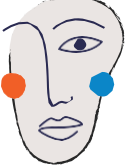


Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Does abstract art mean anything? 	How can artists use colour? 	What is illustration? 	Why do artists keep sketchbooks? 	How realistic do portraits need to be? 	Can art help save the planet? 
Practical Skills <u>Colour Theory</u> Identifying the 3 primary colours, and mixing to make secondary colours. <u>Elements of Art</u> Knowing the definition of line, shape, space and colour. <u>Tools</u> Learn the parts of a brush. Controlling a brush. How to rinse a brush between colours. Using acrylic paints.	Practical Skills <u>Colour Theory</u> Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours. Begin to recognise the colour wheel. Creating colour palettes. <u>Elements of Art</u> Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. <u>Tools</u> Use a sketch to create guide lines for painting.	Practical Skills <u>Colour Theory</u> Revise primary colours and secondary colours. Blending colours. Revise complementary colours. <u>Tools</u> Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they're different to acrylic paint. <u>Techniques</u> Use a sketch to create guide lines for painting. Identifying shapes and lines whilst we recreate an image.	Practical Skills <u>Tools</u> Revise how to use watercolour paints. <u>Techniques</u> Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. To consider the steps to compose a collage. Creating a collage using scissors.	Practical Skills <u>Colour Theory</u> Revise primary and secondary colours. Learn to mix skin tones. <u>Tools</u> Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint. <u>Techniques</u> Use ripped paper collage Use shapes to guide the composition of a portrait. Use measurements to control proportions in a face. Use sketches to create guide lines for painting a miniature.	Practical Skills <u>Techniques</u> To use precision in collage. To use the elements of art in design. Use pencil rubbing to transfer a design sketch. To use the grid method to transfer an image. Use shapes to guide the composition of an animal. <u>Tools</u> Use watercolour paints with proficiency.

Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Disciplinary Knowledge</u> <u>(how art is studied, discussed and judged)</u> Identifying abstract and realism paintings. Begin to understand how art can cause an emotional response. Know that art can have meaning. Consider some of the reasons that people create art. Describing abstract art. Beginning to evaluate our own art. To compare differences and similarities between artwork. <u>Theoretical Knowledge</u> <u>(Culture and Context)</u> Learning about the work of abstract painters. Know that some artists make art for different purposes. Know that art can be displayed in a gallery, a museum, a sketchbook or a home. Know that artists can come from all around the world.	<u>Disciplinary Knowledge</u> <u>(how art is studied, discussed and judged)</u> Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work. <u>Theoretical Knowledge</u> <u>(Culture and Context)</u> Knowing that where an artist lives can effect what they create. Learning that artists do not have to directly create every piece of art that is attributed to them. Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists work by recognising their style.	<u>Disciplinary Knowledge</u> <u>(how art is studied, discussed and judged)</u> Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work. Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint. <u>Theoretical Knowledge</u> <u>(Culture and Context)</u> Learning about the work of illustrators. Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence.	<u>Disciplinary Knowledge</u> <u>(how art is studied, discussed and judged)</u> Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks. <u>Theoretical Knowledge</u> <u>(Culture and Context)</u> Understanding how architects can respond to current issues, such as sustainability. Understanding that the context of the painting or artist can influence how we understand it. To know the difference between drafting and sketching. Learn how technology can influence art.	<u>Disciplinary Knowledge</u> <u>(how art is studied, discussed and judged)</u> Use the seven elements of art to talk about artwork. Consider who decides how much art is worth. Consider how art can be an exploration of who we are and how we want others to see us. Consider that we can use art to express something that isn't visible to the eye. Know that art doesn't have to be realistic. Evaluating our own art process. Consider how colour can be used in portraiture. <u>Theoretical Knowledge</u> <u>(Culture and Context)</u> Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists.	<u>Disciplinary Knowledge</u> <u>(how art is studied, discussed and judged)</u> Consider whether designs on t-shirts can be called art. To use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. Know that art doesn't have to be realistic. <u>Theoretical Knowledge</u> <u>(Culture and Context)</u> To consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can reduce, reuse or recycle.



Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Examples of great art and artists encountered:</u> William Merritt Chase c. 1893 (American) George Inness, 1866 (American) Tariku Shiferaw, 2021 (Ethiopian) Piet Mondrian, 1927 (Dutch) Paul Klee, 1938 (Swiss-German) Mizuki Heitaro, 1930 (Japanese) Hilma af Klint, 1907 (Swedish) <u>Vocabulary</u> abstract, realism, acrylic, ferrule, toe, handle, bristle, dot, line, primary colour, curved, space, gallery, pattern, design	<u>Examples of great art and artists encountered:</u> Katsushika Hokusai, 1831 (Japanese) Ted Harrison, 1993 (British-Canadian) <u>Vocabulary</u> warm, cool, contrast, complementary, elements, the colour wheel	<u>Examples of great art and artists encountered:</u> Maria Sibylla Merian, 1705, (German) Nora Sherwood, 2022 (American) Dapo Adeola, 2019 (British-Nigerian) Walter Crane, 1898 Rahana Dariah, 2021 <u>Vocabulary</u> watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium	<u>Examples of great art and artists encountered:</u> Kathryn Larsen, 2020 (American) Lady Mary Georgina Filmer, 1863 (British) Karl Wiener, 1942 (Austrian) Marie-Blanche Hennelle Fournier, 1870s (French) Eva Macdonald. 1846 (British) Paul Gauguin, 1887 (French) Katsushika Hokusai, c1820 (Japanese) Janice Hayes-Cha, 2014 <u>Vocabulary</u> architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture	<u>Examples of great art and artists encountered:</u> Alexej von Jawlensky, c.1920 (Russian) Frida Kahlo, 1937 (Mexican) Dapo Adeola, 2019 (British-Nigerian) Amedeo Modigliani, 1917 (Italian) Vincent van Gogh, 1887 (Dutch) Samuel J. Miller 1847, (American) Sarah Biffin, 1848 (British) Diego Rodríguez de Silva y Velázquez, 1650 (Spanish) Noor Barjat, 2020 (Syrian) Samuel Joseph Brown Jr, 1941 (African American) Giovanna Garzoni , 1635 (Italian) John Carlin, 1840 (American) <u>Vocabulary</u> colour, commissioned, composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space, texture, value, cartoon	<u>Examples of great art and artists encountered:</u> Je Hong, 2014 (American) Stanley Thomas Clough, 1938 (American) Kathryn Larsen, 2020 (American) Nick Gentry, 2021 (British) <u>Vocabulary</u> ferule, bristles, complementary colours, tertiary colours, manipulate, matt



Year R	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork
Art skills EYFS Goals	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • begin to show accuracy and care when drawing	• Use a range of small tools, including paintbrushes • Experiment with mixing colours • engage with the arts, enabling them to explore and play with a wide range of media	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• Share their creations, explaining the process they have used. • imagination and creativity fostered through opportunities to engage with artistic and cultural experiences. Develop their understanding, self-expression, vocabulary and ability