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| **EYFS EXPRESSIVE ARTS AND DESIGN and PHYSICAL DEVELOPMENT leading to NC ‘ART and DESIGN’** | | | | | | | | |
| **EARLY LEARNING GOAL Fine Motor skills:** Use a range of small tools, including scissors and paint brushes - Begin to show accuracy and care when drawing.  **Creating with materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function Share their creations, explain the process they have used | | | | | | | | |
|  | Pre N1 | N1 | N2 | N3 | R1 | R2 | R3 | N/C Y1 |
| Skill | Observe colour  Name some colours  Make pencil marks  Explore paint in different forms  To explore the use of glue to stick 2 materials together  Explore playdough  Explore printmaking with hands and fingers | Name colours when prompted  Sort colours  Draw lines and shapes  Explore colour mixing  Explore paint in different forms and on different surfaces  Paint with a brush to create lines and shapes  With support,  use glue to attach materials together  Explore playdough moving through as sequence of skills:  Pressing  Pinching  Cutting  Rolling  Balling  Explore printmaking with objects (eg sponge shapes) | Identify colour  Draw lines and closed shapes giving meaning to marks  Paint lines and closed shapes giving meaning to marks  To independently  use glue to attach materials together  Explore playdough moving through as sequence of skills:  Pressing  Pinching  Cutting  Rolling  Balling  Create shapes with dough using cutters  Explore printmaking with wider variety of objects (e.g sponge shapes, vegetables) | Identify a wider range of colours  Describe sketches  Paint with more than one colour  Describe paintings  Create a collage with prepared paper collage materials by gluing  To attach junk modelling items together  Use a given skill to manipulate playdough to make a given shape  Print with deliberate placement | Sketch a self-portrait with more than one colour with the features appropriately placed  Paint a self-portrait with more than one colour with the features appropriately placed  Create new colour by independent mixing  Assemble prepared collage materials within a templated shape  To attach junk modelling items together and describe model  Use a combination of dough manipulation skills to create own models.  Print with deliberate placement to create an image | Sketch a self-portrait with more than one colour with the features appropriately placed and detail added  Sketch  things that they have observed, or images  Paint a self-portrait with more than one colour with the features appropriately placed and detail added  Paint  things that they have observed, or images  Creates collaboratively, sharing ideas,  Assemble self-cut collage materials on templated shape  Assemble transient art objects to create an image.  To attach junk modelling items together and explain choices of material when prompted  Create dough models independently  Print with deliberate placement to create a patttern | Sketch things that they have observed with increasing detail with consideration to shape , size, colour and detail  Paint things that they have observed with increasing detail with consideration to shape , size, colour and detail  Use watercolour paints and more than one thickness of brush  Assemble mixed collage materials including fabric to make own creations and describe  To create junk models and explain choices of materials  Create and describe clay models- talk about the skills used on prompting  Print with deliberate placement to create a pattern or image and describe the skills used using vocabulary (press, paint, paper, pattern) | **Drawing**  Know how to create patterns Draw lines of different thicknesses with 2 grades of pencil. Begin to control the types of marks made with the range of media.  **Painting**  Know the names of the primary and secondary colours. Know how to create mood through use of colour and shape  Link the knowledge of colour to man-made and natural objects  **Sculpture**  Use materials to create shape  Arrange materials to create shapes  **Collage**  To identify different types of material for collage  To select colours and sizes appropriate for the collage  **Textiles**  Have experience in colouring textiles: printing, fabric crayons  **Printing**  Use equipment and media correctly and be able to produce a clean printed image.  Create a repeating pattern in print. Explore printing simple pictures with a range of hard and soft materials: fingers, sponge, cut vegetables  **Digital art**  Know how to use IT to create a picture (WK) Use different effects within an IT paint package |

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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** |
| **Year 1**  **Who am I, who can I be and how do I belong?** | **Autumn 1**  What makes me special? | **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**  What is an explorer? | **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**  What seasonal changes do 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: String 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**  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**  How can I look after the world around me and save our seas? | **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**  ***Printing*** | Circle  Concentric  Repeated  Style  Technique  Feeling  Print  Printing  Kandinsky | **End Point:**  Replicate the painting ‘Colour Study: Squares with Concentric Circles’ using a printing technique. |
|  | **Summer 1**  How do I belong and care for the world I live in? | **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**  Where are we from and how did we get here? | **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 can I help people in my community? | **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**  What other communities are there? | **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**  Where in the world is Greece? | **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**  Was the magna carta necessary? | **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 shaped the world around us? | **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**  How has Charles Darwin shaped the world around him? | **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.  **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. | **Charles Darwin**  Observational Drawing and Sculpture | effect  texture  line  shape  watercolour  wet-on-wet  wet-on-dry  value  complementary  colour wheel  harmonious  line  shape  proportion  blend  Sculpt  Sculpture  Combine  Join  Assemble  Model  Develop  Armatures  Annotate  Evaluate  Form  Carve  Blend  Manipulate | **End Point:**  To create a sketch book page in the style of Darwins finches  To create a wire model bird |
| **Spring 1**  How did Howard Carter 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*** | Colour  Tone  Shade  Effect  Texture  Washes  Source  Develop  Annotate  Technique  Process  Material  Media  Contrast  Stencils  Print  Paint  Outline  Line  Detail | **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 |
|  | **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? | **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***  *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. |  | **End Point:**  Create a work in the style of Banksy on a social matter of choice  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. |