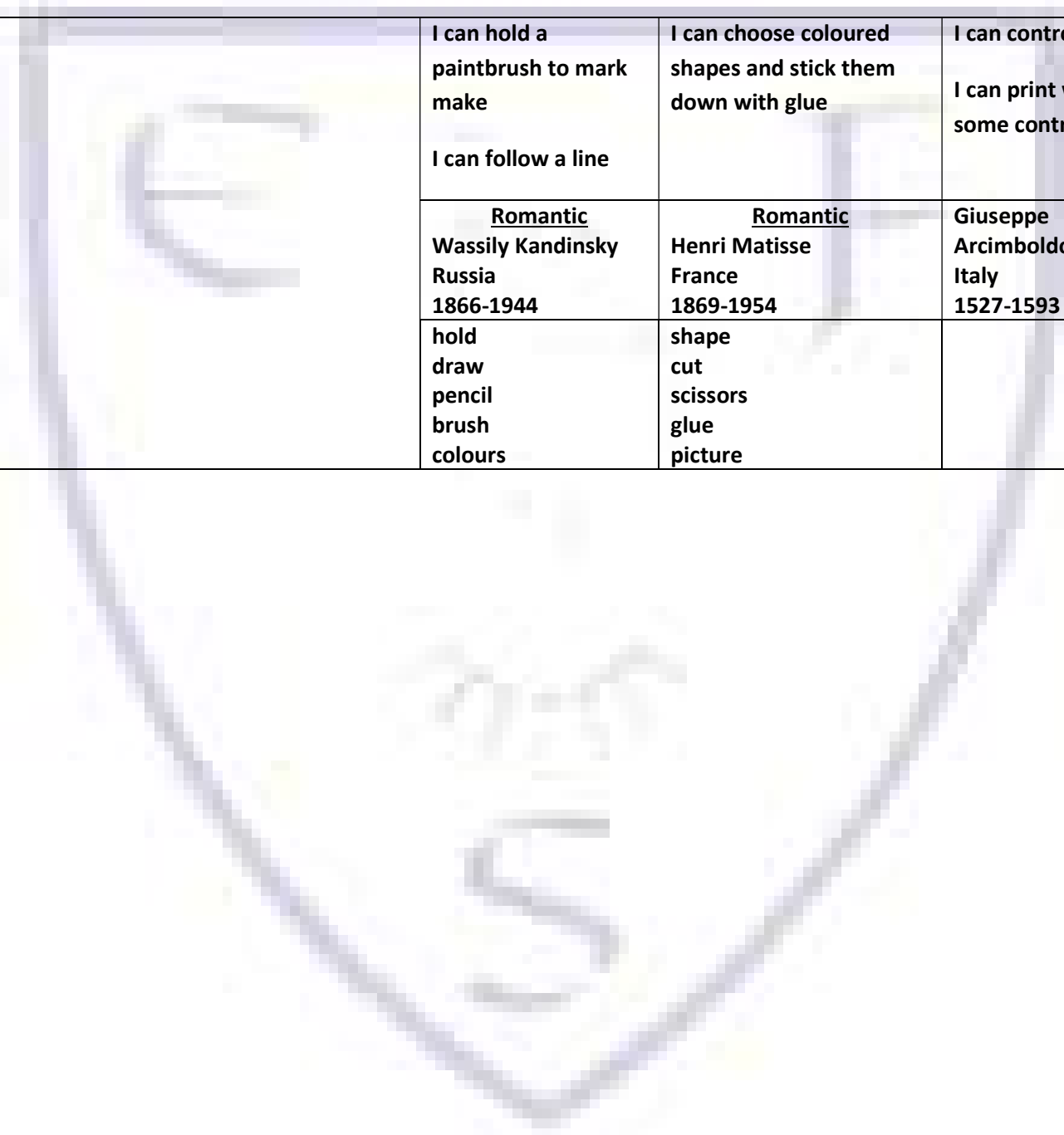
### Curriculum Overview

### Subject: Art & Design

#### EYFS Art Appreciation Sentence Stems

- I can see...
- I can see the colours...
- I like/ do not like the art work

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Nursery</b>	<b>Can you sing your favourite nursery rhyme?</b>	<b>What makes a good friend?</b>	<b>What colours can I see around me?</b>	<b>Which pet will I choose?</b>	<b>What is your favourite food?</b>	<b>Can you tell me a story?</b>
EYFS Goals	<b>Focus on mark making with different media using increasing control</b>					
Learning activities			<p>Experiment using different colours with crayons, pastels, outdoor chalks and paint.</p> <p>Create a painting in the style of Kandinsky by following the lines (circles) of colour</p>	<p>Use scissors to being to cut paper of different sizes</p> <p>Use shapes of paper to make a collage using 'The Snail' as stimulus</p>	<p>Look at the work by Arcimboldo and name the foods you can see</p> <p>Use fruit and vegetables to create a face</p> <p>Use vegetables to block print</p>	
Concrete Knowledge/ Skill Progression			I can name the colours: red, white, blue, yellow, black	I can hold scissors and begin to cut with support	I can make a picture from fruit and vegetables	

		<b>I can hold a paintbrush to mark make</b>  <b>I can follow a line</b>	<b>I can choose coloured shapes and stick them down with glue</b>	<b>I can control objects</b>  <b>I can print with some control</b>	
Artist		<u>Romantic</u> <b>Wassily Kandinsky</b> Russia 1866-1944	<u>Romantic</u> <b>Henri Matisse</b> France 1869-1954	<b>Giuseppe Arcimboldo</b> Italy 1527-1593	
Vocabulary		hold draw pencil brush colours	shape cut scissors glue picture		



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	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Reception</b>	<b>What makes me great?</b>	<b>When do we celebrate?</b>	<b>Where do I live?</b>	<b>What job do I want to have?</b>	<b>How do things grow?</b>	<b>How do we get there?</b>
EYFS Goals						
Learning activities	<p><b>Draw a picture using pencil of themselves using a photograph</b></p> <p><b>Use shapes to create a portrait in the cubism style of Picasso's self portrait</b></p>		<p><b>Draw buildings using simple shapes</b></p> <p><b>Develop scissor control to cut out different shapes in different colours in the style of 'The Town'</b></p>		<p><b>Use pencil to create an observational drawing of sunflowers</b></p> <p><b>Use paint to create a painting of sunflowers</b></p>	
Concrete Knowledge/ Skill Progression	<p><b>I can hold a pencil and control the lines I draw</b></p> <p><b>I can use shapes to create a portrait</b></p>		<p><b>I draw simple shapes</b></p> <p><b>I can use scissors to cut out simple shapes</b></p> <p><b>I can glue shapes to create a picture of a town</b></p>		<p><b>I can draw something I can see</b></p> <p><b>I can hold and control a paintbrush</b></p> <p><b>I can name the colours I choose</b></p>	

Artist	<u>Romantic: Cubism</u> <b>Pablo Picasso</b> <b>Spain</b> <b>1881-1973</b>		<u>Romantic</u> <b>Paul Klee</b> <b>Switzerland</b> <b>1879-1940</b>		<u>Romantic</u> <b>Van Gogh</b> <b>Netherlands</b> <b>1853-1890</b>	
Vocabulary	<b>portrait</b> <b>drawing</b> <b>pencil</b> <b>line</b> <b>outline</b> <b>shapes</b> <b>put/ place</b> <b>glue</b>		<b>shape</b> <b>cut</b> <b>straight</b> <b>glue</b>		<b>paintbrush</b> <b>painting</b> <b>see</b> <b>colours</b> <b>straight</b> <b>curved</b>	



## Curriculum Overview

### Subject: Art & Design

#### KS1 Art Appreciation Sentence Stems

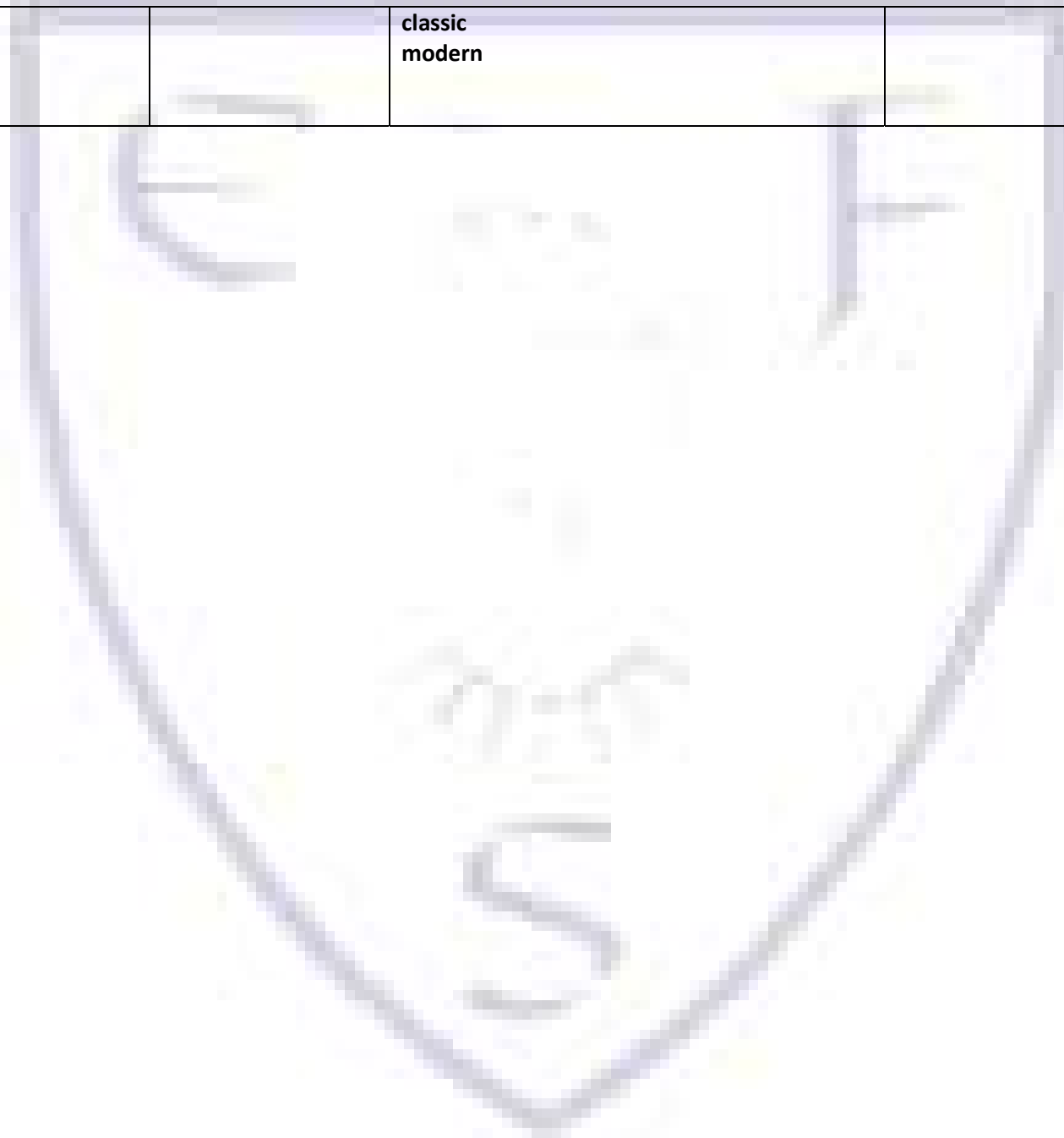
- I can see...
- It reminds me of....
- I can see the colours...
- I think this work is called...
- I like/ do not like it because...

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Y1</b>	What is in the world around me?	Am I making history?	How do we know Birmingham and London are cities?		Do all superheroes wear capes?	
N/C objectives		<p><b>Drawing and painting</b></p> <p>(Creating a portrait of a significant person to them)</p> <p>To develop a wide range of art and design techniques in using line, form, shape and texture (Use colour and line to create portraits)</p> <p>To use a range of materials creatively to design and make</p>	<p><b>Drawing and sculpture</b></p> <p><b>(Design and make a landmark from clay-photos)</b></p> <p>To develop a wide range of art and design techniques in using line, form, shape and texture (Practice clay techniques such as rolling, cutting, squashing, pulling and sticking – what can they do with the clay?)</p> <p>To use a range of materials creatively to design and make products (Draw sketch of landmark and make out of clay)</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines (Look at</p>		<p><b>Painting (printing)</b></p> <p><b>(Polystyrene repeated tile print in books linked to plants work in science)</b></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, form, space and shape (Use of colour to create a repeated print, how can they create texture and line into their polystyrene tile?)</p>	<p><b>Drawing &amp; Painting</b></p> <p><b>(Draw a superhero in the style of pop art in books)</b></p> <p>To develop a wide range of art and design techniques in using line and colour (using block colour and bright primary colours)</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>

		<p>products (Drawing and painting portraits)</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines (Link to Picasso and colour)</p>	<p>architecture of Wren and Madin to inspire own designs)</p>	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (Using Goldsworthy and Hepworth's work, compare the two using similarities and differences)</p>	<p>different practices and disciplines, and making links to their own work (Look at pop art style, Lichtenstein's work, give opinion, create own work in the same style)</p>
Concrete knowledge		<p>Know the names of the primary colours and how to lighten/darken them</p>	<p>Know how to cut, roll and join materials (using clay)</p> <p>Know how to join two pieces of clay together using water</p> <p><i>Know how to use pencils to create lines of different thickness in drawings</i></p>	<p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p>Know how to create a repeating pattern using line</p> <p>I can select colours for effect</p> <p><i>Know the names of the primary colours</i></p>	<p>Know how to use pencils to create lines of different thickness in drawings</p> <p>Know the names of the primary colours and how to lighten/darken them</p> <p>Know that pop art used simple line &amp; colour in a comic book style</p>
Skill Progression		<p>I can hold and control a paintbrush.</p>	<p><b>Artistic Elements:</b> Shape and Form</p>	<p><b>Artistic Elements:</b> Shape and Line</p>	<p><b>Artistic Elements:</b> Colour and Line</p>

		<p>I can name the colours I choose.</p>	<p>I can join two pieces of clay together securely and smoothly</p> <p>I can cut, roll and join clay with basic tools</p> <p>I can draw my design before I make it</p> <p>I can describe the differences and similarities between two architects</p>	<p>I can use a tile and press, roll, rub and stamp</p> <p>I can print a repeating pattern using line and shape</p> <p>I can use a piece of artwork as a starting point</p>	<p>I can use a pencil to create thick and thin lines</p> <p>I can experiment with different tools on different surfaces to create 'Ben Day Dots'</p> <p>I can use line &amp; colour to create a pop art style piece (in the style of Roy Lichtenstein)</p>
Artist		<p><b>Pablo Picasso</b> Spain 1881-1973</p>	<p><b>Christopher Wren</b> UK 1632-1723 (architect)</p> <p><b>John Madin</b> UK 1924 - 2012 (architect)</p>	<p><b>Andy Goldsworthy</b> UK 1956-present</p> <p><b>Barbara Hepworth</b> UK 1903-1975</p>	<p><u>Modern Art</u> Style: Pop Art Artist: Roy Lichtenstein America 1923-1977</p>
Vocabulary		<p>paintbrush painting see colours straight curved primary colours line: thick thin</p>	<p>clay 3d roll cut join smooth tools design architect structure inspired</p>	<p>print tile repeating pattern line nature sculptor land art shapes</p>	<p>pop art modern culture primary colours line: thick thin curved direction bold dotting ben day dot emotion</p>

			<b>classic modern</b>		<b>comic book style</b>
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Ambition - Community - Equality

## Curriculum Overview Subject: Art & Design

### KS1 Art Appreciation Sentence Stems

- I can see...
- It reminds me of....
- I can see the colours...
- I think this work is called...
- I like/ do not like it because...

	Autumn	Autumn	Spring	Spring	Summer	Summer	
Y2	<b>Why should I go to Sheldon?</b>		<b>What is it like in Africa?</b>		<b>Why do we visit the seaside?</b>		
N/C objectives	<p><u>Drawing: Charcoal</u></p> <p><b>(landscape in the style of Lowry in books)</b></p> <p>To develop a wide range of art and design techniques in using line, shape and colour (Experimenting with line drawings in the style of Lowry to draw local area scenes)</p> <p>Learn 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 (Explore Lowry's work, comment on what they like and dislike and comment on how they have created his style in their own work)</p>		<p><u>Painting: Colour</u></p> <p><b>(mix colours to make an African style piece artwork on fabric-photos)</b></p> <p>To develop a wide range of art and design techniques in using line, space, shape and colour (secondary colours)</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>		<p><u>Painting: Tone</u></p> <p><b>(paint a seascape with a background using different tones in books)</b></p> <p>To develop a wide range of art and design techniques in using colour (tints and tones)</p>		<p><u>Drawing and Sculpture</u></p> <p><b>(draw and make sculptures from sand on seaside trip-photos)</b></p> <p>To develop a wide range of art and design techniques in using texture, form and space (Explore Harkins use of form and space and recreate when at beach)</p> <p>Learn about the work of a range of artists, craft makers</p>

		and disciplines, and making links to their own work			and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Concrete knowledge	<p>Know that Lowry drew urbanscapes with simple colours and matchstick people.</p> <p>Know that different grades of pencil create different tones of darkness</p>	<p>Know how to mix paint to create all the secondary colours</p> <p><b>**Use African textiles to experiment with different colour combinations</b></p>		<p>Know how to create brown with paint</p> <p>Know how to use black and white to create different tones</p> <p>Know the features of Turner's work (-Focus on colour and lighting, -creating a mood from the painting)</p>	<p>Know the features of Harkin's work (-creating a 3D illusion, -using textures of the sand to create form and space, -using line to create 3D effect)</p>
Skill progression	<p><b>Artistic Elements:</b></p> <p><b>Line and Tone</b></p> <p>I can use different grades of pencils to create a different tones of line</p> <p>I can use charcoal/ pencil with control to create thick and thin lines</p> <p>I can use 'smudging' with charcoal</p> <p>I can use a viewfinder to focus on the section that I want to draw</p>	<p><b>Artistic Elements:</b></p> <p><b>Colour</b></p> <p>I can select brush size for the task</p> <p>I can mix paint to create the secondary colours</p> <p>I can cut a shape and overlay an image onto painting</p>		<p><b>Artistic Elements:</b></p> <p><b>Tone</b></p> <p>I can mix paint to create the different tones</p> <p>I can mix paint to create brown</p> <p>I can make observational sketches</p>	<p><b>Artistic Elements:</b></p> <p><b>Space and Form</b></p> <p>I can experiment with my ideas to draw a design</p> <p>I can use sand and water to create 3D shapes</p> <p>I can use line to add detail</p>

	<i>I can use a piece of artwork as a starting point (Lowry)</i>	<i>I can use a piece of artwork as a starting point</i>		<i>I can use a piece of artwork as a starting point</i>	<i>I can use a piece of artwork as a starting point</i>
Artist	<p style="text-align: center;"><b><u>Modern Art</u></b></p> <p>Artist: L.S Lowry UK 1887-1976 Pieter Brugel the Elder Belgium c 1525 –1569</p>	<p style="text-align: center;"><b><u>Romantic Art</u></b></p> <p>Paul Gauguin France 1848 – 1903</p> <p style="text-align: center;"><b><u>Contemporary Art</u></b></p> <p>Sarah Shiundu Africa – d 2013</p>		<p style="text-align: center;"><b><u>Classical Art</u></b></p> <p>Joseph Turner UK 1775-1851</p>	<p style="text-align: center;"><b><u>Contemporary Art</u></b></p> <p>Jamie Harkins New Zealand – Present Day</p>
Vocabulary	<p>modern matchstick tone line: sharp blurred smudge landscape shadow grades dark/light shape detail viewfinder</p>	<p>primary secondary mix warm cold textiles bold bright select brush cut</p>		<p>observation tone light dark sharp shadow experiment mood</p>	<p>3 dimensional sculpture design combine firm detail secure temporary</p>



### Curriculum Overview

### Subject: Art & Design

#### Y3/4 Art Appreciation Sentence Stems

I would describe this work as...

It reminds me of...

I can recognise...

I notice...


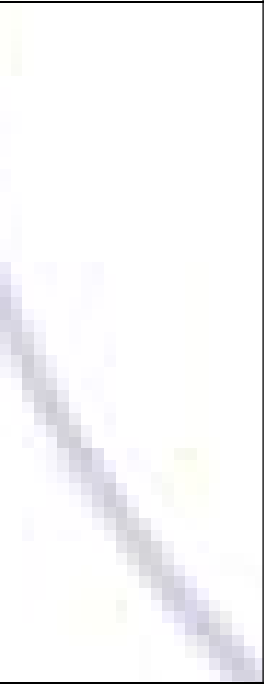
I think that this is about...


I think the artists did.....well

I do not like... because...

The pieces are the same because... they are different because...

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Y3</b>	<b>How do I use a map?</b>	<b>Stone Age to Iron Age: How did Britain change?</b>	<b>What did the Ancient Greeks do for us?</b>	<b>Why is Greece popular?</b>	<b>How do natural disasters affect the world?</b>	<b>Who has helped change our world?</b>
N/C objectives	<u>Drawing and Painting</u> (Graffiti inspired design with a wash background in books)  Pupils should be taught to develop their techniques, including their control (brush and pencil skills)		<u>Sculpture</u> (Clay pot in the style of the Ancient Greeks- photos)  Pupils should be taught to develop their techniques (coil, pinch and using water to join)  Learn about great artists, architects and designers in history		<u>Drawing and Painting</u> (Landscape of volcano/tsunami using pastels and a wash background in books)  To create sketch books to record their observations and use them to review and revisit ideas (Experiment in sketch book - Which pastels show up better on a wash background?)  To improve their mastery of art and design techniques,	<u>Photography</u> (Primary colour backgrounds with edited photographs of person who has changed the world/chn in poses- in books) ICT link  Learn about great artists, architects and designers in history (Andy Warhol)  Use of materials, with creativity,

	To create sketch books to record their observations (collect pictures of graffiti to put in sketch books and use to inspire own art work – find graffiti in local area)		<b>(Ancient Greek architecture) [and the influence on modern day life]</b>  <i>To create sketch books to record their observations and use them to review and revisit ideas</i>		including drawing and painting with a range of materials (oil and chalk pastels – how to develop tones with pastels)  Learn about great artists, architects and designers in history (JMW Turner, Utagawa Hiroshige, Andy Warhol)  <a href="#">Artist link-click here</a>	experimentation and an increasing awareness of different kinds of art, craft and design
Concrete knowledge	know that Banksy's work is considered controversial  know that Banksy creates street art with a political message		know how the Ancient Greeks used art  Know that art can tell us about periods in history  Know the features of Ancient Greek pots and vases  Know how Ancient Greek Architecture influenced classical architecture (Use Birmingham Townhall to link to Greek Architecture)		Know that different artists have different styles and interpretations of the same subject  <i>Know how to create a background using a wash (using different tones)</i>	Know that Andy Warhol used simple effects in his portraits (bright colours, dark background, often used iconic images and celebrities)  Know how to use digital images  Know how computing is used to manipulate images and create repetition
Skill progression	<b>Artistic Elements: Line and Colour</b>  I can choose an appropriately sized		<b>Artistic Elements: Line and Shape</b>		<b>Artistic Elements: Line and Tone</b>	<b>Artistic Elements: Form and Colour</b>

	<p>brush independently</p> <p>I can use a stencil to paint using 'dabbing'</p> <p>I can create a colour wash by experimenting with different paints &amp; washes</p> <p>I can choose which paint technique to use</p>		<p>I can design a pot with a motif</p> <p>I can coil, pinch and use water to join clay</p> <p>I can carve a motif and use paint to enhance it</p> <p>I can explore line and tone (architecture-columns)</p>		<p>I can use line to create perspective</p> <p>I can create light and dark tones using pastels</p> <p>I can experiment and select the most effective materials to use in my final piece of artwork (select oil or chalk pastels and light or dark washes independently)</p>	<p>I can use the techniques of Andy Warhol in my work</p> <p>I can take a photograph and use the image from an iPad</p> <p>I can manipulate my image using effects for colour, size, repetition and shape</p>
Artist	<p><u>Contemporary Art</u> Artist: Banksy – UK present</p>	<p><i>Art stimulus for wider learning:</i></p> <p><i>Use of cave art to ask for successful hunting or help from the spirit world</i></p>	<p>Ancient Greek pots</p> <p>Architecture: Antony Gormley UK 1950 – Present Day Phidias of Athens</p>	<p><i>Art stimulus for wider learning:</i></p> <p><i>Draw attention to the role of Ancient Greek architecture in modern day tourism</i></p>	<p><u>Classical Art</u> Joseph Turner, UK 1775-1851</p> <p>Katsushika Hokusai Japan 1760-1849</p> <p><u>Contemporary Art</u> Andy Warhol USA 1928 – 1987</p>	<p><u>Contemporary Art</u></p> <p>Andy Warhol USA 1928 – 1987 <i>(use Mohammed Ali and Elvis Presley-link to Music)</i></p>
Vocabulary	<p>graffiti stencilling spray paint colour wash watercolour mixed media dab combine political layer</p>		<p>motif design bright pinch coil bend layer spiral sgraffito slip</p>		<p>compare interpretations perspective distance foreground horizon vanishing point effect smooth blend</p>	<p>composition image frame pose shot photography repetition effects manipulate contemporary</p>

	<b>statement</b> <b>controversial</b> <b>apply</b> <b>watered</b> <b>simple</b>		<b>hollow</b> <b>carve</b> <b>influenced-</b> <b>impressionist art</b> <b>classical architecture</b>		<b>sharp</b>	
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Ambition - Community - Equality

## Curriculum Overview

### Subject: Art & Design

#### Y3/4 Art Appreciation Sentence Stems

I would describe this work as...

It reminds me of...

I can recognise...

I notice...

I think that this is about...

I think the artists did.....well

I do not like... because...

The pieces are the same because... they are different because...

	Autumn	Autumn	Spring	Summer	Summer
Y4	<b>Home or abroad?</b>	<b>What did the Romans do for us?</b>	<b>Why was Britain invaded by the Saxons and Vikings?</b>	<b>What is a biome? Why are rainforests important to our lives?</b>	<b>Why should we protect our oceans?</b>
N/C objectives	<p><b>Drawing</b></p> <p><b>(3D sketch of European architecture using sketching pencils – in books)</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas (experiment with ideas of shape, texture and media in sketchbook,</p>	<p><b>Sculpture</b></p> <p><b>(Design and make a mosaic tile inspired by past and present mosaic artists - photos)</b></p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials (design and make a mosaic tile using True and Gaudi work as inspirations)</p>		<p><b>Drawing and Painting</b></p> <p><b>(Layered piece of art work based on the rainforest using collage and mixed media- in books)</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas (experiment with ideas of shape, texture and media in sketchbook, making choices which is most effective)</p>	



	<p>making choices which is most effective)</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials (using paint, pencils to draw and collaging with different materials to create different effects)</p>	<p>Learn about great artists, architects and designers in history (True and Gaudi)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas (Experiment with different colours and patterns in their sketchbooks and make choice on most effective to create using mosaic tiles)</p>		<p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials (using paint, pencils to draw and collaging with different materials to create different effects)</p> <p>Learn about great artists, architects and designers in history (Rousseau)</p>	
Concrete knowledge	<p>Know that art can be seen in architecture</p> <p>Know that architecture contributes to the culture of a city</p> <p>Know how artists/architects are inspired</p>	<p>Know that techniques used in earlier time periods have since been used by artists</p> <p>Know how the Romans used mosaics</p> <p>Know that artists are influenced by other work/artists</p>		<p>Know that primitive artists are self-taught and use a simplistic style</p>	
Skill progression	<p><b>Artistic Elements: Line and Tone</b></p> <p>I can refine my sketches with resilience</p>	<p><b>Artistic Elements: Line and form</b></p> <p>I can decide which art work will inspire my design</p>		<p><b>Artistic Elements: Texture</b></p> <p>I can show how I have used different textures by layering</p> <p>I can experiment in my sketchbook with different lines to create different leaf shapes</p>	

	<p>I can use fine grade pencils to create fine detail/ patterns</p> <p>I can use line to create a 3dimensional aspect to my drawing</p> <p>I can use pencil to create light/dark tones, thick/thin lines</p> <p>I can show reflections in my drawings</p>	<p>I can use shape, line and colour to design a mosaic tile</p> <p>I can select colours based on my influence</p> <p>I can create a mosaic tile using adhesive and grout</p>		<p>I can use the styles of Rousseau and Senanayake in my work</p> <p>I can experiment with complementary and warm/cold colours</p> <p>Experiment with the styles used by other artists (Rousseau and Senanayake),</p>	
Artist	<p><u>Renaissance Art</u> Michelangelo Italy 1475-1564</p> <p>Leonardo Da Vinci Italy 1452-1519</p> <p><u>Romantic Art</u> Antoni Gaudi Spain 1852-1926</p>	<p>Roman Mosaics</p> <p><u>Romantic Art</u> Antoni Gaudi Spain 1852-1926</p> <p><u>Contemporary Art</u> Laurel True USA 1968-Present</p>	<p><i>Art stimulus for wider learning:</i></p> <p><i>Saxon jewellery (The Saxon Hoard)</i></p>	<p><u>Romantic Art</u> Henri Rousseau France 1844-1910</p> <p><u>Contemporary Art</u> Senaka Senanayake Sri Lanka 1951- Present</p>	<p><i>Art stimulus for wider learning:</i></p> <p><i>Robert Lyn Nelson USA 1955-Present- underwater images</i></p>
	<p>renaissance influence dimension tone intricate variation technique reflection</p>	<p>influence transfer (design) adhesive ceramic grout categories (colour) grout flout cracks/ crevices</p>		<p>primitive complementary composition layered depth tone compare simple</p>	

	<b>gradient pressure</b>	<b>excess</b>		<b>texture style</b>	
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	Autumn	Spring	Spring	Summer	Summer
<b>Y5</b>	<b>What is a river's journey?</b>	<b>What were the achievements of the Ancient Egyptians?</b>	<b>What did Henry VIII's reign mean for Britain?</b>	<b>Why does the USA have different climate zones?</b>	<b>What's beyond the sky?</b>
N/C objectives	<p><b>Painting</b></p> <p><b>(Experimentation of art work inspired by Monet using acrylic and water colour in books)</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas (experiment with different paints and pastels to create tone and texture)To improve their mastery of art and design techniques, including drawing (using pencil and to draw a river</p>		<p><b>Drawing</b></p> <p><b>(Self-portrait inspired by Holbein in books)</b></p> <p>To improve their mastery of art and design techniques, including drawing (Develop drawing techniques using different grades of pencil)</p> <p>Learn about great artists, architects and designers in history (Research the work by Holbein, create some inspired pieces of artwork in their sketchbooks and create own in the same style)</p>		<p><b>Mixed Media</b></p> <p><b>(Use mixed media to recreate artwork by Peter Thorpe in books)</b></p> <p>Learn about great artists, architects and designers in history (Research Abstract art-Peter Thorpe create in sketchbook a research page and experiment with his style)</p> <p>To improve their mastery of art and design techniques, including painting (experiment creating abstract images to show texture using pastels, paints, overlaying paper-decide on the media to use)</p>

	scene, comparing watercolour and acrylic paint to pastels)				
Concrete knowledge	<p>Know different colours and tones are used to create a water effect</p> <p>Know that different paints create different effects</p>		<p>Know that Holbein is considered to be one of the greatest portrait painters</p> <p>Know that Symbolism was used in some portraits (Queen Elizabeth I-explore the meanings of symbols)</p>		<p>Know that abstract art does not represent a place/ person in the natural world</p> <p>Know that different media can be combined to create an effect</p>
Skill progression	<p><b>Artistic Elements: Tone and Texture</b></p> <p>I can select which artist will influence my work</p> <p>I can experiment with and compare watercolour and acrylic paint</p> <p>I can create different effects by painting in layers can mix colours shades and tones confidently</p>		<p><b>Artistic Elements: Line and Tone</b></p> <p>I can create accurate facial proportions in my work</p> <p>I can use a sketch of a skull base to develop facial features</p> <p>I can confidently select different pencils to create dimension (tone, texture and shadow)</p> <p>I can select a form of symbolism as part of my composition</p>		<p><b>Artistic Elements: Colour, Tone and Texture</b></p> <p>I can experiment with textures created by pastels, paint and paper</p> <p>I can use artistic elements to describe the different effects made by combining media</p> <p>I can choose the media for my composition</p> <p>I can use different media to create an abstract composition</p>

	<p>I can use light and dark tones within a painting to create perspective</p> <p>I can apply colour theory to express moods</p>				
Artist	<p><u>Baroque Art</u> Rembrandt Netherlands 1606-1669</p> <p><u>Romantic Art</u> Claude Monet France 1840-1926</p> <p><u>Contemporary Art</u> Albert Handell USA 1937 – present</p>	<p><i>Art stimulus for wider learning:</i></p> <p><i>Explore the use of art in Ancient Egyptian tombs, linked to their religion-include canopic jars and burial. Ancient Egyptian pyramids.</i></p>	<p><u>Renaissance Art</u> Hans Holbein German 1497-1543 'The Rainbow Portrait' Queen Elizabeth</p>	<p><i>Art stimulus for wider learning:</i></p> <p><i>Explore famous architecture in America including work by Frank Gehry (architect) – American present day</i></p>	<p><u>Contemporary Art: Abstract</u> Peter Thorpe USA 1967-current</p>
Vocabulary	<p>influence tones texture watercolour acrylic effects pastels technique layer colour theory</p>		<p>proportion perspective view dividing eyeline tilted curved skull base contour symbolism</p>		<p>abstract representation artistic elements combining collage technique artistic elements overlay</p>



### Curriculum Overview

### Subject: Art & Design

#### Y5/6 Art Appreciation Sentence Stems

- I would describe this work as...
- .... Interests me because..
- The objects in the foreground are...
- The mood/feeling of the piece is....
- I think that the artist made it by...
- I think that the artist's intention was...
- By comparing the artist's work, I have found...
- I think it was influenced by....

	Autumn	Autumn	Spring	Summer
Y6	<b>What impact did the Maya have on Birmingham?</b>	<b>What survives in polar regions?</b>	<b>What was the impact of WWII on West Midlands?</b>	<b>Why was the Industrial Revolution important to the West Midlands?</b>
N/C objectives	<b>Drawing and Sculpture</b> <b>(3D 'Day of the dead' half face masks, half drawn - photos)</b>  To create sketch books to record their observations and use them to review and revisit ideas (Comment on why they have chosen different materials, explain inspiration)		<b>Drawing and Photography</b> <b>(Observational drawings &amp; photography of Coventry Cathedral in books)</b>  To create sketch books to record their observations and use them to review and revisit ideas (sketch different features of Cov Cathedral, develop sketching techniques into sketchbooks, use a range of different techniques and explain which ones are most effective)  To improve their mastery of art and design techniques, including drawing using a range of materials (use pencils, charcoal and pastels)	<b>Printing</b> <b>(Overprint in the style of William Morris in books)</b>  To create sketch books to record their observations and use them to review and revisit ideas (Experiment in their sketchbooks in the style of Morris, comment on his use of colour and shape for impact, comment opinion and how his style can be used in their own work)  To improve their mastery of art and design techniques, including drawing and painting (Draw out their design in the Morris style,

	<p>between Kahlo's work and their own)</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (Using all skills to create sketches of masks, sculpt the 3D mask and use paint effectively to decorate masks)</p> <p>Learn about great artists, architects and designers in history (Research the work of Kahlo, comment their opinion and how her use of materials and colour has been effective)</p>		<p>effectively to create the most impact when drawing Coventry Cathedral)</p>	<p>use printing to create an overprint – print in one colour or pattern and over the top print in another pattern or colour)</p> <p>Learn about great artists, architects and designers in history (Explore Morris' work, compare to other art Nouveau artists-Klindt. Compare to modern wallpaper prints)</p>
Concrete knowledge	<p>Know which media to use to create maximum impact</p> <p>Explain the style of art used and how it has been influenced by a famous artist (Kahlo)</p> <p>Understand what a specific artist is trying to achieve in any given situation (Kahlo)</p>		<p>Know that sketching enables an artist to improve a composition</p> <p>Know the importance of perspective and dimension in observational drawings</p> <p>Know the importance of framing photographs</p>	<p>Know that Art Nouveau was inspired by nature</p> <p>Know that artists of a particular style have similarities and differences</p> <p><i>Know which media to use to create maximum impact</i></p>



Skill progression	<p><b>Artistic Elements: Line, Form and Colour</b></p> <p>I can comment on the features of Kahlo’s work and compare it to other cultural art</p> <p>I can sketch a design and recreate it (‘Day of the dead’ Mexican inspired face mask)</p> <p>I can combine line, shape and colour effectively</p> <p>I can use a base shape to make a mask using mod roc</p>		<p><b>Artistic Elements: Line and Form</b></p> <p>I can use line and shading to create dimension (light and dark)</p> <p>I can use proportions to draw from observation</p> <p>I can compare the use of pencil, charcoal and pastels and decide on the most effective</p> <p>I can make improvements to my composition</p>	<p><b>Artistic Elements: Line</b></p> <p>I can use my sketchbook to explore the Art Nouveau style, comparing two artists</p> <p>I can sketch a simple design and create it in a printing tile</p> <p>I can compare the effects of different relief printing (cardboard, string, mono)</p> <p>I can say why I have chosen a technique and use this to create two colour overlay printing</p>
Artist	<p><u>Modern Art</u> Frida Kahlo – Mexico 1907-1954</p>		<p><u>Modern Art</u> John Piper UK 1903-1992</p>	<p><u>Romantic Art</u> William Morris UK 1834-1896</p> <p>Gustav Klimt Austrian 1862-1918</p>
	<p>tehuana indigenous culture self-portrait surrealism symbolism</p>		<p>form frame centralised compare observation dimension</p>	<p>nouveau repetition comparison similarities differences relief printing</p>

	<b>symbolic</b> <b>realism</b> <b>naïve folk art</b> <b>combine</b> <b>influence</b> <b>decoration</b> <b>disguise</b> <b>ceremony</b>		<b>perspective</b> <b>intricate detail</b>	<b>assemble</b> <b>mono print</b> <b>block print</b> <b>effects</b>
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