

Subject: Painting animals		Year Group: 1			Term: Autumn		
							
Vocabulary		Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
		Remembering	Telling	Testing	Practising	Coaching	Observing
Painting: Painting is when you use colours to create pictures on paper, canvas, or other surfaces. Paint Strokes: Paint strokes are the different ways you move your brush or fingers to make marks with the paint, like lines, dots, or swirls. Primary Colours: Primary colours are the main colours, which are red, blue, and yellow, and you can mix them together to make all the other colours. Secondary Colours: Secondary colours are the colours you get when you mix two primary colours together, like orange, green, and purple. Collaborative Art: Collaborative art is when many people work together on the same art project, adding their own ideas and parts to create something as a team.		Know that painting is a form of art. Know there are different types of paints for different types of painting. Know brushes can be different sizes. Know different size brushes are used for different strokes. Know primary colours can be mixed to make secondary colours. Know that collaborative art is made by more than one person. Know Henri Rousseau was a French artist who lived in the late 1800s and early 1900s. Know Rousseau often included animals like tigers, monkeys and snakes in his paintings.			Understand how to use simple shapes like circles and triangles to create the basic outline of animals. Understand how different brush strokes can create different textures. Understand how Rousseau used background and colour to make his paintings more appealing. Understand how background can change the style and feeling of a painting.		
					Communicate ideas simply in a sketchbook before creating artwork. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Identify and use paints in the primary colours. Use reference pictures to help create a more accurate representation when painting.		

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Subject: Painting, collage, drawing – plants			Year Group: 1			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Canvas: Canvas is a special kind of cloth that artists use as a surface to paint on. Characteristics: Characteristics are the special things that make something or someone unique or different from others. Depth: Depth is when something looks like it has different distances from the front to the back, making it look 3D instead of flat. Realism: Realism is when an artwork looks like it could be a real thing, like a painting that looks just like a photograph.			Know that painting is a form of art. Know there are different types of paints for different types of painting. Know brushes can be different sizes. Know different size brushes are used for different strokes. Vincent Van Gogh was a Dutch artist who lived in the 19th Century. He painted a famous painting called ‘Sunflowers’. Know collage is a type of art that is made by gluing different materials onto a surface to create a new image or design. Know drawing is a way of making marks on paper, canvas or other surfaces to create images or designs.			Understand the order of the process of observing, drawing and painting. Understand that drawing first can create fine details which can be painted onto later. Understand that plants and flowers have unique characteristics so we need to look closely at their details. Understand plants have different parts and that these to be addressed in turn when drawing and painting. Understand that using different shades of the same colour can create depth and realism.			Draw and then paint a picture of plant life inspired by Van Gogh’s Sunflowers painting. Create a collage picture of flowers. Use different sizes of paintbrush to create different sized lines. Communicate ideas simply in a sketchbook before creating artwork. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Identify and use paints in the primary colours. Use a sketchbook to experiment with new ideas. Develop ideas and improve upon them. Use and cut with scissors safely. Glue materials to each other with an appropriate amount of glue.		

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Subject: Sketching and paint mixing – seaside art		Year Group: 1			Term: Summer					
										
Vocabulary		Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Impressionism: Impressionism is a style of art where the artist uses quick brushstrokes and bright colours to capture a feeling or a moment instead of making things look exactly like they do in real life. Observe: Observing means carefully looking at something and paying attention to its details, colours, shapes, and how it makes you feel. Vibrant: Vibrant means bright, lively, and full of energy, like colours that are really strong and make you feel happy and excited.	Know that painting is a form of art. Know there are different types of paints for different types of painting. Know different size brushes are used for different strokes. Know Edgar Degas was an impressionist artist born in Paris, France in 1834. Know he was an impressionist artist. Know primary colours can be mixed to create secondary colours. Know Degas painted a famous painting called ‘Beach Scene’ based on a French beach during the 1800s. Know Charles Meere was born in London in 1890. He moved to Australia in 1932. Know he painted a beach scene called ‘beach pattern’. Know what primary colours are and what happens when they are mixed.			Understand the order of the process of observing, drawing and painting. Understand that drawing first can create fine details which can be painted onto later. Understand impressionist art makes use of vibrant colours. Understand how sunlight, shadows and reflections affect different objects. Understand how impressionists used quick, visible brushstrokes to create texture and capture the scene. Understand how impressionists used colours and brushstrokes to convey emotion. Understand that mixing primary colours can create secondary colours.			Draw and paint a seaside scene in the style of impressionism. Use different sizes of paintbrush to create different sized lines. Communicate ideas simply in a sketchbook before creating artwork. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Mix primary colours to make secondary colours. Use a sketchbook to experiment with new ideas. Develop ideas and improve upon them.			

Subject: Sculpture – animals			Year Group: 2			Term: Autumn					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Sculpture: Sculpture is when you make a piece of art by shaping or carving materials like clay, stone, or wood into different shapes and figures. Clay: Clay is a soft and mouldable material that you can use to create things like pots, sculptures, and other artworks. Modelling (as in modelling clay): Modelling is when you use your hands to shape and manipulate the clay into different forms and objects, like animals, people, or objects.			Know how to use basic sculpting tools like clay modelling tools, plastic knives, and lolly sticks. Know there are different types of clay – air dry clay and polymer clay. Know sculpture is a type of 3D art where artists use their hands and different materials to make shapes you can touch or feel. Know different parts of animal anatomy to aid with sculpting artwork. Know a range of sculpting techniques such as rolling clay into balls, creating coils, or stacking shapes to form the animal’s body. Know how to use tools or their fingers to create texture or details. Know Antony Gormley is a contemporary large-scale sculptor. Know sculptures need to be planned before they are created.			Understand how to use images of animals to support with creating a sculpture. Understand how different poses can give the impression that animals are moving or staying still. Understand how they can use colour to enhance their sculpture. Acrylic or tempera paints after the clay has dried can create this effect.			Be able to problem solve as they sculpt, such as figuring out how to balance their sculpture or make it stand on its own. Sculpt an animal from clay. Communicate ideas simply in a sketchbook before creating artwork. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

Subject: Printmaking – London landmarks			Year Group: 2			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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London: London is a big and exciting city in England, famous for its iconic buildings, history, and lots of interesting things to see and do. Landmarks: Landmarks are special and famous places or buildings that are easily recognized, like the Big Ben clock tower or the Tower Bridge in London. Printmaking: Printmaking is a fun way of creating art by making multiple copies of a picture or design using special tools and materials. Printing Plate: A printing plate is a flat surface, like a piece of foam or plastic, that you put paint or ink on to create a picture or pattern that can be printed onto paper. Ink: Ink is a liquid material that comes in different colours and is used to make drawings, write, or print things. Brayer: A brayer is a tool with a handle and a roller that you can roll over a printing plate to spread the ink evenly. Transfer: Transfer means to move something from one place to another, like when you press a printing plate with ink onto paper, the ink transfers from the plate to the paper, creating a print.			Know a range of London landmarks including Big Ben, Tower Bridge, Buckingham Palace, the Shard and the London Eye. Know that printmaking is a technique of creating multiple artworks by transferring an image from a prepared surface onto paper or another material. Know that printing plates can come in the form of foam sheets, Styrofoam, or lino blocks. Know how to outline the drawing of a landmark using simple shapes before adding more detail. Know prints need to be planned before they are created. Know how to apply ink or paint with a brayer. Know how to transfer the image from the plate to the paper.			Understand that printmaking allows for multiple prints of the same design. Understand how printmaking is used around the world now. Understand the importance of quality control in printmaking.			Transfer an image from an object to paper. Experiment with printing to create a ‘clean’ print - try to recreate the image perfectly. To use observation skills to observe landmarks closely and pay attention to shapes, sizes, and details. To identify characteristics of each landmark and what makes it recognisable. Communicate ideas simply in a sketchbook before creating artwork. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

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Subject: Portraits of Queen Elizabeth II			Year Group: 2			Term: Summer					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Queen Elizabeth II: Queen Elizabeth II is the current queen of the United Kingdom and other Commonwealth countries. Monarch: A monarch is a king or queen who is the ruler of a country. Reign: Reign means the time when a monarch is in power and ruling a country. Features (like facial features): Features are the different parts of someone's face, like the eyes, nose, mouth, and ears, that make each person look unique. Proportions: Proportions mean how different parts of something relate to each other in size, like making sure the eyes, nose, and mouth are in the right places on a face when drawing. Portrait: A portrait is a picture or painting that shows the face and sometimes the whole body of a person. Realistic: Realistic means making something look like it does in real life, like when a portrait looks just like the person it is supposed to represent.			Know that Queen Elizabeth II was the longest reigning monarch of Great Britain.			Understand that skin tones can be created by mixing colours.			To paint a portrait of Queen Elizabeth II.		
			Know how to draw a face by adding a feature at a time using simple shapes.			Understand that adding detail, like hairstyle, jewellery or clothing can make the portrait more realistic.			Mix primary, secondary and tertiary colours to create different tones.		
			Know about the importance of proportions when drawing/painting a portrait. (Eyes in the middle of the face, nose below the eyes and mouth below the nose.)			Understand how the background can add context or atmosphere.			Communicate ideas simply in a sketchbook before creating artwork.		
			Know how to use brush techniques such as a gentle strokes to apply paint and blend colours together to create a smooth transition between colours for a realistic portrait.						Say what they like/dislike about their own artwork.		
									Identify similarities and differences between two or more pieces of art.		
									Develop ideas and improve upon them.		

Subject: Painting – Cave Painting			Year Group: 3			Term: Autumn			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Stone Age: The Stone Age was a long time ago when people lived in caves and used tools made of stone to survive. Cave Painting: Cave painting is when people in the Stone Age drew pictures on cave walls using natural materials like charcoal and pigments. Pigment: Pigment is a coloured material that people used in the past to make paints, like when they crushed rocks or plants to get different colours for their cave paintings. Silhouette: A silhouette is the outline or shape of something, like the dark shape you see when someone or something is standing in front of a bright light.	Know that cave paintings were created in Stone Age times to tell stories, record events or express beliefs. Know that Stone Age people made paint by using natural pigments they found in the environment such as minerals, rocks or plants. Know that Stone Age people used simple tools like brushes made of plant fibres, animal hairs, and their fingers to paint on walls. Know that cave paintings used symbols or abstract shapes to represent things. <i>Children will be encouraged to explore their own symbols and abstraction.</i>			Understand that cave paintings had different themes such as animals, hunting scenes or handprints. Understand how Stone Age people used a silhouette technique, where they outlined the shape of an animal or object and filled it with colour.			Create texture in their cave paintings by using rough brushes, sponges or other textured material. Create a range of cave paintings in different styles using different techniques. Record observations in sketch books and use them to review and revisit ideas. Improve their mastery of art and design techniques. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

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Subject: Roman mosaics			Year Group: 3			Term: Spring		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Mosaic: A mosaic is a picture or pattern made by sticking small pieces of coloured material, like tiles or glass, onto a surface like a wall or floor. Tesserae: Tesserae are the small individual pieces that are used to make a mosaic, like the little tiles or glass bits that fit together to create the picture or design.			Know Roman mosaics was artwork made by the Romans thousands of years ago using small pieces of coloured stones called tesserae. Know mosaics were used to decorate floors, walls and even ceilings. They were functional and decorative, adding beauty and colour to everyday spaces. Know that tesserae are made from small pieces of material like coloured stones, glass and shells. Know that mosaics are created from vibrant and contrasting tesserae colours and materials to create an intricate design. Know a mosaic must be planned before it is created. Know how to use tools such as a glue gun safely.			Understand how the Romans used geometry in their mosaic designs and that repeated patterns were used to create a sense of harmony and order. Understand that a Roman mosaic is a small, intricate and time-consuming creation where patience is just as important as imagination.		
						To create a Roman mosaic design. Record observations in sketch books and use them to review and revisit ideas. Improve their mastery of art and design techniques. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

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Subject: Drawing plants			Year Group: 3			Term: Summer					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Plants: Plants are living things that grow in the ground and have leaves, stems, roots, and sometimes flowers or fruits. Anatomy (of plants): The anatomy of plants refers to the different parts that make up a plant, like the roots that hold it in the ground, the stem that supports it, the leaves that make food, and the flowers that can turn into fruits. Botanical Artist: A botanical artist is someone who creates art by drawing or painting plants in a detailed and accurate way, showing their shape, colours, and textures.			Know basic plant anatomy such as leaves, stems, flowers and roots. Know how to use simple lines and shapes to represent plant parts. Know that different types of shading can create texture in the drawing of plants. Know that colour and shading (light and shadow) can give depth and dimension to a plant drawing. Pandora Sellars was a botanical artist who lived in the UK. She lived from 1936 to 2000. Her drawing and painting of plants revived botanical art in the UK. She is a considered a master painter and drawer of plants.			Understand that close observation is needed of the shapes and details of leaves, stems, flowers, and other plant parts. Understand there is a wide variety of plants and that we can capture the essence of any of them through our artwork. Understand that in a line drawing, lines can be built up gradually to create extra detail. Understand how to consider proportion and scaling of different plant parts.			To draw and colour detailed pictures of plants. Record observations in sketch books and use them to review and revisit ideas. Improve their mastery of art and design techniques. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

Subject: Volcanoes – Jackson Pollock		Year Group: 4			Term: Autumn		
							
Vocabulary		Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
		Remembering	Telling	Testing	Practising	Coaching	Observing
Expressionism: Expressionism is a style of art where artists use bright colours, bold shapes, and exaggerated features to show strong emotions and feelings in their paintings. Action Painting: Action painting is a type of art where artists use energetic and spontaneous brushstrokes, drips, and splatters to create their paintings, making it look like they are capturing the movement and energy of the moment.		Know that Jackson Pollock was an influential American artist known for his unique painting style. Know he was an abstract expressionist artist who made a significant impact on the art world. Know that Pollock used a drip painting technique and brushes and sticks to create his dynamic and energetic paintings. Know that Pollock's approach was known as 'action painting'. Know how to flick or drip the paint on to the page or canvass to create the energetic style.			Understand that Pollock's paintings were created with movement and energy Understand that Pollock layered colours and overlapped drips to add depth and complexity to his artwork. Understand that Pollock used bold and contrasting colour combinations – and enable the children to do the same.		
					Create a variety of paintings, both physically and digitally, in the style of Jackson Pollock by dripping and flicking paint in a variety of ways. Record observations in sketch books and use them to review and revisit ideas. Improve their mastery of art and design techniques. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

Subject: Weaving		Year Group: 4			Term: Spring		
							
Vocabulary		Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
		Remembering	Telling	Testing	Practising	Coaching	Observing
Weaving: Weaving is a way of making fabric by crossing threads over and under each other to create patterns or designs. Threads: Threads are thin strands or strings that are used in weaving to create fabric. Warp: The warp is the set of long threads that are stretched out vertically on a loom and act as the foundation for weaving. Weft: The weft is the set of threads that are woven horizontally across the warp to create patterns and fill in the fabric. Loom: A loom is a special frame or device that holds the warp threads in place and helps guide the weft threads to create woven fabric.		Know that weaving is a technique involving interlacing threads or other materials to create a fabric or artwork. Know that warp threads are vertical threads and weft threads are horizontal. Know how to set up a simple loom using weaving frames or small looms. Know some basic weaving techniques such as plain weave, rya knotting and soumak.			Understand the historical and cultural significance of weaving. Understand that a variety of different materials can be used in weaving such as wool, cotton, and strips of fabric. Understand the importance of design and pattern in weaving.		
					Create a piece of artwork from using weaving techniques. Record observations in sketch books and use them to review and revisit ideas. Improve their mastery of art and design techniques. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		

Subject: Sculpture – Dragon's eyes		Year Group: 4			Term: Summer		
							
Vocabulary		Knowledge			Understanding		
What children will know		What children will understand			What children will be able to do		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Dragon: A dragon is a make-believe creature that has a long body, big wings, and can breathe fire. Mythical: Mythical means something that is imaginary or from a story, like magical creatures or legends that people tell but don't exist in real life. Clay: Clay is a soft and squishy material that you can shape with your hands, and it becomes hard when it dries. Sculpting: Sculpting means using your hands or tools to shape and create something out of a material, like clay or stone. Moulding: Moulding means shaping or forming something by pressing or squeezing it into a specific shape or using a mould as a guide.		Know that dragons are mythical creatures from legends and stories dating back centuries. Know that dragon's eyes can come in many different shapes, colours, and with many details. Know that there are different types of clay such as air-dry clay and polymer clay. Know how to use a variety of sculpting tools for clay. Know how to mould and join smaller pieces of clay to larger pieces.			Understand that the clay should be moulded into basic shapes and built detail by detail to form the final eye design. Understand that expression can be conveyed through the dragon's eye by considering the shape of the eyelids, positioning of the pupil and the colours used. Understand that paint can add extra detail and texture by being carefully blending, highlighted and added.		
					To design, mould, sculpt and paint a dragon's eye out of clay. Use images from other artwork to gather inspiration for their own design. Record observations in sketch books and use them to review and revisit ideas. Improve their mastery of art and design techniques. Say what they like/dislike about their own artwork. Identify similarities and differences between two or more pieces of art. Develop ideas and improve upon them.		