

# St Dunstan's Cheam C of E Primary School

2022/2023 – Cornerstones Art Curriculum – Progression in **skills** and **knowledge**

Below described where in our Cornerstones curriculum you will find evidence of progression within the National Curriculum descriptors.

Aspect/NC Descriptor	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Human Form</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Skill</b> Use a variety of marks to represent the human form, from observation, imagination or memory. <b>Knowledge</b> A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.</p>	<p><b>Skill</b> Represent different parts of the human body from observation, imagination or memory with attention to some detail. <b>Knowledge</b> A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>ELG: Fine motor skills</b> Begin to show accuracy and care when drawing.</p>	<p><b>Skills:</b> Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. <b>Knowledge:</b> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. <b>Start of year self-portraits</b> <b>Memory Box</b> - self-portraits using pencils.</p>	<p><b>Skills:</b> Represent the human form, including face and features, from observation, imagination, or memory. <b>Knowledge:</b> A drawing, painting or sculpture of a human face is called a portrait <b>Start of year self-portraits</b></p>	<p><b>Skills:</b> Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint, and clay. <b>Knowledge:</b> Artists draw, paint or sculpt human forms in active poses. <b>Start of year self-portraits</b> link with PSHE <b>Tremors</b> <b>bodies of Pompeii - using charcoal</b></p>	<p><b>Skills:</b> Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. <b>Knowledge:</b> Art can be developed that depicts the human form to create a narrative. <b>Start of year self-portraits</b> <b>Blue Abyss</b> <b>I am Warrior</b> CC History, Boudicca sculpture</p>	<p><b>Skills:</b> Explore and create expressions in portraiture. <b>Knowledge:</b> A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. <b>Start of year self-portraits</b> <b>Off with Her Head!</b> Miniature portraits <b>Time Traveller</b></p>	<p><b>Skills:</b> Use distortion, abstraction, and exaggeration to create interesting effects in portraiture or figure drawing. <b>Knowledge:</b> In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. <b>Start of year self-portraits</b> <b>Gallery Rebels</b> <b>ID</b> <b>photo splice</b></p>
<p><b>Creation</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Skill</b> Use a range of media, tools and techniques to create images, express ideas and show different emotions.</p>	<p><b>Skill</b> Create art in different ways on a theme, to express their ideas and feelings <b>Knowledge</b> Different types of art include painting, drawing, collage, textiles, sculpture and printing. <b>ELG Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>ELG Fine motor skills</b> Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Skills:</b> Design and make art to express ideas. <b>Knowledge:</b> Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). <b>Paws, Claws and Whiskers</b> - make large scale paintings of various big cats on thick card to hide outdoors in trees, behind bushes and in other interesting locations. <b>Rio de Vida</b> <b>Bright lights, Big city</b> - DT activities - London landmark models</p>	<p><b>Skills:</b> Select the best materials and techniques to develop an idea. <b>Knowledge:</b> Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. <b>Coastline</b> <b>The Scented Garden</b> -varying line thickness -sketching flowers <b>Street Detectives</b> -Lowry <b>Wriggle and Crawl</b> -mini beast sketching</p>	<p><b>Skills:</b> Use and combine a range of visual elements in artwork. <b>Knowledge:</b> Visual elements include colour, line, shape, form, pattern and tone. <b>Tribal Tales</b> - Stone Age patterns and symbols <b>Scrumdiddlyumptious!</b></p>	<p><b>Skills:</b> Develop techniques through experimentation to create different types of art. <b>Knowledge:</b> Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. <b>Blue Abyss</b> <b>I am Warrior</b> - sculpture <b>Misty Mountains Sierra</b> - collage <b>Road Trip USA</b> <b>Traders and Raiders</b> - sketching CC Geography, mountains</p>	<p><b>Skills:</b> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. <b>Knowledge:</b> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. <b>Off with Her Head!</b> - Watercolours - Miniature portraits <b>Peasants, Princes and Pestilence</b> <b>Time Traveller</b></p>	<p><b>Skills:</b> Create innovative art that has personal, historic or conceptual meaning. <b>Knowledge:</b> In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. <b>A Child's War</b> <b>Gallery Rebels</b> - Impressionist (Nirvana-RE link) CC</p>

<p><b>Generation of ideas</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Skill</b> Talk about and represent ideas, sounds, movement and emotions through their creations. -Family portraits</p>	<p><b>Skill</b> Communicate their ideas as they are creating artwork. <b>ELG:</b> Creating with materials Share their creations, explaining the process they have used. -Family portraits</p>	<p><b>Skills:</b> Communicate their ideas simply before creating artwork. <b>Knowledge:</b> Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. <b>Memory Box</b> Make sketches and then paint family portraits from memory, imagination or observation using photographs</p>	<p><b>Skills:</b> Make simple sketches to explore and develop ideas. <b>Knowledge:</b> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. <b>Harvest Festival Art</b></p>	<p><b>Skills:</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. <b>Knowledge:</b> Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. <b>Gods and Mortals</b> <b>Tremors</b> <b>Tribal Tales</b> <b>Multiple designs with feedback and re-doing art.</b></p>	<p><b>Skills:</b> Create a series of sketches over time to develop ideas on a theme or mastery of a technique. <b>Knowledge:</b> Artists use sketching to develop an idea over time. <b>Blue Abyss</b> <b>I am Warrior</b></p>	<p><b>Skills:</b> Review and revisit ideas and sketches to improve and develop ideas. <b>Knowledge:</b> Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. <b>Allotment</b> Plant sketches Plant cards for farmers market</p>	<p><b>Skills:</b> Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. <b>Knowledge:</b> A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. <b>Tomorrow's World</b> <b>Logo analysis and creation</b> <b>DT activities</b></p>
<p><b>Evaluation</b> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Skill</b> Say what they like or dislike about their work.</p>	<p><b>Skill</b> Share their creations with others, explaining their intentions and the techniques and tools they used. <b>ELG</b> <b>Creating with materials</b> Share their creations, explaining the process they have used.</p>	<p><b>Skills:</b> Say what they like about their own or others' work using simple artistic vocabulary. <b>Knowledge:</b> Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. <b>Paws, Claws and Whiskers</b> animal pictures <b>Memory Box</b> - evaluating work</p>	<p><b>Skills:</b> Analyse and evaluate their own and others' work using artistic vocabulary. <b>Knowledge:</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. <b>Street Detectives</b> <b>Lowry</b> comparison of 2 paintings</p>	<p><b>Skills:</b> Make suggestions for ways to adapt and improve a piece of artwork. <b>Knowledge:</b> Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. <b>Scrumdiddlyumptious!</b></p>	<p><b>Skills:</b> Give constructive feedback to others about ways to improve a piece of artwork. <b>Knowledge:</b> Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Tile painting</p>	<p><b>Skills:</b> Compare and comment on the ideas, methods and approaches in their own and others' work. <b>Knowledge:</b> Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. <b>Time Traveller</b> <b>Allotment</b></p>	<p><b>Skills:</b> Adapt and refine artwork in light of constructive feedback and reflection. <b>Knowledge:</b> Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. <b>Frozen Kingdom</b> Artwork of the Inuit <b>Gallery Rebels</b></p>
<p><b>Malleable Materials</b> to use a range of materials creatively to design and make products to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><b>Skill</b> Explore ways of changing the shape or texture of malleable materials.</p>	<p><b>Skill</b> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. <b>Knowledge</b> Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. <b>ELG: Creating with materials</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>ELG: Fine motor skills</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Skills:</b> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smothering. <b>Knowledge:</b> Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. <b>Superheroes</b> <b>Enchanted Woodland</b> - making medals - tree boggarts</p>	<p><b>Skills:</b> Press objects into a malleable material to make textures, patterns and imprints. <b>Knowledge:</b> Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p>	<p><b>Skills:</b> Create a 3-D form using malleable or rigid materials, or a combination of materials. <b>Knowledge:</b> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. <b>Gods and Mortals</b> <b>Scrumdiddlyumptious!</b> <b>Tremors</b> <b>Tribal Tales</b> - Use clay tools to add Beaker-style pattern work - clay coil pot</p>	<p><b>Skills:</b> Use clay to create a detailed 3-D form. <b>Knowledge:</b> Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. <b>Blue Abyss</b> <b>I am Warrior</b> CC History, Anglo-Saxon style brooches.</p>	<p><b>Skills:</b> Create a relief form using a range of tools, techniques and materials. <b>Knowledge:</b> Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.</p>	<p><b>Skills:</b> Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. <b>Knowledge:</b> A 3-D form is a sculpture made by carving, modelling, casting or constructing. <b>Gallery Rebels</b> <b>CC Science, fossils using clay.</b> <b>Hola Mexico!</b></p>
<p><b>Paper and Fabric</b> to use a range of materials creatively to design and make products to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><b>Skill</b> Use a variety of paper and fabric to make images. <b>Knowledge</b> Paper and fabric can be cut and torn and joined together using glue.</p>	<p><b>Skill</b> Cut, tear, fold and stick a range of papers and fabrics. <b>Knowledge</b> Papers and fabrics can be used to create art, including tearing, cutting and sticking. <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p>	<p><b>Skills:</b> Use textural materials, including paper and fabric, to create a simple collage. <b>Knowledge:</b> Collage is an art technique where different materials are layered and stuck down to create artwork. <b>Paws, Claws and Whiskers</b> - Use hard and soft pencils to draw lines, exploring animal skin patterns. <b>Rio de Vida</b> <b>London</b></p>	<p><b>Skills:</b> Create a range of textures using the properties of different types of paper. <b>Knowledge</b> Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to</p>	<p><b>Skills:</b> Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. <b>Knowledge:</b> Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. <b>Tribal Tales</b></p>	<p><b>Skills:</b> Use a range of stitches to add detail and texture to fabric or mixed media collages. <b>Knowledge:</b> Stitches include running stitch, cross stitch and blanket stitch. <b>Misty Mountains Sierra</b> CC Geography, mountains collage</p>	<p><b>Skills:</b> Make and use paper to explore traditional crafting techniques. <b>Knowledge:</b> Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.</p>	<p><b>Skills:</b> Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. <b>Knowledge:</b> Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. <b>A Child's War</b> <b>ID</b> <b>Make a 'Mini Me'</b></p>

		design, texture, form and function.  <b>ELG: Fine motor skills</b> Use a range of small tools, including scissors, paint brushes and cutlery.	<b>Bright Lights, big city</b> silhouette pictures	reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers  <b>Scented Garden</b> -collage	- <b>weaving and knotting</b> Weave easy baskets using newspaper or card strips and make nets with string and knotting techniques.			Note: Guatemalan worry dolls are a cute example of miniature people, for inspiration.
<b>Paint</b> to use a range of materials creatively to design and make products to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<b>Skill</b> Explore colour and application of paint using a range of different tools.  <b>Knowledge</b> The primary colours are red, yellow and blue.	<b>Skill</b> Use primary and other coloured paint and a range of methods of application. <b>Knowledge</b> The primary colours are red, yellow and blue.  <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<b>Skills:</b> Identify and use paints in the primary colours. <b>Knowledge:</b> The primary colours are red, yellow and blue. <b>Memory Box</b> - CC Science - seasons <b>The Enchanted Woodland</b> - colour mixing - paint a woodland creature - tree painting <b>Paws, Claws and Whiskers</b>	<b>Skills:</b> Identify and mix secondary colours. <b>Knowledge:</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.  <b>Covered in Wriggle and Crawl 17.5.2022</b>  <b>Tower Tunnels Turrets</b> <b>Colour mixing</b>	<b>Skills:</b> Identify, mix and use contrasting coloured paints. <b>Knowledge:</b> Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.	<b>Skills:</b> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. <b>Knowledge:</b> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. <b>Misty Mountain Sierra</b>	<b>Skills:</b> Mix and use tints and shades of colours using a range of different materials, including paint. <b>Knowledge:</b> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.  <b>Allotment</b> <b>Off with Her Head!</b>	<b>Skills:</b> Use colour palettes and characteristics of an artistic movement or artist in artwork. <b>Knowledge:</b> Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. <b>Gallery Rebels</b> Impressionism; Look closely at the works of Impressionist artists and discuss the techniques used to create the Impressionist effect.
<b>Printing</b> to use a range of materials creatively to design and make products to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<b>Skill</b> Make simple prints using fingers, hands, feet and found objects.	<b>Skill</b> Make simple prints using a variety of tools, including print blocks and rollers. <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>ELG: Fine motor skills</b> Use a range of small tools, including scissors, paint brushes and cutlery.	<b>Skills:</b> Make simple prints and patterns using a range of liquids including ink and paint. <b>Knowledge</b> A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.  <b>Paws, Claws and Whiskers</b> - animal patterns	<b>Skills:</b> Use the properties of various materials, such as clay or polystyrene, to develop a block print. <b>Knowledge</b> A block print is made when a pattern is carved or engraved onto a surface, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.  <b>Land Ahoy!</b> <b>use roller and ink to create stamp design</b>	<b>Skills:</b> Make a two-colour print. <b>Knowledge</b> A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	<b>Skills:</b> Combine a variety of printmaking techniques and materials to create a print on a theme. <b>Knowledge</b> Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.  <b>Traders and Raiders</b> - Tile painting	<b>Skills:</b> Add text or photographic samples to a print. <b>Knowledge:</b> Some artists use text or printed images to add interest or meaning to a photograph.  <b>Peasants, Princes and Pestilence</b> <b>Allotment</b> <b>Stargazers</b> - <b>William Morris</b>	<b>Skills:</b> Use the work of a significant printmaker to influence artwork <b>Knowledge:</b> Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.  <b>Frozen Kingdom</b> - Artwork of the Inuit - <b>Kenojuak Ashevak - Inuit Artist</b>

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<b>Pencil, Ink, Charcoal and Pen</b> to use a range of materials creatively to design and make products to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<b>Skill</b> Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. <b>Knowledge:</b> Different types of line include bumpy, zigzag, curvy and dotted.	<b>Skill</b> Select appropriate tools and media to draw with. <b>Knowledge:</b> Different types of line include thick, thin, straight, zigzag, curvy and dotted.  <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <b>ELG: Fine motor skills</b> Begin to show accuracy and care when drawing.	<b>Skills:</b> Use soft and hard pencils to create different types of line and shape. <b>Knowledge:</b> Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. <b>Paws, Claws and Whiskers</b> - drawing/continuing a half of a picture of an animal  <b>The Enchanted Woodland</b> <b>-tree boggarts</b> - Press clay onto a tree trunk and sculpt a face into it using natural materials, such as sticks, twigs, leaves, stones and bark.	<b>Skills:</b> Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. <b>Knowledge</b> Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged  <b>Land Ahoy!</b> <b>-ship sketching</b> <b>Towers Tunnels Turrets</b> <b>-abstract art</b>	<b>Skills:</b> Add tone to a drawing by using linear and cross hatching, scumbling and stippling. <b>Knowledge:</b> Hatching, cross-hatching and shading are techniques artists use to add texture and form.	<b>Skills:</b> Use the properties of pen, ink and charcoal to create a range of effects in drawing. <b>Knowledge:</b> Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.  <b>Blue Abyss</b>	<b>Skills:</b> Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. <b>Knowledge</b> Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	<b>Skills:</b> Use line and tone to draw perspective. <b>Knowledge:</b> Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).  <b>ID</b> Spr 2 - Harvest Art - Aut 1

<p><b>Natural Art</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Skill</b> Explore natural materials and loose parts to make patterns and images. <b>Knowledge</b> Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures.</p>	<p><b>Skill</b> Use natural materials and loose parts to make 2-D and 3-D art. <b>Knowledge</b> Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Skills:</b> Make transient art and pattern work using a range or combination of man-made and natural materials. <b>Knowledge:</b> Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. <b>The Enchanted Woodland</b> tree boggarts - <b>Andy Goldsworthy</b> sculptures</p>	<p><b>Skills:</b> Draw, paint and sculpt natural forms from observation, imagination and memory. <b>Knowledge:</b> Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. <b>Wriggle and Crawl</b> -using natural materials to create mini beasts <b>Coastline</b> -using natural materials to make coastlines and physical features <b>The Scented Garden</b> -use pressed flowers to design a card</p>	<p><b>Skills:</b> Use nature and natural forms as a starting point for artwork. <b>Knowledge:</b> Nature and natural forms can be used as a starting point for creating artwork. <b>Predator! Tremors!</b> <b>Andy Goldsworthy</b></p>	<p><b>Skills:</b> Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. <b>Knowledge:</b> Natural patterns from weather, water or animals skins are often used as a subject matter. <b>Blue Abyss</b></p>	<p><b>Skills:</b> Record natural forms, animals and landscapes with clarity, using digital photography. <b>Knowledge:</b> Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.</p>	<p><b>Skills:</b> Create art inspired by or giving an environmental message. <b>Knowledge:</b> Environmental art addresses social and political issues relating to natural and urban environments. <b>Frozen Kingdom</b> - Photography; Use digital cameras to photograph ice and snow, capturing their beauty at close range</p>
<p><b>Landscapes</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Skill</b> Create pictures of places from imagination or experience.  Garden paintings</p>	<p><b>Skill</b> Draw or paint a place from observation or imagination. <b>Knowledge</b> A painting of a place is called a landscape. <b>ELG: Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>ELG: Fine motor skills</b> Begin to show accuracy and care when drawing.</p>	<p><b>Skills:</b> Draw or paint a place from memory, imagination or observation. <b>Knowledge:</b> Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). <b>Bright Lights, big city</b> -sketch of London <b>The Great Fire of London</b></p>	<p><b>Skills:</b> Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. <b>Knowledge:</b> A landscape is a piece of artwork that shows a scenic view. <b>Land Ahoy</b> -Design a flag <b>Coastline</b></p>	<p><b>Skills:</b> Draw, paint or photograph an urban landscape. <b>Knowledge:</b> An urban landscape is a piece of artwork that shows a view of a town or city.</p>	<p><b>Skills:</b> Choose an interesting or unusual perspective or viewpoint for a landscape. <b>Knowledge:</b> Art can display interesting or unusual perspectives and viewpoints. <b>Misty Mountains Sierra</b> - Mountain models/sculptures using clay</p>	<p><b>Skills:</b> Use a range of materials to create imaginative and fantasy landscapes. <b>Knowledge:</b> Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. <b>Alchemy Island ICT</b> build using tools/textures</p>	<p><b>Skills:</b> Draw or paint detailed landscapes that include perspective. <b>Knowledge:</b> Perspective is the art of representing 3-D objects on a 2-D surface. <b>Frozen Kingdom - Use Brush or similar dyes to create skyscape paintings of the Northern Lights, experimenting with different ways of application. Drip onto a wet surface, blow watery mixtures and apply dye with different sized brushes and sponges. Experiment with colours and transparency to achieve the desired effects.</b></p>
<p><b>Compare and Contrast</b> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  about great artists, architects, and designers in history</p>	<p><b>Skill</b> Say how their artwork is the same or different to someone else's.</p>	<p><b>Skill</b> Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.  <b>ELG: Creating with materials</b> Share their creations, explaining the process they have used.</p>	<p><b>Skills:</b> Identify similarities and differences between two or more pieces of art. <b>Knowledge:</b> Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. <b>Paws, Claws and Whiskers</b> comparing examples of art</p>	<p><b>Skills:</b> Describe similarities and differences between artwork on a common theme. <b>Knowledge:</b> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. <b>Street Detectives</b> Lowry</p>	<p><b>Skills:</b> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. <b>Knowledge:</b> Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. <b>Gods and Mortals</b> Ancient Civilizations, comparing artefacts</p>	<p><b>Skills:</b> Compare and contrast artwork from different times and cultures <b>Knowledge:</b> Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. <b>Road Trip USA!</b> <b>Weaving,</b> The story of The Navajo Spider Woman</p>	<p><b>Skills:</b> Describe and discuss how different artists and cultures have used a range of visual elements in their work. <b>Knowledge:</b> Visual elements include line, light, shape, colour, pattern, tone, space and form. <b>Stargazers</b> <b>Van Gough - using oil pastels for version of 'Starry Night'</b> <b>Off with Her Head!</b> <b>Hans Holbein - watercolours, Henry 8th appearance to onlookers and future wives.</b></p>	<p><b>Skills:</b> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. <b>Knowledge:</b> Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. <b>Gallery Rebels</b> Looking closely at a range of Expressionist art</p>
<p><b>Significance</b> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work  about great artists, architects and designers in history</p>	<p><b>Skill</b> Explore and talk about pictures of famous artwork as they paint and draw. <b>Breadth Expressive arts and design (Breadth)</b> Explore artwork made by great artists.</p>	<p><b>Skill</b> Explore artwork by famous artists and talk about their likes and dislikes. <b>Breadth Expressive arts and design (Breadth)</b> Explore artwork made by great artists.</p>	<p><b>Skills:</b> Describe and explore the work of a significant artist. <b>Knowledge:</b> Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. <b>Memory Box</b> <b>Vincent van Gogh</b> - harvest pictures Top 10 celebrations around the world <b>The Enchanted Woodland</b> <b>Andy Goldsworthy</b> <b>Paws, Claws and Whiskers</b> <b>Chinese Artists</b> <b>Queens Jubilee Art</b> <b>Henry Matisse</b></p>	<p><b>Skills:</b> Explain why a painting, piece of artwork, body of work or artist is important. <b>Knowledge:</b> Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. <b>Street Detectives</b> -Lowry</p>	<p><b>Skills:</b> Work in the style of a significant artist, architect, culture or designer. <b>Knowledge:</b> The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. <b>Tremors - Examples of sculptural stone work by Andy Goldsworthy or abstract stone work by Henry Moore</b> for ideas and inspiration.</p>	<p><b>Skills:</b> Explain the significance of art, architecture or design from history and create work inspired by it. <b>Knowledge:</b> Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. <b>Traders and Raiders</b> Tile painting USA iconic, buildings and people <b>I am Warrior!</b> (optional)</p>	<p><b>Skills:</b> Investigate and develop artwork using the characteristics of an artistic movement. <b>Knowledge:</b> Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. <b>Time Traveller</b> <b>Salvador Dalí</b> - Look at images of different types of clocks. <b>Off with Her Head</b> - <b>Hans Holbein</b> - <b>Dahli</b> - <b>Warhol</b> - <b>Liam O'farrell</b> - <b>Van Gough</b></p>	<p><b>Skills:</b> Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. <b>Knowledge:</b> Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. <b>Gallery Rebels</b> - Gallery visit</p>

