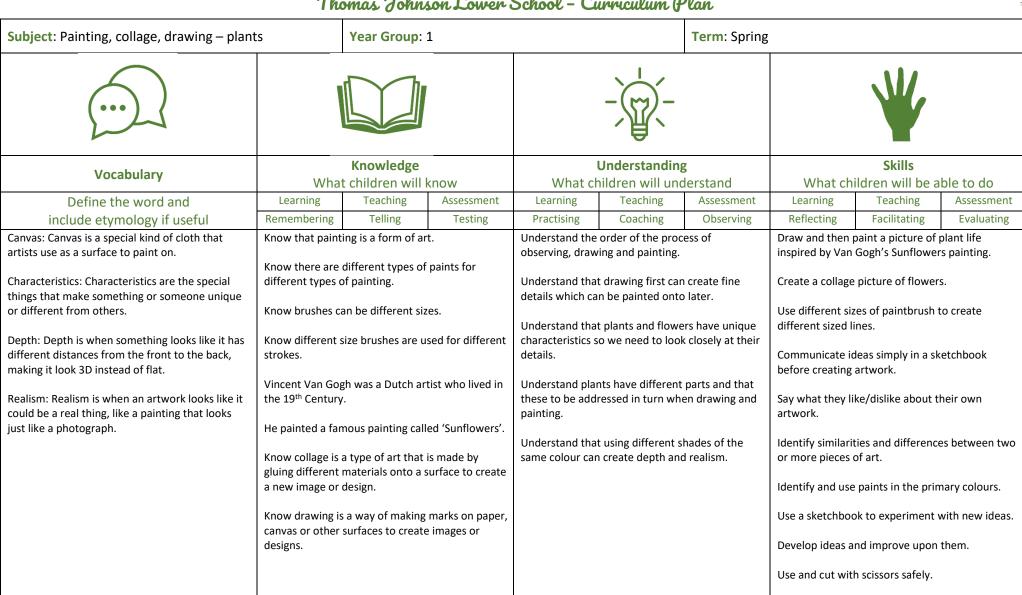


| Subject: Painting animals   |   | Year Group:   | 1   |  |  | Term: Autum  | tumn   |   |  |  |  |
|---|---|---|---|--|--|--|--|---|--|--|--|
|   |   |   |   |  |  |  | <b>W</b>   |   |  |  |  |
| Vocabulary  | Knowledge What children will know   |   |   |  | Understandin   | _  | What ch  | Skills What children will be able to do |  |  |  |
| Define the word and   | Learning  | Teaching  | Assessment  | Learning   | Teaching   | Assessment   | Learning   | Teaching                                | Assessment   |  |  |
| include etymology if useful   | Remembering   | Telling   | Testing   | Practising   | Coaching   | Observing  | Reflecting   | Facilitating                            | Evaluating   |  |  |
| 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 there are different types of the Know brushes can know different strokes.  Know primary consecondary colou know that collabone person.  Know Henri Roulived in the late of the Know Rousseau | an be different siz<br>ize brushes are u<br>plours can be mix | res. sed for different ed to make de by more than ch artist who | Understand how and triangles to animals.  Understand how create different  Understand how colour to make how style and feeling | o different brush<br>textures.<br>O Rousseau used<br>nis paintings mor | outline of strokes can background and e appealing. | Say what they li artwork.  Identify similari or more pieces Identify and use | ke/dislike about the                    | neir own<br>es between two<br>nary colours.<br>eate a more |  |  |

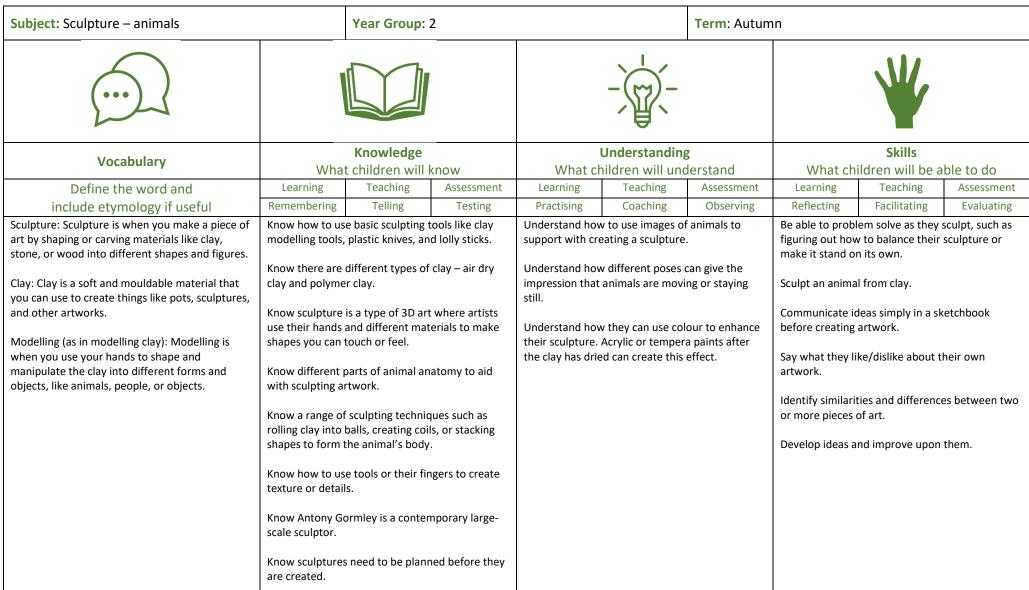


Glue materials to each other with an appropriate

amount of glue.

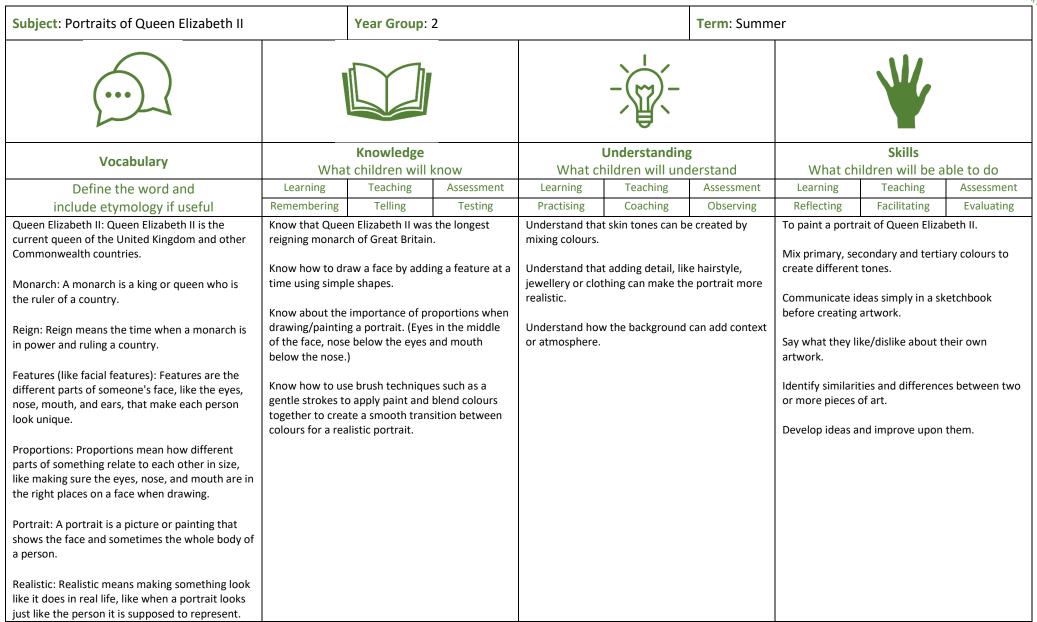
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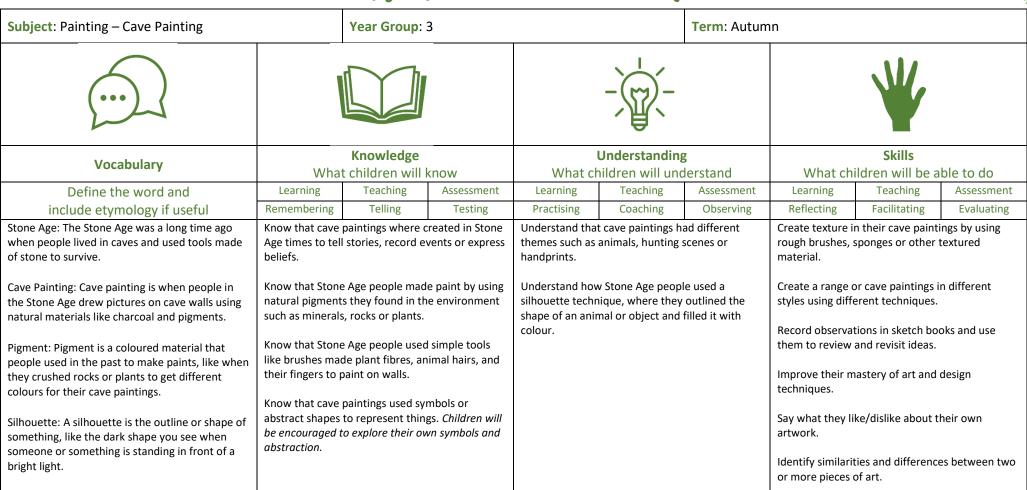
| Subject: Sketching and paint mixing – sea   | side art   | Year Group:   | 1  |   |  | Term: Summ  | ımer  |  |   |  |
|---|--|---|--|---|--|---|---|--|---|--|
|   |  |   |  |   |  |   |   | W  |   |  |
| Vocabulary  | Knowledge What children will know  |   |  |   | Jnderstanding<br>ildren will und   | _   | What ch   | <b>Skills</b> ildren will be a   | ble to do   |  |
| Define the word and   | Learning   | Teaching  | Assessment   | Learning  | Teaching   | Assessment  | Learning  | Teaching   | Assessment  |  |
| include etymology if useful   | 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 there are different types of the 1800s.  Know Degas pair 'Beach Scene' be the 1800s.  Know Charles M He moved to Au Know he painted pattern'. | gas was an impressance in 1834. Impressionist art plours can be mixing. Inted a famous paased on a French Interese was born in stralia in 1932. In a beach scene comary colours are a | f paints for used for different ssionist artist tist. ed to create uinting called beach during London in 1890. | observing, drawing Understand that details which can Understand important colours.  Understand how reflections affect Understand how visible brushstro capture the scen Understand how Understand how Understand how Understand how | drawing first car<br>in be painted onto<br>ressionist art mal<br>resunlight, shadow<br>t different object<br>rimpressionists u<br>kes to create textile. | n create fine o later.  kes use of  ws and s.  used quick, ture and | impressionism.  Use different sized lidifferent | deas simply in a sk<br>artwork.<br>ke/dislike about t<br>ties and difference | to create setchbook heir own es between two ondary colours. with new ideas. |  |



| Subject: Printmaking – London landmarks  |  | Year Group:  | 2  |  |   | Term: Spring      | ring   |   |   |
|--|--|--|--|--|---|-------------------|--|---|---|
|  |  |  |  |  | W   |                   |  |   |   |
| Vocabulary   | Knowledge<br>What children will know   |  |  |  | Understanding   | _                 | What ch  | <b>Skills</b> ildren will be a  | ble to do   |
| Define the word and  | Learning   | Teaching   | Assessment   | Learning   | Teaching  | Assessment        | Learning   | Teaching  | Assessment  |
| include etymology if useful  | Remembering  | Telling  | Testing  | Practising                                       | Coaching  | Observing         | Reflecting   | Facilitating  | Evaluating  |
| 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 | Ben, Tower Bridge and the London  Know that printre multiple artworks a prepared surfarmaterial.  Know that prints of foam sheets, so the control of the con | ELondon landmar ge, Buckingham F Eye.  making is a techn so by transferring ace onto paper or styrofoam, or line thing the drawing pes before addined to be planned by ink or paint wassfer the image to | ique of creating an image from another me in the form o blocks. g of a landmark g more detail. pefore they are | multiple prints of Understand how the world now. | r printmaking allo<br>of the same desig<br>or printmaking is used<br>importance of qu | n.<br>Ised around | Experiment with try to recreate To use observations and pay details.  To identify charm what makes it recommunicate in before creating Say what they liartwork.  Identify similarior more pieces | deas simply in a sk<br>artwork.<br>ike/dislike about t<br>ties and difference | e a 'clean' print<br>tly.  ves landmarks es, sizes, and  landmark and etchbook  heir own es between two |

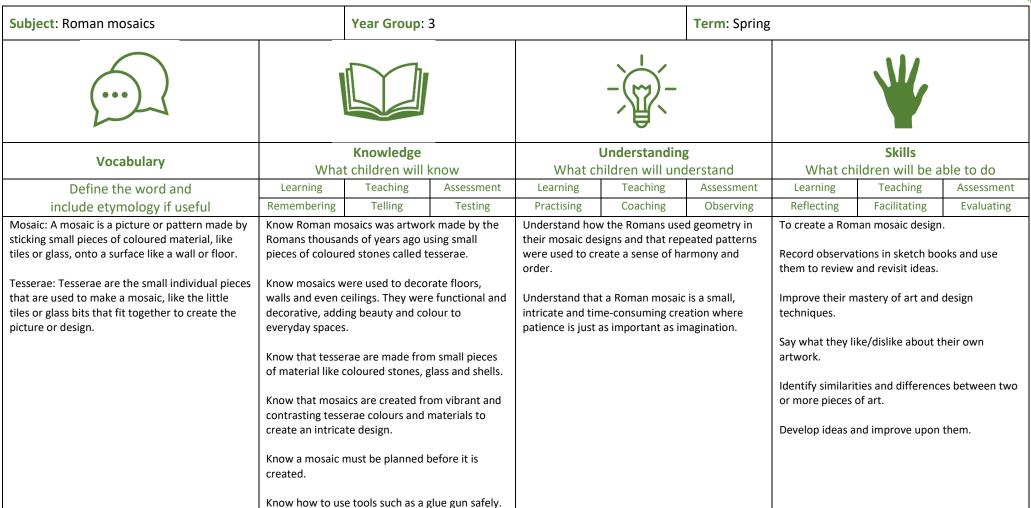


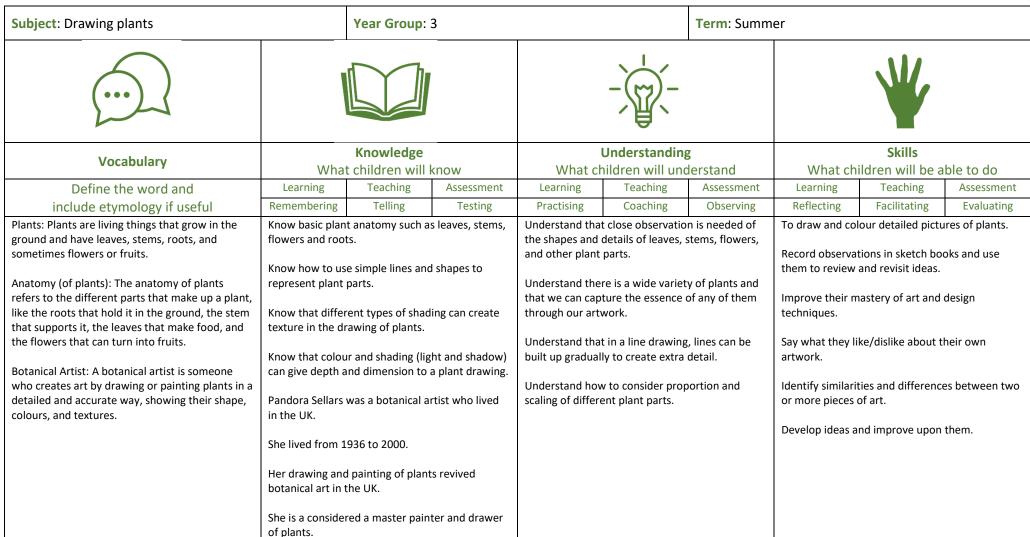






Develop ideas and improve upon them.







| Subject: Volcanoes – Jackson Pollock   |   | Year Group: | 4          |  |          | Term: Autum | ı: Autumn   |   |            |  |
|--|---|-------------|------------|--|----------|-------------|---|---|------------|--|
|  |   |             |            |  |          |             | W   |   |            |  |
| Vocabulary   | Knowledge<br>What children will know  |             |            | Understanding What children will understand  |          |             | What ch   | Skills What children will be able to do |            |  |
| Define the word and  | Learning  | Teaching    | Assessment | Learning   | Teaching | Assessment  | Learning  | Teaching                                | Assessment |  |
| include etymology if useful  | Remembering   | Telling     | Testing    | Practising   | Coaching | Observing   | Reflecting  | Facilitating                            | Evaluating |  |
| 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   |   |   |   |  |                                      |   |   |                    |  |  |
|--|--|---|---|---|--|--------------------------------------|---|---|--------------------|--|--|
|  |  |   |   |   |  |                                      | W   |   |                    |  |  |
| Vocabulary   | Knowledge  |   |   |   | Understandin   | •                                    |   | Skills  |                    |  |  |
| ,  |  | children will   | 1   | What ch   | ildren will un   | derstand                             | What children will be able to do  |   |                    |  |  |
| Define the word and  | Learning   | Teaching  | Assessment                                  | Learning  | Teaching   | Assessment                           | Learning  | Teaching  | Assessment         |  |  |
| include etymology if useful  | Remembering  | Telling   | Testing                                     | Practising  | Coaching   | Observing                            | Reflecting  | Facilitating  | Evaluating         |  |  |
| 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 weavinterlacing threa fabric or artwork Know that warp weft threads are Know how to set frames or small I Know some basin plain weave, rya | ds or other mate  threads are vertice horizontal.  t up a simple loor looms.  c weaving technic | cal threads and musing weaving ques such as | Understand the significance of we used in we strips of fabric.  Understand the pattern in weavi | veaving.  t a variety of differe veaving such as we importance of de | erent materials<br>vool, cotton, and | techniques.  Record observathem to review  Improve their matechniques.  Say what they liartwork.  Identify similarity or more pieces of | tions in sketch boo<br>and revisit ideas.<br>nastery of art and<br>ke/dislike about to<br>ties and difference<br>of art.<br>nd improve upon | design<br>heir own |  |  |



| Subject: Sculpture – Dragon's eyes   |  | Year Group:             | 4          |  |                  | Term: Summ | mmer   |   |            |
|--|--|-------------------------|------------|--|------------------|------------|--|---|------------|
|  |  |                         |            | -  |                  |            |  |   |            |
| Vocabulary   |  | Knowledge               |            |  | Understanding    | g          |  | Skills  |            |
| Vocabulary   | What   | What children will know |            |  | nildren will und | derstand   | What ch  | ildren will be a                                  | ble to do  |
| Define the word and  | Learning   | Teaching                | Assessment | Learning   | Teaching         | Assessment | Learning   | Teaching  | Assessment |
| include etymology if useful  | Remembering  | Telling                 | Testing    | Practising   | Coaching         | Observing  | Reflecting   | Facilitating                                      | Evaluating |
| 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. | 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 |                         |            | 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 |                  |            | 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 |   |            |
| 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   | 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.   |                         |            | the colours used.  Understand that paint can add extra detail and texture by being carefully blending, highlighted and added.  |                  |            | Improve their mastery of art and design techniques.  Say what they like/dislike about their own artwork.   |   |            |
| 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.   | sie, to larger pre   |                         |            |  |                  |            | Identify similarit   | ties and difference<br>of art.<br>nd improve upon |            |