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| **Art and Design Knowledge Overview** | **Unit Questions** | **National Curriculum Key Knowledge**  *Classes will explore Printing, Painting, Drawing and Sculpture* | **Skills and Artists** | **Key vocabulary** | **Endpoint** |
| **EYFS**  **Reception**  *EYFS shall teach a mixture of Painting, Drawing, Sculpture and Printing key knowledge points of the National curriculum throughout the year as they learn through play and it links into experiences and interests. Art is evidenced in their learning journeys through photos and through continuous play.*  *The key knowledge is on this document for teachers to access and use as a tool of ensuring they are teaching all knowledge points.* | **Autumn 1**  Colours  What can I see changing? | **Painting**  Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.  **Printing**  Enjoy taking rubbings: leaf, brick, coin.  Simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture | **Possible Artists that link with painting**: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.  **Possible Artists that link with printing**: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden, | Primary colours  Colour  Explore  Size  Shape  Stencil  Object  Press  Rubbings  Printing  Painting  Mixing  Brush strokes  Art  Artist | **Painting**  In Foundation Stage children use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. They learn to recognise and name the primary colours being used. They will explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Children in reception will talk about what they have produced, describing simple techniques and media used.  **Printing**  Print with a variety of materials.  Create simple pictures by printing from objects.  Develop simple patterns by using objects.  Explore using stencils to create a picture. |
| **Spring 1**  What happened to the dinosaurs? | **Drawing**  Enjoy using a  variety of media.  Use and begin to  control a range of  media. Draw on  different surfaces  and coloured  paper.  Produce lines of  different  thickness and  tone using a  pencil.  Start to produce  different patterns  and textures from  observations,  imagination and illustrations. | **Possible Artists thank link with drawing**: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat. | Drawing  Detail  Observation  Media  Control  Surface  Lines  Straight  Wavy  Curved  Tone  Thickness  Imagination | **Drawing**  In EYFS, children explore drawing materials different pencil types, colour, lead, crayon, pastel, chalk. Explore large scale outside drawing on playground. They develop and practice different line types, curved, straight, wavy, thick, thin. They will make simple representations of objects familiar to them |
| **Summer 1**  Who are my woodland neighbours? | **Sculpture**  Enjoy a range of malleable media such as clay, papier Mache, Salt dough.  Impress and apply simple decoration.  Cut shapes using scissors and other modelling tools.  Build a construction/ sculpture using a variety of objects  e.g. recycled, natural and manmade materials. | **Possible Artists than link with sculpture**: ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre. | Sculpt  Bend  Change  Join  Natural materials  Shapes | **Sculpture**  Children in foundation stage enjoy using a variety of malleable media such as clay, papier mache, playdough. Children make impressions and apply simple decoration. They cut shapes using scissors and other modelling tools. They will also build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. |
| **Year 1**  **Who am I, who can I be and how do I belong?** | **Autumn 1**  **Our World**  How can I understand the world and my place in it? | **Drawing:**  Experiment with a  variety of media.  Begin to control the  types of marks made  with the range of  media. Draw on  different surfaces.  Start to record simple  media explorations in a  sketch book.  Develop a range of  tone using a pencil and  use a variety of  drawing techniques  such as: hatching,  scribbling, stippling,  and blending to create  light/ dark lines.  Investigate textures by  describing, naming,  rubbing, copying.  Produce an expanding range of patterns and textures.  **Painting:**  Explore with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint without the use of black or white.  Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.  Start to record simple media explorations in a sketch book.  Start to mix a range of secondary colours, moving towards predicting resulting colours | **Pablo Picasso**  *Stand-alone study (faces)*  ***Pencil, watercolour/paint and pastel*** | shape  line  portrait  abstract  Primary  Colour  Mixing  Shade  Blend  Light  Dark  wavy  zigzag  curved  straight  Pablo Picasso  Artist | **End Point:**  To create a self-portrait in the style of Pablo Picasso using either pencil, watercolour or pastels. |
| **Spring 1**  **The Elements**  How have people harnessed the power of the elements? | **Sculpture:**  Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.  Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.  Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  Impress and apply simple decoration techniques: impressed, painted, applied.  Use tools and equipment safely and in the correct way. | **Andy Goldsworthy**  *Jack and the Beanstalk/The Giant Turnip*  ***Sculpture – natural materials*** | Artist  Andy Goldsworthy  Sculpture  Sculpt  clay  roll  rolling pin  mat  rolling sticks  texture  tools  cut  shape  surface  rough  smooth  peak  jagged  join | **End Point:**  To create a piece of art work in the style of Andy Goldsworthy using natural materials that are transient |
|  | **Summer 1**  **Oh what a wonderful world**  How do I understand my locality and the changes I see? | **Printing**  Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.  Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. | *The last term is an opportunity for teachers to work on teacher assessment, filling gaps/ following interests/ setting challenges – the key knowledge strand for summer 2 is if one hasn’t been taught in Autumn and Spring term*  This could be…   * A progression WT/ ARE/ GD evidence gathering exercise * Art challenge- e.g A collage challenge linked to a current event or local theme (Eg- Yorkshire landscape, summer event/ school trip inspo) * An opportunity for a specialist media or new artist to be explored. | Explore  Printing  Hard and soft  Materials  Media | **End Point:**  To explore and create key skills in printing, creating an end piece inspired by my own interests/ artists/ current themes |
| **Year 2**  How do we change the world around us? Why should we care for our world? | **Autumn 1**  **Our World**  How can I understand the world and my place in it? | **Drawing:**  Control the types of  marks made with the  range of media. Draw  on different surfaces  with a range of media.  Use a sketchbook to  plan and develop  simple ideas.  Continue to investigate  tone by drawing  light/dark lines,  patterns and shapes  using a pencil. Name,  match and draw  lines/marks from  observations.  Continue to Investigate  textures and produce  an expanding range of  patterns.  **Painting:**  Begin to control the types of marks made with a range of painting techniques  e.g. layering, mixing media, and adding texture.  Continue to experiment to light and dark without the use of black or white. Begin to mix colour shades and tones.  Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.  Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. | **David Hockney**  *How can we appreciate the natural world?*  ***Watercolour and oil/pastel – Drawing and Painting*** | nature colours  mix  primary  secondary  texture  landscape  portrait  shade  line  wavy  foreground  background  mood  effect  reflections  scene  David Hockney | **End Point:**  To create a landscape scene in the style of David Hockney including reflections on the water and making colour choices in order to create a desired mood / effect |
|  | **Spring 1**  **The Elements**  How have people harnessed the power of the elements? | **Printing**  Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image  Make simple marks on rollers and printing palettes Take simple prints  i.e. mono ‐printing.  Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.  Experiment with overprinting motifs and colour. | **Kandinsky**  *Great fire of London*  ***Printing*** | Circle  Concentric  Repeated  Style  Technique  Feeling  Print  Printing  Natural materials  Material  Kandinsky | **End Point:**  Replicate the painting ‘Colour Study: Squares with Concentric Circles’ using a printing technique. |
|  | **Summer 1**  **Oh what a wonderful world**  How do I understand my locality and the changes I see? | **Sculpture**  Use equipment and media with increasing confidence.  Shape, form, construct and model from observation and imagination.  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.  Demonstrate experience in surface patterns/ textures and use them when appropriate.  Explore carving as a form of 3D art | *The last term is an opportunity for teachers to work on teacher assessment, filling gaps/ following interests/ setting challenges – the key knowledge strand for summer 2 is if one hasn’t been taught in Autumn and Spring term*  This could be…   * A progression WT/ ARE/ GD evidence gathering exercise * Art challenge- e.g A collage challenge linked to a current event or local theme (Eg- Yorkshire landscape, summer event/ school trip inspo) * An opportunity for a specialist media or new artist to be explored.   **Possible Artists**: ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre. | Shape  Form  Construct  Observation  Imagination  Join  Assemble  Media  3d art  Surface  Patterns  texture | **End Point:**  To create and explore key knowledge points, making an end piece linking to own experiences/ challenges/ artists.  Children in every year group experience sculpture with different materials.  Children work with increasing confidence making decisions based on their developing knowledge. Children in Year 1 learn about famous sculptor Andy Goldsworthy and in Year 5 Albert Giacometti. |
| **Year 3**  How has the world around us shaped us as communities? | **Autumn 1**  How has Britain’s climate and topography affected human activity from the stone age to the iron age? | **Painting:**  Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Confidently create different effects and textures with paint according to what they need for the task.    **Drawing**  Demonstrate  experience in different  grades of pencil and  other implements to  draw different forms  and shapes.  Use a sketchbook to  record media  explorations and  experimentations as  well as planning and  collecting source  material for future  works.  Begin to show an  awareness of objects  having a third  dimension and  perspective.  Create textures and  patterns with a wide  range of drawing  implements. | **Hokusai**  *What makes the Earth angry?*  ***Watercolour, printing and pastel* Painting and Printing** | Artist  Hokusai  Foreground  Background  Landscape  Portrait  Back wash  Technique  Tones  Colour  Shades  Line  Texture  Movement  Perspective  Light  Dark  Tone | **End Point:**  To create a painting in the style of Hokusai using a back wash and printing techniques |
|  | **Spring 1**  How has Britain’s climate and topography affected human activity from the stone age to the iron age? | **Printing:**  Print simple pictures using different printing techniques.  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Demonstrate experience in 3 colour printing.  Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Demonstrate experience in combining prints taken from different objects to produce an end piece.  **Printing:**  Print simple pictures using different printing techniques.  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Demonstrate experience in 3 colour printing.  Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Demonstrate experience in combining prints taken from different objects to produce an end piece. | **Andy Warhol**  *(Pop art)*  ***Printing and Drawing*** | Pop art  Pop art movement  Printing  Drawing  Repeating  Tone  Colour  Shade  Prints  Evaluate  Links | **End Point:**  To create a poster in the style of Andy Warhol |
|  | **Summer 1**  How did the British landscape impact on the Roman invasion and how did the Romans impact on Britain and the British? | **Sculpture**  Use equipment and media with confidence. Learn to secure work to continue at a later date.  Join two parts successfully.  Construct a simple base for extending and modelling other shapes.  Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.  Produce more intricate surface patterns/ textures and use them when appropriate.  Produce larger ware using pinch/ slab/ coil techniques.  Continue to explore carving as a form of 3D art.  Use language appropriate to skill and technique | *The last term is an opportunity for teachers to work on teacher assessment, filling gaps/ following interests/ setting challenges – the key knowledge strand for summer 2 is if one hasn’t been taught in Autumn and Spring term*  This could be…   * A progression WT/ ARE/ GD evidence gathering exercise * Art challenge- e.g A collage challenge linked to a current event or local theme (Eg- Yorkshire landscape, summer event/ school trip inspo) * An opportunity for a specialist media or new artist to be explored.   **Possible Artists**: ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre. | Sculpture  Join  Media  Intricate  Pattern  Texture  Slab  Technique  Carve  3d art  Skill | **End Point:**  To create and explore key knowledge points, making an end piece linking to own experiences/ challenges/ artists.  Children in every year group experience sculpture with different materials.  Children work with increasing confidence making decisions based on their developing knowledge. Children in Year 1 learn about famous sculptor Andy Goldsworthy and in Year 5 Albert Giacometti. |
| **Year 4**  Are we stronger if we are together? | **Autumn 1**  What did the Anglo-Saxons bring to Britain? | **Drawing:**  Developing intricate  patterns/ marks with a  variety of media.  Developing techniques  to create intricate  patterns using different  grades of pencil and  other  implements/media to  create lines, marks and  develop tone.  Understanding why  they best suit.  Draw for a sustained  period of time at an  appropriate level.  Use sketchbooks to  collect and record  visual information from  different sources as  well as planning and  colleting source  material for future  works.  Have opportunities to  develop further  drawings featuring the  third dimension and  perspective. | **Vincent Van Gogh**  Landscape  Painting a seaside scene  Drawing | Research  Explore  Create  Artist  Vincent van Gogh  Landscape  Observations  Painting  Pattern  Brush strokes  Movement  Direction  Layers  Detail  Texture  Technique | **End Point:**  To paint the outdoors indoors  To create a landscape of the seaside in the style of Van Gough using his technique |
|  | **Spring 1**  What did the Vikings bring to Anglo-Saxon Britain? | **Painting:**  Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing.  Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to look at working in the style of a selected artist (not copying).  **Printing**  Increase awareness of mono and relief printing.  Demonstrate experience in fabric printing.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Expand experience in 3 colour printing.  Continue to experience in combining prints taken from different objects to produce an end piece. | **Henri Matisse**  Printing and Painting / ‘Painting with scissors’  Block colours, abstract  Recreation of ‘dancing figures’ style | Architecture  Line  Back wash  Shades  Contrast  Ink  Detail  Primary  Secondary  Overlap  Layer  Lines  Artist  Research  Abstract  Collage  Figure | **End point:**  Create own ‘dancing figure’ in the cut out/printing style of Matisse |
|  | **Summer 1**  How have the cities of York and New York been shaped by people coming together? | **Sculpture**  Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Make a slip to join to pieces of clay.  Decorate, coil, and produce marquettes confidently when necessarily.  Model over an armature: newspaper frame for modroc.  Use recycled, natural and man‐made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Adapt work as and when necessary and explain why.  Gain more confidence in carving as a form of 3D art.  Use language appropriate to skill and technique.  Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. | *The last term is an opportunity for teachers to work on teacher assessment, filling gaps/ following interests/ setting challenges – the key knowledge strand for summer 2 is if one hasn’t been taught in Autumn and Spring term*  This could be…   * A progression WT/ ARE/ GD evidence gathering exercise * Art challenge- e.g A collage challenge linked to a current event or local theme (Eg- Yorkshire landscape, summer event/ school trip inspo) * An opportunity for a specialist media or new artist to be explored.   **Possible Artists**: ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre. | Slip  Join  Material  Marquette  Draft  Sculpt  Armature  Form | **End Point:**  To create and explore key knowledge points, making an end piece linking to own experiences/ challenges/ artists.  Children in every year group experience sculpture with different materials.  Children work with increasing confidence making decisions based on their developing knowledge. Children in Year 1 learn about famous sculptor Andy Goldsworthy and in Year 5 Albert Giacometti. |
| **Year 5**  How can people come together to shape the world around them? | **Autumn 1**  How has ancient Greece helped to shape the modern Western World? | **Sculpture:**  Show experience in combining pinch, slabbing and coiling to produce end pieces.  Develop understanding of different ways of finishing work: glaze, paint, polish  Gain experience in model ling over an armature: newspaper frame for modroc.  Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.  Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.  Adapt work as and when necessary and explain why.  Confidently carve a simple form.  Use language appropriate to skill and technique. | **Alberto Giacometti**  *Who were better- the Ancient Greeks or the Egyptians?*  ***Sculpture*** | Ancient Greek  Create  Sculpt  Mould  Artist  Research  Blend  Smooth  Bend | **End Point:**  To create an Ancient Greek sculpture in the style of Giacometti using Modroc and wire or foil and wire |
|  | **Spring 1**  How has the suffrage movement shaped our country since 1066? | **Drawing**  Use different techniques for  different purposes i.e.  shading, hatching within  their own work.  Use sketchbooks to collect,  record and plan for future  works. Start to develop  their own style using tonal  contrast and mixed media.  Develop further simple  perspective in using a single  focal point and horizon.  Begin to develop an  awareness of composition,  scale and proportion in  their paintings.  Use drawing techniques to  work from a variety of  sources including  observation, photographs  and digital images. Develop  close observation skills  using a variety of view  finders.  **Painting**  Confidently control the types of marks made and experiment with different effects and textures.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to develop their own style using tonal contrast and mixed media.  Recognise the art of key artists and begin to place them in key movements or historical events. | **Frida Kahlo**  *Known for painting self-portraits and portraits of strong women*  *Painting self portrait*  ***Drawing and Acrylic paint*** | Portrait  Self-portrait  Frida Kahlo  Detail  Background  Foreground  Amendments  Acrylic  Pastels  Perspective  Technique  Vibrant | **End Point:**  To create a self-portrait in the style of Frida Kahlo |
|  | **Summer 1**  How is the movement for environmental change shaping our world? | **Printing**  Use tools in a safe way  Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery.  Show experience in a range of mono print techniques.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works | *The last term is an opportunity for teachers to work on teacher assessment, filling gaps/ following interests/ setting challenges – the key knowledge strand for summer 2 is if one hasn’t been taught in Autumn and Spring term*  This could be…   * A progression WT/ ARE/ GD evidence gathering exercise * Art challenge- e.g A collage challenge linked to a current event or local theme (Eg- Yorkshire landscape, summer event/ school trip inspo) * An opportunity for a specialist media or new artist to be explored. | Print  Mono print  Materials  Tools  Change  Effect  Overlay  Media  Technique | **End Point:**  To explore and create key skills in printing, creating an end piece inspired by my own interests/ artists/ current themes |
| **Year 6**  How can individual people shape the world around them? | **Autumn 1**  Who was Charles Darwin and how did he change the world? | **Drawing**  Draw for a sustained period  of time over a number of  sessions working on one  piece.  Develop their own style of  drawing through: line, tone,  pattern, texture.  Use different techniques for  different purposes i.e.  shading, hatching within  their own work,  understanding which works  well in their work and why.  Develop their own style  using tonal contrast and  mixed media.  Use sketchbooks to collect,  record and plan for future  works. Adapt their work  according to their views and  describe how they might  develop it further.  Have opportunities to  develop further simple  perspective in their work  using a single focal point  and horizon. Develop an  awareness of composition,  scale and proportion in  their paintings. | **Georgia O’Keefe Artist**  *Stand-alone (Observational art)*  ***Drawing - Pastel and pencil*** | effect  texture  line  shape  watercolour  wet-on-wet  wet-on-dry  value  complementary  colour wheel  harmonious  line  shape  proportion  blend | **End Point:**  To use the skills learnt to create a close up image of a flower using pastels in the style of Georgia O’Keefe |
| **Spring 1**  How did Howard Carter change the world? | **Painting**  Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge.  Understanding which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  **Printing**  Develop ideas from a range of sources.  See positive and negative shapes.  Demonstrate experience in a range of printmaking techniques.  Describe techniques and processes.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  Develop their own style using tonal contrast and mixed media. | **Banksy**  *Social Justice in Art*  ***Painting and printing/ stencil*** | Colour  Tone  Shade  Effect  Texture  Washes  Source  Develop  Annotate  Technique  Process  Material  Media  Contrast  Stensil  Print  Paint  Outline  Line  Detail | **End Point:**  Create a work in the style of Banksy on a social matter of choice |
|  | **Summer 1**  How did Wiliam Wilberforce, Rosa Parks, Martin Luther King, Paul Stephenson, Floella Benjamin. Amelia Gentlemen and David Lammy shape the world we live in? | **Sculpture**  Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Model and develop work through a combination of pinch, slab, and coil.  Work around armatures or over constructed foundations.  Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.  Demonstrate experience in relief and freestanding work using a range of media.  Recognise sculptural forms in the environment: Furniture, buildings.  Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.  Confidently carve a simple form.  Solve problems as they occur. | *The last term is an opportunity for teachers to work on teacher assessment, filling gaps/ following interests/ setting challenges – the key knowledge strand for summer 2 is if one hasn’t been taught in Autumn and Spring term*  This could be…   * A progression WT/ ARE/ GD evidence gathering exercise * Art challenge- e.g A collage challenge linked to a current event or local theme (Eg- Yorkshire landscape, summer event/ school trip inspo) * An opportunity for a specialist media or new artist to be explored.   **Possible Artists**: ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre. | Sculpt  Sculpture  Combine  Join  Assemble  Model  Develop  Armatures  Annotate  Evaluate  Form  Carve  Blend  Manipulate | **End Point:**  To create and explore key knowledge points, making an end piece linking to own experiences/ challenges/ artists.  Children in every year group experience sculpture with different materials.  Children work with increasing confidence making decisions based on their developing knowledge. Children in Year 1 learn about famous sculptor Andy Goldsworthy and in Year 5 Albert Giacometti. |