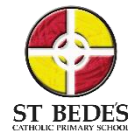


	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery	Painting and Drawing (self-portraits)	Printing & Mixed media Printing, pattern and colour		Line, shape and form Claude Monet - Water Lilies	Printing & Mixed media Apply knowledge of collage	
Reception	Painting and Drawing Portraits (water colour)	Sculpture Natural and found Materials		Line, shape and form Van Gogh- Sunflowers	Line, shape and form Matisse	
Year 1		Painting and Drawing Portraits-painting and drawing (abstract and realistic) Focus Artists : Picasso, Warhol		Sculpture Natural Sculpture-Local Art study Focus artist: Andy Goldworthy Northumberlandia artist Charles Jencks		
Year 2		Painting and Drawing Portraits-painting and drawing (abstract and realistic) Focus Artist: Rothko, Da Vinci		Printing & Mixed media Monoprinting and Collage (Revisit Van Gogh)	Sculpture Wire Insects Focus Artist: Alexander Calder	
Year 3		Painting and Drawing Pitman Painters Norman Cornish, Tom McGuinness and the Pitman Painters		Sculpture - The Human Form Local Art study Angel of the North - Gateshead - Antony Gormley The Couple Statue - Newbiggin - Sean Henry		



Art Long Term Overview 2024-2025



				Great War, Tommy by County Durham artist Ray Lonsdale Silvas Capitalis, one of the Kielder artworks, designed by American artist collective Simparch	
Year 4		Painting and Drawing Still Life Focus artist: Picasso		Printing & Mixed media Pop Art- screen printing, collage Revisit Andy Warhol and Roy Liechtenstein	
Year 5		Printing & Mixed media Drawing with scissors Revisit Henri Matisse			Sculpture Metal Sculpture- Local Art study Simon Packard Spirit of the Staithes for Blyth Port. Stephen Lunn-local artist, blacksmith
Year 6			Printing & Mixed media Batik Textiles and printmaking Malaysian designers: Tom Abanag Saufi, Emilia Tan, Adilla Lon. Datuk Chuah Thean Teng		

Key Theme		Generating ideas	Drawing	Painting/colour	Sculpture	Textiles/Materials	Printing	Vocabulary	End Point	Final art piece
KS1	Year 1 Portraits-drawing and painting	<p>To start to record simple media explorations in a sketchbook.</p> <p>To experiment with an open mind and try out all the materials.</p>	<p>To develop a range of tones using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>To draw facial features in the correct place.(Perception)</p> <p>To use straight and curved lines in my drawing.</p> <p>To draw portraits from observation, memory and imagination using a range of media (pencil, pen, charcoal)</p> <p>To use drawing to develop and share their ideas using the use of lines including pencil, pen and charcoal.</p>	<p>To use mixing to make secondary colours to convey ideas and intentions when painting.</p> <p>To add black and white paint to create different tones and shades of colour.</p>		<p>To glue a range of materials to cover a flat surface (collage)</p>		<p>similarities, differences, media,features, Curved and straight lines Cubism/cubist, realistic/unrealistic, abstract, warm and cold/cool colours, pop art, vibrant, brush strokes, pastels - oil and soft, pencils, crayons. Primary colours, secondary colours</p>	<p>Historical and cultural influences-Picasso-cubist, Warhol Pop art</p> <p>Creativity, experimentation and imagination- abstract and realistic</p> <p>Colour -primary and secondary colours</p> <p>Drawing- line drawings, scale and position to draw portraits</p> <p>Line, shape and form-abstract art uses shapes and colours</p> <p>Textiles-materials and design- college materials and portraits</p> <p>Skills</p> <p>Record simple ideas in a sketchbook</p> <p>Using a pencil to create tones, do hatching,scribbling and create light/dark</p> <p>Add black and white paint to create tones</p> <p>Use glue with materials (collaging)</p> <p>Show interest in work of artists</p>	<p>Self portrait painted in the style of a chosen artist or artists.</p>
	Sculptures Natural sculpture-	<p>To record simple media explorations in a sketchbook.</p> <p>To be able to collect and use a range of natural materials to design and make a sculpture in the style of landscape artists and sculptors.</p> <p>To make observational drawings of natural objects.</p> <p>To Investigate textures by describing, naming, rubbing, copying.</p> <p>To use and make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines to draw and share ideas.</p>	<p>To make observational drawings of natural objects.</p> <p>To Investigate textures by describing, naming, rubbing, copying.</p> <p>To use and make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines to draw and share ideas.</p>		<p>To pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>shape and form from direct observation.</p> <p>Use a range of tools for shaping,carving and mark making.</p> <p>Construct temporary art from found natural materials.</p>	<p>To use natural materials to weave and assemble a 3D form using the features and techniques of land and environmental artists</p>		<p>sculptor sculpture, model, materials, base, man made, natural, inspiration, exhibition, environmental artwork, ephemeral, land art, permanent.</p>	<p>Historical and cultural influences-Andy Goldsworthy, Patrick Dougherty, Ann Mendieta, martin Hill, walter de Maria, Robert Smithson, Charles Jencks, Environmental art-made from natural materials</p> <p>Creativity, experimentation and imagination-Land art, landscape art, design of outdoor areas. abstract and realistic sculptures.</p> <p>Colour-natural minerals used to produce colour</p> <p>Pattern and Texture-weaving, natural resources, crossing of threads</p> <p>Drawing-observational drawings</p> <p>Line, shape and form-artists and sculptors (Andy Goldsworthy Charles Jencks) use nature and natural forms</p> <p>Textiles-materials and design- man made resources made by mna natural resources from nature</p> <p>Skills:</p> <p>College and use natural materials</p> <p>Draw and make different marks</p> <p>Join using manipulating materials (sculpture)</p> <p>Use monoprinting</p> <p>Identify how artwork couldbe improved</p>	<p>Natural sculpture made in school grounds</p>
	Year 2 Monoprinting and Collage (Van Gogh)	<p>To use a sketchbook to plan and develop simple ideas.</p>	<p>To sketch line drawings when planning my future work.</p>	<p>To begin to control the types of marks made with the range of media (pen, pencil, finger, brush,mixed media implements-cotton buds)</p>		<p>To combine a range of materials to create layers in artwork incorporating the style of Van Gogh.</p>	<p>To use monoprinting to create patterns in artwork</p>	<p>monoprint, sketch, collage, brushstrokes-short, choppy, thick, dark, realistic, image, positive, negative,</p>	<p>Historical and cultural influences- Van Gogh. Bold dramatic brush strokes. Realism, Post Impressionism, Modern art, Impressionism, Japonisme, Cloisonnism, Pointillism, Neo-Impressionism</p> <p>Creativity, experimentation and imagination- combine materials, copy work of artist.</p>	<p>Landscape printing collage in the style of Vincent van Gogh (A starry night, Over the Rhone,</p>

		<p>To use drawing to record ideas and experiences.</p> <p>To try out different activities and make sensible choices about what to do next.</p> <p>To sketch line drawings when planning my future work.</p>		<p>To select colours to create mood and emotion in a painting.</p> <p>To combine colours to create different effects.</p> <p>To apply paints by exploring the post-impressionism style of painting to create a background.</p>				<p>plan, line drawing, landscape</p>	<p>Pattern and Texture- monoprinting and printmaking has lines or images Drawing- sketching to plan Line shape and form -monoprinting can create positive and negative images. Textiles-materials - combine materials to design and make. Collage to add texture Printing- monoprinting to create designs Skills: Use a sketchbook to plan and develop Draw sketch line drawings Use colours to create moods, emotions and effects CCombines materials in layers Explore similarities and differences in art work</p>	<p>WheatField with Cypresses, Wheatfields with Crows, The Olive Tree.)</p>
	Portraits-drawing and painting	<p>To record simple media explorations in a sketchbook.</p> <p>To experiment with an open mind and try out all the materials.</p> <p>To design and make a portrait making links to an artist's style and techniques</p>	<p>To develop a range of tones using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>To draw facial features in the correct place.(Perception)</p> <p>To use straight and curved lines in my drawing.</p> <p>To draw portraits from observation, memory and imagination using a range of media (pencil, pen, charcoal)</p> <p>To use drawing to develop and share their ideas using the use of lines including pencil, pen and charcoal.</p>	<p>To use mixing to make secondary colours to convey ideas and intentions when painting.</p> <p>To add black and white paint to create different tones and shades of colour.</p>		<p>To glue a range of materials to cover a flat surface (collage)</p>		<p>similarities, differences, media,features, Curved and straight lines Cubism/cubist, realistic/unrealistic, abstract, warm and cold/cool colours, pop art, vibrant, brush strokes, pastels - oil and soft, pencils, crayons. Primary colours, secondary colours</p>	<p>Historical and cultural influences- Rothko, Da Vinci Creativity, experimentation and imagination- abstract and realistic Colour -primary and secondary colours Drawing- line drawings, scale and position to draw portraits Line, shape and form-abstract art uses shapes and colours Textiles-materials and design- college materials and portraits Skills Record simple ideas in a sketchbook Using a pencil to create tones, do hatching,scribbling and create light/dark Add black and white paint to create tones Use glue with materials (collaging) Show interest in work of artists</p>	<p>Self portrait painted in the style of a chosen artist or artists.</p>
	Sculptures Wire Insects	<p>To record simple media explorations in a sketchbook.</p> <p>To Investigate textures by describing, naming, rubbing, copying.</p>	<p>To Investigate textures by describing, naming, rubbing, copying.</p> <p>To use and make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines to draw and share ideas.</p>		<p>To pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully. shape and form from direct observation.</p> <p>Use a range of tools for shaping,carving and mark making.</p>	<p>To use wire and art straws to create a 3D form using the features and techniques of artists</p>		<p>sculptor sculpture, model, materials, base, man made, natural, inspiration, exhibition, environmental artwork, ephemeral, land art, permanent.</p>	<p>Historical and cultural influences-Andy Alexander Calder Creativity, experimentation and imagination- Colour-natural minerals used to produce colour Pattern and Texture-weaving, crossing of wire Drawing-observational drawings Line, shape and form-artists and sculptors (Andy Goldsworthy Charles Jencks) use nature and natural forms Textiles-materials and design Draw and make different marks Join using manipulating materials (sculpture) Use monoprinting Identify how artwork could be improved</p>	<p>Wire sculpture based on focus artist.</p>

Key Theme	Year 3	Generating ideas	Drawing	Painting/colour	Sculpture	Textiles/Materials	Printing	Vocabulary	End Point	Final art piece	
KS2	Pitman Painters	<p>To explore and record ideas about what Pit life was like from first hand observations.</p> <p>To identify the differences and similarities between the Pit painters.</p>	<p>To share an awareness of space when drawing.</p> <p>To experiment and use different grades (hardnesses) of pencils when drawing different forms and shapes to show tone and texture.</p> <p>To use both fine and broad media when drawing to show different thicknesses of lines.</p> <p>To select appropriate shading techniques to add depth to a sketch and drawing (e.g.cross-hatching, hatching, stippling, scribbling, blending)</p>	<p>To mix colours effectively using the artistic language - tint, shade, primary, secondary, tertiary.</p> <p>To use mixing skills to make more colours creating a simple colour pallet (Primary, secondary and tertiary(colour shades)</p> <p>To use varied brushes and painting techniques to paint.</p> <p>To experiment with a range of colour media to apply and layer colour in the style of an illustrator. (e.g.inks, water colours- solid, coloured pencils, pastels, charcoal)</p>	Construct temporary art from found natural materials.				<p>continuous lines, Perspective, complementary colours, primary colours, secondary colours, tertiary colours, hardness(grades of pencils):9H, 8H, 7H, 6H,5H, 4H,3H,2H,H,F,HB, B, 2B, 3B, 4B, 5B, 6B (H:Hardness, B: Blackness, F: Finepoint). line, tone, texture, shading, light, dark, proportion, blending, mixing, colour, pattern, shape hatching & cross-hatching,</p>	<p>Historical and cultural influences- artist is someone who draws pictures</p> <p>Creativity, experimentation and imagination-colours can create mood and atmosphere. round, fan, filbert, liner, bright, flat, rigger angled types of brush. pen and ink,</p> <p>Colour -primary, secondary tertiary colours. Complementary colours are contrasting colors</p> <p>Pattern and Texture-different shading techniques:hatching, stippling, contouring, cross contouring, random hatching, blending and ink wash</p> <p>Line, shape and form-continuous line drawing</p> <p>To create one point perspective to create distance</p> <p>Skills: Explore and record ideas Experiment with grades of pencil Use shading techniques to add space/depth Use a variety of brushes to paint Express opinions about artists and their work</p>	Create your own Pit picture- Draw in the style of their chosen artist
	Human Form (Drawing and Sculpture)	<p>To explore ideas by making first hand observations which informs a starting point.</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To use sketchbooks to plan, collect and develop design skills by experimenting when drawing.</p>	<p>To show control over line when drawing using a variety of media.</p> <p>To use fine and broad media to create lines, marks and develop tone when drawing.</p> <p>To begin to show an awareness of objects having a third dimension</p>		<p>To cut, shape and assemble materials to create a recognisable form.</p> <p>To produce marquettes to experiment and develop an awareness of their design when making a sculpture.</p> <p>To add materials to the sculpture to create detail - paper, clay, card, tinfoil.</p> <p>To make a slip to join two pieces of clay.</p> <p>To gain more confidence in carving as a form of 3D art.</p> <p>To use subtraction to remove material to add pattern and texture to a sculpture.</p>				<p>sculpture, marquette,cast, scale, carve, construct, assemble, gestural drawing, reduction/subtraction, human form, assembling, moulding, carving.</p>	<p>Historical and cultural influences-a sculptor is an artist that creates sculpture: 3Dimesnional carving, modelling making casts constructing. Antony Gormley-british sculptor- Angel of the North</p> <p>Creativity, experimentation and imagination-Marquette is a scaled model of a sculpture. 4 methods: modelling, casting, carving and assembling.</p> <p>Pattern and Texture-reduction and subtraction is used to carve</p> <p>Line, shape and form-sketching is used to plan out sculptures. Large or small scales.</p> <p>Materials and design- variety of mediums to create sculptures (clay metal wood paper)</p> <p>Skills: Use sketchboard to record visuals from different sources SHOW awareness of 3rd dimension when drawing Make marquettes using materials to add detail Use subtraction to create pattern/texture</p>	Create a sculpture using clay.

					To join two parts successfully when making and creating a 3D sculpture.				Join two part when creating a 3D sculpture	
Year 4 Pop Art (screen printing, collage)	<p>To Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>To Systematically investigate, research and test ideas for artwork.</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>To annotate work in a sketchbook to explain thoughts, intentions, processes.</p>	<p>To identify the main features and draw an outline to simplify and separate the main areas of dark and light of an image.</p> <p>To draw different patterns to create artwork in the style of an artist or art movement.</p> <p>To use a variety of techniques to depict use of bold lines, tone and pattern (repetition) to a piece of artwork.</p>	<p>To take risks with paint incorporating mixed media such as collage materials.</p> <p>To be able to independently select materials and techniques to use to create a specific outcome including selecting the most suited paint brushes.</p> <p>To independently consider and select colour for purposes and to express moods and feelings.</p>			<p>To be able to use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>To be able to explore printing techniques used by various artists and engage in open ended research to initiate and develop their own personal ideas.</p> <p>To be able to use printing techniques used by various artists including Lino printing in their own work.</p>	<p>Art history, pop art, movement, collage, printing, technique, fashion, popular, pattern, form, colour, meaning, line, comic, elements of art, iconic figures, media, images, objects, character, visual, celebrity, advertisement, style, themes, block colouring.</p>	<p>Historical and cultural influences-Pop Art in 50s and 60s Andy Warhol Roy Liechtenstein pop artists. Bright colours, imagery, irony and satire, mixed media. Creativity, experimentation and imagination- Art can be recreated in Warhol style Colour - convey emotions and feelings.. Primary colours predominantly used. Pattern and Texture-shapes/elements arranged in a repeating combination. Textiles-materials and design-screen printing used to create symmetrical and repeated designs. Skills Annotate work in sketchbooks- thoughts, intentions, processes Create pattern and tone using variety of techniques Use colours to express mood and feelings Collage- tearing, overlapping and layering to create images</p>	<p>Design and create own product cover in Pop Art style- comic book cover, Advertising poster, DVD cover</p>
Year 5 Drawing with scissors - Printing/Mixed media	<p>To use sketch books to plan, experiment and explore ideas and intentions.</p> <p>To use sketch books to plan colours and collect materials for future work.</p> <p>To use sketch books to collect and record visual information from different sources</p> <p>To use established art to inspire my own artwork.</p> <p>To explore scale, composition, negative space, layering and cropping.</p>	<p>To identify key features in a painting and draw the shapes from observations made using markers and broad pens to draw on a large scale.</p> <p>To draw positive and negative shapes using scissors.</p> <p>To experiment with and use a continuous line to create an expressive style.</p> <p>To draw initial sketches as a means of preparation for artwork.</p>	<p>To be able to mix secondary and tertiary colours to convey ideas.</p> <p>To begin to choose appropriate media to create effects when thinking about the application of colour.</p> <p>To colour mix creating make complementary colours for an intended piece of artwork</p>			<p>To experiment with different textures, man-made and natural, to create specific effects.</p> <p>To add texture to paint using chalk (white emulsion paint/powder chalk) or sand.</p>	<p>To use foil printing/etching techniques in my artwork.</p> <p>To use engraving/etching techniques to create an printing plate.</p>	<p>collage, cutting with scissors, modern art, abstract art, composition, scale, overlapping, cropping, negative and positive space, texture, gouache, acrylic, collage, layering, secondary and tertiary colours, etching</p>	<p>Historical and cultural influences- Henri Matisse, 1900s using colour to express emotion, Modern Art. Creativity, experimentation and imagination-Painting with scissors:cutting shapes from paper to make art. Etching is a form of printmaking where an image is engraved into metal. Colour -Matisse uses gouache to colour/express. Matisse is known for expressive use of colour. Line, shape and form- positive space is an area of interest. Negative space is the background Materials and design: difference between acrylic and gouache paint Skills Use sketch books to plan colours and collect materials Experiment with and use continuous lines Create complementary colours using mixing Experiment with textures to create special effects Print using water based printing and blocks</p>	<p>Collaborative final piece using mixed media</p>
Metal sculpture	<p>To plan, design and make sculptures from</p>		<p>To use strong and bright colours to convey ideas and intentions taking into account</p>		<p>To produce more intricate patterns and textures in sculpture.</p>			<p>Cast, mould, assemble, gestural,</p>	<p>Historical and cultural influences- sculpture began in Ancient Greece 800BC 600AD. Simon PAckard Spirit of the</p>	<p>Design a prototype for a</p>

	<p>observation or imagination</p> <p>To use sketchbooks to show how work will be produced and how the qualities of materials will be used.</p> <p>To annotate work in a sketchbook to show thought processes during drafting.</p>		<p>the different practices and techniques used by artists.</p>	<p>To shape, form, model and join with confidence.</p> <p>To take into account the properties of media being used (iron, aluminium, silver metal)</p> <p>To make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</p>			<p>blacksmith, media, medium, wrought iron, metal, forge, Anvil, forge welding, evaluate, evaluation, analyse, marquette, manipulate, bend,</p> <p>Retrieval- Sculptor, sculpture, realistic, abstract,.</p>	<p>Staithes for Blyth Port. Stephen Lunn-local artist, blacksmith</p> <p>Creativity, experimentation and imagination-realistic or abstract objects</p> <p>Pattern and Texture-intricate detail used sculptures</p> <p>Line, shape and form-representational art..Imitates human figures/inanimate objects.</p> <p>Textiles-materials and design- metal sculptures can be cast, assembled and welded.</p> <p>Skills</p> <p>Use sketchbooks to show quality of materials</p> <p>Produce intricate patterns when sculpting</p> <p>Join metal materials being aware of properties</p> <p>Analyse and reflect on work produced</p>	<p>set of metal gates.</p>
<p>Year 6</p> <p>Batik- textiles and printmaking/drawing</p>	<p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>To annotate work in a sketchbook to explain thoughts, intentions, processes to develop creative practice.</p> <p>To plan, design and make own Batik patterns taking ideas from historical uses</p>	<p>To produce increasingly detailed preparatory sketches for painting(Batik Ink).</p> <p>To use a variety of tools and select the most appropriate (canting tool).</p> <p>To work on a variety of scales and work both individually and collaboratively.</p> <p>To draw from memory and imagination using a range of media(Batik wax and glue) to demonstrate control of line, pattern and shape.</p>	<p>To select colour for a specific purpose drawing upon prior knowledge of using colour to show mood or feelings.</p> <p>To use dye to create a specific effect by selecting and mixing colours for the intended outcome (Use of the colour wheel/ colour spectrum).</p> <p>To use knowledge of brush techniques to create shades and multihued designs.</p>		<p>To explore the use of a range of fabric-cotton, silk and other natural fabrics-when creating Batik.</p>	<p>To use wax to create resist printing on fabric</p> <p>To select and use Batik tools safely.</p>	<p>Textiles, Batik, wax, dye, patterns, tie-dyeing, materials, clothing, fabric, designs, colour., canting tool.</p>	<p>Historical and cultural influences-Batik, wax resistant dye on fabrics.Originated in Asian countries. Malaysian designers: Tom Abanag Saufi, Emilia Tan, Adilla Lon. Datuk Chuah Thean Teng</p> <p>Creativity, experimentation and imagination-patterns linked to occasion (weddings)</p> <p>Colour -Malaysian batik: bright/vibrant. Indonesian: dark</p> <p>Pattern and Texture- hand painted and block painted.</p> <p>Line, shape and form talk and criticism can improve batiks</p> <p>Textiles-materials and design- lines and dots Indonesian. fabric with Wax and dye. Printing with hot wax</p> <p>Skills:</p> <p>Plan, design and make with historical influences</p> <p>Use a canting tool</p> <p>Draw from memory</p> <p>Use dye to create special effects</p> <p>Use wax and batik tools safely</p>	<p>Design and make your own Batik pattern linked to a special occasion personal to them.</p>

Art PROGRESSION MAP		
Category of Knowledge	Key Stage	
Historical and cultural influences	KS1	<p>To know that Pablo Picasso was the co-founder of the cubist movement and he was famous for creating both abstract and realistic artwork.</p> <p>To know that Andy Warhol is a key figure in the visual art movement known as Pop Art and he is famous for his abstract work using colour and pattern.</p> <p>To know that Mark Rothko was part of the abstract expressionism movement and was an abstract painter who uses tint and colour in his work.</p> <p>To know that environmental(natural art) art began with Paleolithic cave paintings.</p> <p>To know about the work of a range of artists (Andy Goldsworthy, Patrick Dougherty, Ana Mendieta, Martin Hill, walter de Maria, Robert Smithson, Charles Jencks)</p> <p>To know that the artist Andy Goldsworthy is famous for creating art made from natural materials, which is called land art.</p> <p>To know that Vincent van Gogh was one of the world's greatest artists, was unknown until after his death.</p> <p>To know that Van Gogh used bold, dramatic brush strokes to express emotion and add a feeling of movement to his works and often worked with oil paints.</p> <p>To know that Van Gogh's work spanned a number of artist periods (Realism, Post-Impressionism, Modern art, Impressionism, Japonisme, Cloisonnism, Pointillism, Neo-Impressionism)</p>
	LKS2	<p>To know that the Pit painters used their artwork to record memories from the past</p> <p>To know that a sculptor is an artist who creates sculptures. (Sculpture is three-dimensional art made by carving, modelling, making casts or constructing).</p> <p>To know that Antony Gormley is a British sculptor and is globally recognised for being a contemporary sculptor.</p> <p>To know that one of Antony Gormley's most famous sculptures is The Angel of the North, located in Gateshead.</p> <p>To know that Henri Matisse is a great artist who began painting in the 1900s using colour to express emotion and how his style of art changed during his life due to ill health.</p> <p>To know that Henri Matisse was a significant figure in modern art and he was the leader of the French movement Fauvism.</p> <p>To know that in some of his work Matisse used eching as a form of printing.</p>
	UKS2	<p>To know that the pop art movement took place in Britain and America in the 50s and 60s.</p> <p>To know that Andy Warhol and Roy Liechtenstein are both Pop Art artists but use different styles and techniques.</p> <p>To know the characteristics of Pop Art: recognisable imagery, bright colours, irony and satire, innovative techniques and mixed media and collage.</p> <p>To know the key Warhol pieces-'Campbell's Soup' and 'Marilyn Monroe'.</p> <p>To know that pop art has had a lasting effect on the art community.</p> <p>To know that sculpture began in Ancient Greece (800BC – 600AD), where sculptors began to attempt to capture the human body in metal and stone.</p> <p>To know that sculptures can be used to represent historical events like Simon Packard's sculpture 'Spirit of the Staithes for Blyth Port representation of coal mining.</p> <p>To know that Stephen Lunn is a local artist and blacksmith who uses hot metal to forge a variety of sculptures.</p> <p>To know Batik is an ancient art form made with wax resistant dye on fabrics.</p> <p>To know that Batik is a technique of wax-resist dyeing applied to whole cloth which originated in asian countries like Indonesia.</p> <p>To know that contemporary Malaysian designers such as Tom Abang Saufi, Emilia Tan, Adila Long use Batik on their clothes designs.</p> <p>To know that, Datuk Chuah Thean Teng was a Malaysian artist who is widely credited for developing batik as a painting technique</p>
Colour		
Line, shape and form	KS1	<p>To know that abstract art uses shapes and colours to create pictures.</p> <p>To know that line drawings are only created using simple lines.</p> <p>To know how scale and position is used when drawing portraits (correct size and positioning of features)</p> <p>To know that materials including clay can be modelled to make and form products like sculptures.</p> <p>To know that artists and sculptors (Andy Goldsworthy, Charles Jencks) consider shapes and form when using nature and natural forms to create landscape artwork. To know that line can be used to create different effects in paintings (Short choppy lines to show shape, dark, thick lines to create 3D shapes)</p> <p>To know that monoprinting can create positive and negative images.</p>
	LKS2	<p>To know that a continuous line drawing is when you do not lift your media off the page when drawing.</p> <p>To know different types of lines and how they can be used (straight, curved, vertical/horizontal, diagonal, dashes, dots,</p> <p>To know that drawings are used to convey ideas.</p> <p>To use one point perspective when creating distance</p> <p>To know about different hardnesses of pencils - H, HB and B pencils (H-hardness/lighter marks, B-blackness/darker marks/softer)</p> <p>To know that they must consider proportion in order to draw features accurately.</p> <p>To know that you can use watercolour to create the appearance of 3D shapes (adding depth and shading)</p> <p>To know that sketching is used to plan sculptures and that these are changed and added to before creating a final piece.</p> <p>To know that sculptures can be made using casts of the human body to create the shape and form of a sculpture.</p> <p>To know that sculptures can be made on both large and small scales.</p> <p>To know that Positive space refers to the subject or areas of interest in an artwork and Negative space is the background or the area that surrounds the subject of the work.</p>

	UKS2	<p>To know that sculpture is considered a representational art, one that imitated forms in life, most often human figures but also inanimate objects, such as game, utensils, and books.</p> <p>To know that collaborative talk and constructive criticism can improve initial designs.</p>
Creativity, experimentation and imagination	KS1	<p>To know that colour can be used to show emotion.</p> <p>To know the difference between abstract and realistic portraits.</p> <p>To understand that land art lasts for a short period of time and this artwork is called Ephemeral Art.</p> <p>To know that landscape architecture is the design of outdoor areas, landmarks, and structures.</p> <p>To know that abstract sculptures do not replicate reality but realistic sculptures do</p> <p>To know that you can combine a range of materials creatively to design and make.</p> <p>To know that you can copy the work of a famous artist using different and mixed media.</p>
	LKS2	<p>To know that the language in a story can influence a drawing or piece of artwork.</p> <p>To know that colours can create mood and atmosphere.</p> <p>To know about different types of paint brush: round, fan, filbert, liner, bright, flat, rigger, angled.</p> <p>To know that illustrators use and continue to use different media and methods to create their illustrations. (Beatrix Potter: pen and ink, watercolours (softly painted), Rosie Butcher- water colour and pastels)</p> <p>To know that a maquette is a scale model or rough draft of an unfinished sculpture. (An equivalent term is bozzetto.)</p> <p>To know there are four basic methods for making a sculpture: modeling, casting, carving, and assembling.</p> <p>To know that Antony Gormley uses his body to make the moulds for his sculptures.</p> <p>To know Matisse created large scale collages using painted, coloured paper.</p> <p>To know that painting with scissors means cutting shapes from paper to make collage pieces of artwork.</p> <p>To know that etching is a form of printmaking where an image is engraved into metal.</p>
	UKS2	<p>To know that contemporary art can be recreated in a Warhol style</p> <p>To know that famous artworks can be reimaged in pop art style.</p> <p>To know that sculptures can depict realistic or abstract objects.</p> <p>To know that artists and artwork can influence a sculptor's work.</p> <p>To know that Indonesian Batik uses different patterns linked to the occasion e.g. for a wedding.</p>
Colour	KS1	<p>To know the secondary colours (orange, purple, green)</p> <p>To know that a tint can be made by adding white to a colour.</p> <p>To know that a shade can be made by adding black to a colour.</p> <p>To know that natural minerals can be used to produce colour for artwork. (charcoal, bones, ochre, calcite).</p> <p>To know that colour can be used to create mood in a painting and show emotion.</p>
	LKS2	<ul style="list-style-type: none"> To know the primary (yellow, red, blue), secondary (purple, green, orange) and tertiary colours (mixing of primary and secondary colours). <p>To know that complementary colours are contrasting colours (these colours are opposite on the colour wheel).</p> <p>To know that Matisse uses gouache paint to colour and express emotions.</p> <p>To know that Henri Matisse was well known for his expressive, decorative and vibrant use of colour.</p>
	UKS2	<ul style="list-style-type: none"> To know that specific colours and shades can be used to convey emotions and feelings. <p>To know that the primary colours are often the predominant pigments used in many famous works.</p> <p>To know that predominant colours can be used to express a vivid effect.</p> <p>To know that predominant bright colours are used to create a theme which is bold and stylised.</p> <p>To know that a dot technique can be used to create the illusion of block colouring, layering the dots closer or further apart creates tonal detail and shading.</p> <p>To know that Malaysian batik colours are vibrant, Indonesian ones are dark.</p>

Materials and Design	KS1	<p>To know that collage materials, paint and pencil can be used to experiment when making portraits.</p> <p>To know and understand what materials can be used to make natural sculptures (Land art).</p> <p>To know that man-made resources are made by man and natural resources from nature and the natural environment.</p> <p>To know that tools can be used to add detail to sculptures.</p> <p>To know that sculptures can be made by modelling (moulding a shape) from a material such as clay and by joining materials together materials (assembling).</p> <p>To know that you can combine a range of materials creatively to design and make.</p> <p>To know that collage can be used to add texture to a piece of artwork.</p>
	LKS2	<p>To know you can use a variety of mediums to create sculptures (including clay, metal, paper, wood)</p> <p>To know that sculptures can be made by carving, assembling, modeling, and casting.</p> <p>To know that a texture collage is adding tactile aspects to a piece of artwork.</p> <p>To know the difference between acrylic paint and gouache paint.</p>
	UKS2	<p>To know that Lino printing can be used to achieve repeated designs.</p> <p>To know you can use a variety of mediums to create sculptures.</p> <p>To know that gestural drawing can help draft designs for sculpture and capture emotions.</p> <p>To know that metal sculptures can be cast, assembled and welded (Blacksmiths).</p> <p>To know that lines and dots are used to create Indonesian Batik.</p> <p>To know that Indonesian Batik uses different patterns linked to the occasion e.g. for a wedding.</p> <p>To know that ideas can be produced on fabric using wax and dye.</p> <p>To know that printing with hot wax is used as part of the process for Batik.</p>
Pattern and texture	KS1	<p>To understand that weaving is the process of crossing one group of threads, the weft, with a second group of threads, the warp, to make cloth or a decorative artwork.</p> <p>To understand that weaving can be done using a mixture of natural and manmade materials (sticks, leaves, feathers, string, stems)</p> <p>To know that monoprinting is a form of printmaking that has lines or images that can only be made once.</p>
	LKS2	<p>To know the different shading techniques (hatching/cross-hatching/stippling/contouring, cross-contouring/random hatching/ blending and ink wash)</p> <p>To know that reduction and subtraction is used to carve out materials when making patterns and textures in a sculpture.</p>

UKS2

To know that pattern occurs when shapes or elements are arranged in a repeating combination
To know that intricate (very complicated) detail is often used when creating sculptures.
To know that texture can be real or implied in sculpture.
To know that Batik can be hand-painted and block printed to create different patterns.