

Kentmere Academy and Nursery- Knowledge and Skills- Art

Drawing / Painting/ Sculpture / Craft & Design / Artists Designers Architects

Nursery

Term	Learning objective	Skills	Knowledge
<u>Autumn 1</u>	To create a self portrait	I can hold a pencil. I can make marks. I can give meaning to the marks I make. I can name parts of the face and make marks to represent them. I can show emotion in my drawings.	I know how to hold a pencil. I know how to make marks. I know the names of some facial features such as eyes, nose, lips and chin.
<u>Autumn 2</u>	To explore colour and colour mixing.	I can name different colours. I can mix colours. I can select the colour I want to use I can explore the different colours I can make. I can use a paint brush. I can use colours to represent different objects in my paintings/drawings.	I know the names of different colours. I know that colours can be mixed to make new colours. I know what colours are needed to represent objects.
<u>Spring 1</u>	To create a collage	I can explore different materials. I can name the tools I need. I can choose the materials I want to use to develop my ideas.	I know what tools I need to join materials. I know the names of the tools I want to use. I know I can use different materials to make my masterpiece.

<u>Spring 2</u>	To create an observational drawing	I can hold a pencil with increasing control. I can use the correct pencil grip. I can create closed shapes with continuous lines. I can talk about my masterpiece.	I know what I want to draw before I draw it. I know how to hold a pencil correctly. I know how to make shapes in my drawings.
<u>Summer 1</u>	To make a model	I can explore different materials. I can use different tools to join materials together. I can decide which materials I want to use. I can decide which tools I need to join the materials together.	I know that I can use different materials to build a model. I know which tools I need to join materials together. I know the names of the tools I want to use. I know what I want to make before I make it.
<u>Summer 2</u>	To create a masterpiece using watercolours.	I can use water colours. I can name the colours I want to use. I can select the colours I want to use.	I know which colours I want to use. I know how to use water colours correctly. I know to clean my paint brush before selecting a new colour.

Reception

Term	Learning objective	Knowledge	Skills
<u>Autumn 1</u>	To create a self portrait	I know how to use a pencil I know what shapes I need to make a certain object/event. I know how to draw with accuracy. I know what I want to draw before I draw it.	I can hold a pencil to develop accurate drawings. I can add features and details to my drawing. I can start to draw in proportion. I can use the skills my teacher has shown me to create a masterpiece.
<u>Autumn 2</u>	To explore colour mixing.	I know the names of the primary colours. I know the names of secondary colours. I know I can mix colours to make new colours. I can explore what colours can be mixed to make new colours.	I can use paint to mix colours. I can use playdough to mix colours. I can create the colour I want by mixing colours together. I can explore the different colours I can make.
<u>Spring 1</u>	To create a collage	I know the kinds of resources I could use to produce my masterpiece. I know which tools I need and I know how to use them. I know what I want to create before I create it. I know that scissors are used to cut and my fingers operate these. I know that everyday objects can be used to	I can safely attach and use resources when making my masterpiece. I can use the skills my teacher has shown me to create a masterpiece. I can feel and investigate materials to feel and see their texture. I can experiment with using tools for different purposes.

		create a picture.	I can discuss which tools I will use for different purposes.
<u>Spring 2</u>	To create an observational drawing	I know how to use a pencil I know what shapes I need to make a certain object/event. I know how to draw with accuracy. I know what I want to draw before I draw it.	I can hold a pencil to develop accurate drawings. I can add features and details to my drawing. I can start to draw in proportion. I can use the skills my teacher has shown me to create a masterpiece. I can draw/paint shapes I need to represent.
<u>Summer 1</u>	To make a model	I know the kinds of resources I could use to produce my masterpiece. I know how to safely attach and use resources when making my masterpiece. I know which tools I need and I know how to use them. I know what resources are available for making and attaching. I know how to use boxes, glue, staplers, hole punches to create art. 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 can attach materials, draw or paint my masterpiece. I can safely attach and use resources when making my masterpiece. I can use available resources to make and attach pieces to my masterpiece. I can use junk modelling tools to represent the events I would like to share 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.

<u>Summer 2</u>	To create a piece of art using watercolours.	I know that different size brushes can be used for different size areas. I know which tools I need and I know how to use them. I know the names of the colours. I know what colours are needed to represent objects.	I can use different size paint brushes. I can use a paintbrush/pencil to draw the events I would like to share. I can use the skills my teacher has shown me to create a masterpiece.

Cycle A- Year 1/2

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u> Drawing- make your mark (year 1 new scheme)	Dinosaur Detectives (History driver)	Autumn 1 Week 1 Make Your Mark Lesson 1	To know how to create different types of lines.	Understand how artists choose materials based on their properties in order to achieve certain effects. Know that drawing tools can be used in a variety of ways to create different lines. To know artists choose materials that suit what they want to make.	I can describe the lines in the work of an artist and in my own work I can understand that there are different types of lines and can experiment with different resources to create them I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist
	Dinosaur Detectives (History driver)	Autumn 1 Week 2 Make Your Mark Lesson 2	To explore line and mark-making to draw water.	I can explore the artwork of Zaria Forman I know artists choose materials that suit what they want to make. I know art is made by all different kinds of people. I know different drawing tools make different marks- Texture.	I can use different materials and lines to make different types of marks, reflecting what I can hear in music I can add plants and creatures to bring art to life. I can evaluate my art and the work of others using the language I have learnt.

				I know how to hold and use drawing tools in different ways to create different lines and marks. I know that a continuous line drawing is a drawing with one unbroken line.	
	Dinosaur Detectives (History driver)	Autumn 1 Week 3 Make Your Mark Lesson 3 (part 1)	To draw with different media. <i>Complete 2 different compositions</i> - Discuss which composition they prefer and why - Create chosen composition with mixed media	I know that geometric art is the overlapping of shapes. I know how to overlap shapes to create new ones. I know different drawing tools make different marks. I know the properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.	To develop some control when using a range of tools to draw, paint and create craft and sculptures. To evaluate art with an understanding of how art can be different. To confidently draw a range of shapes. I can be inspired by the art made by Kandinsky, Bernal and Bolotowsky.
<u>Year 1/2</u> Drawing-make your mark	Amazing Animals (Science Driver)	Autumn 2 Week 1 Make Your Mark Lesson 3 (part 2)	To draw with different media.	I know that geometric art is the overlapping of shapes. I know how to overlap shapes to create new ones I know the properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. I know art is made in different ways.	To develop some control when using a range of tools to draw, paint and create craft and sculptures. To evaluate art with an understanding of how art can be varied and made in different ways and by different people. To confidently draw a range of shapes.

(year 1 new scheme)	Amazing Animals (Science Driver)	Autumn 2 Week 2 Make Your Mark Lesson 4- link to drawing fossils	To develop an understanding of mark making.	I know different marks can be used to represent the textures of objects. I know how to hold and use drawing tools in different ways to create different lines and marks. I know how to look carefully to make an observational drawing. I know that continuous line drawing with one unbroken line.	To use sketchbooks to explore ideas. I can experiment with different marks and use marks to show texture I can understand the importance of looking carefully and closely when I am drawing I can use one type of drawing tool in lots of different ways. Develop observational skills to look closely and reflect surface textures.
	Amazing Animals (Science Driver)	Autumn 2 Week 3 Make Your Mark Lesson 5- link to drawing groups of fossils	To apply an understanding of drawing materials and mark-making to draw from observation.	I know that different marks can be used to represent the textures of objects I know how to use mark making to replicate texture. I know how to look carefully to make an observational drawing.	I can look carefully at an object to identify shapes, lines and textures I can control a pen/pencil to create different types of lines I can use a range of drawing tools to create different marks I can layer different materials to experiment creating effects.
<u>Year 1/2</u> Painting and	Best of British (Geography Driver)	Spring 1 Week 1	To develop knowledge of colour mixing.	I know that secondary colours are made by mixing primary colours. I know how to create different secondary colours.	I can name the primary and secondary colours. I can describe what happens when I mix two secondary colours.

Mixed Media- Life in Colour (year 2 new scheme)		Life in colour Lesson 1			I can make choices about how to make colours lighter or darker. I can describe different hues of colour by using the term 'shade'.
	Best of British (Geography Driver)	Spring 1 Week 2 Life in colour Lesson 2	To know how texture can be created with paint.	I know that texture is how something feels. I know that different painting tools can create varied textures in paint. I know that artists use different combinations of resources to create the effect they want.	I can describe colours and textures. I can choose painting tools to recreate a texture. I can mix a range of secondary colours.
	Best of British (Geography Driver)	Spring 1 Week 3 Life in colour Lesson 3- London Skyline (clouds, Brickwork, buildings)	To use paint to explore texture and pattern.	I know that collage materials can be overlapped and overlaid to add texture. I understand drawing techniques such as hatching, scribbling, stippling and blending can create surface texture. I know that collage materials can be chosen to represent real- life textures.	I can explain the word 'collage'. I can choose materials and tools to make textures with paint. I can mix colours to match something I see. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Apply their understanding of art materials learnt from artists' work to begin purposefully choosing materials for a specific effect.
<u>Year 1/2</u>	Best of British	Spring 2	To compose a collage, choosing and arranging materials for effect.	I know that collage materials can be shaped to represent shapes in an image.	I can choose collage materials based on colour and texture.

Painting and Mixed Media- Life in Colour (year 2 new scheme)	(Geography Driver)	Week 1 Life in Colour lesson 4 - Great Fire of London (including the fire on collage)		I know how to compose a collage, arranging and overlapping pieces for contrast and effect. I know that art can be figurative or abstract. I know that abstract art deliberately does not clearly show objects.	I can describe how my choices match my ideas. I can try out different arrangements of materials, including overlapping. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. To compose a collage, choosing and arranging materials for effect.
	Best of British (Geography Driver)	Spring 2 Week 2 Life in Colour - Lesson 5	To evaluate and improve artwork.	I know that patterns can be used to add detail to artwork. I know artists try out different combinations of collage materials to create the effect they want. People use art to tell a story and about things that are important to them.	I can say what I like or don't like about artwork. I can talk about how I could improve my work. I can choose which materials and tools to use. I can explain my ideas and opinions about my artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.
	Best of British (Geography Driver)	Spring 2 Week 3 Hugh Templeton	To create a Great Fire of London scene using watercolour by mixing different shades of orange	I know the names of the primary colours I know that primary colours can be mixed to make secondary colours. I know how to mix primary colours to make secondary colours	I can develop skill and control with art materials such as paintbrushes. I can improve my painting skills, developing skill and control when painting.

				I know that mixing red and yellow makes orange. I know how to make different shades of orange.	I can mix primary colours to make secondary colours. I can mix at least 5 different shades of orange.
Year 1/2 Sculpture and collage- Living Things (year 1 original/old KAPOW scheme)	Nurturing Nature (Science Driver)	Summer 1 Week 1 (Original scheme) Sculpture and collage Yr 1 lesson 1	To create a pattern by etching into clay.	I know that clay is a material used in sculpture. I know that etching means scratching at a surface and is a sculpture technique. I know how to roll the clay and then shape. I know what tools to use to etch and manipulate clay. I know that etching can be deep, shallow, wide or narrow.	I can create original artwork based on given themes. I can experiment with lines, dots and zig zags. I can create abstract compositions using various shapes. I can identify, make and describe the use of shape for print. I can create instinctively with clay to create unique patterns.
	Nurturing Nature (Science Driver)	Summer 1 Week 2 & 3 (Original scheme) Sculpture and	To create a 3D model of a creature	I know that junk modelling is a sculpture technique. I know that animals adapt to their environment in order to survive. I know that a design helps me to plan my ideas using drawing	I can draw a design of the animal. I can join recycled materials to make a sculpture based on my design

		collage lesson 2			
	Muck, Mess and Mixtures (Science Driver)	Summer 2 Week 1 (Original scheme) Sculpture and collage lesson 3	To make a 3D natural sculpture using lamination.	I know that lamination is a sculpture technique I know how to laminate my sculpture to show natural materials	I can select natural materials that I think will make an interesting piece of art I can arrange the materials in a meaningful way and explain their placement in my final composition
	Muck, Mess and Mixtures (Science Driver)	Summer 2 Week 2 & 3	To use a range of sculpture techniques to create a Manchester Bee.	I know some different sculpture techniques (clay etching, junk modelling, lamination). 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. I can create a model of a Manchester Bee.

Cycle B- Year 1/2

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
Year 1/2 Craft and Design- Map It Out (year 2 new scheme)	On Our Doorstep (Geography Driver)	Autumn 1 Week 1 & 2 Map it out Lesson 1	To investigate maps as a stimulus for drawing.	I know that 'composition' means how things are arranged on a page. I know how to draw a map to illustrate a journey. I know people use art to tell a story. I know people make art about things that are important to them.	I can sort images into groups and explain my choices I can draw a familiar journey I can make my map interesting by using colour and including detail. I can begin to generate ideas, exploring different media and techniques. I can experiment in sketchbooks, using drawing to record ideas. I can create work from a brief understanding that artists are sometimes commissioned to create art.
	On Our Doorstep (Geography Driver)	Autumn 1 Week 3 & 4 Map it out Lesson 3	To experiment with a craft technique to develop an idea.	I know that abstract art deliberately does not clearly show objects. I know how to organise naturally and irregularly. I know which part of my map I would like to represent using 'stain glass'.	I can make an abstract composition I can simplify a drawn idea, looking for big shapes and important lines I can cut, layer and arrange the shapes.

				I know how to overlap cellophane/tissue paper to create new colours.	
<u>Year 1/2</u> Craft and Design- Map It Out (year 2 new scheme)	Blast Off (History Driver)	Autumn 2 Week 1 & 2 Map it out Lesson 4	To develop ideas and apply craft skills when printmaking.	I know how to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. I know how to apply paint or ink using printing rollers. I know how to smooth a printing tile evenly to transfer an image. I know how to try out a variety of ideas for adapting prints into 2D and 3D work.	I can use simple lines and shapes from my map drawing to design a printing tile I can improve my print I can make choices about how to use my prints to make an artwork. I can develop my ideas and apply craft skills when I print.
	Blast Off (History Driver)	Autumn 2 Week 3 Map it out Lesson 5	To present artwork and evaluate it against a design brief.	I know that art can be viewed differently by everyone. I know that artists and designers can create work to match a set of requirements; a 'brief'. I know that people make art to decorate a space	I can compare my craft artworks and describe which is my favourite and why. I can talk about which artwork best meets the brief. I can make choices about how to display our artworks effectively.
<u>Year 1/2</u> Sculpture and 3D-	Towers, Tunnels and Turrets	Spring 1 Week 1	To use my hands as a tool to shape clay.	I know that sculpture is a 3D art form (not flat) I know that clay modelling is a sculpture technique.	I can flatten clay to make a smooth surface I can shape clay using my hands

Clay Houses (year 2 new scheme)	(D&T Driver)	Clay Houses Lesson 1		I know how to flatten, shape and make marks in clay.	I can make different marks in clay by pressing into it, using a range of tools. I can shape clay to make a model.
	Towers, Tunnels and Turrets (D&T Driver)	Spring 1 Week 2 Clay Houses Lesson 2	To shape a pinch pot and join clay shapes as decoration.	I know that sculpture is a 3d art form (not flat). I know that clay modelling is a sculpture technique. I know how to flatten, shape and join clay.	I can use the pinching technique to shape a pot I can take inspiration from Ranti Bam- a British Nigerian sculptor. I can use my finger and thumbs to make the sides of the pot even I can join clay to help decorate my pot.
	Towers, Tunnels and Turrets (D&T Driver)	Spring 1 Week 3 Clay Houses Lesson 3	To use impressing and joining techniques to decorate a clay tile.	I know how to use my hands and tools to create a variety of shapes and forms. I know how to use the 'score and slip' method to join clay. I know how to flatten, shape, join and etch in clay.	I can describe my ideas about the work of artist Rachel Whiteread I can roll a smooth clay tile called a relief sculpture. I can join clay using the score and slip method. I can create a pattern by etching and joining pieces onto my tile.
<u>Year 1/2</u>	Design, Structure and	Spring 2	To use drawing to plan the features of a 3D model.	I know that a 3D drawing can be turned into a 3D sculpture.	I can draw a simple castle that will be made into a clay tile

Sculpture and 3D-Clay Houses (year 2 new scheme)	Materials (D&T driver)	Week 1 & 2 Clay Houses Lesson 4		I know that relief sculpture is a 3d sculpture that rises from a base.	I can decide how to create features like a door, windows and the roof in clay I can label my drawing accurately.
	Design, Structure and Materials (D&T driver)	Spring 2 Week 3 Clay Houses Lesson 5	To make a 3D clay tile from a drawn design.	I know that relief sculpture is a 3d sculpture that rises from a base. I know how to use my hands in different ways as a tool.	I can use my design to guide my clay work I can use a range of clay modelling techniques on my tile (joining, pressing, etching) I can evaluate my finished tile and say how it reflects my design.
<u>Year 1/2</u> Drawing- Tell a story (year 2 new scheme)	Take Flight (History Driver)	Summer 1 Week 1 Drawing: Tell a story Lesson 1	To develop a range of mark making techniques.	I know how different marks can be used to represent words and sounds. I know a range of mark making techniques using charcoal.	I can experiment with charcoal to draw different marks. I can understand a word and explain how I can draw it. I can express the meaning of words using charcoal mark making techniques.
	Take Flight (History Driver)	Summer 1 Week 2	To explore and experiment with mark-making to create textures.	I know that texture can be created using drawing techniques (hatching, scribbling, stippling, blending).	I can describe how an object feels. I can try out different drawing materials. I can experiment with making different marks to make texture.

		Drawing: Tell a story Lesson 2		I know that I need to make careful choices based on the texture I want to make. I know how to select a tool to make a specific texture.	
	Take Flight (History Driver)	Summer 1 Week 3 Drawing: Tell a story Lesson 3	To develop observational drawing.	I know that I need to look closely at the object and use light strokes to sketch. I know that I need to make careful choices based on the texture I want to make. I know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	I can recognise and describe shapes in an object to start a drawing. I can look carefully to add details. I can use mark-making techniques to add texture.
<u>Year 1/2</u> Drawing- Tell a story	By the Sea (Geography driver)	Summer 2 Week 1 Drawing: Tell a story Lesson 4	To understand how to apply expressions to illustrate a character.	I know that an illustrator uses lines to show how characters feel in a story. I know how to use marks and lines to show expression on faces. I know that people make art for fun.	I can show expression by drawing eyes, eyebrows and mouth in different ways I can make quick sketches of people I can make quick sketches of people I can sketch a new character, adding expression, details and texture.

(year 2 new scheme)	By the Sea (Geography driver)	Summer 2 Week 2 and 3 Drawing: Tell a story Lesson 5	To develop illustrations to tell a story.	I know that an illustrator is an artist that draws pictures to accompany a story. I know how to use a storyboard to plan out my illustrations. I know to use lines, shape and texture in my drawings.	I can draw from imagination. I can recount a familiar story (class text) and select key events I can create and draw imaginary scenes for a storybook I can use mark making to show different textures.
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Cycle A- Year 3/4

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u> Painting and mixed media- Prehistoric Painting (year 3 new scheme)	The Stone Age to the Iron Age (History driver)	Autumn 1 Week 1 Prehistoric art Lesson 1 and 2 combined	To apply an understanding of prehistoric art to create a charcoal line drawing of a native British animal.	Understand that cave paintings were produced approximately 17,000 years ago. Know that for the people of this time, wild animals were a primary source of food and were very important, so animals were often featured in cave paintings. Know that charcoal was used in prehistoric art and understand that	I can recognise cave paintings and identify features that prehistoric paintings have in common. I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate. I can scale up a drawing by sketching the simple shapes first.

				we make charcoal in the same way today, by baking and firing pieces of willow branches in a kiln.	I can successfully apply and blend charcoal to create form, tone and shape. I can keep my drawing in the style of prehistoric artists, with simple, bold lines and shapes.
	The Stone Age to the Iron Age (History driver)	Autumn 1 Week 2 Prehistoric art lesson 3 (natural paint section only)	To explore how natural products produce pigments to make different colours.	Understand that people living in prehistoric times didn't have access to paints, so artists had to use natural objects to create marks and shapes, e.g. crushed berries, burnt wood, plants and animal fats mixed with natural pigments. Know that the main colours found in prehistoric art are yellow, red, brown and black. Know that pigment means the natural colouring in an object.	I can use and experiment with natural items to paint with, like artists in prehistoric times did. I can describe which natural items make the most successful colours and give reasons.
	The Stone Age to the Iron Age (History driver)	Autumn 1 Week 3 Prehistoric art lesson 3 (creating a cave wall only)	(Combine the skills and knowledge from this and next lesson to be the LO for both lessons combined) Lesson 4 prep: To recreate the rough texture of a cave wall	Know that prehistoric artists did not have smooth paper but painted on the walls of caves which had a very rough texture.	I can create a textured background using Modroc dipped in water and glueing down couscous, bulgur wheat, lentils, coarse flour, seeds or sand.

			Allow them time to dry for the next Art lesson.		
<u>Year 3/4</u> Painting and mixed media- Prehistoric Painting (year 3 new scheme)	Forces and Magnets (Science driver)	Autumn 2 Week 1 Prehistoric art Lesson 4	To create a cave-style painting of an animal using natural-coloured paints on a textured surface	Know that modern paint is different to prehistoric paint Understand that flour and water were mixed into a paste and then pigments (such as turmeric or paprika) were then added to make a different colour. Understand that my painting needs to reflect the style of prehistoric artists, with simple, bold lines and shapes.	I can review and revisit my ideas from lesson 1. I can make my own paint using natural products. I can apply some of the painting techniques from the Stone Age. I can experiment by using different parts of the brush and different techniques to vary the effects. I can add fine detail using smaller brushes.
	Forces and Magnets (Science driver)	Autumn 2 Week 2-3 Prehistoric art Lesson 5-6	To apply painting skills when creating a collaborative piece of artwork in the style of the Chauvet Cave.	Know that the Chauvet Cave in France contains some of the best-preserved cave paintings in the world and is considered one of the most significant prehistoric art sites (UNESCO World Heritage status) but is unfortunately not open for public viewing. Understand that scientists have found that many of these hands belonged to women and some to children.	I can discuss the prehistoric paintings within the Chauvet Cave. I can work collaboratively in a group to create a large piece of artwork in the style of the Chauvet Cave. I can create designs using both positive and negative impressions of my hand. I can create natural colours using paint.

				I know the difference between negative (where the artist paints around the hand) and positive (where the hand is dipped in paint and applied to the background) impressions.	
<u>Year 3/4</u> Drawing- Power Prints (year 4 new scheme)	Roman Britain (History driver)	Spring 1 Week 1 Power print Lesson 1	To draw using tone to create a 3D effect.	Know that each grade of pencil can be used to make tones that go from light to dark. Understand that a grade of pencil can affect the marks made. Know to first sketch the outline with a HB, add light and darker tones with a 2B then shadows with a 3B.	I can examine and discuss 'Eye' by Edward Ruscha, 1971. I can experiment with shading using different pencils to create different tones. I can use contrasting tones to make a drawing look three dimensional. I can explore more than one way of holding a pencil to create different effects.
	Roman Britain (History driver)	Spring 1 Week 2 Power print Lesson 3 (Making a collage composition)	To plan a composition for a mixed-media drawing.	Know that Henri Matisse called his collage style 'drawing with scissors'. Know that a composition is the way in which different elements of an artwork are arranged. Understand that scissors are to be used carefully with precision.	I can examine and discuss 'The Circus' collage by Henri Matisse, 1947. I can make decisions about how to place elements in my composition. I can create contrast by combining different shapes, sizes and textures.

	Roman Britain (History driver)	Spring 1 Week 3 Power print Lesson 3 (Making a wax-resist background)	(Combine the skills and knowledge from this and next lesson to be the LO for both lessons combined) Lesson 4 prep: To create the wax resist background. Allow paint to dry for next lesson	I know why I am painting over the wax crayon with black paint.	I can create a wax-resist surface with wax crayons and black paint.
Year 3/4 Drawing- Power Prints (year 4 new scheme)	Rocks, Volcanoes and Earthquakes (Geography driver)	Spring 2 Week 1 Power print Lesson 4	To create a mixed-media drawing based on my collage composition.	Drawing lines close together is called hatching. I know to use my planned composition from lesson 2 to create my final piece.	I can draw tone by 'hatching' parallel pencil lines. I can use a range of scratched marks to add pattern, texture and contrast, revealing the wax crayon beneath.
	Rocks, Volcanoes and	Spring 2 Week 2-3	To work collaboratively to develop drawings into prints. (In books, a small section of the collaborative artwork)	I know that figurative means something recognisable and that abstract art is the opposite of this. I know that my polystyrene printing block needs making first, then I	I can work cooperatively with my group. I can use and experiment with a range of printing methods (polystyrene block print, monoprint

	Earthquakes (Geography driver)	Power print Lesson 5		can add pencil detail before printing. I know that a monoprint is a one-off print that can be used on a single sheet of acetate I know that the sticking hissing sound means that the paint roller is ready to use. I know to press the block-paint side down onto the page and press firmly on the back to achieve a successful print.	acetate or materials such as bubble wrap, scrunched up paper, string, egg boxes or toilet roll tubes). I can apply an even layer of paint onto the polystyrene printing block by rolling the printing roller in different directions. I can review and revisit ideas from my drawing work throughout this unit and apply them in my prints. I can evaluate our final piece and discuss the making process.
<u>Year 3/4</u> Painting and Mixed Media-Light and Dark (year 4 new scheme)	Anglo Saxons and Vikings (History driver)	Summer 1 Week 1 Light and Dark Lesson 1	To mix tints and shades of a colour.	I know that a tint is a colour that has white added to it. I know that shade is a colour that has black added to it	I can describe the differences between paintings using art vocabulary I can add different amounts of black paint to mix shades of a colour I can add different amounts of white paint to mix tints of a colour
	Anglo Saxons and Vikings	Summer 1 Week 2 Light and Dark	To use tints and shades to give a three-dimensional effect when painting an apple. (Sketchbooks need a large square drawing into books which	I know that when an object blocks the light rays, an area of darkness (the shadow) forms behind it. I know that when you observe an object, you can see that the side	I can draw the outline of an apple to fill the grid provided. I can describe the way colours change in different lights.

	(History driver)	Lesson 2	has been divided into equal squares, like a grid. Less/ larger squares in the background for anyone needing additional support with this lesson. See Teacher video for help but we are painting directly into sketchbooks and not on square paper). Draw an apple because this will look better for lesson 3 part two	furthest from the light looks darker. I know to stand back from my painting to evaluate the ways the tints and shades help it to appear 3D.	I can add black to make a colour darker and add white to make a colour lighter I can use just one original colour in my painting and only change it by adding black, white or water. I can recreate the areas of light and dark to make an object appear 3D.
	Anglo Saxons and Vikings (History driver)	Summer 1 Week 3 Light and Dark Lesson 3 (part one- painting techniques only)	To explore how paint can create very different effects.	I know that dabbing paint requires a medium brush and involves pressing the paint on quite fast. It creates texture, a soft look or feeling of movement. I know that stippling paint requires dabbing only the top of the brush onto the paper repeatedly. It creates texture and can be used to combine colours on the page. I know that 'Pointillism' is a more precise version of stippling and this can be achieved by using a cotton bud.	I can describe how I created a paint effect. I can use a range of tools such as brushes of varying sizes, sponges, glue spatulas, cotton buds and my own fingertips for applying paint in new ways. I can use paint texture materials such as PVA glue mixed with sand, salt, glitter or dried oats. I can evaluate my own painting techniques.

				I know that washes of colour can be created by adding water and that washes can be painted on top of each other to make the colours bleed together.	
	Anglo Saxons and Vikings (History driver)	Summer 2 Week 1 Light and Dark Lesson 3 (part two- Painting the object we drew and painted in lesson 2)	To use tints, shades and different painting techniques to give a three-dimensional effect when painting an apple.	I know that dabbing and stippling are painting techniques that create texture. I know that painting techniques are a personal preference for a desired outcome.	I can decide which painting technique will look effective for painting my object and why. I can review and revisit my painting from lesson 2. I can use tints and shades of colour to make my object appear 3D.
	Anglo Saxons and Vikings (History driver)	Summer 2 Week 2 Light and Dark Lesson 4	(Combine the skills and knowledge from this and next lesson to be the LO for both lessons combined) To consider proportion and composition when planning a still life painting of fruit.	Know that a composition is the way in which different elements of an artwork are arranged. Know that the elements within my sketch need to be in proportion and that the whole composition needs to fill my page. Know that 'still life' describes a work of art that shows inanimate objects	I can choose and arrange fruit to create a still-life composition. I can consider the contrast of colours within my fruit arrangement. I can do a quick sketch of my still life that shows the basic outline of my whole composition, rather than a beautifully-detailed drawing.

			Cut some of the fruit up to make compositions more interesting. Each table to do one composition? During the lesson, photograph each arrangement from above and share each photo with the children on Gdrive to help sketch. Children drawing into sketchbooks, not onto coloured paper.	from the natural or man-made world such as fruit or flowers)	
	Anglo Saxons and Vikings (History driver)	Summer 2 Week 3 Light and Dark Lesson 5	To apply knowledge of colour mixing and painting techniques to create a still life painting of fruit. Children can use the photographs taken from last lesson (No frame needed for their artwork)	I know how to create contrast between the objects with the paint so that objects don't blur into one another. I know to stand back from my painting to evaluate the ways the tints and shades help it to appear 3D.	I know which painting technique I am going to use and which painting tools I will need for it. I can show light and dark by using tints and shades of colour I can share constructive feedback about the artwork produced.

Cycle B- Year 3/4

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
Year 3/4 Drawing-Growing Artists (year 3 new scheme)	Healthy Eating (D&T driver)	Autumn 1 Week 1 Growing artists Lesson 1: See like an artist	To recognise how artists use shape in drawing.	I know that everything in the world is made of simple shapes. I know that natural objects feature organic shapes, wavy lines and irregular shapes. I know that man-made objects feature geometric shapes and straight lines. I understand that artists do a repeated observation rather than looking once and drawing from memory.	I can recognise and draw simple shapes in objects. I can identify both organic and geometric shapes. I can use shapes to form the basis of my own drawing. I can lightly sketch the objects as simple shapes and then use more pressure to make the lines darker, refining the shape and adding detail.
	Healthy Eating (D&T driver)	Autumn 1 Week 2 Growing artists	To understand how to create tone in drawing by shading. (Children to draw around their ruler for two rectangles, practising shading, not on the worksheet)	I know that the light and dark areas of an object are referred to as tone. Shading is the technique used to show tone. I know the difference between the detail grip (pencil tip) and shading grip (side of the pencil).	I can use the side of a pencil so that the lead is flat to the paper (shading grip) I can shade in one direction, with no gaps and straight edges. I can blend from light to dark to dark light creating smooth tones.

		Lesson 2: Shading			
	Healthy Eating (D&T driver)	Autumn 1 Week 3 Growing artists Lesson 3: Texture pictures	To understand how texture can be created and used to make art.	I understand that in art, frottage is the technique of taking a rubbing from textured surfaces to form the basis of a work of art. The term frottage was created by the artist Max Ernst. A good example of his use of this technique is, 'The Bridge of the Wind, 1927'.	I can create different textures on paper by using a rubbing technique. I can change the tool or colour that I use to change how my rubbing looks. I can apply the technique of another artist. I can tear and shape my rubbings to create a final piece.
Year 3/4 Drawing-Growing Artists (year 3 new scheme)	Properties of Materials (Science driver)	Autumn 2 Week 1 Growing artists Lesson 4: Botanical drawing	Tea-stain pages before this lesson* To apply observational drawing skills to create detailed studies. (no watercolour paint to be added)	I know that a botanical drawing is the drawing of plants. I know that scientists like Charles Darwin produced detailed observational drawings from flowers to understand how they worked.	I can use simple shapes to sketch the form of an organic object. I can add detail using careful observation. I can add tone using shading skills. I can use a magnifying glass to zoom in and concentrate on one particular section of the flower.

	Properties of Materials (Science driver)	Autumn 2 Week 2-3 Growing artists Lesson 5: Abstract flowers	To explore composition and scale to create Georgia O'Keefe inspired abstract drawings. (two lessons) Do this in sketchbooks, not on A3	I know that Georgia O'Keefe was an artist, famous for her close-up painting of flowers. I know that a composition is the way in which different elements of an artwork are arranged. I understand that in art, when people paint or draw things that look different from real life, this is called Abstract art. I understand that my finished abstract artwork may not be recognisable as a flower.	I can use a simple view-finder I can create different compositions by drawing expressively. I can select an interesting composition. I can draw on a large scale. I can experiment with drawing skills and tools.
Year 3/4 Sculpture and 3D-Abstract Shape and Space	The Ancient Greeks (History driver)	Spring 1 Week 1 Sculpture - Abstract shape and space	To join 2D shapes to make 3D structures. Pic Collage of sculptures for books and include a QR code videoing all sculptures	Know that a sculpture is 3D art of any size and it is art you can move around to view from different sides. I understand that sculptures can be made in lots of different ways (e.g. clay, salt dough, junk modelling, wood).	I can explain the difference between 2D and 3D shapes. I can manipulate materials to create 3D freestanding shapes. I can fold, roll and join in different ways.

(year 3 new scheme)		Lesson 1- Structural shapes		I understand that artwork can be interactive- viewers can touch and climb it, as well as look at it.	
		Spring 1 Week 2 Sculpture - Abstract shape and space Lesson 2- Constructing in 3D	To join materials in different ways when working in 3D. Pic Collage of sculptures for books and include a QR code videoing all sculptures	I know that Anthony Caro was an English sculptor who created abstract sculptures using scrap metal and objects. I know that Anthony Caro helped to design the London millennium footbridge across the river Thames.	I can try out more than one way to join 3D shapes. I can work with a partner to make larger structures. I can problem-solve if something I try doesn't work the first time. I can join materials in various ways (masking tape, sellotape, string, paper mache, PVA glue)
	The Ancient Greeks (History driver)	Spring 1 Week 3 and Spring 2 Week 1 Different KAPOW project	To create a clay pot sculpture inspired by Ancient Greeks Clay instead of soap, and Greek inspired instead of a fish. Can use KAPOW year 1.2 Pinch pots for an idea on progression (May need longer than 1 hour?)	Understand that prehistoric humans first discovered clay and the Ancient Greeks made pots with clay. Know that clay comes from the ground, usually in areas where streams or rivers once flowed. Understand that sculptors often create a clay model first, before replicating in their chosen material.	I can draw a simple design for a three dimensional piece. I can use tools and my hands to carve, model and refine my clay sculpture. I can work safely with the carving tools.

		Sculpture and 3D Lesson 2: Soap Sculptures		Know that Barbara Hepworth (1903-1975) developed a type of sculpture never seen before, by carving out pieces of wood.	
	The Ancient Greeks (History driver)	Spring 2 Week 2- 3 Sculpture and 3D Lesson 5: Recycle and recreate	To create a 3D piece inspired by sculptor El Anatsui using materials destined for recycling. Close-up photograph for books and include a QR code videoing all sculptures.	I know that El Anatsui is a sculptor born in Ghana. I know that he used materials that are usually thrown away, like old nails, bottle tops and newspapers. I understand the importance of using materials destined for recycling.	I can choose and join a variety of materials to make a sculpture. I can explore various techniques such as collaging, layering and weaving.
<u>Year 3/4</u> Craft and Design- Fabric of Nature	Rivers (Geography driver)	Summer 1 Week 1-2 Fabric of nature lesson 1- Inspired by the rainforest	To understand starting points in a design process by creating a mood board.	I know why a mood board is the starting point for a designer. I understand that moodboards are created from sketches, cut-outs, fabric scraps and colour swatches I know that drawing what inspires me creates a personal response that leads to an individual design.	I can describe images and objects using art vocabulary. I can select images that interest me to draw. I can gather images, shapes and colours together, identifying a mood/theme.

(year 4 new scheme)	Rivers (Geography driver)	Summer 1 Week 3 and Summer 2 Week 1 Fabric of nature lesson 2, One picture, four views	To explore techniques to develop imagery. Split page into 4, not on a separate page	I know that a viewfinder is a technique of abstracting an image. I know that oil pastels are a combination of pigment and wax. I understand that oil pastels can create bold colours that can be easily blended and smoothed with a finger.	I can discuss the inspiration for an artist's work (Sri Lankan born Senaka Senanayake). I can choose interesting sections of one picture to draw. I can use oil pastels to show colour and texture. I can draw into oil pastel with pencil to add extra detail.
Year 3/4 Craft and Design- Fabric of Nature (year 4 new scheme)	The Human Body (Science driver)	Summer 2 Week 2 Fabric of nature lesson 3- Creating patterns	To prepare the batik (tracing paper and then glue) Allow glue to dry until the next lesson. (Combine the skills and knowledge from this and next lesson to be the LO for both lessons combined)	I know that William Morris was an artist and designer in Victorian times. I understand that tracing paper can be used over a drawing to transfer it to another page.	I can review and revisit my moodboard from lesson 1 as inspiration to develop a pattern. I can discuss the work and patterns created by William Morris. I can use the shading grip to shade over the lines of my tracing paper in order to transfer my design. I can apply glue to the material (cotton), following my design.
	The Human Body	Summer 2 Week 3	To explore using a textile technique to develop patterns.	I know that a craftsman is described as someone who makes things primarily by hand, having learned their skills over time.	I can choose which paint colours best reflect my mood board. I can paint the whole fabric, working over and around the dried glue.

	(Science driver)	Fabric of nature lesson 3- Creating patterns	(Children are going to need 30 mins to wash out their glue from their material once it's dried)	I know that traditional batik requires hot melted wax and fabric dyes but we will use PVA glue and acrylic paint to create the same effect. I know that my fabric needs to be secured to the table with masking tape	I can make the paint thinner by mixing it with water.
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Cycle A- Year 5/6

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u> Drawing- I Need Space (Year 5 new scheme)	The World of Technology (Computing driver)	Autumn 1 Week 1 I need space lesson 1	To explore the purpose and effect of imagery.	I know that artists are influenced by what is going on around them. I know that retro futuristic art has common features of space, technology and robotics. I understand that lines can be used by artists to control what the viewer looks at I know that shapes can be used to place the key elements of the composition.	I can discuss the effect of an image. I can discuss how popular culture can influence art and design. I can explain what retrofuturism means. I can evaluate different images using the formal elements (shape, line)

	The World of Technology (Computing driver)	Autumn 1 Week 2 I need space lesson 2	To understand and explore decision making in creative processes.	I know that lines can be used by artists to control what the viewer looks at I know that retro futuristic art has common features of space, technology and robotics.	I can use a range of processes to create a drawing. I can use lines, continuous lines, tonal drawing and textures. I can make decisions about tools and materials to try in my own work. I can suggest how a piece of art is created. I can discuss the choices an artist has made.
	The World of Technology (Computing driver)	Autumn 1 Week 3 I need space lesson 3	To develop drawn ideas through printmaking.	I know how to create texture on different materials. To know what print effects different materials make I know that collagraph is printmaking.	I can choose and combine materials based on their texture. I can create an effective collagraph printing plate that considers how I expect it to print. I can describe how I think an artwork was made.
<u>Year 5/6</u> Drawing- I Need Space	Earth and Space (Science driver)	Autumn 2 Week 1 I need space lesson 4	To test and develop ideas using sketchbooks.	I know that I can make my own decisions about my artwork. I know that retrofuturism is art that shows how those in the past pictured the future. I know that my sketchbook should show; what to draw	I can record ideas through sketches. I can develop ideas to form a composition for a final piece. I can apply printing ink evenly to cover the plate. I can apply even pressure when printing.

(Year 5 new scheme)				• how to draw • composition • use of techniques	
	Earth and Space (Science driver)	Autumn 2 Week 2 and 3 I need space lesson 6	To apply an understanding of drawing processes to revisit and improve ideas.	I know how to combine techniques to create a final composition. I know that I can make my own decisions about my artwork.	I can select appropriate tools and materials. I can choose a drawing technique to produce my drawn idea. I can evaluate my work to make improvements.
<u>Year 5/6</u> Painting and Mixed Media- Make My Voice Heard (Year 6 old KAPOW scheme)	World War II (History driver)	Spring 1 Week 1 Make my voice heard lesson 1	To create graffiti art with oil pastels (camouflage style)	I know that graffiti can be considered as art, but that this is argued. I know that Banksy is a famous graffiti artist. I know that wild style graffiti originated in a street gang from the Bronx, NY in the 1960s. I know that wild style graffiti art includes interwoven and overlapping letters and shapes. I know some styles of graffiti (Wild Style, Stencil, Blockbuster)	I can create my own graffiti tag which includes: block letters. serifs. a 3d shadow. I can use colours to create camouflage.

	World War II (History driver)	Spring 1 Week 2 and 3 Make my voice heard lesson 2	To draw emotions by taking inspiration from Käthe Kollwitz, using 'halo' and 'chiaroscuro' techniques.	I know the effectiveness of existing artwork by Käthe Kollwitz I know that monochrome is the use of black and white I know that the halo and chiaroscuro techniques focus on light and shadows to create a 3d effect I know how art can create mood and feelings.	I can draw a series of lines to create a simple portrait of a soldier's face I can use Käthe Kollwitz as an inspiration to add to these lines to show an emotional expression I can use charcoal to add shadows to my portrait drawing I can add collage around my drawing in colours reflective of war I can use an appropriate title for my art work
	World War II (History driver)	Spring 2 Week 1 Make my voice heard lesson 3	To plan and draw an impactful piece of abstract art using symbolism	I know that abstract art is made from shapes and patterns rather than objects you recognise I know about some of the symbolism used in Picasso's 'Guernica' I can relate my own knowledge of WW2 to the painting	I can plan and draw a composition in the style of Picasso's 'Guernica'. I can use symbols in my artwork to convey a message I use tones of black, grey, and white to create effect I can describe how a painting makes me feel and why
	World War II (History driver)	Spring 2 Week 2 Make my voice heard lesson 4	To paint an impactful piece of abstract art	I know that painting in black and white needs careful and neat application for a balance of dark and light areas To know the symbolism of my artwork in relation to WW2	I can use masking tape to create straight lights I can keep balance in my final composition by viewing my work from a distance to balance dark areas I can evaluate the effectiveness of my own and other's work

					To give my piece of art an appropriate title and explain it
	World War II (History driver)	Spring 2 Week 3 Hugh Templeton	To create a watercolour scene of the blitz	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.	Developing colour mixing and tonal shading with colour. Further improving skill and control when painting.
<u>Year 5/6</u> Drawing and Sculpture - Make My Voice Heard (Year 6 new scheme)	Mexico (Geography driver)	Summer 1 Week 1 Make my voice heard lesson 1	To explore expressive drawing techniques in Mayan art.	I know that artists use art to tell stories about things that are important to them or interested in, such as history. I know that Mayan artwork told stories. I know that Diego Rivera was a famous Mexican artist, married to Frida Kahlo and took inspiration from Mayan art.	I can collect information to identify the key features of Maya art. I can explore mark-making using a range of handmade tools I can make comparisons between different artworks.
	Mexico (Geography driver)	Summer 1	To consider how symbolism in art can convey meaning.	I know that symbolism is the use of symbols to represent ideas. I know that artists find inspiration in other artists' work, adapting and	I can generate a range of symbols, patterns and colours that represent me.

		Week 2 and 3 Make my voice heard lesson 2		interpreting ideas and techniques to create something new.	I can take inspiration from an artist's style. I can develop my techniques and control when using a range of tools. I can draw my Maya Spirit companion and consider its meaning.
<u>Year 5/6</u> Drawing and Sculpture - Make My Voice Heard (Year 6 new scheme)	Agriculture (Geography driver)	Summer 2 Week 1 and 2 Not on KAPOW	To use clay to create a 3D sculpture of a Mayan Stela	To know that a 3D form is a sculpture made by carving, modelling, casting or constructing. To know that Mayan Stelae (singular stela) were monuments created in Mayan civilization. Stelae were sculpted from limestone. Stelae showed faces and hieroglyphic text to idolise rulers of the time.	Take inspiration from original stelae. I know how to keep clay malleable using water I can use clay sculpting tools with control. I can add expressive additional features using tools and additional pieces of clay
	Agriculture (Geography driver)	Summer 2 Week 3 Not on KAPOW	To study and compare famous pieces from Mexican artists, Frida Kahlo and Diego Rivera.	I know that art can convey messages and feelings. I know that artists are influenced by what is going on around them; for example, culture, politics and people.	I can read a short story; Me, Frida. I can study a range of paintings by Frida and identify the meaning. I can compare Frida's paintings to Diego's. I can comment on the line, shape and texture of the paintings.

Cycle B- Year 5/6

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u> Painting and Mixed Media-Portraits (Year 5 new scheme)	The Tudors (History driver)	Autumn 1 Week 1 Portraits lesson 1	To create a portrait of Henry VIII using continuous line drawing.	I know how to create a drawing using text as lines and tone. I understand how to draw using a continuous line. I know how to use proportions to create realistic dimensions of a face.	I can successfully draw a portrait using a continuous line method. I can use text to add detail to my portrait: • Varying the size of the words • Varying the size of individual letters. • placing the letters artistically
	The Tudors (History driver)	Autumn 1 Week 2 Portraits lesson 2	To combine materials for effect.	I know how to combine materials to create an effect. I know how to adapt an image to create a new one. I know how to choose colours to represent an idea or atmosphere.	I can decide the best position for my line drawing when copying it onto the background I can explain what I want my photo composition to be. I can use tone to show the foreground and background in an artwork.

	The Tudors (History driver)	Autumn 1 Week 3 Portraits lesson 3	To identify the features of self-portraits.	I know that people make art to show ideas about identity. I know some artists that have created self portraits (Frida Kahlo, Vincent Van Gogh, Rembrandt, Child Kumari Singh Burman)	I can use art vocabulary (line, shape, tone, texture) to describe the portraits. I can describe the similarities and differences between portraits. I can justify my opinion when discussing the message behind a self-portrait.
<u>Year 5/6</u> Painting and Mixed Media-Portraits	The Polar Regions (Geography driver)	Autumn 2 Week 1 Portraits lesson 4	To develop ideas towards an outcome by experimenting with materials and techniques.	I know that 'mixed media' art is made with more than one material. I know that artists use self-portraits to represent important things about themselves. I know how to combine materials to create an effect.	I can experiment with techniques I have studied to create self portraits. I can try out at least three different ideas when adapting my photograph. I can justify my opinion when discussing the message behind a self-portrait.
(Year 5 new scheme)	The Polar Regions (Geography driver)	Autumn 2 Week 2 Portraits lesson 5	To apply knowledge and skills to create a mixed-media self-portrait.	I know that artists use self-portraits to represent important things about themselves. I know how to combine materials to create an effect. I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create.	I can describe the intention of my self-portrait I can explain why my choice of medium matches my idea I can use my chosen medium to create a self-portrait that represents an aspect of my identity I can accept feedback from others about what has worked well and try alternative solutions.

	The Polar Regions (Geography driver)	Autumn 2 Week 3 Hugh Templeton	To adopt the style of impressionist painters when painting a scene.	I know that impressionist painters did not paint realistically. I know that they used loose brush strokes and landscapes, sunlight and everyday scenes. I know that Claude Monet is a famous impressionist artist.	I can paint skilfully by mixing complex colours. I can apply my practice to a finished painting of Claude Monet's 'Japanese Footbridge'. I can apply the paint in the style of Claude Monet's impressionism. I can ensure that I do not leave any white areas within my painting.
<u>Year 5/6</u> Sculpture and 3D-Making Memories (Year 6 new scheme)	The Victorians (History driver)	Spring 1 Week 1 Making memories lesson 2 (part 1)	To use sketch books to plan a relief sculpture.	I know that relief sculpture is a 3 dimensional sculpture that projects from a base. I know how to turn memories and thoughts into shapes.	I can generate a selection of memories. I can make visual notes to generate ideas for a final piece.
	The Victorians (History driver)	Spring 1 Week 2 Making memories lesson 2 (part 2)	To experiment with abstract shape to represent ideas.	I know that relief sculpture is a 3 dimensional sculpture that projects from a base. I know that colours can be symbolic and have meanings that vary. I know that form is the surface textures created by different materials that can help suggest form in two-dimensional art work.	I can represent ideas within a composition of shapes. I can make decisions and experiment with colour, shape and tone.

				I understand that shape and space can support creating effective composition.	
		Spring 1 Week 3 Making memories lesson 2 (part 3)	To explore sculptural techniques.	I know that relief sculpture is a 3 dimensional sculpture that projects from a base. I know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). I know how to manipulate cardboard to create different textures and form.	I can translate 2d images into 3d form. I can create a cardboard relief sculpture. I can make decisions about which elements to modify and how. I can choose colours that best reflect my ideas and memories.
		Spring 2 Week 1 Making memories lesson 3	To use creative experience to develop ideas and plan a sculpture. (Which maps they would like to incorporate for their background (a map of Smallbridge/ their favourite holiday/ where they were born etc). Any particular book pages they want photocopying? Which items to use from home/	I know that artists can make work by collecting and combining ready-made objects to create 'assemblage'. I can look closely at the work of visual artist Joseph Cornell. I know that plans are not fixed, they can change and evolve as artists make their art.	I can explain what I need and how I will make my sculpture. I can discuss the approach of different artists and consider how this may influence my own work. I can use my sketchbook to test and develop ideas into a plan.

			school/ any photographs they'd like to bring in?)		
	The Victorians (History driver)	Spring 2 Week 2 Making memories lesson 4	To apply an understanding of materials and techniques to work in 3D, taking inspiration from Joseph Cornell.	I know that artists take risks to try out ideas; this can lead to new techniques being developed. I know how to use tools safely.	I can use my plans to construct 3D forms. I can combine materials and techniques to fit my ideas. I can work independently, experimenting with tools and materials. I can problem solve when pitfalls happen.
	The Victorians (History driver)	Spring 2 Week 3 Making memories lesson 5	To problem solve, evaluate and refine artwork to achieve a chosen outcome.	I know that artists take risks to try out ideas; this can lead to new techniques being developed. I know that control, creativity and experimentation are important when using tools.	I can identify areas of my work to refine. I can select appropriate tools and materials to improve my work. I can reflect on my work and personal development as an artist.
<u>Year 5/6</u> Craft and Design- Architecture	Ancient Egypt (History driver)	Summer 1 Week 1 Architecture lesson 1	To apply observational drawing skills to interpret forms accurately.	I understand what the word interpret means. I know to consider shape, size and position on the page Shape: Shapes can be used to place the key elements in a composition	I can sketch basic shapes lightly to plan the composition of my drawing. I can measure features roughly to help work out the right proportion. I can look closely to draw details accurately. I can evaluate my drawing as I work, making adjustments if needed.

(year 5 new scheme)				Line: Lines can be used by artists to control what the viewer looks at within a composition.	
	Ancient Egypt (History driver)	Summer 1 Week 2 Architecture lesson 2	To apply composition skills to develop a drawing into print.	I know what a monoprint is I know the steps to make a monoprint I know what a window mount is and why artists use them	I can go over my drawing firmly (but not pressing the paper) to create a clear print. I can evaluate my composition and print. I can select an interesting area from my house drawing using cropping methods.
	Ancient Egypt (History driver)	Summer 1 Week 3 Architecture lesson 3	To apply an understanding of architecture to design a building.	I know what an architect is. I know that Zaha Hadid is a famous Iraqi British Architect I can discuss some of her work or designs.	I can describe the role of an architect. I can design a building, following a brief. I can use a perspective plan or front elevation view to draw my design. I can justify the design choices I made. I can design a building based on an Egyptian theme.
<u>Year</u> <u>5/6</u>	Ancient Egypt	Summer 2 Week 1	To extend design ideas through research and sketchbook use.	I know that Friedensreich Hundertwasser was a visual artist I can describe Hundertwasser's work and recognise it	I can recognise and describe Hundertwasser's work. I can select information and present it in an interesting way.

Craft and Design- Architecture	(History driver)	Architecture lesson 4			I can develop new ideas inspired by the style of an artist.
(year 5 new scheme)	Ancient Egypt (History driver)	Summer 2 Week 3 Architecture lesson 5	To design a monument to commemorate an Egyptian Pharaoh.	I know what the purpose of a monument is I know what a legacy is. I know how to interpret an idea into a design for a structure.	I can describe my interpretation of a monument. I can explain why people make monuments. I can design a monument to symbolise a person or event. I can include aspects of life that Egyptians thought were important and valuable I can use shading and colour choices based on previous learning and architect study.