



Kentmere Academy and Nursery- Knowledge and Skills- Art

Cycle A- Early Years

Year Group	Learning Objectives	Knowledge	Skills
Reception	<p>I can represent my family through drawings.</p> <p>I can choose how I would like to represent my knowledge. eg painting , drawing collate, junk modelling.</p> <p>I can use what a teacher has modelled in my independent learning.</p> <p>I can use available resources to produce props that I can use in the environment.</p> <p>I can represent events, people and objects through paintings, drawing, collates and junk modelling.</p> <p>I can name and choose particular colours for tasks.</p>	<p>I know who is in my family.</p> <p>I know the parts of the body.</p> <p>I know the kinds of resources I could use to produce my masterpiece.</p> <p>I know how to safely attach and use resources when making my masterpiece.</p> <p>I know what the teacher is telling me and wanting me to use.</p> <p>I know what I want to create before I create it.</p> <p>I know what resources are available for making and attaching.</p> <p>I know how to use paint brushes and paints.</p> <p>I know how to use a pencil.</p>	<p>I can hold a pencil to develop accurate drawings.</p> <p>I can add body features to my drawing.</p> <p>I can start to draw in proportion.</p> <p>I can attach, draw or paint my masterpiece.</p> <p>I can safely attach and use resources when making my masterpiece.</p> <p>I can use what my teacher has shown me to create a masterpiece.</p> <p>I can create props that I can use in the environment.</p> <p>I can use available resources to make and attach pieces to my masterpiece.</p>



I can experiment with colours and marks.  
 I can explore colour and how colour can be changed.  
 I can make my lines into shapes and use these shapes to represent objects.  
 I can show interest in describing the texture of things.  
 I know tools can be used for a purpose (hole punch, stapler, glue, scissors etc)

I know that everyday objects can be used to create a picture.  
 I know how to use boxes, glue, staplers, hole punches.  
 I know the names of the colours.  
 I know what colours are needed to represent objects eg green for tree leaves and brown for the trunk.  
 I know I can mix colours to make new colours.  
 I can explore what colours can be mixed to make new colours.  
 I know what shapes I need to make a certain object/event.  
 I know that scissors are used to cut and my fingers operate these.  
 I know that I have to slot paper into the hole punch and push down with my hands.  
 I know that different size brushes can be used for different size areas.

I can use a paintbrush/pencil to draw the events I would like to share.  
 I can use junk modelling tools to represent the events I would like to share.  
 I can use different colours to represent objects.  
 I can use paint pots and paintbrushes to mix colours.  
 I can draw/paint shapes I need to represent.  
 I can feel and investigate materials to feel and see their texture.  
 I can experiment with using tools for different purposes.  
 I can discuss which tools I will use for different purposes.  
 I can use different size paint brushes.



Cycle A- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Dinosaur Planet!	Autumn 1 Week 1	To draw and create a skull using Damien Hirst's Cornucopia as inspiration.	I can learn that tone refers to the lightness or darkness of something. I can develop understanding of the use of different tints and shades to create simple tones in their work. I can recognise and describe key features of their own work and the work of others.	I can explore mark making. I can explore drawing techniques. I can experiment with lines. I can apply tone to create form. I can use tone to create 3D form when drawing.
	Dinosaur Planet!	Autumn 1 Week 2	To create a collage made up of different facial features.	I can describe the strengths and weaknesses of works of art. I can recognise and describe key features of my own and the works of others.	I can create 2D art to explore feelings about the world around them. I can use a range of materials to design and make a product.
	Dinosaur Planet!	Autumn 1 Week 3	To create a self portrait and a portrait of Mary Anning.	I can analyse the work of Julian Opie and create portraits in his style. I know that Julian Opie is a British artist.	I can develop skill and control with art materials including blending pastels.



<p><u>Year</u> <u>1/2</u></p>	<p><b>Muck, Mess and Mixtures</b></p>	<p><b>Autumn 2 Week 1</b></p>	<p>To create repeated patterns.</p>	<p>I can understand patterns in nature from observation. I can learn a range of techniques to express their knowledge of repeating and non-repeating patterns. I can identify and relate man-made and natural repeating and non-repeating patterns.</p>	<p>I can design and create my own pattern. I can create a pattern of my choosing.</p>
	<p><b>Muck, Mess and Mixtures</b></p>	<p><b>Autumn 2 Week 2</b></p>	<p>To explore different textures.</p>	<p>I can record thoughts, ideas and experiment with materials and textures in my sketchbook.</p>	<p>I can create textured pieces. I can use a range of material to make and produce patterns.</p>
	<p><b>Muck, Mess and Mixtures</b></p>	<p><b>Autumn 2 Week 3</b></p>	<p>I can create a 3D drawing inspired by the artist Max Ernst.</p>	<p>I know who Max Ernst is and discuss some of his work. I can recognise and describe key features of my own work and the work of others.</p>	<p>I can make patterns in a range of materials to develop my understanding. I can identify different textures.</p>



	<b>Muck, Mess and Mixtures</b>	<b>Autumn 2 Week 4</b>	I can create natural art in the style of Andy Goldsworthy.	I know who the artist Andy Goldsworthy is.	I can use natural resources to create my own masterpiece. I can create my masterpiece in line with Andy Goldsworthy's work.
<b><u>Year 1/2</u></b>	<b>Bright Lights, Big City</b>	<b>Spring 1 Week 1</b>	To look at a picture in detail and talk about it.  (Link to LS Lowry)	I know that looking hard at a picture helps me to see details and understand the artwork. I can remember that artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about your feelings.	I can explain what I see. I can describe what I think about the work of others. I can look at creative work, expressing clear preferences and giving some basic language of art.
	<b>Bright Lights, Big City</b>	<b>Spring 1 Week 2</b>	To create a Great fire of London scene using watercolour which mixes different shades of orange	I can learn the names of the primary colours and that they can be mixed to make secondary colours. I can develop my knowledge or mixing primary colours to create secondary colours. I know how to mix primary colours to make secondary colours I know that mixing red and yellow makes orange. I know how to make different shades of orange.	I can develop skill and control with art materials such as paintbrushes. I can improve painting skills, developing skill and control when painting. I can mix primary colours to make secondary colours. I can mix at least 5 different shades of orange.



	Bright Lights, Big City	Spring 1 Week 3	To make a print of a Tudor style house in the Great Fire of London	I know how to create a 2D print. I can select, describe and use appropriate materials to create texture.	I can use a range of material and printing techniques. I can use a range of materials to design and make products.
<u>Year 1/2</u>	Bright Lights, Big City	Spring 2 Week 1	To draw with different media.	I know that my shapes can overlap. I know my 2D shapes.	I can use 2D mathematical shapes to draw. I can develop skill and control with art materials including blending with pastels.
	Bright Lights, Big City	Spring 2 Week 2	To make a print design using lego.	I know the right amount of paint to use	I can create simple block design or pattern when printing. I can create textured pieces. I can explore ideas through practical activities. I can create art on themes of personal interest.



	<b>Bright Lights, Big City</b>	<b>Spring 2 Week 3</b>	To create a landscape of the London Skyline using all taught techniques	<p>I know the different printing processes.</p> <p>I know how to use 2D shapes to draw</p> <p>I know how to mix colours.</p> <p>I know about LS Lowry's work and can use it for inspiration.</p>	<p>I can create a masterpiece using 2D shapes.</p> <p>I can mix colours to get the desired shade and colour.</p> <p>I can use printing techniques in my work.</p>
<b><u>Year</u> <u>1/2</u></b>	<b>The Scented Garden</b>	<b>Summer 1 Week 1</b>	To create a pattern by etching into clay.	<p>I know what Etching is.</p> <p>I know what tools to use to etch and manipulate clay.</p>	<p>I can create original artwork based on given themes.</p> <p>I can experiment with lines.</p> <p>I can create abstract compositions using various shapes.</p> <p>I can identify, make and describe the use of shape for print.</p> <p>I can compose geometric designs by adapting and synthesising the work of others.</p> <p>I can create instinctively with clay to create unique patterns.</p>
	<b>The Scented Garden</b>	Summer 1 Week 2	To make a 3D sculpture.	I can study natural forms in the world around me and relate this to my own artwork.	<p>I can make patterns in a range of materials to develop my understanding.</p> <p>I can learn a range of techniques to express my knowledge of repeated and non-repeated patterns.</p>



<u>Year</u> <u>1/2</u>	<b>The Scented Garden</b>	<b>Summer 1</b> <b>Week 3</b>	To plan and create a sculpture as a class in the form of Louise Bourgeois.	I can learn about form and space through 3D sculptures inspired by nature and animals. I can develop language and understanding of form and space through whole school sculpture. I can extend my ability to articulate 3D form and space through practical activities.	I can plan and create a sculpture with my class. I can create different parts of a sculpture.
	<b>Bounce</b>	<b>Summer 2</b> <b>Week 1</b>	To experiment with different patterns and textures balls bouncy, sponge, sensory balls can make.	I know that different textures will provide different patterns.	I can experiment with balls in paint to see what different textures I can create. I can talk about which item makes my favourite pattern.
	<b>Bounce</b>	<b>Summer 2</b> <b>Week 2</b>	To use modelling materials to create an imaginary or realistic form.	I know who Micheal Kalish and Pierre Diamantopoulo are.	I can use a range of materials creatively to design and make products. I can produce a sculpture inspired by Micheal Kalish and Pierre Diamantopoulo.



	<b>Bounce</b>	<b>Summer 2</b> <b>Week 3</b>	To use modelling materials to create an imaginary or realistic form.	I know who Alexander Claders is and can use his mobile sculptures as inspiration.	I can develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
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Cycle B- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Moon Zoom	Autumn 1 Week 1	I can create a 3D drawing using pencils to create different tones inspired by Ed Ruscha.	I can learn that tone refers to the lightness and darkness of something. I can develop my understanding of the use of different tints and shades to create a simple tone in their work.	I can experiment with pencils to create more complex tones- learning that different ways of holding a pencil affects the tone created.
	Moon Zoom	Autumn 1 Week 2	I can create a 3D drawing in colour.	I can learn that tone refers to the lightness and darkness of something. I can develop my understanding of the use of different tints and shades to create a simple tone in their work.	I can choose and justify appropriate colour to reflect a theme and purpose. I can describe my use of colour to achieve a specific intention. I can experiment with pencils to create more complex tones- learning that different ways of holding a pencil affects the tone created.
	Moon Zoom	Autumn 1 Week 3	I can create a 3D mobile of the solar system.	I can use my knowledge of the planets to create a 3D mobile solar system.	I can develop skill and control with art materials. I can mix primary colours to make secondary colours.



				I can learn the names of the primary colours and that they can be mixed to make secondary colours.	I can mix, refine and apply more sophisticated colours.
<b><u>Year</u></b> <b><u>1/2</u></b>	<b>Memory Box</b>	<b>Autumn 2</b> <b>Week 1</b>	To create 3D human forms.	I can learn about form and space through 3D sculpture inspired by nature, humans and animals.	I can explore ideas through practical experiences. I can use a range of materials to design and make products.
	<b>Memory Box</b>	<b>Autumn 2</b> <b>Week 2</b>	To work together to create a large piece of artwork- Collage section.	I can study natural forms in the world around me and relate it to their own artwork. I can understand the development of art forms.	I can experiment with lines. I can develop skill and control with art materials. I can identify and describe different textures.
	<b>Memory Box</b>	<b>Autumn 2</b> <b>Week 3</b>	To work together to create a large piece of artwork- painting/ working into different section.	I know which primary colours to mix to make a secondary colour. I know how to colour wash using paint.	I can develop skill and control with paint. I can create textured pieces. I can represent myself through art.
	<b>Memory Box</b>	<b>Autumn 2</b> <b>Week 4</b>	To work together to create a large piece of artwork- oil pastel section.	I can learn the vocabulary needed to describe different types of lines:	I can experiment with lines. I can recognise and describe key features of my own and others work.



				vertical, horizontal, crosshatching and or waves. I know how to blend using oil pastels.	
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 1 Week 1	To create abstract art	I can look at creative work, expressing clear preferences, giving some reasons for these using some basic language of art (formal element). I can understand that abstract art uses shapes and colours and experiments with composition. I know who Beatriz Milhazes is and what he does.	I can generate original patterns and designs. I can use tone to create 3D form when drawing. I can use a range of materials to design and make products.
	Towers, Tunnels and Turrets	Spring 1 Week 2	To create a line drawing.	I can produce a piece of work inspired by Bridget Riley. I can use language to describe the lines in my work.	I can experiment with line drawings. I can draw lines with increasing skill, awareness and control. I can design and create my own pattern. I can make patterns in a range of materials to develop my understanding.



	Towers, Tunnels and Turrets	Spring 1 Week 3	To create a water effect.	I can describe the use of materials to represent water in pieces by David Hockey and Vija Celminss.	I can explore mark making. I can explore drawing techniques. I can use a range of materials and techniques.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 2 Week 1	To learn about colour.	I can learn the names of the primary colours and that they can be mixed to make secondary colours. I can create and describe different shades of one colour using paint.	I can mix primary colours to create secondary colours. I can mix, refine and apply more sophisticated colours.
	Towers, Tunnels and Turrets	Spring 2 Week 2	To paint with different colours to create work inspired by artist Jasper Johns.	I can learn the names of the primary colours and that they can be mixed to make secondary colours. I can create and describe different shades of one colour using paint. I can explore Jasper Jones' use of colour.	I can mix primary colours to create secondary colours. I can mix, refine and apply more sophisticated colours.
	Towers, Tunnels and Turrets	Spring 2 Week 3	To create my own 'Towers, Tunnels and Turrets' picture through knowledge from this topic.	I know what abstract art is. I can use my knowledge of Beatriz Milhaz, Bridget Riley, David Hockney and Vija Celmen as inspiration.	I can use different colours. I can use different forms of lines. I can use different water effects. I can use abstract art where appropriate.



<p><b><u>Year</u></b> <b><u>1/2</u></b></p>	<p><b>Splendid Skies</b></p>	<p><b>Summer 1</b> <b>Week 1</b></p>	<p>To identify key features of a landscape.</p>	<p>I can explore and understand the stories behind seaside inspired pieces by Pierre Auguste Renoir, Joaquin Sorolla and Peder Severin Kroyer.</p>	<p>I can explore mark making. I can use 2D mathematical shapes to draw. I can use and express lines to represent landscape and water. I can create landscapes by controlling and defining my use of lines.</p>
	<p><b>Splendid Skies</b></p>	<p><b>Summer 1</b> <b>Week 2</b></p>	<p>To explore different textures.</p>	<p>I know already about Van Gogh and find out more about his work.</p>	<p>I can select, describe and use appropriate materials to create different textures. I can identify and describe different textures.</p>
	<p><b>Splendid Skies</b></p>	<p><b>Summer 1</b> <b>Week 3</b></p>	<p>To paint using different tints and shades.</p>	<p>I can study natural forms in the world around me and relate it to my own artwork. I understand that light colours stand out more and darker colours recede.</p>	<p>I can generate original ideas by looking at other artist work. I can create different tints and shades.</p>
<p><b><u>Year</u></b> <b><u>1/2</u></b></p>	<p><b>Coastline</b></p>	<p><b>Summer 2</b></p>	<p>To reproduce and apply an artist's colour range to their own work.</p>	<p>I can learn how to mix primary colours to make secondary colours.</p>	<p>I can experiment with different materials and record my thoughts and ideas.</p>



		<b>Week 1</b>		I can study natural forms in the world around me and relate these to my own artwork.	I can describe my use of colour to achieve a specified intention.
	<b>Coastline</b>	<b>Summer 2</b> <b>Week 2</b>	To create details using controlled painting and other materials and objects.	I know of different tools I can use to paint with.	I can use different tools to paint. I can work as part of a collaborative project. I can paint onto 3D surfaces using appropriate methods.
	<b>Coastline</b>	<b>Summer 2</b> <b>Week 3</b>	I can use the skills taught in this topic to create a beach scene in the style of LS Lowry.	I can recall who LS Lowry is and talk about his work. I can recall different tools I can use to paint. I can recall how to mix colours.	I can use different painting techniques and tools. I can use different materials (looking back at when I experimented with them to remind me.)



Cycle A- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u>	Tremors	<b>Autumn 1</b> <b>Week 1</b>	To draw cartoons characters, inspired by the style of other artists.	I can learn about the work of a cartoon artist. I can learn about the work of a cartoon artist. I can use art vocabulary to discuss and analyse	I can compare my work to that of famous artists. I can generate ideas and observations. I can discuss and analyse Mother's Day by Carl Gile, before using the piece as inspiration for my own cartoon style drawing to represent my family. I can develop drawing skills by identifying and representing key features.
	Tremors	<b>Autumn 1</b> <b>Week 2</b>	To alter the tint and the shade of the colour	I can learn how the famous artists, Deigo Velazquez painted Old Woman Cooking eggs to illustrate tone in their work.	I can develop my ability to control the tonal quality of paint. I can create tints and shades. I can improve skills and techniques when painting.



	Tremors	<b>Autumn 1</b> <b>Week 3</b>	To draw from observation.	<p>I can express thoughts, feelings and observations about objects through the use of artistic language.</p> <p>I can build a more complex vocabulary when discussing art.</p> <p>I can learn about the work of a cartoon illustrator.</p> <p>I can use knowledge of lines of symmetry to help draw accurate shapes.</p>	<p>I can develop the use of lines, tone and colour through drawing.</p> <p>I can discuss the outcomes of my work and offer opinions and advice to others.</p>
<b><u>Year</u></b> <b><u>3/4</u></b>	Potions	<b>Autumn 2</b> <b>Week 1</b>	To use different materials to make three dimensional artwork.	<p>I can express my thoughts and observations in my sketchbook</p> <p>I can learn how artists make puppets and relate this to my own work.</p>	<p>I can design and make 3D forms using art materials and techniques.</p> <p>I can describe the strengths and weaknesses of my work in light of critically evaluating and making corrections where possible.</p> <p>I can develop the ability to model form in 3D, developing an understanding of application of colour to decorate models.</p>



	Potions	<b>Autumn 2</b> <b>Week 2</b>	To use different materials to make three dimensional artwork.	I can express my thoughts and observations in my sketchbook I can learn how artists make puppets and relate this to my own work.	I can design and make 3D forms using art materials and techniques. I can use a range of methods and materials to create puppets. I can describe the strengths and weaknesses of my work in light of critically evaluating and making corrections where possible. I can develop the ability to model form in 3D, developing an understanding of application of colour to decorate models.
	Potions	<b>Autumn 2</b> <b>Week 3</b>	To use different materials to make three dimensional artwork.	I can express my thoughts and observations in my sketchbook I can learn how artists make puppets and relate this to my own work.	I can design and make 3D forms using art materials and techniques. I can describe the strengths and weaknesses of my work in light of critically evaluating and making corrections where possible. I can develop the ability to model form in 3D, developing an understanding of application of colour to decorate models.



	Potions	<b>Autumn 2</b> <b>Week 4</b>	To use chalk effectively in artwork.	I know how to use chalk to make dark and light lines. I know how to smudge effectively using chalk.	I can copy an image of Hogwarts by looking carefully at the shapes I see. I can sketch lightly in pencil. I apply chalk and blend the colours to give a desired effect.
<b>Year</b> <b>3/4</b>	Gods and Mortals	<b>Spring 1</b> <b>Week 1</b>	To create an optical illusion using an artist process.	I can develop a greater understanding of patterns to create art. I know what optical illusions are. I can know the language of art, such as lenticular printing I can further my knowledge and understanding of craft methods. I can analyse and describe the use of patterns within artists' work.	I can score lines safely. I can develop my technique in using and applying printing methods. I can represent ideas from multiple viewpoints and perspectives. I can create patterns through craft methods
	Gods and Mortals	<b>Spring 1</b> <b>Week 2</b>	To create a Greek vase using traditional design style.	I know about different Gods and Goddesses from Greek mythology.	I can develop technical mastery of painting skills. I can use a range of different strokes and shades. I can use my sketchbook to plan and refine my ideas.



					I can express original thoughts and ideas about the art of others.
	Gods and Mortals	<b>Spring 1</b> <b>Week 3</b>	To create a small scale sculpture of a Greek God.	<p>I can learn how to create 3D forms from everyday materials.</p> <p>I can develop a greater understanding of 3D form, design and texture.</p> <p>I can make progress in their ability to describe and model form and space in 3D using a range of materials.</p> <p>I can learn how great artists made art and relate this to my own work.</p> <p>I know about different Gods and Goddesses from Greek mythology.</p> <p>I know who Barbara Hepworth is</p>	<p>I can express ideas and feelings on their own themes and designs.</p> <p>I can make adjustments where needed to correct and improve my outcome.</p> <p>I can use Barbara Hepworth's work to inspire my own sculpture</p>
<u><b>Year</b></u> <u><b>3/4</b></u>	Gods and Mortals	<b>Spring 2</b> <b>Week 1</b>	To paint in the style of Paul Cezanne.	<p>I know who Paul Cezanne is</p> <p>I know the style of painting Paul Cezanne used</p> <p>I know how he influenced the shift to modern art</p> <p>I can learn to replicate his painting styles.</p>	<p>I can develop technical mastery of painting skills.</p> <p>I can develop the use of colour to create mood and emotion.</p> <p>I can analyse the painting of Paul Cezanne.</p> <p>I can make adjustments where needed to correct and improve outcomes.</p>



	Gods and Mortals	<b>Spring 2</b> <b>Week 2</b>	To arrange and draw a still life image from observation.  (Use Greek vases, items and pottery)	I know the steps for drawing still life: symmetry, outlines, shading I can develop a greater understanding of tone and line through drawing. I know how artist Giorgio Morandi composed his paintings.	I can develop techniques using drawing materials, using a pencil in different ways. I can draw still life using tone.
	Gods and Mortals	<b>Spring 2</b> <b>Week 3</b>	To understand the role of a curator and create an exhibit of Greek inspired Art.	I know that the role of the curator is to set up and manage collections of work of art within museums and gallery spaces. I can learn how to present and display works of art. I can learn how to present, speak and listen like an artist.	I can work in a group to select and choose objects and create a collection or exhibition of them.
<b><u>Year</u></b> <b><u>3/4</u></b>	Tribal Tales	<b>Summer 1</b> <b>Week 1</b>	To learn how prehistoric man made art and to reflect this in my work and to scale up drawing in different media.	I understand the process of making art in prehistory. I understand animals' importance to people of prehistory. I can start to understand why early man created art.	I can create geometric and mathematical drawings. I can draw from observation. I can draw using charcoal. I can identify 2D shapes in an image. I can apply and blend charcoal to create form, tone and shape.



	Tribal Tales	<b>Summer 1</b> <b>Week 2</b>	To experiment with the pigments in natural products to make different colours.	I know how to create paints using natural materials. I know how to record my experiences with various materials.	I can create paintings using all natural ingredients as cave artists did. I can identify and collect coloured natural items to paint with. To investigate which natural items make the most successful colours.
	Tribal Tales	<b>Summer 1</b> <b>Week 3</b>	To develop painting skills as well as work collaboratively to produce a large piece of artwork.	I know how to mix paint to create natural colours. I know how to create different textures. I know and can talk about how artist mix and apply paint.	I can mix paint to create a range of natural colours. I can experiment with techniques to create different textures. I can add fine details using smaller brushes.
<b><u>Year</u></b> <b><u>3/4</u></b>	Burps, Bottoms and Bile	<b>Summer 2</b> <b>Week 1</b>	To analyse and find meaning in a painting.	I know artists tell stories in their artwork and that art can be about feelings. I can understand and describe the story behind a painting. I know what the formal elements of Paula Rego's artwork in the drawing the Dance are.	I can describe the formal elements in pictures.



	<p>Burps, Bottoms and Bile</p>	<p><b>Summer 2</b> <b>Week 2</b></p>	<p>To act out a story told in a painting.</p>	<p>I know artists tell stories in their artwork and that art can be about feelings. I can understand and describe the story behind a painting.</p>	<p>I can act out the story behind a picture.</p>
	<p>Burps, Bottoms and Bile</p>	<p><b>Summer 2</b> <b>Week 3</b></p>	<p>To analyse abstract paintings and describe the story behind them.</p>	<p>I know artists tell stories in their artwork and that art can be about feelings.  I can understand and describe the story behind a painting. I can focus on different parts of a picture, interpreting the meaning and story behind them. I know who Fiona Rae is and understand that she produces abstract art. I know what abstract art is.</p>	<p>I can express my thoughts and feelings through tactile creation of my own work.  I can analyse abstract art through the work of Fiona Rae.</p>



Cycle B- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u>	Scrumdiddl yumptious	<b>Autumn 1 Week 1</b>	To create a collage in the style of Gieseppe Arcimboldo.	I can recognise the work of Gieseppe Arcimboldo. I can learn how to present and display works of art.	I can create a collage of contrasting images. I can show creativity in my choice of composition I can control materials to achieve a desired effect. I can manipulate compositions and materials to achieve a desired effect.
	Scrumdiddl yumptious	<b>Autumn 1 Week 2</b>	To create a word sculpture in the style of a sculptor Sokari Douglas Camp.	I can explore the work of Sokari Douglas Camp and create word sculptures.	I can cut out and arrange a selection of sculptures.
	Scrumdiddl yumptious	<b>Autumn 1 Week 3</b>	To create a sculpture in the style of El Antsui.	I know how reusing and recycling helps the planet.	I can create sculptures from reused materials.



<p><b>Year</b> <b>3/4</b></p>	<p>I am Warrior</p>	<p><b>Autumn 2</b> <b>Week 1</b></p>	<p>To recognise and apply geometry when drawing</p>	<p>I know the points lines, shapes and space make up simple 2D and 3D shapes.</p>	<p>I can see basic geometrical shapes when I draw objects. I can use shapes to help me draw, design and decorate more accurately. I can use guidelines to help set out and construct more complicated images from observation.</p>
	<p>I am Warrior</p>	<p><b>Autumn 2</b> <b>Week 2</b></p>	<p>To create a Viking boat by forming shapes using modelling wire.</p>	<p>I know how to work safely with the tools and equipment.</p>	<p>I can bend, manipulate and join wire to create the shape of a Viking long boat. I can add small pieces of wire to add detail.</p>
	<p>I am Warrior</p>	<p><b>Autumn 2</b> <b>Week 3</b></p>	<p>To apply even layers of pencil tone when shading.</p>	<p>I know that 'tone' refers to the light and dark area of an object or piece of artwork. I know how to hold my pencils properly when shading.</p>	<p>I can apply the four rules of shading. I can shade in one direction, creating smooth, neat, even tones, leaving no gaps and ensuring straight lines.</p>
	<p>I am Warrior</p>	<p><b>Autumn 2</b> <b>Week 4</b></p>	<p>To show tone by shading</p>	<p>I know that 'tone' refers to light and dark areas of an object or artwork. I know how to shade effectively.</p>	<p>I can control a pencil to shade tones smoothly from light to dark using the four rules of shading.</p>



					I can blend tones gradually so that there aren't any sudden changes from light to dark.
<b><u>Year</u></b> <b><u>3/4</u></b>	Traders and Raiders	<b>Spring 1</b> <b>Week 1</b>	To develop a range of mark making techniques.	I know how to blend charcoal to create different textures and effects. I know what the word abstract means.	I can experiment with charcoal to create different textures and effects. I know and can express the meaning of words and phrases in an abstract way using appropriate charcoal technique.
	Traders and Raiders	<b>Spring 1</b> <b>Week 2</b>	To create patterns using printing techniques.	I know how to press an object into playdough to create texture and pattern.	I can make a printing block using playdough. I can print using my playdough block.
	Traders and Raiders	<b>Spring 1</b> <b>Week 3</b>	To create patterns using a stamp.	I know how to make a stamp. I know what a geometric shape is and how to make patterns using them. I know what repeated patterns, symmetrical patterns and symmetrical figures are.	I can make my own stamp using geometric and mathematical shapes. I can make my prints unique through my use of colour and pattern. I can experiment with and try different patterns and figures. I can use stamps to make prints.



<p><b><u>Year</u></b> <b><u>3/4</u></b></p>	Traders and Raiders	<p><b>Spring 2</b> <b>Week 1</b></p>	To create patterns using reflection and symmetry	I know what reflection and symmetry are.	I can apply mathematical techniques of reflection and symmetry to my work to create a flip pattern.
	Traders and Raiders	<p><b>Spring 2</b> <b>Week 2</b></p>	To create a geometric pattern.	<p>I know that a compass is used to make circles.</p> <p>I know that people have used the flower of life pattern for thousands of years.</p>	I can use a compass safely effectively and effectively to divide a circle into arcs to create flowers of life.
	Traders and Raiders	<p><b>Spring 2</b> <b>Week 3</b></p>	To understand the historical and cultural development of art forms.	<p>I know what a mosaic is.</p> <p>I understand the cultural and historical significance of mosaic.</p> <p>I understand the process of grouting.</p>	I can design my own symmetrical mosaic pattern.
<p><b><u>Year</u></b> <b><u>3/4</u></b></p>	Flow	<p><b>Summer 1</b> <b>Week 1</b></p>	To create a mood board	I know what a mood board is.	<p>I can show what is important to me through the creation of my own mood board.</p> <p>I can explain my choices.</p>



	Flow	<b>Summer 1</b> <b>Week 2</b>	To create tie dye materials.	I know the process of tie-dying. I understand the similarities between wax resistance and tie-dying.	I can secure the tie tightly.
	Flow	<b>Summer 1</b> <b>Week 3</b>	To work collaboratively, experimenting with paint, textured paper, card and fabric to create a shared collage background for display.	I know how to work collaboratively with others. I know how to tie dye.	I can use tie dye material to make my collage. I can use different mediums.
<b><u>Year</u></b> <b><u>3/4</u></b>	Mighty Metals	<b>Summer 2</b> <b>Week 1</b>	To create a figure in the style of Giacometti.  (already planned previously).	I know who Alberto Giacometti is	I can design a figure for a purpose. I can use a range of tools to create my figure. I can evaluate my own work. I can give feedback to others about my figure.
	Mighty Metals	<b>Summer 2</b> <b>Week 2</b>	To learn what paper weaving is and create a piece of art using the method.	I know what the 'warp' and 'weft' are in paper weaving.	I can weave with neatness. I can cut with accuracy. I can weave with different materials.



	Mighty Metals	<b>Summer 2</b> <b>Week 3</b>	To sew designs on a t-shirt to personalise it.	I know how to complete a running stitch.	I can sew a running stitch. I can cut fabric neatly and accurately.
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Cycle A- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u>	Tomorrow's World	Autumn 1 Week 1	To understand how visual language can be used to communicate personality and interests.	I know what a logo is and how symbols represent a person. I understand the context of design through human history.	I can design my own logo by selecting and placing imagery appropriately within a shape.
	Tomorrow's World	Autumn 1 Week 2	To work collaboratively to a specific design brief for a new Google office.	I know that a design requires both planning and purpose. I understand the work of an important British design team. I know that designers start with ideas and rough drawings before finalising their designs.	I can work collaboratively on a design brief.
	Tomorrow's World	Autumn 1 Week 3	To design a chocolate bar wrapper which is appealing and purposeful. .	I understand how advertising, words, USP and packaging help to sell a product and give it an identity.	I can work collaboratively knowing that designers work in teams. I can investigate and understand the use of language when naming a design product.



<p><b><u>Year</u></b> <b><u>5/6</u></b></p>	<p><b>Stargazers</b></p>	<p><b>Autumn 2</b>  <b>Week 1 and 2</b></p>	<p>To use the knowledge gained to produce a block print of the stage of the lunar moon and decide what I would print this onto if I was a designer.</p>	<p>I know how to transfer my lunar moon onto polystyrene. I know that this method creates a reverse system where imprinted lines will become black and the background will be the colour of the ink used (white).</p>	<p>I can create a design matrix by drawing different stages of the lunar moon. I can make, draw or write plans for something.</p>
	<p><b>Stargazers</b></p>	<p><b>Autumn 2</b>  <b>Week 3</b></p>	<p>To design a Christmas card using cross-hatching.</p>	<p>To understand what cross-hatching is. To know which and how famous artists successfully used cross-hatching.</p>	<p>To use cross-hatching in a drawing. To use layers of multiple lines to create cross-hatching when drawing. To apply directional lines to appear 3D. To create lighter and darker tones.</p>
<p><b><u>Year</u></b> <b><u>5/6</u></b></p>	<p><b>A Child's War</b></p>	<p><b>Spring 1</b>  <b>Week 1</b></p>	<p>To create a watercolour scene of the blitz</p>	<p>To know how watercolours are used. To be aware of different watercolour Artists includes Hugh Templeton (local Artist). To understand how different mediums affect a piece of art. To understand how art can create moods of depth and emotion.</p>	<p>Developing colour mixing and tonal shading with colour. Further improving skill and control when painting.</p>



	<b>A Child's War</b>	<b>Spring 1 Week 2 and 3</b>	To create a monochrome portrait sketch with a collage background.	To know what monochrome means and the effect it can have. To understand how contrast can be used within a piece of art. To understand how art can create moods and feelings.	To evaluate the effectiveness of existing artwork. To sketch a portrait of a soldier. To add mood, feelings and depth to the portrait using charcoal. To create a contrasting camouflage background using a collage.
<b>Year 5/6</b>	<b>A Child's War</b>	<b>Spring 2 Week 1</b>	To create a collage and draw this from observation.	To know what an effective collage is.	I can lay out a simple collage by selecting the most interesting elements. I can glue my collage in place when I am happy with the final composition. I can draw and colour the collage accurately from composition. I can adjust my drawing in light of mistakes. I can correct any rough edges or gaps in my colouring.
	<b>A Child's War</b>	<b>Spring 2 Week 2 and 3</b>	To successfully upscale a drawing and paint accurately.	To understand what enlarging is.	I can make a grid on tracing paper and a grid in my sketchbook. I can select an interesting section of a drawing I have made to enlarge.



					<p>I can draw an enlarged version of the section that I have chosen by scaling it to a larger size.</p> <p>I can paint accurately and evenly painting straight edges and without leaving brush marks or gaps in my painting.</p>
<p><b><u>Year</u></b> <b><u>5/6</u></b></p>	<p><b>Hola Mexico</b></p>	<p><b>Summer 1</b> <b>Week 1</b> <b>and 2</b></p>	<p>To create a 3D mask using malleable materials (paper mache)</p>	<p>To know that a 3D form is a sculpture made by carving, modelling, casting or constructing.</p>	<p>I can design and create my own 3D day of the dead skull.</p> <p>I can use a range of materials.</p> <p>I can create my skull using ideas from history.</p> <p>I can express an emotion through a 3D sculpture.</p>
	<p><b>Hola Mexico</b></p>	<p><b>Summer 1</b> <b>Week 3</b></p>	<p>To use clay to create a 3D sculpture of Maya Stele</p>	<p>To know that a 3D form is a sculpture made by carving, modelling, casting or constructing.</p>	<p>Improve their mastery of art and design techniques, including drawing and sculpture with a range of materials including pencil and clay.</p>



<p><b><u>Year</u></b> <b><u>5/6</u></b></p>	<p><b>Sow, grow and farm</b></p>	<p><b>Summer 2</b> <b>Week 1</b></p>	<p>To sketch ideas for a still life study of fruit and flowers</p>	<p>I know that my sketches are not the finished article and I can do several attempts.</p>	<p>I can draw with attention to form lines and layouts. I can draw observing with care.</p>
	<p><b>Sow, grow and farm</b></p>	<p><b>Summer 2</b> <b>Week 2</b></p>	<p>To draw a still life study in charcoal to add depth to fruit and flowers.</p>	<p>I know that charcoal can be smudged and know how to do this.</p>	<p>I can use charcoal and chalk to show light and shadow I can create a piece of abstract art I can create clear lines and shapes</p>
	<p><b>Sow, grow and farm</b></p>	<p><b>Summer 2</b> <b>Week 3</b></p>	<p>To paint a still life study in colour based on Cezanne's 'Still Life with Apples</p>	<p>I know how to mix colours to create the hue that I need. I know how to mix darker and lighter tones.</p>	<p>I can paint with attention to form line and layout.</p>



Cycle B- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u>	Off with her head	Autumn 1 Week 1	To develop observational drawing.	I know that using words to describe an object helps my visual literacy skills in being able to draw the object.	I can use fine control with a pencil to make a detailed analytical drawing. I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there. I can add tonal graduation using a 2B pencil.
	Off with her head	Autumn 1 Week 2	To create a portrait of Henry V111 using continuous line drawing.	I understand how to draw using a continuous line.	I can successfully draw a portrait using a continuous line method. I can use text to add detail to my portrait: <ul style="list-style-type: none"> <li>• varying the size of the words</li> <li>• Varying the size of individual letters.</li> <li>• placing the letters artistically</li> </ul> I can perform my poem to the rest of the class.



	Off with her head	Autumn 1 Week 3	To create detailed drawings of Tudor costume jewellery.	I understand what visualisation is. I understand how to create an original piece of artwork.	I can sketch my initial thoughts and ideas based on a given theme. I have successfully used visualisation and my imagination to think of an original idea for a picture. I can develop my ideas into a successful piece of artwork.
<u>Year 5/6</u>	Frozen Kingdom	Autumn 2 Week 1	To create a winter photomontage using a range of secondary source photographs	I know what a photomontage is. I know the history of photomontages	To create a photomontage image by selecting images and creating a new image with them. To select images and create a composition from them.
	Frozen Kingdom	Autumn 2 Week 2	To use macro photography to capture effective winter images	I know that Artists use photography to record and observe. I understand the terms macro and monochromatic.	I can create a successful photograph of a natural form and edit the photograph in appropriate software. I can take photographs with care and choice. I can make decisions by cropping, editing and presentation of photographic images.



	Frozen Kingdom	Autumn 2 Week 3	To replicate the mood and expression of a painting through photography.	I know that paintings and photographs can express emotions.	I can take photographs in different poses which show different expressions. I can replicate the mood and expression of a painting. I edit photographs successfully.
<u>Year</u> <u>5/6</u>	Revolution	Spring 1 Week 1	To research and adopt the style of a famous group of painters from the Victorian era.	I know some of the motivations and techniques of impressionist and post-impressionist painters. I know that Claude Monet is a famous impressionist artist.	I can paint skilfully by mixing complex colours. I can apply the paint in the style of Claude Monet. I do not leave any white areas within my painting.
	Revolution	Spring 1 Week 2	To use repeated patterns to create Artwork.	I understand the connection between working artistically and wellbeing.	I can create a design matrix by drawing different zentangle patterns.
	Revolution	Spring 1 Week 3	To create a repeated pattern through printing in the style of William Morris.	I know how to transfer my drawn zentangle pattern onto a polyprint/polystyrene tile. I know that this method creates a reverse style where imprinted lines	I can apply an even layer of ink onto the tile. I can create a repeat pattern onto fabric.



				will become white and the background will be the colour of the ink used.	
<b><u>Year</u></b> <b><u>5/6</u></b>	<b>Revolution</b>	<b>Spring 2</b> <b>Week 1</b> <b>and 2</b>	To learn about great Artists from the Victorian era.	To know that works of art can be significant for many reasons, for example they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.	Explain the significance of different art works from the Victorian era and use elements of these to create their own Artwork.
	<b>Revolution</b>	<b>Spring 2</b> <b>Week 3</b>	To design a new invention.	I know that everything that is made starts with an idea, a drawing, a sketch and a design.	I can use my imagination to brainstorm ideas for an invention that has a set purpose. I can develop and communicate my ideas through notes and drawings. I can select one idea and draw this in full including annotations.
<b><u>Year</u></b> <b><u>5/6</u></b>	<b>Pharaohs</b>	<b>Summer 1</b> <b>Week 1</b>	To draw by interpreting forms from direct observation.	I understand what the word interpret means.	I can successfully draw a picture of a house from observation. I can look closely at details such as roof tiles and bricks to interpret them accurately.



	<b>Pharaohs</b>	<b>Summer 1</b> <b>Week 2</b>	To transform the look of a building in the style of a famous artist.	I can describe Hundertwasser's work and recognise it.	I can reimagine buildings in this style. I can add colours and motifs to a design to transform the look of a building.
	<b>Pharaohs</b>	<b>Summer 1</b> <b>Week 3</b>	To design a building in an architectural style.	I know what an architect is.	I can design a building based on an architectural style. I can use perspective view, a plan view or front elevation to draw my design. I can design a building based on a theme or to suit a specified purpose.
<b><u>Year</u></b> <b><u>5/6</u></b>	<b>Scream Machine</b>	<b>Summer 2</b> <b>Week 1</b>	To evaluate and analyse creative work using the language of art, craft and design.	I know that a work of public art can have very powerful messages.	I can evaluate and analyses work of street art and relate it to the news and current affairs and to British Values.
	<b>Scream Machine</b>	<b>Summer 2</b> <b>Week 2</b>	To create a symmetrical, abstract art form.	I understand what the Rorschach Inkblots were used for.	I can use limited materials to create a symmetrical, abstract image. I can use my imagination to interpret and add detail to my image.



	<b>Scream Machine</b>	<b>Summer 2 Week 3</b>	To evaluate and analyse creative works using the language of art, craft and design.	To know the vocabulary associated with art and design.	I can express how a piece of art makes me feel. I can compare events in a piece of artwork to current news and "fundamental British Values."
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