



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Art & Design at Raeburn Primary School

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Intent

High Expectations	Modelling	Vocabulary	Inclusion
We believe that Art is a vital part of children's education and has a significant and valuable role in the curriculum, as well as the enrichment opportunities it offers to pupils. Children have the opportunities to study the work of a range of artists and to critically evaluate their own work and that of others.	Teachers teach the skills needed to succeed in Art & Design by modelling the techniques and skills required with a range of media, for pupils to achieve the end project and to ensure progression of skills across each Year group.	To ensure that children can explain/discuss the skills they can use to create a final piece, it is vital that vocabulary is constantly taught and discussed through the teaching of skills. Each lesson will begin by outlining key vocabulary in 'Sticky time' and new vocabulary will be taught and referred to throughout teaching. Where art is displayed in classrooms and across the school, key vocabulary should be displayed alongside. Knowledge organisers will also list vocabulary and definitions, for pupils to refer to throughout a project.	SEND, EAL and Pupil Premium pupils are all given the same opportunities to take part in Art lessons and teaching and learning is adapted to meet the needs of individuals who need more support.
Knowledge and concepts	Skills	British Values	Cultural Capital
Knowledge is built upon each year enabling clear progression in Art & Design skills. Teachers ensure they are teaching the correct skills for their year group by referring to the Art & Design progression of skills grid. The progression grid is split into skills and key objectives for each year group. The curriculum coverage grid is used to ensure that all skills are being taught sufficiently across year groups.	Projects are designed to fit in with the Art & Design curriculum and to ensure that the correct skills are taught. Children will be taught a curriculum that is focused around five key concepts which are drawing; painting; print making; 3D; texture, pattern, colour, line & tone. Each project will progressively teach these skills, while following a project process. Skills and projects can be found in Sketchbooks across the school.	British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children. <u>Democracy</u> The children must take the views and opinions into account but still have the right to make their own choices. To take turns both in speech and practically with others. To understand that it is not always possible or right to have their own way and understand the value of compromise. <u>The rule of law</u> To understand the importance of safety rules when using different media, equipment and tools. To understand and accept that if these rules are not followed that there are consequences to this. <u>Individual liberty</u> To understand that they are able to listen to others and take inspiration from other artists/architects but can use their own ideas and design choices when designing and producing a final piece. To accept that others' ideas may not be the same as their own but are able to accept this. <u>Tolerance</u> To tolerate ideas from others that are different to their own. To understand that many great design ideas originate from other cultures. <u>Mutual Respect</u> To listen to and consider the ideas and opinions of others even if they differ from your own. To be able to take turns during discussions to resolve difficulties or make decisions. To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.	Art gives pupils the opportunity to experience things beyond what they would normally encounter. The variety of artists/architects that they will be exposed to will allow them to learn and build their awareness of the world and futures. They can use their creativity as a tool to communicate ideas by exploring other cultures and pieces of work.

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
At Raeburn we encourage pupils to explore their creativity, independence and experimentation by building on skills, technique, knowledge and vocabulary year on year. We encourage pupils to adopt a growth mind-set when approaching any piece of work or learning a new skill which links into the Raeburn Citizenship value of 'Positivity' as we aim for children to take on a positive attitude and believe in their own ability. Here at Raeburn, we take part in whole school Art projects to show progression across the school and give pupils further opportunity to express their creativity. We encourage pupils to take pride in their work and we like to celebrate achievements by ensure that there are pieces of art work displayed around the school. Here at Raeburn we teach the Art & Design curriculum by focusing on five key areas • Skills such as drawing, painting, print making and 3D • Formal elements (line, shape, tone, texture, pattern and colour) • Knowledge of Artists/architects and local links • Vocabulary • Self and peer evaluation Each project will progressively teach these skills, while following a project process. This process follows the steps of having a starting point (this could be a statement or a key question), investigation, development of ideas (focus tasks), a final piece and evaluation. Pupils will demonstrate a variety of skills using a range of materials that are available at Raeburn. The media, tools, equipment and resources available allow staff to teach the curriculum effectively and learners to experiment with a range of techniques. Knowledge organisers are used to allow learners to identify which skills they will be focusing on, experiences, knowledge and key vocabulary. The knowledge organisers are displayed at the front of sketchbooks to refer to and give learners an insight as to what they will be learning, as well as encouraging enthusiasm and inspiration for artwork. Each Year group is introduced to the work of several named artists throughout the year which will inspire pieces of work. In Early Years Foundation stage, Artwork is recorded through observation, on Tapestry and in pupil files. Each day, children are exposed to a variety of Art activities which allow them to explore creatively and express their ideas and feelings, through continuous provision activities. Through the use of the 'In the moment' planning, staff enhance the provision, to meet the individual needs of each child through a range of media.	Stories and information books are used to unlock the knowledge, skills and concepts of our curriculum. Books provide an exciting and engaging stimulus for the children. Reading is used effectively in Art & Design though adaptive teaching during the investigative stage of the project process. Children will read when researching facts about skills and techniques and through the research of linked artists/architects.	Oracy is expected in all lessons, including strategies such as: • My Turn Your Turn • Think Pair Share • Show Me Boards • High Quality Questioning Art & Design vocabulary is used effectively in all lessons and pupils are encouraged to use a range of vocabulary and recap prior learning during sticky time. When learning a new skill and through discussion, pupils will use key vocabulary that relates to the skills and allows them to create a final piece.
Inclusion	Assessment	CPD
Sketchbooks allow children to express themselves and are personal to their own strengths, allowing all learners to have the freedom to be creative. Through adaptive teaching, support and modelling of skills, as well as access to a wide range of resources/media, SEND pupils are allowed the same opportunities as others within art and design.	AFL strategies and principles underpin everything we do. Sonar is used at the end of each term to make a judgement of pupil attainment using formative and summative assessment to state whether children are at the expected standard for their Year group, based on the National curriculum objectives.	• National College • Gayle Forshaw cps for Art subject leads • Feedback from SL deep dive
Monitoring	Whole School/Parental involvement	Cultural Capital

Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.	Whole school Art projects each year. Parents informed about projects when necessary via the school weekly newsletter Parents are kept up to date progress and achievements of pupils through posts on school social media (twitter) At least one half termly sharing of books and classwork through open classrooms or parent/teacher meetings	● Trips to Art galleries ● Visitors ● Inspirational figures ● Key Artist celebrations from a range of cultures/backgrounds
Whole school displays	All classrooms have British Values displays. Books, websites and resources related to Art skills and artists/architects will be accessible for all children. Art is on display in the school corridor to demonstrate and celebrate the skills taught across the school and how they progress, as well as linking to the whole school art project. This is updated yearly. Art is celebrated across the school and displayed outside classrooms at several times during the year. A school Art exhibition is arranged once a year.	

with

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Evidence collected from pupil voice- Children are enthusiastic about Art; they are able to talk about the skills they have learnt and linked artists/architects. Children are confident to talk me through the stages of a project and how they learnt the skills, as well as what they should do if they need help. Children are confident to talk about their previous learning and learning across their current and previous year groups.	Each child in KS2 has their own sketchbook which they take with them throughout the school. Sketchbooks are now in the process of being incorporated into KS1 too. This will show their learning journey in Art & Design from term to term and year to year. Each term, the pupils will take part in one or two projects, following the project process. The children will be encouraged to look back at their final pieces and the skill-specific vocabulary they have learnt will be evident in their discussions and evaluations	Pupils will be able to demonstrate a variety of skills using a range of materials. The media, tools, equipment and resources allow learners to experiment with a range of techniques and demonstrate the skills needed to achieve a final piece in a project. The children will be able to understand and correctly utilise subject specific vocabulary. They can use their oracy skills to describe the features of existing inspirational art pieces and to evaluate their own work and work of others. They will be able to understand and interpret a range of Art specific skills applied in their work in drawing; painting; print making; 3D; texture, pattern, colour line and tone.	By the time pupils leave Raeburn, they will have been given opportunities to express themselves creatively. We aim for the pupils to have developed their creativity and have increased confidence in Art and design by exploring a range of skills/techniques and experimenting with different materials and tools. We hope that the Art skills taught at Raeburn will be implemented in later life and influence and enhance creativity in career paths that pupils follow. We aim for children to retain learning about focus artists and architects and apply these skills and knowledge after they leave Raeburn. We aim for children to have been inspired to become a unique artist and have developed a love and passion for Art.

ART

ART YEARLY OVERVIEW

YEAR GROUP	AUTUMN	SPRING	SUMMER
Year 1	Project 1 - Introduction to Collage (Portraits) Linked Artists: <i>Vincent Van Gogh (Impressionism)</i> <i>Peter Blake (Pop Art influenced)</i> <i>Vivian Maier Photography</i> Project 1 - Introduction to Collage (Portraits)	Project 2 - Introduction to Painting (Landscape scenery) Linked Artist: <i>Georges Seurat (Pointillism)</i> Project 2 - Introduction to Painting (Landscape scenery)	Project 3 - Introduction to Drawing (Fruit and other objects) Linked Artists: <i>Paul Cézanne (Still Life)</i> <i>Jane Reynolds (Still Life)</i> Project 3 - Introduction to Drawing (Fruit and other objects)
Year 2	Project 1 - Split-Portrait (Self-portrait) Linked Artists: <i>Vincent Van Gogh (Impressionism)</i> <i>Pablo Picasso (Cubism)</i> <i>Vivian Maier (Photography)</i> <i>Salvador Dalí (A fusion of classical realism, surrealist imagination, and symbolic richness)</i> Background Linked Artist: <i>Gustav Klimt (Patterns)</i> Project 1 - Split-Portrait (Self-portrait)	Project 2 – Mixed Media (Flowers) Linked Artists: <i>Peter Blake (Pop Art Influenced)</i> <i>Pablo Picasso (Still Life)</i> Project 2 – Mixed Media (Flowers)	Project 3 - Introduction of Clay (Ceramic Decoration) Linked Artist: <i>Vivienne Foley (Ceramic Sculptures)</i> Project 3 - Introduction of Clay (Ceramic Decoration)

Year 3	Project 1 – Surrealism (Dream Creatures) Linked Artist: <i>Salvador Dalí (Surrealism)</i> Project 1 – Surrealism (Dream Creatures)	Project 2 - Introduction to Watercolours (Chinese Koi Fish) Linked Artists: <i>Master Qi Baishis (watercolour)</i> Project 2 - Introduction to Watercolours (Chinese Koi Fish)	Project 3 - Figure Drawing (Friendship [2 or more figures]) Linked Artist: <i>Joan Eardley (Portraits in using different artistic styles)</i> Project 3 - Figure Drawing (Friendship [2 or more figures])
Year 4	Project 1 - Mixed Media Collage (Picasso Portraits) Linked Artist: <i>Pablo Picasso (Blue period, Rose Period, Cubism and The Monster/Surrealist Period)</i> Project 1 - Mixed Media Collage (Picasso Portraits)	Project 2 - Printing (Liverpool Skyline) Linked Artists: <i>Elizabeth Catlett (Lino and Block printing)</i> <i>Albrecht Dürer (Woodcut [relief] and engraving [intaglio])</i> Project 2 - Printing (Liverpool Skyline)	Project 3 - Figurative Sculpture (Human Form) Linked Sculptures: <i>Anthony Gormley (Figures)</i> <i>Alberto Giacometti (Cubism and Surrealism)</i> <i>Augusta Savage (Realism, expressive and sensitive)</i> Project 3 - Figurative Sculpture (Human Form)
Year 5	Project 1 - Charles Rennie Mackintosh (Art Nouveau movement) Linked Artist: <i>Charles Rennie Mackintosh (Art Nouveau movement)</i> Project 1 - Charles Rennie Mackintosh (Art Nouveau movement)	Project 2 - Mixed Media Collage (Movement) Linked Artist: <i>Henri Matisse (Modernism and Fauvism)</i> Project 2 - Mixed Media Collage (Movement)	Project 3 - Klimt Inspired (Patterns) Linked Artist: <i>Gustav Klimt (Symbolism)</i> Project 3 - Klimt Inspired (Patterns)
Year 6	Project 1 - Ceramics (Vessels) Linked Artist:	Project 2 - Self-portrait (Me, myself and I)	Project 3 - Georgia O'Keeffe (Flowers) Linked Artist:

	<i>Vivienne Foley (Ceramic Sculptures)</i> Project 1 - Ceramics (Vessels)	Linked Artists: <i>Vincent Van Gogh (Post-impressionist)</i> <i>Andy Warhol (Pop art)</i> <i>Henri Matisse (Modernism and Fauvism)</i> Project 2 - Self-portrait (Me, myself and I)	<i>Georgia O'Keeffe (American Modernism)</i> Project 3 - Georgia O'Keeffe (Flowers)
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Art and Design at Raeburn Primary School

Our children's creativity is valued and encouraged at Raeburn Primary School.

By providing a high-quality and enriching Art and Design curriculum, we seek to excite and engage our pupils and help them improve their artistic skills, knowledge, and confidence. To be passionate about the arts as well.

In Key Stages 1 & 2 the children:

- Develop their knowledge and skills in the arts.
- Learn about great artists, designers and crafts people.
- Analyse and evaluate their work and the work of others.
- Develop a wide range of art and design techniques including using colour, pattern, texture, line, shape, form and space.
- Create artistic work in a variety of media including paint, clay, collage, textiles, print and sculpture.

Our art curriculum offers children a sense of accomplishment and pride. All pupils at Raeburn Primary School receive a sketchbook, which they fill with exquisite artwork throughout their time here. Something children can treasure and take great pride in.

Progression of Drawing - Years 1-6

Example

yr	Skills/ and Knowledge	Project	Artists- Drawing
1	- Explore use of drawing tools and their different effects-pencil-line, oil/chalk pastels, felt pens, charcoal - Sketching technique-moving hand up the pencil to change pressure - Shapes- observational drawing of shapes in everyday objects. Drawing singular and collective objects (still life) - Tone- explore 3 tonal values (light, dark, medium) using a variety of media - Self-portrait- observational drawing- shape, proportion and position of facial features (special awareness) - Colouring in-achieving even coverage using 'one direction' technique, control around edges - Line- explore the possibilities of line- outline, expressive line, texture - Texture- experiment creating texture using a variety of drawing tools and techniques (pastel, felts, charcoal)	- Intro to Drawing-Still Life - Intro to collage-Self-portrait - Intro to painting	- Cezanne- Still life - Jayne Reynolds - Portrait artists- - Van Gogh - Vivian Mayer
2	- Refine sketching technique, changing pressure to achieve different tonal values - Observational drawing-Investigate scale and proportion of drawings- close-up, distance, perspective, special awareness - Experiment layering using different media (mixed media flower) - Repeat Pattern and shapes-understand the difference between regular/irregular - Symmetry split-portrait study-detailed line drawing, tone and texture- 'select and use' appropriate media - Still life pencil study of flowers- shape, space, texture, tone, proportion	- Flower study - Still Life - Flower Mixed Media collage - Split Portrait-Symmetry	- Georgia O'Keeffe - Flower study - Self-portraits-Salvador Dali - Van Gogh - Picasso
3	- Changing tonal value gradient light to dark, using coloured pencils - Blending coloured pencils, using layering technique - Figure drawing- 3 stage technique- stick, flesh, skin, drawing to scale using accurate scale/proportion - Illustration- character development- - Use line to suggest texture- dream creature skin	- Surrealism-Dream Creature - Landscape- line - Chinese symbolism- pencil study - Friendship- figure drawing	- Joan Eardley -Figure drawing technique - Ted Harrison-Line - Salvador Dali-Surrealism
4	- Different perspectives-Picasso Portrait- how features and change from different perspectives. Use a cubism technique to create a portrait inspired by Picasso - Still Life- use different media to achieve variations in line, texture, tone, colour and shape - Communicate ideas- use graphic art on packaging to promote a produce (illustration, typography)	- Picasso portraits - Liverpool skyline - Packaging- graphics/ character design/typography	Picasso - Portrait
5	- Understand and put into practise the 'Formal elements in Art' Including Line-hatching/cross hatching and contours to create a sense of form, shape and tone - Movement-how artist use expressive line to show energy, emotion and movement. - Achieve tonal values/effects using charcoal. Understand the effects of light on objects (shadows, highlights...) - Refine observational skills-still life study - Pattern- Art Nouveau, Art Deco - Communicate design ideas- Mackintosh chair design- isometric drawing, 2-point perspective drawing, rendering	- Movement in art-Matisse- Figure drawing - Art nouveau inspired patterns - The formal elements in art - Klimt inspired Pattern study	- Henri Matisse-figure drawing in movement - Charles Rennie Mackintosh-Art Nouveau - Van Gogh- Still Life
6	- Sketching –design ideas, using Perspective drawing, Exploded diagrams, Isometric /Orthographic projection 3D/Perspective drawing- one- and two-point perspective drawing - How to use graded pencils and understand their tonal value. Refine drawing skills, apply tone, shadows, textures and highlights with precision. - Create a self-portrait using a grid technique to improve accuracy and special awareness. - Pattern – demonstrate understanding of pattern- regular /Irregular, apply in an art piece inspired by Klimt. - Refine observational drawing skills in a Van Gogh inspired still life art piece	- Botanical study- pencil - Self-portrait- pencil study - Klimt inspired pattern study - Clay Vessel- communicate ideas	- Gustav Klimt - Pattern Study - Paul Cezanne -Still Life

Progression of Painting- Years 1-6			
Yr	Skills/Techniques/Knowledge	Project	Artists/ Movement
1	- Paintbrush position application and control. - Changing colours, washing, drying brush. - Paintbrush selection- Large, medium, fine. - Mixing Primary coloured paints to make Secondary colours - Block painting technique- Tricky edges, one-direction, peeping paper. - Blending colours. - Introduction to Pointillism and stippling technique. - Creating dark and light tone in paint.	- Introduction to Painting - Mixed media Self-portrait - Still Life	- Paul Cezanne - George Seurat
2	- Observation painting- Understand different tonal values by observing varying hues/ tones in flowers. - Explore mixing paints to create varying tones/hues (adding more blue to purple, yellow to green). - Greater control and precision when applying paint. More Independent decisions on brush selection. - Creating background washes. - Select and Use -Wider range of paint brush size and shapes. - Explore creating texture with paint, Pointillism, Stippling, adding sand, salt...	Still Life study of a flower	- Georgia O’Keeffe - Flower study - Peter Blake
3	- Introduction to watercolor - - Explore watercolours- add more/less water, blending a background sky, effects of using varying types of paper (watercolour/cartridge/printing) - History/cultures/traditions- Chinese watercolour study - Creating water effects using Watercolour - Using pen and ink with watercolour - Explore the effects of water resist-with watercolours and oil pastel. - Mixing watercolours. - Landscapes-Block painting, line and contours in paint. - Painting challenging areas and shapes with control and precision. - Colour theory-Complementary colours to create energy in art. - Figure painting- Control and precision.	- Chinese water colour Koi fish in water - Mixed Media- Friendship (figure drawing/painting)	Joan Eardley -Figure drawing technique
4	- Colour theory- selecting complimentary colours to achieve impact and energy. - Paint study of Picasso. Using fine tipped brushes for intricate painting, painting patterns. - Explore techniques for showing perspectives in art.	- Picasso Portraits - Liverpool skylines - Perspectives in Art	Picasso –Cubism Portraits
5	- Colour theory –Tertiary colour wheel - Explore Different Paint Brush styles and techniques- Van Gogh - Monochrome Tonal study of shapes , creating light, dark shadows and reflection - Still life painting applying the above - Watercolour- Art Nouveau- Intricate painting using fine brushes to create a Art Nouveau inspired watercolour-confidence and precision. - Pointillism- Landscape-local landmark, to create optical mixing of colours and creating tones. - Inspired mixed media on Klimt- Painting with refined precision and control.	- Still Life - Watercolour Art Nouveau - Movement	- Henri Matisse-figure drawing in movement - Charles Rennie Mackintosh-Art Nouveau - Various Still Life artists
6	- Botanical study- Watercolour and ink study- Painting Intricate detail, accurate colour mixing, observation of tonal values- - Still life painting in the style of Van Gogh- broken, expressive brush strokes.	- Klimt Patterns - Botanical and wildlife watercolour studies - Pointillism landscape	- Gustav Klimt - Pattern Study - Paul Cezanne -Still Life - George Seurat - Vincent Van Gogh

Progression of Skills and Knowledge 1-6

Yr	Skills/Techniques/Knowledge	Project	Artists/ Movement
1	- Exploring Pattern using objects/print-Repeat Patterns, using natural materials Collage- Select and apply collage materials to create a self-portrait - Explore Printing using simple printing techniques to repeat images, patterns- block, printing with natural materials	Introduction to Collage-Self-portrait	Self-portrait artists
2	- Repeat Patterns using shapes and symbols, create a pattern sequence that repeats itself. Mixed Media- Understand the term mixed Media? Revisit knowledge and understanding of the term ‘medium’. Look at examples of Mixed media artwork. Use paint and collage materials to create the colours and tones of a flower. Sculpture - Introduction to Clay tools and their uses. Clay skills and techniques- Rolling, cutting, engraving, smoothing and painting.	- Split Portrait - Design and Make a woven product - Mixed Media Flower	- Georgia O’Keeffe - Flower study - Botanical Artists
3	.Repeat Patterns using shapes and symbols, create a pattern sequence that repeats itself. Mixed Media Collage–friendship collage- Use of layering, composition, how to show foreground and background	Mixed Media- Friendship (figure drawing/painting)	Joan Eardley -Figure drawing technique
4	Sculpture -Wire men, mod rock (under development) - Picasso Portrait Mixed Media Collage. Use paper, paint and digital imagery to create a Picasso inspired portrait. Use of Composition and selection of materials to create a surrealist style. Relief printing- Understand and practise the tools, processes and techniques, used in Relief Printing. The History of Relief printing. Famous Printmakers. Understand and learn the varying factors of print through exploring.	- Picasso Portraits - Liverpool Skylines-Print	Picasso –Cubism Portraits Elizabeth Catlett Albrecht Durer
5	Klimt-Pattern study-Irregular pattern Study the work of Gustav Klimt and his use of patterns in his artwork. Create a Klimt inspired artwork which includes irregular patterns. - Mackintosh chair design- 3D modelling Design and make a prototype model of a dining chair inspired by Art Nouveau movement and Artist/Designer Charles Rennie Mackintosh. 3D drawing-Isometric. Model using Foam Board and glue gun. - Matisse Mixed Media and print- Explore the work of Matisse, and his use of ‘cut outs’ and print . Use colour and shapes and line to create a sense of movement	- Klimt Pattern Study 3D Modelling - Movement	Henri Matisse-figure drawing in movement Charles Rennie Mackintosh-Art Nouveau Various Still Life artists
6	Design and Make a Ceramic vessel. Revisit clay tools and processes. Learn new skills-shaping, forming. Joining, embossing, using slip. Understand the characteristics and limitations and possibilities of Clay as a material. Use this to design and make a successful clay product.	Clay Vessel	. Famous ceramic artists

Progression Knowledge and Understanding			
Yr 1	Introduction to Collage (Portraits)	Introduction to Painting	Introduction to Drawing
	- Portraits/self-portraits - Famous Portrait artists - Materials- textures, colour, aesthetics, application - Emotions - Symmetry - Colour moods - Drawing tools and their uses Terminology- Portrait, self-portrait, emotions, happy, sad, angry, cheerful, photograph, drawing, painting, collage, material, texture, shiny, dull, scratchy, prickly, rough, smooth, sparkly, reflective, features, iris, pupil, detail, block paint, tone, shape.	- Colour wheel Primary/Secondary - Blending Technique - Introduction to Pointillism and the work of artist George Seurat - Colours- Optical mixing - How to make a wash by adding water to paint - Stencils and stippling technique - Art Movement: Neo-Impressionism Terminology- blending, mixing, colour, Primary, Secondary, colour wheel, stippling, stencil, washes, pointillism	- What is Still life? - Still life studies of singular and collective objects - The still life artwork of Paul Cezanne - Recognise and practise still life in various media (pencil, chalk/oil pastel, coloured pencil) - Observe and recognise different tones in objects - How light creates tones on objects - How to create tones- dark, medium and light - The work of contemporary, tonal and colourist artist Jane Reynolds Terminology- Still Life, object, tone, light, medium, dark, shadow, sketch, artist, colour.
Yr 2	Split- portrait	Mixed Media	Introduction to Clay
	- The term Symmetry/Symmetrical - What is a Self-portrait? - Famous self-portraits/artists - Names of facial features - Repeat patterns Terminology-Portrait, Self-portrait Symmetry, Symmetrical, Detail, Sketching, Blending, Toning, Shading, Features, Observation, Repeat patterns Reflect, Evaluate	- Understand the term ‘Mixed Media’ - Famous Artists who use mixed media in their work - The effects of using mixed media to achieve texture, colour, detail, depth and tone - Understanding what ‘tones’ are and how to achieve dark. medium and light tones in a range of media. Terminology- Mixed Media, Medium, Layering, Texture, Highlight, Shadow, Tone, Depth. Observe, Scale, Pattern, Shape., Sketch.	- Clay – Source, Sustainability, Uses, Characteristics and Properties (history? culture?) - Clay tools and their uses/application - The Design Process - Task Analysis, Research Analysis, Design, Develop, Plan, Evaluate Terminology- Design Process, Design Brief, Product Analysis, Design Specification, Initial Ideas, Final Ideas, Planning, Making, Form, Evaluation, Criteria, Engrave, Shape, Cut, Slip, Join, Acrylic, Metallic, Glaze, Emboss, Modification, Air-drying.
Yr 3	Surrealism (Dream Creatures)	Introduction to Print	Introduction to Figure Drawing
	- The meaning of the term ‘Surreal’ and Surrealism in art - The Surrealist art movement - The work of famous Surrealist Artist Salvador Dali - The technique of blending and creating tone using coloured pencil - How to use line to create texture - Observe, evaluate, reflect and compare Terminology- Surreal, surrealism, surrealist art movement, character design, texture, tone, blend, define, composition, medium, unique, optical illusion, illustration.	- The work of Japanese Artist/Printer Katsushika Hokusai - Understand the medium of Print including processes, tools and techniques - Different types of Printing; Relief, Woodblock Screen, Digital, Lino, Block... - A brief history of Print - How to create different types of print Terminology- Relief Printing, block printing, relief, engrave, brayer roller, repeat pattern, colour pattern, shape, regular and irregular pattern, process, replicate.	- Figure drawing technique - Investigate work of artist Joan Eardley (subjects, style and mixed media technique). - Names of body parts, proportions. - Evaluate and reflect Terminology-Figure drawing, sketching. Proportion, ‘fleshing out’, torso, pelvis, thigh, knee, calf, spine, observe, compare, similarities, mixed media, layers, symbolism.

Yr 4	Picasso Portraits	Liverpool Skyline Print	Figurative Sculptures
	- The works of Artist Pablo Picasso - Cubism and Surrealism - Facial perspectives - Colour contrasting - Pattern - Evaluate and reflect Terminology- Picasso, Cubism, Surrealism, perspective, Picasso Periods, Mixed Media, contrasting, mood, compare, similarities, Art Movement, collage, proportion	- Famous Printmakers and their work - The Process and technique of Relief Printing - A brief history of printing - Printing tools and their uses - Use of lines to create silhouettes - Liverpool's historic landmarks and buildings - Observe, evaluate, reflect and compare Terminology- Relief printing, silhouette, compare, similarities, impression, print, reflection, neoprene, engrave, reproduce, mass production.	- How the human form has been depicted in art throughout history - Understanding 3D figurative Sculpture, including materials, techniques... - The works of Sculptors; Anthony Gormley, Augusta Savage and Alberto Giacometti - Modern Art in America Alberto Giacometti 2D to 3D figures - How to create form in figurative sculpture, considering scale, proportions, shape Terminology- 3D- Three Dimensional, sculpt, sculptor, sculpture, medium, modroc, plaster, mould, proportion, scale, shape, form, contemporary, modernism, abstract, realism, expression, composition, subject
Yr 5	Charles Rennie	Mixed Media (Movement)	Klimt Pattern
	- The works of Architect and designer Charles Rennie Mackintosh - History of the Glasgow school of art - The Art Nouveau movement - The Tertiary colour wheel - To understand and follow the stages in the design process - To use and understand formal and nonformal drawing - Prototype modelling Terminology- Art Nouveau, Iconic, Composition, Ladder-back, Architect, Tertiary colours, Organic, Hues, Isometric, exploded view, three-dimensional, scale, prototype, Orthographic drawing	- Understand the term 'Mixed Media' - Famous Artists who use mixed media in their work with a focus on Henri Matisse' Modernism and Fauvism - The effects of using mixed media to achieve texture, colour, detail, depth and tone - Understanding what 'tones' are and how to achieve dark. medium and light tones in a range of media. - Printing techniques - Colour theory - use of contrasting colours to create energy - Composition - Figure drawing Terminology- Shape, Form, Composition, Fauvism, complimentary/contrasting colours, energy, abstract, silhouettes, vibrant, hues, spontaneous	- Artist Gustav Klimt - Regular and irregular pattern - Symbolism - Art Nouveau Movement - Colour Theory- Klimt colour palettes in his Gold phase - Portraits- Klimt's contrast between abstract and realism - Composition Terminology- Regular pattern, sequence, irregular pattern, symbolism, realism, Art Nouveau, composition, mythical, mural, medium, abstract, silhouettes, vibrant, spontaneous, intricate.
Yr 6	Clay Vessel	Still Life	Georgia O'Keeffe (Flowers)
	- Clay – Source, Sustainability, Uses, Characteristics and Properties (history? culture?) - Clay tools and their uses/application - The Design Process - Task Analysis, Research Analysis, Design, Develop, Plan, Evaluate Terminology- Design Process, Design Brief, Product Analysis, Design Specification, Initial Ideas, Final Ideas, Planning, Making, Form, Evaluation, Criteria, Engrave, Shape, Cut, Slip, Join, Acrylic, Metallic, Glaze, Emboss, Modification, Air-drying.	- Understand pencil grades- different tonal values using a range of graded of pencils, including H, F and B - The working characteristics of pencil grades based on their Graphite/Clay ratio - How to achieve a range of tones from lightest to darkest - How a grid techniques is used to develop observational skills and accuracy - Understand 'spatial awareness' when using a grid - How to achieve texture and create form using tone Terminology- Grid technique, accuracy, observation, spatial awareness	- The work of American modern Artist Georgia O'Keeffe - Modern Art in America - How to create tones, blend colours using watercolour paint - The formal elements in art- line, composition, form, shape and colour - Colour theory, mixing tertiary colours Terminology- modernism, abstract, realism, form, tone, expression, express, mood, shape, form, depth, composition, subject, medium.