



Art Programme of Study






Year group	<p align="center">Drawing</p> 	<p align="center">Colour and Painting</p> 	<p align="center">Extending drawing and painting into a wider use of media</p> <p align="center">(Spiral curriculum)</p>	<p align="center">Artist knowledge</p> <p align="center">Key knowledge that children must know</p> <p align="center">Local artists</p>
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EYFS

Recommended reading:

Yayoi Kusama Covered everything in dots and wasn't sorry by Fausto Gilberti
 Matisse's Magical Trail by Tim Hopgood
 Any Mr Men and Little Miss books by Roger Hargreaves
 Land Art: Creating Artworks in and with the Landscape by James Brunt

EYFS	<p>Drawing Key artist: Roger Hargreaves (local artist)</p>  <p>Vocabulary: Line Shape Pastel Drawing Pattern Chalk Pencil Wax pen</p> <table border="1" data-bbox="219 1398 741 1453"> <tr> <td>Knowledge</td> <td>Skills</td> <td>Thinking like an artist</td> </tr> </table>	Knowledge	Skills	Thinking like an artist	<p>Painting Key artist: David McEown</p>  <p>Vocabulary: All colours Red Yellow Blue Primary colours Paintbrush Paper</p> <table border="1" data-bbox="792 1398 1314 1453"> <tr> <td>Knowledge</td> <td>Skills</td> <td>Thinking like an artist</td> </tr> </table>	Knowledge	Skills	Thinking like an artist	<p>Wider media Key Artist: James Brunt Yayoi Kusama</p>  <p>Vocabulary: Nature Temporary Land art Sculpture Sculptor</p> <table border="1" data-bbox="1346 1369 1767 1425"> <tr> <td>Knowledge</td> <td>Skills</td> <td>Thinking like an artist</td> </tr> </table>	Knowledge	Skills	Thinking like an artist	<p>Know that an artist is someone who draws or paints pictures or creates sculptures as a job or a hobby</p> <p>Roger Hargreaves was an illustrator of Mr Men books. He used little, round shapes to create people for his stories. He was born in Cleakheaton.</p> <p>David McEown is a drawing and watercolour paint artist. He likes to paint in different places across the world. He travelled to the North Pole on skis with his paper and paints!</p> <p>James Brunt is a land artist. He uses objects he finds in nature such as stones, shells and leaves to create art. He keeps it where he finds it - such as on the beach or next to a tree! His art is temporary which means it does not last forever.</p> <p>Yayoi Kusama is a Japanese artist who loves to use polka dots.</p>
Knowledge	Skills	Thinking like an artist											
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<p>Pupils can name different drawing materials, using the key vocabulary.</p>	<p>Pupils can make marks with different media e.g. hands, chalks, pens, pencils, brushes. They can hold these with accuracy.</p> <p>Pupil can use a variety of paper types.</p> <p>Pupils can investigate different lines e.g. thick, thin, wavy, straight</p> <p>Pupils can draw people including all visible parts of the body</p>	<p>Pupils can name a drawing artist.</p>		<p>Pupils can confidently name all colours.</p> <p>Pupils know that red, yellow and blue are primary colours.</p>	<p>Pupils can experiment with colour and design.</p> <p>Pupils can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Pupils can share their creations, explaining the process they have used.</p> <p>Pupils can return to and build on their previous learning, refining ideas And develop their ability to represent them.</p>	<p>Pupils can confidently understand the terms Sculpture and Sculptor</p> <p>Pupils know that land art is temporary.</p> <p>Some sculptures are temporary and some last forever.</p>	<p>Pupils can experiment with printing with different materials and textures.</p> <p>Pupils can experiment with creating natural art.</p>	<p>Pupils can name a sculptor.</p>	<p>Questions for pupils</p> <p>What is an artist?</p> <p>What is the artist's name?</p> <p>What kind of Art do they create?</p>
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Year 1

Recommended reading:

Luna Loves Art by Joseph Coelho

The Dot by Peter Reynolds

Mix It Up by Herve Tullet

Artists (My First Artists) by Maria Isabel Sanchez Vegara

<p>Year 1</p>	<p>Drawing Key artist: R W Alley and Paul Klee</p>  <p>Vocabulary:</p> <p>Shade Darker Lighter Shading Portrait Landscape Sketch</p>	<p>Painting Key artist: Jackie Morris</p>  <p>Vocabulary:</p>	<p>Wider media Key artist: Gustav Klimt</p>  <p>Vocabulary: Natural</p>	<p>R W Alley is an illustrator of the Paddington books. He has illustrated over 100 books! He lives in America. He likes to use pencils, pens, ink and thin paintbrushes for his illustrations.</p> <p>Paul Klee is a Swiss-German artist. He is famous for saying “a drawing is the art of taking a line for a walk” He is famous for single line drawings. He was inspired by music.</p>
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Straight
Curved
Wavy
Sketching pencil
Continuous line
Hatching
Cross hatching
stippling

Knowledge	Skills	Thinking like an artist
Pupils are becoming spontaneously expressive	Pupils learn the shading techniques of hatching, cross hatching and stippling.	Pupils can describe what they can see and like in the work of another artist.
Pupils can discuss small and big things in landscapes	Pupils can explore tone using different grades of pencil, pastel and chalk.	Pupils can ask sensible questions about a piece of art.
Pupils can discuss the materials they use to draw.	Pupils can observe patterns (natural and man-made)	Pupils can communicate something about themselves in their drawing.
Pupils know how to create different lines – straight, curved, zigzag, thick and thin. Pupils know how to create a continuous line drawing.	Pupils can sketch natural and man-made objects	
	Pupils can draw lines of different shapes and thicknesses, using 2 different grades of pencil (e.g. 3B and 8B)	

Shade
Primary
Secondary
Watercolour paint
Evaluate
Thick brush
Thin brush

Knowledge	Skills	Thinking like an artist
Pupils can name the primary and secondary colours	Pupils can paint a picture of something they can see.	Pupils can describe what they see and link in the work of another artist.
Pupils learn what is meant by shade.	Pupils can choose to use thick or thin brushes.	Pupils can ask sensible questions about a piece of art.

Man-made
Print
Decorate

Knowledge	Skills	Thinking like an artist
Pupils can apply knowledge of primary and secondary colours.	Pupils can rub and print with various items, creating cleaner prints as they experiment. Pupils can design their own printing block.	Pupils can express what inspires them about an artists' work, commenting on their use of colour and print.
Pupils understand materials they can use which are natural and which are man-made.	Pupils can print onto papers of different thicknesses.	Pupils can start to use a sketchbook to express their art work.

Jackie Morris was an illustrator born in Birmingham, UK. She uses watercolour paints to create her paintings. She is inspired by animals, birds and nature and also writes books.

Gustav Klimt was from Austria. He was a musician and artist, and started painting with his friends. He liked to paint in symbols which represented something in real life. Gold was his favourite colour to include!

Questions for pupils
What can you see in ___ work?

What do you like about ___ art?

What do you notice about the colours in ___ work?

Do they use primary colours or secondary colours?

When evaluating, how is your work similar to ___ ?

Year 2

Recommended reading:

Katie and the starry night by James Mayhew
The Pencil by Allan Ahlberg and Bruce Ingman

Hirameki: Draw What You see by Peng & Hu and Hirameki; Clouds: Draw what you see by Peng & Hu

Year 2

Drawing

Key artist: J M W Turner **Romanticism**
(Drawing and Painting landscapes/weather)



Vocabulary:

- Charcoal
- Observe
- Compare
- Background
- Shading techniques
- Texture
- Scale
- Viewfinder
- scumbling

Knowledge	Skills	Thinking like an artist
Pupils draw to record experiences and feelings.	Pupils add to their shading techniques by using: scumbling	Pupils can say how artists have used colour, pattern and shape.
Pupils can make thoughtful comments	Pupils can use three different grades of sketching pencil	Pupils can create a piece of work in

Painting

Key artists: Valerie Ganz



Vocabulary:

- Hue
- Monochrome
- Tone
- Tint
- Thick brush
- Thin brush

Wider media

Key Artist: Lubiana Himid (to inspire work on 3D form)



Vocabulary:

- Regular
- Irregular
- Imagination
- Art movement (Style of art)

Knowledge	Skills	Thinking like an artist
Pupils can link colours to natural and man-made objects.	Pupils can add line and shape to their work.	Pupils can say how a particular artists use colour, pattern and shape.
Pupils can use the words	Pupils can join fabrics using glue. They may start to use	Pupils can set out their

J M W Turner was also known as William Turner. He was born in London. He was an English Romantic painter, known for his landscapes and often violent paintings. He was very interested in natural phenomena such as sunlight, storm, rain, and fog.

Romanticism (late 1700s to early 1800s) was a movement (style of Art) that said that feelings, imagination, nature, human life, freedom of expression, individualism and old folk traditions, such as legends and fairy tales, were important.

Valerie Ganz was a Welsh painter. She was inspired by the coal mines in South Wales. She spent several days a week underground at 14 coal mines, sketching the miners at work. She uses tones of grey to create the mine setting.

Lubiana Himid was very interested in theatre. She was inspired by her mother who was a craft designer.

She creates **activist art** which explores ideas around black British representation, using strong patterns, colours and themes. Usually she uses paint.



Questions for pupils:

<p>about their drawings.</p> <p>Pupils experiment with different materials and paper surfaces.</p> <p>Pupils know they can record sketches to record their ideas.</p> <p>Pupils know the term Romanticism (see Artist knowledge).</p>	<p>in their drawings (e.g. 2B, 4B, 7B)</p> <p>Pupils use charcoal, pencils and pastels effectively to draw.</p> <p>Pupils can create different tones using light and dark.</p> <p>Pupils can show textures and pattern.</p> <p>Pupils can use a viewfinder to focus on a specific part of something before drawing.</p>	<p>response to an artist's work.</p>	<table border="1"> <thead> <tr> <th data-bbox="797 134 969 188">Knowledge</th> <th data-bbox="969 134 1142 188">Skills</th> <th data-bbox="1142 134 1314 188">Thinking like an artist</th> </tr> </thead> <tbody> <tr> <td data-bbox="797 188 969 644"> <p>Pupils can name the primary and secondary colours. They know how to mix secondary colours and that primary + primary = secondary.</p> <p>Pupils learn what is meant by hue, monochrome, tone, tint.</p> </td> <td data-bbox="969 188 1142 644"> <p>Pupils can paint a picture of something they can see.</p> <p>Pupils can choose to use thick or thin brushes.</p> </td> <td data-bbox="1142 188 1314 644"> <p>Pupils can describe what they see and link in the work of another artist.</p> <p>Pupils can ask sensible questions about a piece of art.</p> </td> </tr> </tbody> </table>	Knowledge	Skills	Thinking like an artist	<p>Pupils can name the primary and secondary colours. They know how to mix secondary colours and that primary + primary = secondary.</p> <p>Pupils learn what is meant by hue, monochrome, tone, tint.</p>	<p>Pupils can paint a picture of something they can see.</p> <p>Pupils can choose to use thick or thin brushes.</p>	<p>Pupils can describe what they see and link in the work of another artist.</p> <p>Pupils can ask sensible questions about a piece of art.</p>	<table border="1"> <tr> <td data-bbox="1346 97 1487 333"> <p>'regular' and 'irregular' to describe art.</p> <p>Pupils know what an 'art movement' is.</p> </td> <td data-bbox="1487 97 1628 333"> <p>needles and thread.</p> <p>Pupils can create 3D work as part of individual and class pieces.</p> </td> <td data-bbox="1628 97 1771 333"> <p>ideas in sketchbooks, using annotations and keeping notes.</p> </td> </tr> </table>	<p>'regular' and 'irregular' to describe art.</p> <p>Pupils know what an 'art movement' is.</p>	<p>needles and thread.</p> <p>Pupils can create 3D work as part of individual and class pieces.</p>	<p>ideas in sketchbooks, using annotations and keeping notes.</p>	<p>How has ___ used colour in their art? What kind of colours do they use?</p> <p>Describe the pattern in ___ work; why do you think they have used those patterns? Are they regular or irregular?</p> <p>What shapes can you see in ___ work?</p> <p>Does this artist remind you of another artist? Why/not?</p> <p>Can you think of another artist that uses colour/pattern/shape in a similar way to ___ ?</p>
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Year 3

Recommended reading:

Malala's Magic Pencil by Malala Yousafzai
 House of Happy Spirits by Geraldine Elschner
 David Hockney (Little People Big Dreams) by Maria Isabel Sanchez Vegara

<p>Year 3</p>	<p>Drawing Key artist: Michael Carroll (Drawing into 3D form) Celtic Art</p>	<p>Painting Key artist: David Hockney (local artist) and Pop Art Hundertwasser</p> 	<p>Wider media Key Artist: Darrell Wakelam</p> 	<p>Michael Carroll spent decades researching the and experimenting with Celtic art (which has been around since 1000BC), using different methods and tools. He is inspired by 8th century monks however, he always create original designs (which mean he created them himself) He creates a type of art called 'Illuminated Manuscript'</p> <p>David Hockney was born in Bradford in 1937. He became famous during the Pop Art</p>
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Drawing Vocabulary:

Gradient
Blend
Layer
Foreground
Illustrate
Horizontal
Vertical
Media
Ink
Geometric
Contour shading

Knowledge	Skills	Thinking like an artist
Pupils know they can choose the size they draw at, depending on preference.	Pupils add to their range of shading techniques by learning: contour shading	Pupils can compare the work of different artists.
Pupils know the difference between different pencil shades and the effects they can product, making choices based on this.	Pupils can use sketches to produce a final piece of work. Pupils choose different pencil shades to show different tones and textures.	Pupils can explore work from other cultures and periods of time.
Pupils can make an explanation of their sketch in notes.	Pupils can show facial features,	Pupils can start to understand the feelings an artists is trying to express in their work.

Painting Vocabulary:

Colour wheel
Colour palette
Gradient
Hot colour
Cold colour
Landscape
Oil paint

Knowledge	Skills	Thinking like an artist
Pupils learn about the colour wheel and where each of the primary and secondary colours sit on it.	Pupils can use a hot or cold colour palette effectively. Pupils can create a background using a wash.	Pupils can compare the work of different artists. Pupils can explore work from other cultures and times.
Pupils learn the meaning of gradient, hot colour, cold colour.	Pupils can use a range of paintbrushes to create different effects, understanding the use of large for large-scale and smaller for details.	Pupils can start to understand the feelings an artist is trying to express in their work.
Pupils can predict with accuracy the colours that they mix		

Other art Vocabulary:

Construct
Strengthen
Experiment
Media (medium)
Annotate
Embellish
Mosaic
Montage

Knowledge	Skills	Thinking like an artist
Pupils understand the terms 'mosaic' and 'montage'.	Pupils can cut, tear and overlap accurately. Pupils can experiment using different colours.	Pupils can use their sketchbooks to express feelings about a subject, describing likes and dislikes.
Pupils understand the term 'media' to describe different art materials.	Pupils can add texture and shape to a piece of work.	Pupils can make notes in their sketchbooks about the techniques used by artists. Pupils can suggest improvements to their work.

movement of the 1960s. He began painting in oil paint but then moved onto acrylic. He also uses collage and photography. More recently, he has used computers to create digital art forms. Hockney is inspired by many elements of art history including the bold colours of pop art, and ancient Egyptian artwork.

Pop Art is an art movement (Style of Art) that started in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Young artists turned to sources such as Hollywood movies, advertising, product packaging, pop music and comic books for their ideas.

A sculptor is someone who creates sculptures. Sculptures are solid objects that represent a thing, person, or idea and are made out of materials.

Darrell Wakelam is a 3D sculptor who uses the medium of recyclable, sustainable materials (mainly scraps of cardboard) to create his projects. He was born in the West Midlands, UK and is often inspired by animals and nature.

Questions for pupils:
How does _____ work differ or remind you of another artist?

	when appropriate.				<p>What words can you use to describe Celtic/Pop Art? What makes them unique? When were they popular?</p> <p>Tell me about the colour palette used in ____ - which hot/cold colours can you see? Why are they effective? Why has the artist chosen them?</p> <p>Create a palette of hot/cold colours from ____ work</p> <p>What do you think ____ is trying to make you think about their work?</p>
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Year 4

Recommended reading:

William Morris Textiles by Linda Parry

Rousseau by Cornelia Stabenow

John Dyer: Painting Colours of the World by Kate Dinn/Alan Titchmarsh

With Pen and Ink by James Hall

Year 4	<p>Drawing Key artist: Jacob Everett (Application of these skills into 3D form)</p>  <p>Vocabulary: Focus Structure</p>	<p>Painting Key artists: John Dyer Henri Rousseau</p>  <p>Vocabulary: Tertiary colour (made by mixing a primary colour and secondary colour together)</p>	<p>Wider media Artist: William Morris British Arts and Craft Movement</p> 	<p>Jacob Everett is a UK portrait artist who works using pen on paper. He uses biro. He produces large-scale portraits using overlapping marks which gradually build to create the contours of the face. He was interested in minute repetitive mark-making; his work close up appears as thousands of tiny 'pixels'. He works from photographs.</p> <p>John Dyer (1968-) is from Cornwall, UK. He is the artist in residence for the Eden Project in Cornwall. John's paintings are</p>
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Proportion
Adapt
Depth
Style
Perspective
Pen

Knowledge	Skills	Thinking like an artist
<p>Pupils can choose their own materials to draw with and explain their reasons.</p> <p>Pupils can talk about their drawing and add careful annotations in their sketch books.</p>	<p>Pupils can use all shading techniques: hatching, cross hatching, stippling, scumbling, contour shading with control.</p> <p>Pupils use marks and lines to show textures, as well as shape and colour.</p> <p>Pupils can sketch facial features in proportion.</p> <p>Pupils begin to show facial expressions and body language; their works starts to suggest a mood.</p> <p>Pupils' still life drawings start to show light and shadows.</p>	<p>Pupils understand the different styles that different artists use; they can link them and compare them using key vocabulary and prior knowledge.</p> <p>Pupils can use their sketchbooks to adapt and improve their original designs; they keep notes about their work throughout a project. They record feelings, likes and dislikes.</p>

Complimentary colour (opposite colours on the colour wheel)
Harmonious colour (colours that sit next to each other on the colour wheel)
Warm colour
Cool colour
Acrylic paint
Artist in residence (work somewhere for a period of time)
Eden Project
Middle ground

Knowledge	Skills	Thinking like an artist
<p>Pupils learn the term tertiary colour and that tertiary colours can be made by mixing a primary and secondary colour together.</p> <p>Pupils learn the meaning of complimentary colour, harmonious colour, warm colour, cool colour.</p>	<p>Pupils should be able to create/mix all of the colours that they need.</p> <p>Pupils can create mood in their painting.</p> <p>Pupils can use shading/colours effectively to create mood.</p>	<p>Pupils understand the different styles that different artists use; they can link them and compare them using key vocabulary and prior knowledge.</p> <p>Pupils can use their sketchbooks to adapt and improve their original designs; they keep notes about their work throughout a project. They record feelings, likes and dislikes.</p>

Vocabulary:
Modern
Imitate
Influence
Compose
Interpret
textile
Arts and Craft Movement

Knowledge	Skills	Thinking like an artist
<p>Pupils can understand the style of an artist and experiment with the style an artist has used.</p> <p>Pupils can explain art from other periods in history.</p> <p>Pupils understand what the British Arts and Craft Movement was.</p>	<p>Pupils can print using at least 4 colours.</p> <p>Pupils can print with accuracy, using their own design.</p> <p>Pupils can print onto different materials and textures.</p> <p>Pupils can experiment with and combine materials to design and make.</p>	<p>Pupils understand the different styles that different artists use; they can link them and compare them using key vocabulary and prior knowledge.</p> <p>Pupils can use their sketchbooks to adapt and improve their original designs; they keep notes about their work throughout a project. They record feelings,</p>

bold both in terms of imagery and colour. His colour palette has a Mediterranean or Caribbean feel with sunny yellows and deep turquoise sea blues. Colours are placed in large areas creating a base pattern on which the other elements are placed. He aims to bring joy and fun to his audience.

Henri Rousseau (1844-1910) was a French self-taught artist. He only started painting after he retired from his job as a clerk. Because of this, he didn't really follow many rules with his art work, instead creating a range of pieces inspired by visits to zoos, botanical gardens and distant places he saw in magazines and books.

William Morris was an English designer who lived from 1834 – 1896. He was an English designer, craftsman, poet, and early socialist, whose designs for furniture, fabrics, stained glass, wallpaper, and other decorative arts generated the **Arts and Crafts movement** in England and revolutionized Victorian taste.

Questions for pupils:

What style does ___ use in their work? What were they influenced by?


How would you interpret the content of ___ art?

				likes and dislikes.	<p>Tell me about the tertiary colours you can see – how do you know they are tertiary colours?</p> <p>How does ___ use complimentary colours in his art? What makes this so effective? Why do artists sometimes use harmonious colours and sometimes use complimentary colours?</p> <p>Create a palette of warm /cool colours from ___ art</p> <p>How does ___ use proportion in their work?</p> <p>Which part of ___ work do you focus on? E.g. middle/back/foreground – why?</p>
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Year 5

Recommended reading:

London’s War: The Shelter Drawing of Henry Moore by Julian Andrews
 Meet Piet Mondrian by Read With you Center for Excellence in STEAM Education
 Surrealism (In My Gallery) by Emilie Dufresne

Year 5	<p>Drawing Key artist: Henry Moore (local artist) Augusta Savage (Drawing into 3D form)</p>	<p>Painting Key artist: Piet Mondrian (Trees) Sue Davis Vachon</p>	<p>Wider media Key Artist: Max Ernst Surrealism Peter Thorpe</p> 	<p>Henry Moore (1898-1986) was a sculptor from Castleford, Yorkshire. Growing up his family often struggled for money; he won a place at Grammar school where he developed an interest in art, sculpture in particular. Whilst he was a teacher in his early years, he volunteered to serve in the first world war. He studied at Leeds School of Art after the war and became friends</p>
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Vocabulary:
 Negative space
 Positive space
 Shadows
 Composition
 Illustration
 Form
 Mood
 Preparatory sketch
 High value (dark)
 Low value (light)

Knowledge	Skills	Thinking like an artist
Pupils can confidently explain why they have chosen specific materials to draw with, drawing on their range of knowledge gained in previous years and their aim.	Pupils can successfully use all shading techniques effectively for different purposes. Pupils can create mood and feeling in their work. Pupils can use line, tone, shape and colour to represent figures and forms. Pupils can show reflections.	Pupils use different resources to find out about different artists, to develop an in-depth insight of their work, further interests and mood created, as well as its intended impact on audience.
Pupils can produce preparatory sketches of their ideas for other projects.		



Vocabulary:
 Monochromatic palette
 Limited palette (no more than 6 colours)
 Highlights
 Shadows

Knowledge	Skills	Thinking like an artist
Pupils learn what is meant by a monochromatic palette Pupils learn what is meant by a limited palette (an artist's use of no more than 6 colours)	Pupils should be able to confidently create/mix all of the colours that they need. Pupils can create mood within their work. Pupils should be able to express emotion through their painting e.g. of Sadness, excitement – thinking about their use of colour.	Pupils use different resources to find out about different artists, to develop an in-depth insight of their work, further interests and mood created, as well as its intended impact on audience.

Vocabulary:
 Modify
 Embellish
 Composition
 Prototype
 Surrealism

Knowledge	Skills	Thinking like an artist
Pupils learn about artist's work by looking in books, on the internet, visiting galleries, and other information sources. Pupils understand the term Surrealism.	Pupils can use sewing and textile skills as part of a project. Pupils experiment with a range of materials and processes to create their work, modifying and embellishing designs as needed. Pupils can print onto a range of materials and textures.	Pupils can keep notes and annotations in their sketchbook about how they can continue to develop their work. Pupils use their sketchbooks to share their ideas with others.

with Barbara Hepworth. He organically shaped abstract bronze and stone figures, inspired by the work of Ancient Egyptians, Africa and South American sculpture. He became interested in 'direct carving' – a method of sculpture where the artist works straight onto the media without using moulds, leaving marks from carving materials. During World War 2, Moore created many drawings and sculptures of the human form.

Augusta Savage (1892 – 1962) was an American sculptor and a teacher of art who fought against racism and prejudice. She was born in Florida, USA. She showed an early interest in sculpture, using clay from the ground around her home to make figures.

Piet Mondrian (1872 – 1944) was a Dutch painter, who created mainly abstract pieces and believed art reflected the underlying spirituality of nature. He simplified the subjects of his paintings down to the most basic elements, in order to reveal the essence of the mystical energy in the balance of forces that governed nature and the universe using a typically Cubist limited palette style.

Max Ernst (1891 – 1976) was a German Surrealist painter. His work is steeped in metaphor, private mythology, and childhood memories. He **experimented with many different techniques, including collage, frottage,**

	<p>Pupils can explain what negative space is in drawing and use this to support their technique.</p> <p>Pupils can use drawings to help them to create 3d pieces, including moulding clay.</p>	<p>Pupils work shows an understanding of perspective.</p> <p>Pupils use proportion when completing sketches of people.</p>				<p>grattage, oscillation, dripping and decalcomania. He reinvented his artistic techniques constantly from the mid-1910s until his death in 1976.</p> <p>Questions for pupils What was significant about ___ work at the time they created it? What does it represent in the wider world?</p> <p>How does ____ use shadows and light within their work and what is the impact on the audience?</p> <p>What mood is ___ intending to create with their use of colour and composition?</p> <p>How does the monochromatic colour palette effect the art work?</p> <p>What was the Surrealism movement? How has it impacted upon art today?</p>
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Year 6

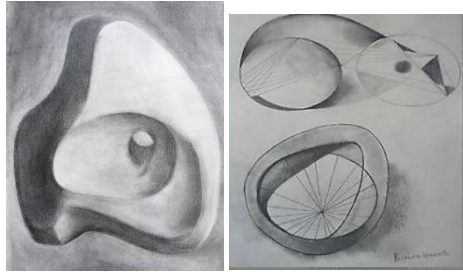
Recommended reading:

Picasso's Trousers by Nicholas Allan
 Barbara Hepworth What do you See? By Laura Carlin
 I like Art: Expressionism by Margaux Stanitsas

Year 6

Drawing

Key artist: **Barbara Hepworth** (sketches)
(Local artist)



Vocabulary:

Focal point
Contrast
High value (dark)
Low value (light)

Knowledge	Skills	Thinking like an artist
<p>Pupils can explain what their own drawing style is, and why they use specific drawing techniques (for what impact)</p> <p>Pupils can explain why they have combined different drawing tools to create their drawings.</p>	<p>Pupils can successfully use all shading techniques effectively for different purposes, understanding which work well in their own work and why.</p> <p>Pupils' sketches communicate emotions and a sense of their own identity. They are</p>	<p>Pupils can record the styles and qualities of their own work.</p> <p>Pupils can say who or what influenced their own art work.</p>

Painting

Key Artist: Edvard Munch **Expressionism**
Pablo Picasso **Cubism**



Vocabulary:
Colour theory
High value (dark)
Low value (light)
Distortion
Expressionism
Focal point
contrast
Cubism

Knowledge	Skills	Thinking like an artist
<p>Pupils can apply their knowledge of colour theory to describe the work of artist and the work they produce.</p> <p>Pupils learn to describe colours using 'high value' (dark) or 'low value' (light)</p> <p>Pupils can explain what</p>	<p>Pupils can use a wide range of techniques within their work.</p> <p>Pupils can explain why they have chosen to use specific painting techniques.</p>	<p>Pupils can record the styles and qualities within their own work.</p> <p>Pupils can say who or what influenced their own art work.</p>

Wider media

Key Artist:

This can change dependent on the cohort – children can create an independent piece depending on the needs of the cohort, incorporating the knowledge, skills and thinking as listed below.

Knowledge	Skills	Thinking like an artist
<p>Pupils can explain what their own style is.</p> <p>Pupils can look carefully at different artists and their styles and comment on their effectiveness and how they feel about these.</p>	<p>Pupils can create work which is open to interpretation by an audience.</p> <p>Pupils can justify the materials they have chosen to complete their art work.</p>	<p>Pupils sketchbooks contain a range of notes and quotes.</p> <p>Pupils combine graphics e.g. magazine photos, quotes to influence the layout of their</p>

Barbara Hepworth (1903 - 1975)

was born in Wakefield. She moved to Cornwall at the outbreak of WW2 in 1939.. Instead of making work that looked like people or things, she began to make sculptures and drawings using abstract shapes. She was hugely inspired by nature and the world around her, particularly places like Cornwall, Greece and Italy. She was also inspired by Greek architecture and monuments. Lots of her work had holes in because Hepworth said it was a way to show the insides of the sculpture as well as the outside. It also let light through heavy blocks of stone, wood and metal.

Edvard Munch (1863 – 1944) was a Norwegian painter. His painting *The Scream* is one of the world's most famous masterpieces. With its vibrant and unrealistic colours, it shows a new way of creating art. He was prolific as an artist but highly troubled by mental illness during his life. Throughout his artistic career, Munch focused on scenes of death, agony, and anxiety in distorted and emotionally charged portraits, all themes and styles that would be adopted by the Expressionists.

Expressionism art refers to the ideas in which the image of reality is distorted in order to make it expressive of the artist's inner feelings or ideas.

Pablo Picasso (1881 – 1973) was a Spanish painter, sculptor and ceramicist, who spent most of his life in France. In his early career,

accurate and show imagination.

Pupils can adapt and refine their work, keeping notes and annotations throughout their sketch book.

their own painting style is.

Pupils can make comparisons between different artists.

sketch book. Pupils continually adapt and refine their work.

Picasso was heavily inspired by African art after he was exposed to African masks and other objects. **Cubism** was partly influenced by the late work of artist **Paul Cézanne** in which he can be seen to be painting things from slightly different points of view.

Questions for pupils:

What was significant about ___ work at the time they created it? What does it represent in the wider world?

How does _____ use shadows and light within their work and what is the impact on the audience?

Why is _____ work so famous?

What colour palette has ___ used and what is the impact of that?

What influences has ___ had on their art work from their culture and events at the time?

When evaluating, which artist has influenced your own art work, how is that present in your final outcome? E.g. colour choices, styles

