



Shadow:

Year group	National Curriculum	Knowledge	Skills	Vocab	Artist ideas
Year 1 - My World Autumn <i>To study and create images inspired by Arcimboldo</i>	 *Use a range of materials creatively to design and make products *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	• To create lines of different thickness in drawings. • To give an opinion about a piece of artwork • To ask questions about a piece of artwork • To name the primary and secondary colours.	• Drawing lines and shapes using pencil • Discussing and analysing a piece of artwork • Mixing and naming colours • Creating patterns and prints with paint	• Draw • Sketch • Line • Thin • Thick • Colour • Pattern • Technique • Shape • Material • Primary Colours • Secondary colours	Giuseppe Arcimboldo
Year 1 - Space Explorers Spring <i>To study and create work inspired by Pop Art and the work of Andy Warhol</i>	 *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	*To use lines to represent a shape or outline *To create a repeating pattern using paint.	• Manipulating and sculpting using 3D materials • Creating digital images using technology	• Mix • Blend • Tone • Collage • Texture • Construct • Repeat • Artist • Artwork • Creativity • Design	Andy Warhol
Year 1 - Big City Summer <i>To create a multi layered picture that uses IT images of</i>	 *Study a range of artists, craft	• To cut, roll and coil materials • To use IT to create a picture			LS Lowry



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London and incorporates 3D paper modelling.	makers and designers				
Year 2 - Oceans as Inspiration Autumn <i>Grammasaurus - To create a piece of work in the style of Ted Harrison. Exploring colour mixing and using pastels to add detail.</i>	*Use a range of materials creatively to design and make products *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	- To suggest how artists have used colour, pattern and shape - To mix paint to create all the secondary colours. - To experiment with shading by adding black and white. - To use charcoal, pencil and pastel to add detail to a piece of art.	- Drawing lines, shapes and finer detail using a range of materials - Shading and blending sketches and drawings - Discussing and analysing a piece of artwork - Mixing paint and naming colours. - Manipulating and sculpting using 3D materials	- Draw - Sketch - Shade - Line - Texture - Colour - Detail - Pattern - Technique - Shape - Material - Primary Colours - Secondary colours - Mix - Blend - Tone - Collage - Texture - Construct - Repeat - Artist	Ted Harrison
Year 2 - Spring <i>Be inspired by the native flora and fauna of Mexico. Consider the work by Frieda Kahlo and create detailed artwork based on observations in nature.</i> <i>Edit;</i>	*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *Study a range of artists, craft	<i>Edit; To suggest how artists have used colour, pattern and shape</i> <i>Explore pencil marks and develop control</i> - To create a piece of work in the style of a famous artist.			Bridget Riley



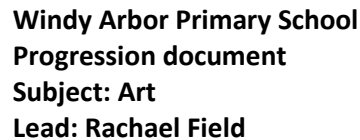
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<i>Changed unit to suit needs of children - Grammasaurus unit Mono chromatic</i>	makers and designers	- To use a viewfinder to draw finer detail in a picture. - To use a viewfinder to draw finer detail in a picture.	Creating digital images using technology	- Artwork - Creativity - Design	
Year 2 - Kings, Queens and castles Summer <i>Observe, discuss and sketch a range of historical buildings. Learn about the process involved in clay sculpture and develop these skills to create a small castle.</i>		- To create texture by pressing, rolling, rubbing and using tools. - Joining clay using score and slip.			Bodys Isek Kingleez
Year 3 - Stone Age Autumn <i>Research and discuss the possible origins of art and the inspiration behind them. Use pencils, charcoal, pastels and clay in combination to create</i>	*Create sketch books to record their observations and use them to review and revisit ideas	- To show different tones and textures when shading in pencil. - To recognise art from different cultures and historical periods.	- Drawing and shading in different tones and textures - Painting different thicknesses and details	- Draw - Sketch - Shade - Line - Texture - Colour - Detail - Brushstrokes - Pattern	Barbara Hepworth



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replica pieces of stone age art.	*Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *Investigate great artists, architects and designers in history	To combine media to create an effect.	- Discussing and analysing art from different eras - Mixing paint and naming colours. - Manipulating and sculpting using 3D materials	- Technique - Shape - Material - Primary Colours - Secondary colours - Mix - Blend - Tone - Collage - Texture - Construct - Repeat - Artist - Artwork - Creativity - Design	
Year 3 - United Kingdom Spring <i>Explore art in cities and how media, collage and painted art work can be combined to create a multi-layered image that captures the identity of a city like Birmingham.</i>		To create a multi-layered picture using different materials. To experiment with different sized brushstrokes to add detail. To combine digital images with my own artwork.			Julie Mehretu
Year 3 - Ancient Egypt Summer <i>Explore the artifacts and art work of the Egyptians. Research and practise sketching by exploring the work of other artists. Select a well-known artefact (example Tutankhamun) to recreate in a pencil sketch.</i>		- To document multiple designs before creating a final piece of art. - To record observations of my own work using artistic vocabulary. To compare the work and techniques of different artists.			Leonardo Da Vinci



Use Grammarsaurus to focus on the work of other artists.					
Year 4 - Ancient Greece Autumn <i>Consider the artefacts still intact from Ancient Greece. How do they continue to influence artists and architecture today. Develop sketching techniques previously taught before creating a final image to use when creating a printing block.</i>	- Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	- To capture finer detail by drawing from close observation. - To describe how different artists developed their own style and techniques. - To design and make a print block using at least 2 different colours.	- Drawing and observing finer details from still life and moving objects. - Discussing, analysing and describing art from different eras - Printing using own designs in multiple colours - Manipulating and sculpting using different clay techniques	- Draw - Sketch - Shade - Line - Texture - Colour - Detail - Brushstrokes - Pattern - Technique - Shape - Material - Primary Colours - Secondary colours - Mix - Blend - Tone - Collage - Texture - Construct - Repeat - Artist - Artwork	William Morris
Year 4 - Facial Features (Portraits prt 1) Spring <i>Grammarsaurus</i> <i>Further develop the ability to draw with precision and detail. Develop the understanding of</i>		- To show facial expressions and body language in sketches and paintings - To use line, tone, shape and colour to represent figures and forms in movement.			Frida Kahlo



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<i>shading/cross hatching and the importance of proportion.</i>	Investigate great artists, architects and designers in history			- Creativity - Design - Observation - Sculpture - slabbing	
Year 4 - Ancient Egypt Summer <i>Develop the skills required to manipulate and create with clay. Using tools to add detail and layering clay to add decoration. Research Ancient Egyptian artefacts and their cultural importance and symbolism.</i>		- To describe and create art from different cultures and historical periods. - To create clay sculptures using the slabbing technique.			Ancient Egyptian Art
Year 5 - Rivers and Oceans Autumn <i>Research and investigate the work of Hokusai and the methods used to create his pieces. Develop the skills necessary to sketch with control and precision. Further explore printing</i>	- Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art	- To describe the work of an artist by using the correct artistic vocabulary. - To research an artist in detail and create work in their style. - To create a precise print pattern by cutting print blocks accurately.	- Drawing and shading in different tones and textures - Painting - Discussing, analysing, describing and comparing art from different eras	- Draw - Sketch - Shade - Line - Texture - Colour - Detail - Pattern - Precise - Technique - Shape	Katsushika Hokusai



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techniques to create multi-level printing blocks. Easy Color Block Printing (youtube.com)	and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Investigate great artists, architects and designers in history		• Printing using a print block • Manipulating and sculpting using 3D materials • Evaluating and analysing own artwork	• Material • Primary Colours • Secondary colours • Mix • Blend • Tone • Collage • Texture • Construct • Repeat • Artist • Artwork • Creativity • Perspective • Manipulate • Design	
Year 5 - Portraits prt 2 Spring Grammarsaurus Part 2 of portraits. Develop skills to show mood and feeling. Consider the work of Sarah Biffin and Noor Bahjat.		• To document my own artwork to create a visual journey. • To design and create a 3D model using more complex sculptural techniques.			Noor Bahjat
Year 5 - Blooms and Eco systems Summer Grammasaurus Pupils will learn how to develop their mastery of clay and research how artists are inspired by the natural world to create flowers. Students will		• To experiment with shading to show emotion, mood and feeling. • To follow simple rules of perspective when drawing people and landscapes. • To manipulate digital images to create a			Vanessa Hogge



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<i>use colour to enhance their sculptures.</i>		unique piece of artwork.			
Year 6 - World Wars Autumn <i>Research posters for WW1 and 2 and consider their messages and impact. Consider how artists of the time were influenced. Create a piece of artwork that sends a message to an audience in a style that is becoming more unique to each pupil.</i>	*Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Investigate great artists,	- To recognise the differences between different styles of art, and to identify the message each artist is trying to convey. - To explain the influences and impact of famous artists throughout history. - To use a range of e-resources to create art work.	- Drawing and shading in different tones, textures and materials - Painting different thicknesses and details - Discussing, analysing, describing and comparing art from different eras - Manipulating and sculpting using 3D materials - Evaluating, analysing and editing own artwork	- Draw - Sketch - Shade - Line - Texture - Colour - Detail - Pattern - Precise - Technique - Shape - Material - Primary Colours - Secondary colours - Mix - Blend - Tone - Collage - Texture - Construct - Repeat - Artist - Artwork	WW1 and 2 propeganda artists Pablo Picasso
Year 6 - Finding my Style Spring <i>Children to further develop their mastery in drawing by recognising and sketching in different styles. Pupils learn how to talk about their own styles and the choices they make.</i>		- To select the most appropriate tool or technique and explain why these have been used. - To make amendments and improvements to own artwork based on feedback given.			



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	architects and designers in history			• Influences • Amend • Creativity • Perspective • Manipulate • Design	
Year 6 - Art in the wider world Summer <i>Children will develop their mastery of using colour mediums to create artwork that considers perspective, proportion, light and spectrum.</i>		• To use pen and ink to add line, tone and perspective within a drawing. • To add finer detail to a piece of artwork by experimenting with a range of different media.			Beatrix Potter