



F2	AUTUMN	
	<u>Colour mixing</u>	Vocab: shade, lighter, darker
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to hold a paintbrush and a pencil in order to make marks and mix colours. 	<u>End point</u> <ul style="list-style-type: none"> understand that combining colours changes shade/ colour
	SPRING	
	<u>Drawing</u>	Vocab: line, circle, print , bumpy, smooth, shiny, dab and sponging
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to draw recognisable pictures and ascribe meanings to marks. 	<u>End point</u> <ul style="list-style-type: none"> able to use form and function to create recognisable features able to use and talk about textures
	SUMMER	
	<u>Using colour texture</u>	Vocab: shade, tone, transparent, texture
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to use colours and textures to create recognisable drawings and paintings. 	<u>End point</u> <ul style="list-style-type: none"> able to use and explore a variety of materials to create and talk about a piece of art
Y1	AUTUMN	
	<u>Collage/Drawing</u> Children look at Paul Klees' artwork and make their own collage in the style of Klee. Children look at Hundertwasser's architecture and make their own imaginary building using	Vocab: texture, collage, imagination, shape and colourful

different materials, shapes and colours.	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to use scissors to cut paper. 	<u>End point</u> <ul style="list-style-type: none"> • produce a collage in the style of Paul Klee having selected with thought, different materials according to specific qualities e.g. colour, shiny, smooth and explain why materials have been chosen. • design their own imaginary building in response to looking at Hundertwasser's architecture which will include some of the key features significant in his work. • select, sort and modify materials by cutting and tearing with care before adding other marks and colour to represent ideas.
SPRING	
<u>Sculpture</u> Children look at Niki de Saint Phalle's sculpture 'Firebird' based on a Russian fairytale and manipulate and join clay to make a 3D sculpture.	Vocab: sculptor, sculpture, three-dimensional, shape and colourful
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to manipulate play dough to create different forms. 	<u>End point</u> <ul style="list-style-type: none"> • produce a clay sculpture based on fairy tales inspired by Niki de Saint Phalle's sculpture 'Firebird' showing a variety of animal parts. • show the ability to manipulate modelling clay. (roll, stretch, squeeze to make recognisable forms) • assemble basic shapes or forms e.g. bodies/ heads and add surface features.
SUMMER	
<u>Painting</u> Children look at the work of Georgia O'Keeffe 'Oriental Poppies' and discuss how the artist has made the artwork so large and why.	Vocab: enlarge, detail, line, shape and tone
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to use a pencil with developing dexterity to create line and shape and know that lines can enclose a space and use these shapes to represent objects. • have had the opportunity to explore paint. 	<u>End point</u> <ul style="list-style-type: none"> • produce a painting using thin and thick lines by using a paintbrush in different ways.

Y2	AUTUMN	
	<u>Drawing</u> Children use pencil to create lines of different thickness and look at how the artist (Van Gogh) has used line and shape.	Vocab: artist, cross-hatching, line, shape and tone
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> have had opportunity to explore a variety of media and be confident using a pencil to draw lines and shape. 	<u>End point</u> <ul style="list-style-type: none"> produce a proportional self portrait demonstrating the use of different lines (thick, thin), shapes and tone (dark and light shading) with a sketching pencil.
	SPRING	
	<u>Painting</u> Children look at Matisse's artwork and his use of colour. They explore cool and warm colours and how the artist often uses colours to make us feel certain things.	Vocab: primary colours and secondary colours
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> have had experience of using paint, different paintbrushes and awareness that colours can be changed. 	<u>End point</u> <ul style="list-style-type: none"> using a mix of warm and cool colours. using primary colours to mix secondary colours.
	SUMMER	
	<u>Printing</u> Children look at Picasso's artwork 'Lady in the Hat' and explore printmaking techniques - a range of materials, including bubble wrap, lolly sticks etc. They learn how to roll the paint onto the printing plate.	Vocab: artist, print, texture, shape and pattern
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to cut and stick a variety of materials. 	<u>End point</u> <ul style="list-style-type: none"> explore and create patterns and textures with found materials producing a good collagraph printing plate.
Y3	AUTUMN	
	<u>Sculpture</u> Children look at the work of Richard Sweeney - a sculptor. They learn how to manipulate paper to create shape and form and to create a 3D form. They consider how to create shadow in their work.	Vocab: sculpture, origami, form, texture, manipulate and construct

	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to cut shapes using scissors and have an awareness of what three dimensional means. 	<u>End point</u> <ul style="list-style-type: none"> produce their own paper sculpture demonstrating how they can manipulate, cut, coil, roll, fold paper to create shape and form an intricate 3D sculpture.
SPRING		
	<u>Drawing</u> Children look at Quentin Blake's illustrations of children's books and how he uses line drawings, exaggerating certain actions, intentions or body language.	Vocab: illustrator, illustration and line
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to use pencil to create line and shape and have an awareness of proportion. 	<u>End point</u> <ul style="list-style-type: none"> produce a drawing using line and shape to represent recognisable figure and form. produce quick studies from observation to record action or movement.
SUMMER		
	<u>Painting</u> Children look at the work of Frida Kahlo and how she used expression in sketches. Children learn how to use proportion when drawing a face. Colour mixing skills are revisited and used to create tint and tone of colour.	Vocab: self-portrait, tint, shade, primary colours and secondary colours
	<u>Required prior knowledge</u> Children should know : <ul style="list-style-type: none"> how to use pencil to create line and shape through experimenting. how to mix primary colours to create secondary colours. 	<u>End point</u> <ul style="list-style-type: none"> produce a proportional self-portrait painting, mixing paints to make tints (adding white to a colour to make a lighter colour) and tones (different shades of a colour).
Y4	AUTUMN	
	<u>Sculpture</u> Children look at Henry Moore's family group sculptures. They use mannequins to sketch human form - showing awareness of proportion and placement.	Vocab: sculpture, sculptor, abstract, form and figurative
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to manipulate clay to make shapes and have had prior opportunity to experiment with joining clay. 	<u>End point</u> <ul style="list-style-type: none"> produce own sculpture manipulating clay to represent recognisable human form and joining clay parts successfully using a slip.

SPRING		
<u>Drawing</u> Children look at Leonardo Da Vinci's 'Mona Lisa' and use the painting to identify the foreground and the background - depth and distance.	Vocab: scale, foreground, background and horizon line	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to draw with appropriate proportion. 	<u>End point</u> <ul style="list-style-type: none"> • produce a landscape sketch with a focus on foreground, background and horizon line. • develop further shading to achieve light and dark tones. 	
SUMMER		
<u>Printing</u> Children look at Hokusai's 'The Great Wave off Kanagawa' and become familiar with the printing technique - discuss wood and lino printing before using a polystyrene tile created by the children.	Vocab: printmaker, landmark, lines and perspective	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to use rollers and ink to make rubbings to collect textures and patterns. 	<u>End point</u> <ul style="list-style-type: none"> • simplify an initial sketch to produce a monoprint made using a polystyrene tile. • demonstrate good use of tools to apply pressure to create lines of different thickness. 	
Y5	AUTUMN	
	<u>Printing</u> Children look at Elizabeth Catlett's printing 'Sharecropper' and about the ethos of this artist. They sketch a portrait and fill in using a variety of lines. Look at the key artwork to see how lines have been used in different ways to show the contours of the face and body.	Vocab: Civil Rights movement, linoleum cut, plantation, lines, engrave
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to make marks on polystyrene, controlling line and tone using tools and pressure. 	<u>End point</u> <ul style="list-style-type: none"> • produce a good relief print made from lino which demonstrates control of tools to create thick and thin lines (which creates texture).
	SPRING	
<u>Architecture</u> Children look at Gaudi's architecture (cathedral) and learn	Vocab: architect, design, natural forms, organic form, geometric shape, tone and pattern	

	about how he is influenced by natural forms. They sketch natural forms in preparation for re-designing the school building. They superimpose their own sketches of natural forms onto a picture of the school (may use technology).	
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to draw from observation using line and tone (shade using a range of light and dark) to represent things. 	<u>End point</u> <ul style="list-style-type: none"> produce a design for a new school building which has been influenced by Gaudi (including recognisable natural forms) using sketchbooks to develop a design.
SUMMER		
	<u>Drawing</u> Children look at Jacque Rousseau's 'Perspective of Gardens' and how artists create illusions and depth/distance. Build on prior learning about foreground and background.	Vocab: vanishing point, perspective, illusion, depth and horizon line
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to identify and draw foreground, background and horizon line. 	<u>End point</u> <ul style="list-style-type: none"> produce a series of sketches to develop skills of showing horizon line, perspective, depth and distance to create a vanishing point.
Y6	AUTUMN	
	<u>Mixed media (drawing/painting/collage)</u> Children look at Gustav Klimt and his decorative style. They use their sketchbooks to plan and collect patterns and symbols.	Vocab: decorative, ornamental, pattern, composition and confiscated
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> how to use scale and perspective in their work. how to overlap and overlay objects in front and behind. 	<u>End point</u> <ul style="list-style-type: none"> produce a self-portrait using line, pattern and texture , using mixed media to embellish decoratively, in the style of Klimt.
SPRING		
	<u>Printing</u> Children look at the work of craft maker and designer, William Morris. They will use their own natural form sketches and Morris' designs to create a pattern which will then be used to create a printing tile. Children look at the process of trace and transfer to be able to create a repeating design (using technology).	Vocab: Arts and Crafts movement, natural form, pattern and Industrial Revolution

<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • how to make marks onto a polystyrene tiles, controlling lines using tools and pressure. 	<p><u>End point</u></p> <ul style="list-style-type: none"> • create a repeated design using relief printing inspired by William Morris. • show development of design in sketchbooks demonstrating trace and transfer method.
<p>SUMMER</p>	
<p><u>Sculpture</u> Children learn about Della Robbia pottery and the link to the local area, Birkenhead, and about the Arts and Crafts movement of the time. Visit the collection on display at the Williamson art gallery.</p>	<p>Vocab: slip, ornamental, coil, knead, Arts and Crafts movement and pattern</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • how to manipulate clay and have had experience of joining pieces of clay. 	<p><u>End point</u></p> <ul style="list-style-type: none"> • know about Della Robbia pottery and produce a clay coil pot joining clay adequately using coils and slips and constructing a simple base.