



ART AT AYLWARD

Knowledge and Skills Progression map





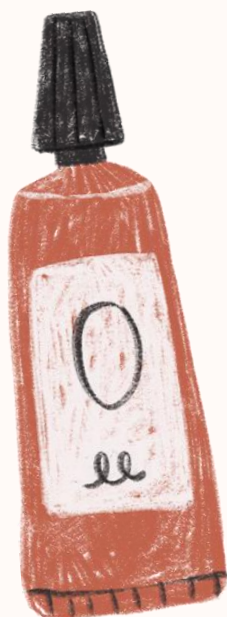
CLICK ON EACH TAB TO FIND THE RELEVANT INFORMATION

[INTENT, IMPLEMENTATION AND IMPACT](#)

[CURRICULUM MAP](#)

[KNOWLEDGE AND SKILLS PROGRESSION BY
YEAR GROUP](#)

[USEFUL WEBSITES AND LINKS](#)



INTENT, IMPLEMENTATION AND IMPACT



INTENT

Our primary Art curriculum aims to inspire creativity and self-expression by encouraging pupils to explore, experiment with, and record their ideas and experiences. Children will develop a secure knowledge of artists, craftspeople and designers from a range of cultures and time periods, understanding the impact of art on society and the wider world. Through practical, hands-on learning, pupils will build skills in drawing, painting, sculpture and other art forms, using a variety of materials and techniques with increasing confidence. They will also learn to evaluate and analyse works of art, craft and design, using appropriate artistic vocabulary to express their ideas, opinions and understanding.

IMPLEMENTATION

The Art curriculum is taught through well-sequenced units that progressively build knowledge and skills. Pupils explore and record ideas using a range of materials and techniques, with drawing embedded throughout to support creativity and skill development. A diverse range of artists, craftspeople and designers are studied to provide inspiration and cultural context. Lessons offer regular opportunities to practise and apply skills in drawing, painting, sculpture and other art forms. Sketchbooks are used to develop ideas and reflect on learning. Pupils evaluate their own work and that of others using appropriate artistic vocabulary, with discussion and reflection supporting understanding and progression.

IMPACT

By the end of their primary education, pupils will be confident, creative artists who can express ideas and experiences using a range of media and techniques. They will have a secure knowledge of artists, craftspeople and designers, and an understanding of the cultural impact of art. Pupils will demonstrate well-developed skills in drawing, painting, sculpture and other art forms, and will be able to evaluate and discuss artworks using appropriate artistic vocabulary. This results in learners who are engaged, reflective and prepared to continue their artistic learning in the next stage of education.



CURRICULUM MAP

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Nursery	Paint, Mix, Create!		Collage: Rainbow Fish		Sculpture: Fruit and Veg Heads	
Reception	Marvellous Marks (Portraits)		Space: Galaxy Painting			Patterns from the Past (Fossils and Aboriginal Art)
Year 1		Toys – Andy Warhol	Making Birds – Alexander Calder			Painting with Scissors - Matisse
Year 2	View through a Window		Diorama boxes		Beach Scenes - Degas	
Year 3	Cityscapes - Monet		Stone Age Art - Cave painting			Thread through Canvas
Year 4	The Great Wave – Katsushika Hokusai	Ancient Greek Ceramics - Pottery				Observational drawing
Year 5	Tudor portraits - Holbein		Art from Benin- Relief Sculpture		Elizabethan Patterns - collagraph printing	
Year 6	People in Action		Pop Art – Roy Lichtenstein	Surrealism – Joan Miro		





KNOWLEDGE AND SKILLS PROGRESSION BY YEAR GROUP

Click on each year group to see which units are covered in each term.



[NURSERY](#)

[RECEPTION](#)

[YEAR 1](#)

[YEAR 2](#)

[YEAR 3](#)

[YEAR 4](#)

[YEAR 5](#)

[YEAR 6](#)





NURSERY

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN

[Paint, Mix](#)
[Create!](#)

SPRING

[Collage: Rainbow](#)
[Fish](#)

SUMMER

[Sculpture: Fruit](#)
[and Vegetable](#)
[Heads](#)



NURSERY- AUTUMN : PAINT, MIX, CREATE!

Prior learning—EYFS focus on us and our family topic at beginning of the year

Intent

Aylward intends for children to explore paint through playful experimentation. Children will investigate how colours can be mixed, how different tools create different marks and textures, and begin to express their ideas creatively through painting. They will develop confidence in handling paint and brushes while building the fine motor skills needed for future artistic learning.

Knowledge

- Paint can be applied using different tools and body parts.
- Primary colours can be mixed to make new colours.
- Different materials create different marks and textures.
- Artists use colour to express ideas and feelings.

Key Vocab

paint, brush,

colour, red, yellow, blue,

mix, mark, line, dot,

thick, thin,

pattern, texture

Skills

- To explore making marks using paint and different tools.
- To mix colours through play and experimentation.
- To use fingers, brushes and simple tools with increasing control.
- To talk about the colours and marks created.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce different painting tools for children to explore and experiment with making marks – brushes, sponges, rollers, cotton buds and fingers.
- Provide opportunities for children to mix primary colours through play and investigation.
- Encourage children to talk about the colours, marks and patterns they create.
- Introduce Paul Klee and discuss the colours and shapes used in his artwork.
- Use natural objects such as leaves to create printed patterns and textures.
- Final piece is an abstract painting inspired by Paul Klee using mixed colours and a range of marks.

ENRICHMENT OPPORTUNITIES

Create large-scale collaborative paintings outdoors.

Paint using unusual tools such as feather, leaves, toys.

Investigate colour mixing in the water tray.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What colours can you mix together?

Which tool did you choose and why?

What do you like about your painting?

Can you tell me about Paul Klee's artwork?

NURSERY- SPRING: COLLAGE: RAINBOW FISH

Prior learning-

Intent

Aylward intends for children to explore collage by selecting, tearing, cutting and joining a range of materials. Children will investigate texture, colour and shape to create simple images inspired by *The Rainbow Fish*. They will begin to make creative choices about materials and develop an understanding that artists combine different materials to create artwork.

Knowledge

- Collages are made by joining different materials together.
- Materials have different textures and appearances.
- Shapes and colours can be arranged to create pictures.
- Artists choose materials for a purpose.

Key Vocab

collage, paper, tissue, foil,
stick, glue,
tear, cut,
shiny, smooth, rough,
overlap, texture

Skills

To tear, cut and stick a range of materials.
To explore different textures through collage.
To select materials to create simple pictures.
To talk about choices made when creating artwork.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Read *The Rainbow Fish* and discuss colours and textures.
- Explore tearing, cutting and sticking materials.
- Use foil, tissue paper and fabric to create scales.
- Introduce Henri Matisse and his cut-out artwork.
- Arrange and layer materials to create a picture.
- Final piece is a Rainbow Fish collage.

ENRICHMENT OPPORTUNITIES

Create a whole-class underwater collage.
Make textures fish using natural and recycled materials.
Create Matisse-inspired sea creatures.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What is a collage?
Which materials did you use?
Why did you choose those colours?
What does overlap mean?

NURSERY- SUMMER: SCULPTURE: FRUIT AND VEG HEADS

Prior learning-

Intent

Aylward intends for children to explore three-dimensional art using natural materials inspired by the work of Giuseppe Arcimboldo. Children will investigate how objects can be arranged and joined to create sculptures while developing their imagination, fine motor skills and understanding of shape, form and texture.

Knowledge

Sculptures are three-dimensional artworks.

- Natural objects can be used to create artwork.
- Materials can be joined in different ways.
- Giuseppe Arcimboldo created portraits using fruit and vegetables.

Key Vocab

sculpture, artist,

fruit, vegetable,

shape, model, face, 3D

join, build, arrange,

Skills

- To explore joining natural materials together.
- To shape and arrange objects to create a face.
- To use simple tools safely.
- To describe features of a sculpture.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore the shapes and textures of fruit and vegetables.
- Introduce Giuseppe Arcimboldo and his portraits.
- Arrange fruit and vegetables to make faces.
- Use playdough or clay to join materials.
- Discuss choices and features of sculptures.
- Final piece is a fruit and vegetable portrait sculpture.
- Link for ideas: [Fruit and Veg Head](#)

ENRICHMENT OPPORTUNITIES

Visit a market or investigate different fruits and vegetables.

Make observational drawings of fruit and vegetables.

Make fruit and vegetable faces in the roleplay area.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What is a sculpture?

How is a sculpture different from a painting?

How did you make your face?

Can you name the artist who inspired your work?

What do you like about your sculpture?



RECEPTION

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN

[Marvellous
Marks
\(Portraits\)](#)

SPRING

[Space: Galaxy
Painting](#)

SUMMER

[Patterns from the
Past \(Fossils and
Aboriginal Art\)](#)



RECEPTION - AUTUMN: MARVELLOUS MARKS (PORTRAITS)

Prior learning – In Nursery, children draw their ideas before painting and making.

Intent

Aylward intends for children to develop their observational drawing skills through creating self-portraits inspired by Pablo Picasso. Children will learn to use lines, shapes and a range of drawing media with increasing control while observing facial features carefully. They will begin to understand that artists represent people in different ways and use artistic vocabulary to discuss their work.

Knowledge

- Lines, shapes and marks can be used to represent people and objects.
- Artists observe carefully before drawing.
- Pablo Picasso created portraits in different ways.
- Different drawing tools create different effects.

Key Vocab

portrait, artist,

line, shape, circle, oval,

detail, observe,

sketch, pencil,

facial features,

Picasso

Skills

- To draw with increasing control using a range of media.
- To observe facial features carefully.
- To use lines and shapes to create portraits.
- To talk about artwork using simple artistic vocabulary.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce different mediums for children to explore and experiment with making different marks – crayons, felt tips, chalk, pencils.
- Children develop observational drawing skills of looking closely.
- Use mirrors to draw faces.
- Introduce the Pablo Picasso and discuss his self-portraits.
- Final piece is a self-portrait.
- Link to ideas: [Marvellous Marks \(Portraits\) teaching ideas](#)

ENRICHMENT OPPORTUNITIES

Create self-portraits using mirrors in the provision.

Explore portrait drawing on large paper outdoors.

Compare family photographs and discuss facial features.

Use loose parts to create faces and portraits.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What facial features can you see on your face?
How did you draw the eyes, nose and mouth?
What is a portrait?
How is your portrait similar to Picasso's work?

RECEPTION - SPRING: SPACE: GALAXY PAINTING

Prior learning — In Nursery, children used different tools and techniques to paint.

Intent

Aylward intends for children to develop their painting skills by experimenting with colour blending, layering and different brush techniques to create imaginative galaxy paintings inspired by Peter Thorpe. Children will explore how artists use colour and imagination to express ideas while developing greater control of painting tools and techniques.

Knowledge

- Colours can be blended to create different effects.
- Artists can use imagination as inspiration.
- Peter Thorpe creates colourful space-themed paintings.
- Different brushstrokes create different textures.

Key Vocab

galaxy, space, planet, star,

blend, layer, shade,

splatter, brushstroke,

Skills

- To blend and layer paint to create different effects.
- To experiment with colour mixing.
- To use brushes and painting tools with increasing control.
- To create artwork inspired by an artist.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce the work of artist Peter Thorpe.
- Experiment using water colours and marbling to create an imaginative background.
- Look at and draw space objects.
- Use different mediums to draw space objects onto their background.
- Link for ideas: [Galaxy Painting](https://www.accessart.org.uk/galaxy-painting/)
<https://www.accessart.org.uk/galaxy-painting/>

ENRICHMENT OPPORTUNITIES

Create a dark-space sensory area with glow-in-the-dark resources.
Explore colour mixing using pipettes and paints.
Use digital art tools to design space-themed artwork.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What colours did you blend together?
What happened when colours mix?
How did you create different textures in your painting?
Which painting technique did you enjoy most?
Can you tell me about Peter Thorpe's artwork?

RECEPTION - SUMMER: PATTERNS FROM THE PAST (FOSSILS AND ABORIGINAL ART)

Prior learning — In Nursery, children explored colour mixing and making different types of marks.

Intent

Aylward intends for children to explore pattern, texture and symbolism through artwork inspired by fossils, Aboriginal art and Yayoi Kusama. Children will investigate repeating patterns using drawing and printing techniques while developing an appreciation of how art can communicate stories, ideas and culture. They will begin to recognise that artists from different times and places use pattern for different purposes.

Knowledge

- Patterns can repeat to create decorative artwork.
- Aboriginal art often tells stories through symbols and patterns.
- Fossils preserve patterns from the past.
- Yayoi Kusama uses repeated patterns to create artwork.

Key Vocab

'pattern, repeat, dot, symbol,

fossil, print,

texture, decorate,

Aboriginal, culture,

Kusama

Skills

- To create repeating patterns.
- To use dots, lines and symbols to decorate artwork.
- To explore printing and drawing techniques.
- To compare artwork with art from different cultures.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore aboriginal art, the style and how it was used to tell stories of the past.
- Compare to the artistic style of Yayoi Kusuma.
- Experiment with making repeated marks using paint and printing tools.
- Create an individual piece of art inspired by aboriginal art/Yayoi Kusuma.
- Discuss the stories fossils tell us about the past.
- Make a fossil inspired piece of art that could be decorated in the style of Kusuma.

ENRICHMENT OPPORTUNITIES

Create fossil prints using clay and natural objects.

Explore pattern making in sand and playdough. Study Aboriginal symbols.

Create large collaborative dot paintings inspired by Kusama.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What is a pattern?

Can you spot any repeating patterns in your artwork?

What can fossils tell us about the past?



YEAR 1

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN 2

[Toys - Andy Warhol](#)

SPRING 1

[Making birds](#)

SUMMER 2

[Portraits - Matisse](#)



YEAR 1 - AUTUMN 2 : TOYS - ANDY WARHOL

Prior learning: EYFS – drawing observations, colour mixing

Intent

Aylward intends for children to learn about Andy Warhol and Pop Art. Children will develop their drawing, painting and colour-mixing skills to create bold artwork inspired by his work.

Key Vocab

Andy Warhol, Pop Art, **primary colours**, contrast, secondary colours, **line, shape**, print, bold, bright, background

Knowledge

Generating Ideas

Identify primary and secondary colours
Compare contrasting colours
Describe shapes seen in a painting

Knowledge of Art in context

Who is Andy Warhol?
Have a background knowledge of the artist Andy Warhol.
Begin to understand some features of Pop Art.

Making

Extend the variety of drawings tools
Explore different textures
Select and use different brushes to make different marks
Mixing of colours

Evaluating

Identify the purpose of different paint brushes (eg, wide for large areas, narrow for fine details)
Name and identify a range of drawing tools: pen, pencil, crayon, paintbrushes

Skills

Use artwork to record ideas, observations and experiences
Explain what he/she likes about the work of others.
Know the names of tools, techniques and elements that he/she uses
Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Andy Warhol and Pop Art.
- Explore toy paintings.
- Discuss bright and contrasting colours.
- Experiment with contrasting colours.
- Sketch a favourite toy.
- Experiment with colour mixing.
- Create a Pop Art toy picture.

ENRICHMENT OPPORTUNITIES

Watch Tate video

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>

SUGGESTED QUESTIONS TO MEASURE IMPACT

What type of artist was Andy Warhol?
Can you use the features of this style of Art?
Can you use contrasting colours?
Can you make different secondary colours?

YEAR 1 - SPRING 2 : MAKING BIRDS

Prior learning: EYFS – 3D modelling

Intent

Aylward intends for children to explore sculpture through drawing and construction. Children will develop their skills in shaping, joining and transforming materials to create 3D bird sculptures.

Knowledge

Generating Ideas

Describe the details and shapes of birds.
Can look closely to draw from life.
Different ways to make marks on paper.
Can mix different media together.

Making

Can manipulate paper to transform it from 2D to 3D.
Can make a sculpture balance and stand.
Can join media in different ways.

Key Vocab

sculpture, 3D, 2D, paper, fold, observation, tear, twist, feather, texture, form, Alexander Calder

Knowledge of Art in context

Understand how artists create texture.
Recognise the use of colour in artwork.

Evaluating

Share response to an artist's work.
Annotate their ideas by adding notes.
Reflect on their design.

Skills

Explain what he/she likes about the work of others.
Explore mark-making using a variety of tools.
Experiment with different materials to design and make products.
Make marks in print using found objects and basic tools and use these to create repeating patterns.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Observe birds and sketch shapes.
- Explore feathers and textures.
- Investigate 2D and 3D forms.
- Practise folding, tearing and shaping paper.
- Introduce Alexander Calder.
- Use Calder's work as inspiration for designs.
- Create a bird sculpture.

ENRICHMENT OPPORTUNITIES

Visit a local park or woodland area to observe birds in own habitat.
Study the migration of some birds.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What is a sculpture?
Can you create texture in your drawing?
Can you transform paper from 2D to 3D?

YEAR 1 - SUMMER 2 : PORTRAITS - MATISSE

Prior learning: In Reception, children studied their facial features and draw portraits.

Intent

Aylward intends for children to learn about Henri Matisse and collage. Children will develop their cutting, arranging and painting skills to create colourful portraits.

Knowledge

Generating Ideas

Understand the features of a portrait.
Understand the rules of collage.
Knows the difference between warm and cold colours.

Making

Know how to create a background using paint.
Know how to use tools to cut and shape materials.
Can sort and use according to specific qualities, eg, warm, cold, shiny, smooth.

Key Vocab

portrait, background, composition, shape, colour match, collage, warm colour, cold colour

Evaluating

Reflect on use of colour
Can say what they like about someone else's work

Knowledge of Art in context

Describe work by Henri Matisse
Know rules of colour to find colour match collections.
Knows the features of a portrait

Skills

Use artwork to record ideas, observations and experiences.
Explain what he/she likes about the work of others.
Experiment with different materials to design and make products.
Know the names of tools, techniques and elements that he/she uses.
Cut, glue and trim material to create images from a variety of media for e.g. photocopies, fabric, crepe paper, magazines.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Henri Matisse and collage.
- Explore cut-out shapes and colours.
- Practise arranging and layering shapes.
- Sketch a simple portrait.
- Paint a colourful background.
- Create a Matisse-inspired portrait collage.

ENRICHMENT OPPORTUNITIES

Visit Tate Modern – Start Display:
Room Two
View Purple Robe and Anemones painting online.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What types of artist was Matisse?
What is collage?
Can you layer materials for collage?
What are warm and cold colours?



YEAR 2

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN 1

[View through a window](#)

SPRING 1

[Diorama boxes](#)

SUMMER 2

[Beach scenes](#)
[- Degas](#)



YEAR 2 - AUTUMN 1 : VIEW THROUGH A WINDOW

Prior learning: In Reception, children sketched portraits using mirrors.
In Year 1, children observed toys and sketched them carefully.

Intent

Aylward intends for children to develop their drawing and painting skills through observation. Children will explore colour, tone and mood to create artwork inspired by views from a window.

Key Vocab

Sketching, frame, view, change, **mixing**, tint, tone, watercolour, viewfinder, foreground, **background**

Skills

Experiment with tones using pencils, chalk or charcoal.
Represent things observed, remembered or imagined using colour/tools.
Experiment with basic tools on rigid and flexible materials.
Give reasons for his/her preferences when looking at art/craft or design work.

Knowledge

Generating Ideas

Secure knowledge of shapes
Observe a view within a frame.
Adds different tones and tints.
knows how to sketch objects using lines.

Art in context

Knows what a view is.
Understands how a frame can help us in sketching.
Knows about different types of views.

Making

Understands that pencils come in different grades.
Understands to draw carefully in line from observation, recording shapes and positions with some care
Understanding that colours represent different moods

Evaluating

Can make quick line and shape drawings from observation adding light/dark tone, colour and features.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore views through windows.
- Identify background and foreground features.
- Use viewfinders to frame scenes.
- Sketch from observation.
- Investigate colour and mood.
- Introduce watercolours/block paints.
- Experiment with tints and tones.
- Create a painted window view.

ENRICHMENT OPPORTUNITIES

Use of text Window by Jeanie Baker for stimulation. Views out of windows from around the world – how do the view make you feel?

SUGGESTED QUESTIONS TO MEASURE IMPACT

Have you drawn what you can see?
How do different colours make you feel?
How can you make the watercolours brighter?

YEAR 2 - SPRING 1 : DIORAMA BOXES

Prior learning: In Nursery, children made models using fruit and vegetables.
In Year 1, children used paper to make 3D bird sculptures.

Intent

Aylward intends for children to explore natural environments through sculpture and construction. Children will develop their modelling and collage skills to create a three-dimensional habitat.

Key Vocab

Diorama, **shape**, construct, join, manipulate, natural, man-made, **model**, structure, **layer**

Knowledge

Generating Ideas

Can talk about natural and man-made forms.

Understands how to create shapes using malleable and rigid materials.

Making

Can use tools to shape and form materials.

Can apply decorative techniques
Knows some materials that are malleable and rigid.

Evaluating

Can talk about own ideas.

Can suggests how to improve a piece of work.

Art in context

Knows of similar work by other craftspeople.

Knowledge of art in nature.

Skills

Try out different activities and make sensible choices about what to do next.

Select particular techniques to create a chosen product and develop some care and control over materials and their use.

Give reasons for his/her preferences when looking at art/craft or design work.

Know that different artistic works are made by craftspeople from different cultures and times.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce dioramas and habitats.
- Observe natural environments.
- Sketch habitat features.
- Explore junk and natural materials.
- Construct a mini-world.
- Evaluate the finished diorama.

ENRICHMENT OPPORTUNITIES

Woodland floor – log turning, tree beating, sweeping nets etc.

Look at the foliage – observe and record shapes, patterns.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What are the features of a diorama?

How have artists created their diorama?

Can you join media together?

YEAR 2 - SUMMER 1 : BEACH SCENES - DEGAS

Prior learning:

Intent

Aylward intends for children to learn about Edgar Degas and create artwork inspired by beach scenes. Children will develop their painting, collage and digital art skills while exploring composition and perspective.

Key Vocab

Digital art, photography, pointillism, brush mark, mood, collage, layer, foreground, overlap, scene,

Knowledge

Generating Ideas

Can recreate images of beach activities.
Understand how to take a digital image.
Understands how annotations can develop ideas.

Evaluating

Can talk about how to improve theirs, and others, work.
Knowledge of activities that occur at the beach.

Making

Know how to use a wide paint brush to cover a surface area.
Selects the correct adhesive to stick images onto a background.
Knows that overlapping and overlaying can create different effects.

Art in context

Knowledge of Edgar Degas and his work.
Recognises digital photography around them.

Skills

Try out different activities and make sensible choices about what to do next.
Select particular techniques to create a chosen product and develop some care and control over materials and their use.
Know that different artistic works are made by craftspeople from different cultures and times.
To make textured collages from a variety of media and by folding, crumpling and tearing materials.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Edgar Degas.
- Explore beach scenes.
- Discuss foreground and background.
- Experiment with digital art.
- Paint a beach background.
- Create a collaborative beach scene.

ENRICHMENT OPPORTUNITIES

Visit Southend-on-Sea, The National Gallery

View painting online -

<https://www.nationalgallery.org.uk/paintings/hilaire-germain-edgar-degas-beach-scene>

SUGGESTED QUESTIONS TO MEASURE IMPACT

Can you use different media to make art?
Can you show background and foreground?
How can you show an object is far away?



YEAR 3

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN 1

[Cityscapes -](#)
[Monet](#)

SPRING 1

[Stone Age Art](#)
[- Cave](#)
[paintings](#)

SUMMER 2

[Thread](#)
[through](#)
[canvas](#)



YEAR 3 - AUTUMN 1 : CITYSCAPES - MONET

Prior learning-

Y1 [Aut1]-Toys, Yr1 [sum2] portraits,Yr2 [aut1] Through the window, Yr2 [Sum1] Degas

Intent

Aylward intends for children to learn about Claude Monet and Impressionism. Children will develop their drawing and pastel skills to create cityscapes that explore colour, light and atmosphere.

Key Vocab

Monet, impressionism, scale, reflection, skyline, foreground, background, realistic, cityscape, horizon, palette

Knowledge

Generating Ideas

Can talk about perspective (near and far).
Can talk about reflections in mirrors and water.
Can take ideas from different visuals to make a new image.

Evaluating

Reflects on own ideas to develop and improve.
Describes how a piece of art makes them feel.

Making

Understands how to use pastels for different effects.
Can apply colour using dotting, smudging, scratching.
Can use lines to create defined shapes

Art in context

Knowledge of Monet and some of his works of Art.
Know of local viewpoints.
Can talk about foreground and background.

Skills

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.
Identify key aspects such as complementary colours, colour as tone, warm and cold colours.
Explain what he/she likes or dislikes about their work.
Explore shading, using different media.
Know about some of the great artists, architects and designers in history and describe their work.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Monet and Impressionism.
- Explore colour and atmosphere.
- Practise pastel techniques.
- Sketch local buildings.
- Investigate reflections and skylines.
- Create an Impressionist cityscape.

ENRICHMENT OPPORTUNITIES

Visit to Canary Wharf then take DLR to see the different viewpoints.
Local visit to the top of the hill in Stanmore Country Park to sketch the views of the buildings and/or horizon.

SUGGESTED QUESTIONS TO MEASURE IMPACT

- Can you use pastels to create a colourful sky?
- Can you draw the outline of a building using pastels?
- Can you create a reflection of the building?
- Can you create shadow and highlights?

YEAR 3 - SPRING 1 : STONE AGE ART - CAVE PAINTING

Prior learning-

Children have learnt about warm and cold colours in KS1, children have drawn people in Year 2.

Intent

Aylward intends for children to learn about prehistoric cave art. Children will develop their drawing and painting skills to create artwork that communicates stories and ideas.

Knowledge

Generating Ideas

Know which colours are 'warm' and which are 'cool'.
Can experiment with different form.
Using art to tell a story.

Making

Have a knowledge of different types of brushes and what they might be used for.
Apply paint and charcoal using different techniques.

Key Vocab

Texture, frieze, Silhouette, Hematite, figure, highlight, overlap, charcoal, cave art, prehistoric, stencil

Evaluating

Reflect on own ideas to develop and improve.
Can talk about the story that their work tells the viewer.

Art in Context

Has a good knowledge of cave painting. Discuss the tools traditionally used.
Understand the importance of cave paintings found.

Skills

Know about some of the great artists, architects and designers in history and describe their work.
Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.
Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
Compare and recreate form of natural and manmade objects.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore prehistoric cave paintings.
- Discuss stories shown in cave art.
- Experiment with charcoal and paint.
- Create handprints and stencils.
- Create stories in picture form.
- Design a Stone Age scene using simple lines and shapes.
- Create a cave painting.

ENRICHMENT OPPORTUNITIES

Visit Museum of London Prehistoric collection.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What was the purpose of cave paintings?
Who made cave art?
Can you use the correct colour palette?
Can you use images to tell a story?

YEAR 3 - SUMMER 2 : THREAD THROUGH CANVAS

Prior learning-

Intent

Aylward intends for children to explore the relationship between art and craft. Children will develop their painting and stitching skills to create mixed-media artwork inspired by textile artists.

Key Vocab

Mixed media, craft, textiles, canvas, embroidery, stitch, mark-making, thread

Skills

Explain what he/she likes or dislikes about their work.
Explore shading, using different media.
To create collage using overlapping and layering.
Know about some of the great artists, architects and designers in history and describe their work.

Knowledge

Generating Ideas

Can make visual notes to capture ideas.
How to test ideas.
How to explore colour and mark making.

Evaluating

Knows how skills in one medium can be used in another.
Listens to feedback and responds.
Knows how to share thoughts about process and outcome.

Making

Knows how to create tints, hues and dilutions.
Knows how thread and stitching can create textural marks.

Art in context

Knowledge that artists can combine art and craft.
Knowledge of craftspeople who use similar techniques.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce textile artists.
- Explore colour and mark-making.
- Use watercolours to paint on fabric.
- Explore diluting watercolours.
- Experiment with paint and thread.
- Create stitched samples.
- Develop a mixed-media design.
- Produce a textile artwork.

ENRICHMENT OPPORTUNITIES

Visit from a local artist or craftsperson.

SUGGESTED QUESTIONS TO MEASURE IMPACT

How can you combine art and craft to make art?
What skills are similar in both medium?
How does your work compare to known artists?



YEAR 4

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN 1

[The Great Wave –](#)

[Katsushika](#)

[Hokusai](#)

AUTUMN 2

[Ancient Greek](#)

[Ceramics -](#)

[Pottery](#)

SUMMER 2

[Observational](#)

[drawing](#)



YEAR 4 - AUTUMN 1 : THE GREAT WAVE – KATSUSHIKA HOKUSAI

Prior learning:

In Year 3, children learnt about foreground, mid-ground and background.
In Year 2, children added collage to a foreground.

Intent

Aylward intends for children to learn about Hokusai and Japanese art. Children will develop their painting and printing skills to create artwork inspired by *The Great Wave*.

Key Vocab

Dark, light, mid-tone, depth, positive space, **composition**, woodblock print, Japanese art, focal point

Knowledge

Generating Ideas

Understanding of themes in Hokusai's work.
Can discuss shape, colour and form of artwork.
Notices the different background and foreground styles.

Evaluating

Knows how to reflect on their own work.
Can talk about effects and techniques they like to use.

Making

Uses appropriate brushes to paint with water colours.
Knows about positive and negative elements.
Can use tools to design a print tile.

Art in context

Can identify themes from studied work in other artists' work.
Create work inspired by key artwork.

Skills

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
Use taught technical skills to adapt and improve his/her work.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Hokusai and Japanese art.
- Explore shape, colour and composition.
- Investigate texture in positive space.
- Use colour to show perspective.
- Design and use block print tiles.
- Produce a wave-inspired artwork.

ENRICHMENT OPPORTUNITIES

Visit the beach to observe the movement of waves and sky in the distance.
Visit the Hokusai exhibition at The British Museum.
Have a local artist visit.

SUGGESTED QUESTIONS TO MEASURE IMPACT

What are the key features of Hokusai Art?
How can you show distance?
Can you make a printing tile?
How would you describe your technique?

YEAR 4 - AUTUMN 2 : ANCIENT GREEK CERAMICS - POTTERY

Prior learning:

In Year 1, children used paper to make 3D sculptures.
In Year 2, children made 3D gardens/habitats.

Intent

Aylward intends for children to learn about Ancient Greek pottery. Children will develop their clay modelling skills to design and create ceramic vessels inspired by Greek artefacts.

Key Vocab

ceramics, **clay**, pottery, modelling, slip, glaze, pinch pot, score, hollow, etch, surface pattern

Knowledge

Generating Ideas

Knowledge of Ancient Greek life.
Knowledge of 2D shapes.

Making

Different techniques to shape the clay/medium being used.
Different techniques to create shapes and patterns on clay.
Knowledge of the tools used to shape and create patterns on clay.

Evaluating

Can offer a critique of other peoples' work.

Art in context

To know the purpose of Greek vases - often told a story.

Skills

Plan a sculpture through drawing and other preparatory work.
Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.
Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.
Use taught technical skills to adapt and improve his/her work.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore Ancient Greek pottery.
- Identify shapes and patterns.
- Design a pottery vessel.
- Practise clay techniques.
- Practise joining clay pieces together securely.
- Create and decorate a clay pot.
- Evaluate the final piece.

ENRICHMENT OPPORTUNITIES

Ure Museum of Greek Archaeology – Reading
The British Museum – Greek vases

SUGGESTED QUESTIONS TO MEASURE IMPACT

Can you make a push pot?
How can you make a coil pot?
Can you securely join pieces of clay?
Can you choose an appropriate design and colour palette?

YEAR 4 - SUMMER 2: OBSERVATIONAL DRAWING

Prior learning: In Year 2, children sketched a view from a window using size for near and far

Intent

Aylward intends for children to develop their observational drawing skills. Children will refine their use of line, tone, texture and proportion to create detailed drawings from observation.

Key Vocab

Still-life, **observation**, **scale**, **texture**, light source, shadow, proportion, negative space, contour, tonal range

Knowledge

Generating Ideas

Knows how to select drawing tools for effect.
Plans and researches techniques.
Uses a sketchbook to plan and develop ideas, gather evidence and investigate testing media.

Evaluating

Understand skills of critiquing own, and others, work.
Know how to suggest improvements to technique.

Making

Knows how to use pencil and charcoal to represent ideas with accuracy.
Can use a sketchbook to support the development of a design over several stages.

Art in context

Know how to describe an object (lines, shapes, colours, texture).
Understand close observation skills.

Skills

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
Articulate how to improve their work using technical terms and reasons.
Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.
Use taught technical skills to adapt and improve his/her work.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Observe objects closely.
- Explore line, tone and texture.
- Practise shading techniques.
- Investigate proportion and scale.
- Draw from direct observation.
- Create a detailed observational drawing. Link to ideas: <https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/>

ENRICHMENT OPPORTUNITIES

Attend sketching workshops

SUGGESTED QUESTIONS TO MEASURE IMPACT

What sketching techniques have you learnt to show different textures?
Can you draw objects using the correct proportion?
How do you know where the light source is?
What is negative space?



YEAR 5

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN 1

[Tudor](#)
[portraits -](#)
[Holbein](#)

SPRING 1

[Art from](#)
[Benin](#)

SUMMER 2

[Elizabethan](#)
[Patterns -](#)
[Collagraph](#)



YEAR 5 - AUTUMN 1 : TUDOR PORTRAITS - HOLBEIN

Prior learning:

In Reception, children draw portraits of themselves.
In Year 1, children made portraits inspired by

Intent

Aylward intends for children to learn about Tudor portraiture and the work of Hans Holbein. Children will develop their drawing and painting skills to create portraits that show proportion, expression and tone.

Key Vocab

The Tudors, Hans Holbein, portrait, traditional, **tone**, name of facial features, **proportion**, posture, expression

Knowledge

Generating Ideas

Selects appropriate media and techniques to achieve a specific outcome.
Plans and completes extended sets of drawings in sketchbook.

Evaluating

Can annotate a work of art to record ideas and emotions.
Can respond to advice from others to rework and improve design ideas.

Making

Uses a range of drawing tools to accurately represent from observation.
Can compile and develop several studies as visual evidence for a purpose.

Art in Context

Knowledge of the artist Hans Holbein.
Understands the formal tone of Tudor portraits.

Skills

Mix colours to express mood, divide foreground from background or demonstrate tones.
Evaluate his/her work against their intended outcome
Use line, tone and shading to represent things seen or remembered.
Develop different ideas which can be used and explain his/her choices for the materials and techniques used.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore Tudor portraits.
- Introduce Hans Holbein.
- Study facial proportions.
- Practise portrait sketching.
- Investigate tone and shading.
- Sketch creating a formal tone.
- Create a Tudor-style portrait.

ENRICHMENT OPPORTUNITIES

Visit Hampton Court Palace
Visit the National Portrait Gallery.
Use iPads to photograph children in a Tudor posture/with Tudor facial expressions.

SUGGESTED QUESTIONS TO MEASURE IMPACT

Can you use the key features of Tudor portraits?
Can you draw a face with correct proportions?
How do the colours make the viewer feel?

YEAR 5 - SPRING 1 : ART FROM BENIN

Prior learning: In Year 3, children made clay pots inspired by the Ancient Greeks.

Intent

Aylward intends for children to learn about the art of the Benin Kingdom. Children will develop their sculpting skills to create relief artwork using texture, pattern and form.

Key Vocab

Benin, relief, 3D form, bronze, engrave, method, texture, plaque, casting, surface pattern

Knowledge

Generating Ideas

Knows how to plan and sketch an idea based on known stimulus.
Understands how to draw 3D shapes represented in 2D form.
Knows how to sketch from different perspectives.

Evaluating

Know how to evaluate a sculpture based on shape, pattern, texture and form.
Can talk about their own design against success criteria.

Making

knows how to sketch people accurately.
Can interpret the texture using graded sketch pencils.
Selects tools carefully to create appropriate shape, model and joins.

Art in context

Know about Benin bronze plaques.
Know about relief and engraved sculpture forms.

Skills

Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.
Develop different ideas which can be used and explain his/her choices for the techniques used.
Confidently and systematically investigate the potential of new and unfamiliar techniques and materials within his/her work.
Develop skills in using clay including slabs, coils and slips.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore Benin Bronzes.
- Investigate relief sculpture.
- Practise clay techniques to make relief forms.
- Sketch patterns and figures.
- Design a plaque.
- Create a clay relief sculpture.
- Apply metallic finishes.

ENRICHMENT OPPORTUNITIES

Watch 'What can we learn from the art of Benin?'

See artwork and artefacts in the African Worlds gallery at the Horniman Museum in South London

SUGGESTED QUESTIONS TO MEASURE IMPACT

Can you design a relief sculpture?
Can you etch patterns into clay?
Does your artwork match the theme?

YEAR 5 - SUMMER 2 : ELIZABETHAN PATTERNS - COLLAGRAPH

Prior learning: In Year 1, children printed shapes onto T-Shirts.
In Year 4, Children created a wave on a block tile to print.

Intent

Aylward intends for children to explore Elizabethan patterns and textiles. Children will develop their printing skills to design and create collagraph prints inspired by historical designs

Key Vocab

Textile, pattern, collagraph print, colour scheme, Elizabethan, comparison, contrast, motif, overlay, repeat pattern

Skills

Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and texture. Evaluate his/her work against their intended outcome.
Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.
Develop different ideas which can be used and explain his/her choices for the materials and techniques used.
Experiment using layers and overlays to create new colours/textures.

Knowledge

Generating Ideas

Uses research to form initial ideas.
Knows different techniques for printing.
Explored shapes and repeating patterns.
Uses sketching to develop initial ideas for printing.

Evaluating

Evaluate own work, and that of others, against own success criteria.
Reflect on own final piece of work.

Making

Can select appropriate tools for textile work.
Knows how to etch out a design on lino/print blocks.
Identifies colour schemes for effect/impact.
Understands how to combine colours for a multi coloured print.

Art in context

Know about Elizabethan fabric/wallpaper prints.
Know how they influence wallpaper/curtain designs today.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore Elizabethan textiles.
- Investigate repeating patterns.
- Sketch patterns and floral designs.
- Explore printing with different materials.
- Experiment with collagraphs.
- Design a printing plate.
- Create a collagraph print.

ENRICHMENT OPPORTUNITIES

Visit to the Victoria and Albert Museum, Museum of London to view textile exhibitions
Printed fabric can be used in DT to make bags/purses

SUGGESTED QUESTIONS TO MEASURE IMPACT

Does your print look similar to your sketch?
Can you build a collagraph printing tile?
Is your artwork inspired by a theme?



YEAR 6

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

AUTUMN 1

[People in Action -](#)

[Sketching,](#)
[shading human](#)
[figures](#)

SPRING 1

[Roy Fox](#)
[Lichtenstein](#)

SPRING 2

[Joan Miro -](#)
[Surrealism](#)



YEAR 6 - AUTUMN 1 : PEOPLE IN ACTION

Prior learning-

In Reception, Year 1 and Year 5, children have drawn facial features in portraits.

Intent

Aylward intends for children to develop advanced drawing skills through studying people in motion. Children will refine their use of proportion, perspective and tone to create dynamic figure drawings.

Key Vocab

Tone, texture, hatching, stippling, shading, figure, perspective, oval, movement, perspective, motion, blurring,

Knowledge

Generating ideas

Can express their ideas and observations
Can develop quick studies from observation recording action and movement.

Can convey tonal qualities well, showing good understanding of light and dark on form.

Evaluating

Can describe the effect of creating motion in artwork.

Support peers with constructive feedback.

Respond to advice from others to rework and improve design ideas.

Making

Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.

Confidently uses charcoal/pastels in response to light and dark, shadows and well-lit areas.

Art in context

Can talk about how artists or craftspeople portray motion in their work.

Can recognise motion in images.

Recognises that objects further away appear smaller and objects nearer appear larger.

Skills

Select ideas based on first-hand observations or imagination..

Begin to develop an awareness of composition, scale and proportion in their work.

Adapt his/her own final work following feedback or discussion based on their preparatory ideas.

Use techniques, colours, tones and effects in an appropriate way to represent things.

Use simple perspective in their work using a single focal point and horizon.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Explore artwork showing movement.
- Practise figure sketching.
- Investigate tone and texture.
- Study body proportions.
- Experiment with motion effects.
- Create a figure in action drawing.

ENRICHMENT OPPORTUNITIES

Use iPad to video motion and watch back in slow motion to see different poses.

Create tin foil figures for children to put in a variety of motion poses.

SUGGESTED QUESTIONS TO MEASURE IMPACT

Can you sketch figures in motion positions?

Can you use techniques to show movement in art?

Can you show background perspective?

YEAR 6 - SPRING 1 : POP ART - ROY FOX LICHTENSTEIN

Prior learning:

Intent

Aylward intends for children to learn about Roy Lichtenstein and Pop Art. Children will develop their drawing, painting and digital art skills to create bold artwork inspired by his style.

Key Vocab

Pop Art, purpose, manipulate, Digital media, composition, mood, style, Ben Day Dots, transfer, bold outline,

Skills

Refine his/her use of learnt techniques.
Create intricate printing patterns by simplifying and modifying sketchbook designs.
Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
Explain and justify preferences towards different styles and artists.
Follow a design brief to achieve an effect for a particular function.

Knowledge

Generating ideas

know how to use sketchbooks to research, record and sketch ideas.
Know specific features of pop art design
Can take digital still images.
Can talk about shapes, colour schemes and use of lines.

Evaluating

Evaluate work in progress over time to impact and develop the final piece.
Reflect on the work of known artists and explain their own influences.
Can talk about their initial designs against success criteria.

Making

Know how to take a digital image.
Can edit and print a digital image.
Can select tools to transfer an image.
Can use wet media to create a pop art image.
Understands how to use hue, tints and tones for individualised artwork.

Art in context

Know about Roy Lichtenstein and the Pop Art culture.
Understand Lichtenstein's influence on logo designs.
Recognise Pop Art in the world around them.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Roy Lichtenstein.
- Explore Pop Art features.
- Practise Ben-Day dots.
- Use Ben-Day dots to give the effect of secondary colours and different tints and tones.
- Investigate comic-style imagery.
- Transfer and develop a portrait.
- Create a Pop Art self-portrait.

ENRICHMENT OPPORTUNITIES

Visit Tate Britain- 10 artworks by Roy Lichtenstein

Opportunity for digital Art using photographs and editing to change the colours/effects.

Use paint programme to replicate the style online.

SUGGESTED QUESTIONS TO MEASURE IMPACT

Can you design a relief sculpture?
Can you etch patterns into clay?
Does your artwork match the theme?

YEAR 6 - SPRING 2 : SURREALISM - JOAN MIRO

Prior learning-

Intent

Aylward intends for children to learn about Surrealism through the work of Joan Miró. Children will develop their mixed-media skills to create imaginative artwork inspired by surrealist techniques.

Key Vocab

Surrealism, wet media, dry media, **composition**, **depth**, **layering**, abstract, **mixed media**,

Knowledge

Generating Ideas

Can take ideas from known artists' work.
Can use sketch books to develop ideas.
Understands the importance of annotating and note taking to develop ideas further.

Evaluating

Evaluate work in progress over time to impact and develop the final piece.
Reflect on the work of known artists and explain their own influences.

Making

Can use different media for mark-making.
Can add to automatic sketching for effect.
Explore the effect of 3D form.
Combine media creatively.

Art in context

Know about Joan Miro and Surrealism.
Understand Miro's influence on artforms.
Combining media and 2D and 3D forms.

Skills

Create intricate patterns by simplifying and modifying sketchbook designs.
Explain and justify preferences towards different styles and artists .
Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.

Tips and Tricks

SUGGESTIONS FOR IMPLEMENTATION

- Introduce Joan Miró and Surrealism.
- Explore shapes and symbols.
- Experiment with automatic drawing.
- Explore using wire to make sculpture.
- Create layered collages.
- Combine mixed media techniques.
- Produce a surrealist artwork.

ENRICHMENT OPPORTUNITIES

Visit Tate Modern to view Miro and other Surrealist work

SUGGESTED QUESTIONS TO MEASURE IMPACT

What is Joan Miro's style?
How does layering effect a piece of art?
Does your art represent surrealism?
Can you combine media for a 3D effect?

USEFUL WEBSITES AND LINKS

