

**CURRICULUM INTENT:**

At Chawton CE Primary School, we aim to inspire a great love of art, craft and design in our children and an understanding of how art enriches the lives of people past and present and from all cultures and walks of life. We aim for children to enjoy creating works of art and to have a thorough knowledge of the artistic traditions which have shaped the world we live in. We want children to turn to art in their leisure time as a source of pleasure and mindfulness. We aim for all children to be competent artists in a range of media in 2 and 3 dimensions. Our teaching will enable pupils to make links between art and all other areas of learning, equipping them with an excellent general knowledge. We aim for children to appreciate that art, craft and design embody some of the highest forms of human creativity.

**Vocabulary**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
colours, join, lines, marks, natural, pattern, printing, recycled, repeating, shapes, thick, thin.	collage, colours, construct, differences, form, join, kneading, lines, manmade, marks, natural, observation, pattern, primary colours, printing, recycled, repeating, rolling, secondary colours, sculpture, shapes, shaping, similarities, texture, thick, thin, tone.	annotate, artefact, blend, collage, colours, colour match, construct, develop, differences, form, join, kneading, layer, lines, malleable, manipulate, manmade, marks, natural, observation, pattern, primary colours, printing, recycled, repeating, rolling, sculpture, secondary colours, shade, shapes, shaping, similarities, sketch, slip, smudge, technique, texture, thick, thin, tint, tone, tools, warm/cold colours.	adaptation, background, blend, brush mark, cold colours, collage, colour, colour scheme, colour spectrum, colour wash, construct, differences, foreground, kneading, layer, line, malleable, manipulate, manmade, natural, observation, pattern, primary colours, printing, recycled, refine, repeating, rolling, scale, sculpture, secondary colours, shade, shape, similarities, sketch, slip, smudge, sources, symmetry, technique, tertiary colours, thick, thin, tint, tools, tone, variation, warm colours	adaptation, background, blend, brush mark, carving, cold colours, collage, colour, colour scheme, colour spectrum, colour wash, construct, differences, foreground, hue, kneading, layer, line, malleable, manipulate, manmade, media, natural, observation, pattern, primary colours, printing, purpose, recycled, refine, repeating, rolling, scale, sculpture, secondary colours, shade, shape, similarities, sketch, slip, smudge, sources, surface, symmetry, technique, tertiary colours, texture, thick, thin, tint, tools, tone, variation, warm colours	adaptation, alter, annotate, artefact, background, blend, brush mark, brush size, carving, cold colours, collage, colour, colour match, colour mix, colour-scheme, colour spectrum, colour washing, comparison, construct, contrast, develop, differences, foreground, form, hue, kneading, layer, line, malleable, manipulate, manmade, natural, observation, pattern, primary colours, printing, recycled, refine, reflecting, repeating, rolling, scale, sculpture, secondary colours, shade, shape, similarities, sketch, slip, smudge, sources, surface, symmetry, technique, tertiary colours, texture, thick, thin, tint, tone, tools, transparent, variation, warm colours	adaptation, alter, annotate, artefact, background, blend, brush mark, brush size, carving, cold colours, collage, colour, colour match, colour mix, colour-scheme, colour spectrum, colour washing, comparison, composition, construct, contrast, develop, differences, digital media, dry media, foreground, form, harmony, hue, kneading, layer, line, malleable, manipulate, manmade, mood, natural, observation, pattern, primary colours, printing, purpose, recycled, refine, reflecting, repeating, rolling, scale, sculpture, secondary colours, shade, shape, similarities, sketch, slip, smudge, sources, surface, symmetry, technique, tertiary colours, texture, thick, thin, tint, tone, tools, transparent, variation,

<b>Year R Overview</b>		
<p>Art and Design in the EYFS Framework falls predominantly under the Expressive Arts and Design area of learning. In addition, 'drawing' is referred to in Physical Development within Fine Motor Skills. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum</p>		
In preparation for the following practical knowledge in Year 1: Drawing, Colour, Texture, Form, Printing, Pattern	Early Years Expressive Arts and Design	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks                      Select coloured drawing implements for a purpose                      Use drawing tools to make marks, lines and curves                      Draw accurate representations of people and objects                      Talk about their own and others' work                      Recognise and name different colours                      Understand that when colours are mixed, new colours are created.                      Select and create different colours                      Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.                      Explore working with paint on different surfaces and in different ways                      Work from direct observation and imagination                      Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.                      Impress and apply simple decoration                      Cut shapes using scissors and other modelling tools                      Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately                      Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials and kits                      Explore and use a variety of textiles, printing methods and patterns                      Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.                      Thread a needle and make simple stitches                      Create simple weavings                      Create simple collages by layering fabric                      Load an object with paint and print with it.                      Make rubbings from textured surfaces.                      Make a range of other prints, e.g. from bubbles.                      Print regular, irregular and symmetrical patterns</p>
In preparation for the following Key Skills, Knowledge and Understanding in Year 1	Linked Early Learning Goals	
	<p><i>The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>

## KEY STAGE ONE: National Curriculum Statements

<b>National Curriculum statements</b>	KS1: Pupils should be taught to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	KS1: Pupils should be taught about the work of a range of artists, craft makers and designers.	KS1: Pupils should be taught about describing the differences and similarities between different practices and disciplines, and making links to their own work.
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## Year 1/2: CYCLE A

Throughout each Learning Quest:

- create sketch books to record their observations and use them to review and revisit ideas

Learning Quest	Skills and techniques	Knowledge about artists	Evaluate and analyse
<b>Why is London Burning?</b> London's Burning silhouette pictures	<ul style="list-style-type: none"> <li>cut shapes using scissors</li> <li>observe and draw landscapes as accurately as possible, focussing on proportion and scale</li> <li>create patterns and pictures from printing with objects, using more than one colour</li> <li>experiment with primary colour paints and mixing</li> </ul>	<ul style="list-style-type: none"> <li>explore the work of a range of artists, craft makers and designers</li> <li>describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky, Warhol (colour) Georges Braque/Pablo Picasso (collage)</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>look at art and comment thoughtfully</li> <li>begin to discuss the use of shadows, light and dark</li> </ul>
<b>How do you travel around the world on a sleigh?</b> Christmas stocking / decoration sewing and making wrapping paper – repeated printing patterns	<ul style="list-style-type: none"> <li>explore simple stitching including running stitch, back stitch</li> <li>create patterns and pictures from printing with objects, using more than one colour</li> </ul>		<ul style="list-style-type: none"> <li>look at art and comment thoughtfully</li> </ul>
<b>Can animals Dance?</b>			
<b>Does Chocolate grow on trees?</b> Warhol study – create Warhol inspired chocolate bar artwork	<ul style="list-style-type: none"> <li>create patterns and pictures from printing with objects, using more than one colour</li> <li>experiment with primary colour paints and mixing</li> <li>make different types of lines using fine, medium and broad pens, experimenting with different media, textures and patterns</li> </ul>	<ul style="list-style-type: none"> <li>describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky, <b>Warhol (colour)</b> Georges Braque/Pablo Picasso (collage)</li> <li>consider works from different cultures e.g. Chinese block prints</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>look at art and comment thoughtfully</li> </ul>
<b>What makes me me!</b> Self portraits – Kahlo study	<ul style="list-style-type: none"> <li>draw figures and faces including features</li> </ul>	<ul style="list-style-type: none"> <li>describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky, Warhol (colour) Georges Braque/Pablo Picasso (collage) <b>Frida Kahlo</b></li> </ul>	<ul style="list-style-type: none"> <li>describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>look at art and comment thoughtfully</li> <li>begin to discuss the use of shadows, light and dark</li> </ul>
<b>What was life like at the Seaside?</b> Father's Day clay modelling – medal	<ul style="list-style-type: none"> <li>create shapes for a purpose from clay or plasticine; experiment with simple relief, imprints to create texture</li> <li>draw figures and faces including features</li> </ul>	<ul style="list-style-type: none"> <li>describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky, Warhol (colour) Georges Braque/Pablo Picasso (collage)</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>look at art and comment thoughtfully</li> </ul>

## Year 1/2: CYCLE B

Throughout each Learning Quest:

- create sketch books to record their observations and use them to review and revisit ideas

Learning Quest	Skills and techniques	Knowledge about artists	Evaluate and analyse
<p><b>What was it like to live in a castle?</b></p> <p>Craft a castle</p>	<ul style="list-style-type: none"> <li>• cut shapes using scissors</li> <li>• create patterns and pictures from printing with objects, using more than one colour</li> </ul>	<ul style="list-style-type: none"> <li>• explore the work of a range of artists, craft makers and designers</li> <li>• describe the work of artwork of artists such as Jackson Pollock, <b>Paul Klee</b>, Kandinsky, Warhol (colour) Georges Braque/Pablo Picasso (collage)</li> <li>• consider works from different cultures e.g. Chinese block prints</li> </ul>	<ul style="list-style-type: none"> <li>• describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>• look at art and comment thoughtfully</li> <li>• begin to discuss the use of shadows, light and dark</li> </ul>
<p><b>What's so great about Great Britain?</b></p>			
<p><b>Will we ever land on the moon again?</b></p> <p>Moon landing – view of Earth from the Moon</p>	<ul style="list-style-type: none"> <li>• experiment with primary colour paints and mixing</li> <li>• use drawing, <b>painting</b> and sculpture to develop and share ideas, experiences and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the work of a range of artists, craft makers and designers</li> <li>• describe the work of artwork of artists such as <b>Jackson Pollock</b>, Paul Klee, Kandinsky, Warhol (colour) Georges Braque/Pablo Picasso (collage)</li> </ul>	<ul style="list-style-type: none"> <li>• describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>• look at art and comment thoughtfully</li> <li>• begin to discuss the use of shadows, light and dark</li> </ul>
<p><b>Will my bulb still grow if I plant it Upside Down?</b></p> <p>Picasso portraits for Mothers' Day</p>	<ul style="list-style-type: none"> <li>• use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>• use complimentary colours from the colour wheel</li> </ul>	<ul style="list-style-type: none"> <li>• explore the work of a range of artists, craft makers and designers</li> <li>• describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky, Warhol (colour) Georges Braque/<b>Pablo Picasso (collage)</b></li> </ul>	<ul style="list-style-type: none"> <li>• describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>• look at art and comment thoughtfully</li> </ul>
<p><b>What is life as a bug like?</b></p>			
<p><b>What's so special about Chawton?</b></p> <p>Create an impressionist piece and display Landscape watercolours – Monet study</p>	<p><a href="https://www.tate.org.uk/kids/explore/what-is/impressionism">https://www.tate.org.uk/kids/explore/what-is/impressionism</a></p> <ul style="list-style-type: none"> <li>• make different types of lines using fine, medium and broad pens, experimenting with different media, textures and patterns</li> <li>• observe and draw landscapes as accurately as possible, focussing on proportion and scale</li> </ul>	<ul style="list-style-type: none"> <li>• explore the work of a range of artists, craft makers and designers</li> <li>• describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky, Warhol (colour) Georges Braque/Pablo Picasso (collage) <b>Monet impressionism</b></li> </ul>	<ul style="list-style-type: none"> <li>• describe the differences and similarities between different practices and disciplines, and make links to their own work</li> <li>• look at art and comment thoughtfully</li> <li>• begin to discuss the use of shadows, light and dark</li> </ul>
<p><b>Assessment notes to pass on to year 3/4 teacher:</b></p>			

**KEY STAGE TWO:  
National Curriculum Statements**

<b>National Curriculum statements</b>	KS2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	KS2: Pupils should be taught about great artists, architects and designers in history.	KS2: Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
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**Year 3/4: CYCLE A**  
Throughout each Learning Quest:  

- create sketch books to record their observations and use them to review and revisit ideas

Learning Quest	Skills and techniques	Knowledge about artists	Evaluate and analyse
<p><b>How can we walk like an Egyptian?</b></p> <p>clay Canopic jars (body and lid) made of clay</p>	<ul style="list-style-type: none"> <li>develop confidence working with clay adding greater detail and texture</li> <li>investigate ways of joining clay - scratch and slip</li> </ul>	<ul style="list-style-type: none"> <li>look at work of sculptors such as Henry Moore</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> <li>begin to suggest improvements to my own and others work</li> </ul>
<p><b>How can we look after our world?</b></p> <p>Focus on reuse and recycling Artist study – Van Gogh</p>	<ul style="list-style-type: none"> <li>explore different materials in a collage</li> <li>use a variety of brushes and experiment with ways of marking with them</li> <li>develop shadows</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists such as Van Gogh, <b>Matisse</b>, Ruth Daniels, Mark Quinn, Carol Simms (colour) David Hockney e.g. photo montages (drawing)</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> <li>begin to suggest improvements to my own and others work</li> </ul>
<p><b>Where have we come from?</b></p> <p>Stone Age to Iron Age - Junk modelling Cave paintings and engravings</p>	<ul style="list-style-type: none"> <li>draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists such as <b>Van Gogh</b>, Matisse, Ruth Daniels, Mark Quinn, Carol Simms (colour) David Hockney e.g. photo montages (drawing)</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> <li>begin to suggest improvements to my own and others work</li> </ul>
<p><b>Where are the seven wonders of the world?</b></p> <p>Artist study – O’Keefe</p>	<ul style="list-style-type: none"> <li>explore colour charts to compare variations of the same colour</li> <li>create and experiment with shades of recognise warm and cold colours</li> <li>mix primary colours to make secondary colours; lighten and darken tones using black and white</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists such as Van Gogh, Matisse, Ruth Daniels, Mark Quinn, <b>Georgia O’Keefe</b>, Carol Simms (colour) David Hockney e.g. photo montages (drawing)</li> </ul>	<ul style="list-style-type: none"> <li>observe and discuss the impact of artworks ( O’Keefe)</li> <li>compare my own art work to an artist</li> <li>suggest improvements</li> </ul>
<p><b>What was life like in Chawton?</b></p> <p>Artist study – Renoir and Degas</p>	<ul style="list-style-type: none"> <li>use a variety of pencils and other media to explore lines, shape and shading (cross hatching)</li> </ul>	<ul style="list-style-type: none"> <li>consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci</li> <li>explore abstract paintings by artists such as Picasso</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast art works from famous artists</li> </ul>

<b>Year 3/4</b> <b>CYCLE B</b> Throughout each Learning Quest: <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> </ul>			
Learning Quest	Skills and techniques	Knowledge about artists	Evaluate and analyse
<b>Were the Vikings raiders of traders?</b>  Viking Clay artefacts	<ul style="list-style-type: none"> <li>draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>use a variety of pencils and other media to explore lines, shape and shading (cross hatching)</li> <li>mix primary colours to make secondary colours; lighten and darken tones using black and white</li> </ul>		<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> <li>begin to suggest improvements to my own and others work</li> </ul>
<b>Where does the bang come from?</b> Shadows and Silhouette portraits	<ul style="list-style-type: none"> <li>use a variety of brushes and experiment with ways of marking with them</li> <li>use tracing</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists such as Van Gogh, Matisse, Ruth Daniels, Mark Quinn, Carol Simms (colour) David Hockney e.g. photo montages (drawing), <b>Cai Guoqiang</b> (gunpowder drawings)</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> <li>begin to suggest improvements to my own and others work</li> <li>compare and contrast art works from famous artists</li> </ul>
<b>Who built the roads?</b>  Jacob Lawrence study – Black History month – depictions of everyday life	<ul style="list-style-type: none"> <li>investigate geometric designs</li> <li>explore different materials in a collage</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists such as Van Gogh, Matisse, Ruth Daniels, Mark Quinn, Carol Simms (colour) David Hockney e.g. photo montages (drawing), <b>Nicola Salvi</b> (Trevi Fountain)</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> </ul>
<b>Why is the Earth so angry?</b>  Volcano art Lava temperatures, abstract volcano art	<ul style="list-style-type: none"> <li>draw using a variety of tools and surfaces (paint, chalk, pastel, <b>pen and ink</b>)</li> <li>improve my mastery of art and design techniques including drawing, <b>painting</b> and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>explore colour charts to compare variations of the same colour</li> <li>create and experiment with shades of colour</li> <li>recognise warm and cold colours</li> </ul>	<ul style="list-style-type: none"> <li>explore abstract paintings by artists such as Picasso, <b>Nick Rowland</b></li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> </ul>
<b>Where does my food go?</b>  scientific drawing	<ul style="list-style-type: none"> <li>draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists such as Van Gogh, Matisse, Ruth Daniels, Mark Quinn, Carol Simms (colour) David Hockney e.g. photo montages (drawing), Nicola Salvi (Trevi Fountain), <b>Leonardo Da Vinci</b> (Renaissance Man), Joseph Cornell</li> </ul>	<ul style="list-style-type: none"> <li>begin to suggest improvements to my own and others work</li> <li>compare and contrast art works from famous artists</li> </ul>
<b>Why our world changing?</b>  textile collage of earth comparisons	<ul style="list-style-type: none"> <li>explore different materials in a collage</li> </ul>	<ul style="list-style-type: none"> <li>consider work by contemporary artist, Joseph Cornell</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary to discuss work</li> <li>begin to suggest improvements to my own and others work</li> <li>compare and contrast art works from famous artists</li> </ul>

<b>Assessment notes to pass on to year 5/6 teacher:</b>			
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**KEY STAGE TWO:  
National Curriculum Statements**

<b>National Curriculum statements</b>	KS2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	KS2: Pupils should be taught about great artists, architects and designers in history.	KS2: Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
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**Year 5/6: CYCLE A**  
Throughout each Learning Quest:

- create sketch books to record their observations and use them to review and revisit ideas
- improve quality of sketchbook with mixed media work and annotations

Learning Quest	Skills and techniques	Knowledge about artists	Evaluate and analyse
<p><b>What did we learn from the ancient civilisations?</b></p> <p>Aztec Art – Patterns and symbols</p>	<ul style="list-style-type: none"> <li>• design and create motifs to be turned into printing block images</li> <li>• develop individual identification of suitable equipment needed for specific purpose, eg size of paintbrush, paper needed</li> <li>• apply knowledge of specific techniques to express thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• consider the work of artists to replicate ideas or inspire own work</li> <li>• consider work from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• develop artistic/visual vocabulary when talking about own work and that of others</li> <li>• explore the relationship between mood and colour</li> <li>• appreciate the art of other artists, and explain how they have been influenced by them</li> <li>• discuss my own and other’s work, drawing comparisons and reflecting on their own creations</li> </ul>
<p><b>Are we at the centre of the universe?</b></p> <p>creating a space creation out of wreckage ( waste materials)</p>	<ul style="list-style-type: none"> <li>• design and create sculpture, both small and large scale</li> <li>• develop individual identification of suitable equipment needed for specific purpose, eg size of paintbrush, paper needed</li> </ul>	<ul style="list-style-type: none"> <li>• explore work of sculptors such as <b>Cornelia Parker</b></li> </ul>	<ul style="list-style-type: none"> <li>• develop artistic/visual vocabulary when talking about own work and that of others</li> <li>• explore the relationship between mood and colour</li> <li>• appreciate the art of other artists, and explain how they have been influenced by them</li> <li>• discuss my own and other’s work, drawing comparisons and reflecting on their own creations</li> </ul>

## Art Progression of Knowledge and Skills (Practical Knowledge)

<p><b>How close did the civil war come to Chawton?</b></p> <p>Artist study – Banksy: art with messages about refugees</p>	<ul style="list-style-type: none"> <li>use first hand observations using different viewpoints, developing abstract representations</li> <li>develop individual identification of suitable equipment needed for specific purpose, eg size of paintbrush, paper needed</li> </ul>	<ul style="list-style-type: none"> <li>explore work by artists such as Cezanne, Derain, Van Gogh (colour), Maria Sibylla Merian, <b>Banksy</b></li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary when talking about own work and that of others</li> <li>explore the relationship between mood and colour</li> <li>consider artist's use of colour and application</li> <li>appreciate the art of other artists, and explain how they have been influenced by them</li> <li>discuss my own and other's work, drawing comparisons and reflecting on their own creations</li> </ul>
<p><b>How can we not lose words?</b></p> <p>Illustrating Life Cycles- scientific drawing</p>	<ul style="list-style-type: none"> <li>use first hand observations using different viewpoints, developing abstract representations</li> <li>show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> </ul>	<ul style="list-style-type: none"> <li>explore work by artists such as Cezanne, Derain, Van Gogh (colour), <b>Maria Sibylla Merian</b></li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary when talking about own work and that of others</li> <li>consider artist's use of colour and application</li> <li>appreciate the art of other artists, and explain how they have been influenced by them</li> <li>discuss my own and other's work, drawing comparisons and reflecting on their own creations</li> </ul>
<p><b>Does the punishment fit?</b></p>			
<p><b>Do you have the skills?</b></p> <p>The Great Chawton Bake-Off Sewing – Year 6 banner and Year 5 Celebration bunting</p> <p>ALL: Body Junk modelling</p>	<ul style="list-style-type: none"> <li>design and create sculpture, both small and large scale</li> <li>develop individual identification of suitable equipment needed for specific purpose, eg size of paintbrush, paper needed</li> </ul>	<ul style="list-style-type: none"> <li>explore work by artists such as Cezanne, Derain, Van Gogh (colour), <b>Antony Gormley</b></li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary when talking about own work and that of others</li> <li>appreciate the art of other artists, and explain how they have been influenced by them</li> <li>discuss my own and other's work, drawing comparisons and reflecting on their own creation</li> </ul>
<p><b>Year 5/6: CYCLE B</b></p> <p><b>Throughout each Learning Quest:</b></p> <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve quality of sketchbook with mixed media work and annotations</li> </ul>			
<p><b>Learning Quest</b></p>	<p><b>Skills and techniques</b></p>	<p><b>Knowledge about artists</b></p>	<p><b>Evaluate and analyse</b></p>
<p><b>What would you like to invent?</b></p> <p>Steam Punk Creations <a href="https://www.dailyartmagazine.com/punk-in-art/">https://www.dailyartmagazine.com/punk-in-art/</a></p>	<ul style="list-style-type: none"> <li>improve my mastery of art and design techniques including drawing, painting and <b>sculpture</b> with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>select and develop ideas confidently, using suitable materials</li> <li>use first hand observations using different viewpoints, developing abstract representations</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists to replicate ideas or inspire own work</li> <li>consider work from other cultures/eras</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary when talking about own work and that of others</li> <li>explore the relationship between mood and colour</li> <li>consider artist's use of colour and application</li> <li>appreciate the art of other artists, and explain how they have been influenced by them</li> <li>discuss my own and other's work, drawing comparisons and reflecting on their own creations</li> </ul>
<p><b>What was it like to be an evacuee?</b></p>			
<p><b>How can we become guardians of our planet?</b></p> <p>Environmental art – using plastics: Reuse/Recycle plastic collages</p>	<ul style="list-style-type: none"> <li>design and create sculpture, both small and large scale.</li> <li>apply knowledge of specific techniques to express thoughts and feelings</li> <li>develop individual identification of suitable equipment needed for specific purpose, eg size of paintbrush, paper needed</li> </ul>	<ul style="list-style-type: none"> <li>consider the work of artists to replicate ideas or inspire own work <b>Junichi Kakizaki, Andy Goldsworthy, Camille Seaman</b></li> <li>consider work from other cultures:</li> </ul>	<ul style="list-style-type: none"> <li>develop artistic/visual vocabulary when talking about own work and that of others</li> <li>explore the relationship between mood and colour</li> <li>consider artist's use of colour and application</li> <li>appreciate the art of other artists, and explain how they have been influenced by them</li> <li>discuss my own and other's work, drawing comparisons and reflecting on their own creations</li> </ul>

Art Progression of Knowledge and Skills (Practical Knowledge)

<p><b>What does the rainforest do for us?</b></p> <p>Art in the style of Jean-Michel Basquiat – Black history month</p> <p>3D models of rivers</p>	<ul style="list-style-type: none"> <li>● improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>● select and develop ideas confidently, using suitable materials</li> <li>● use first hand observations using different viewpoints, developing abstract representations</li> <li>● develop fine brush strokes</li> <li>● apply knowledge of specific techniques to express thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● consider the work of artists to replicate ideas or inspire own work, <b>Jean-Michel Basquiat</b></li> <li>● consider work from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>● explore the relationship between mood and colour</li> <li>● consider artist's use of colour and application</li> <li>● discuss my own and other's work, drawing comparisons and reflecting on their own creations</li> </ul>
<p><b>Who lives in a place like this?</b></p> <p>Greek pottery – using clay</p>	<ul style="list-style-type: none"> <li>● improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, <b>clay</b>)</li> <li>● select and develop ideas confidently, using suitable materials</li> <li>● create patterns to express personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>● consider the work of artists to replicate ideas or inspire own work</li> <li>● consider work from other cultures/eras</li> </ul>	<ul style="list-style-type: none"> <li>● develop artistic/visual vocabulary when talking about own work and that of others</li> <li>● discuss my own and other's work, drawing comparisons and reflecting on their own creations</li> </ul>
<p><b>What do I need to keep healthy?</b></p>			
<p><b>Assessment notes to pass on to year 7 transition teacher:</b></p>			