

## ART CURRICULUM LONG TERM COVERAGE

Cycle A

Fire! Fire!: Painting Focus



Van Gogh – based on Starry Night

Amazing Africa: Sculpture Focus



Picasso – African masks




By the Sea: drawing focus



Impressionism – drawing and painting scene

<p><b>Knowledge</b></p>	<p><b>Year 1:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Thick brushes can be used for large blocks of colour.</li> <li>• Thin brushes can be used to add detail.</li> <li>• The more an object is observed the more detail can be added to a picture.</li> <li>• Light dots can be used to mark where objects will be placed on the paper, so that they fill the space.</li> <li>• Light marks should be used to produce basic shapes before too much detail is added in case they want to make changes.</li> <li>• They should clean their brush before mixing paint, so that the original colours remain fresh.</li> <li>• Red, blue and yellow are the primary colours.</li> <li>• Purple, orange and green are the secondary colours.</li> <li>• <b>Year 2: Pupils will know that:</b></li> <li>• If red and blue are mixed it will make purple.</li> <li>• If red and yellow are mixed it will make orange.</li> <li>• If blue and yellow are mixed it will make green.</li> <li>• If red and green are mixed it will make brown.</li> <li>• If white is added to a colour it will make a lighter tint.</li> <li>• If black is added to a colour it will make a darker shade.</li> <li>• When mixing colours it is best to mix a little at a time.</li> </ul>	<p><b>Year 1:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Different materials can be used to create sculptures.</li> <li>• Different shapes can be used to create sculptures.</li> <li>• Different tools, including pencils and fingers, can be used to change the surface or sculpting materials.</li> </ul> <p><b>Year 2:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• There are a range of sculptors.</li> <li>• There is a difference between abstract and figurative sculptures.</li> <li>• Materials can be rolled, cut, pinched and carved.</li> </ul>	<p><b>Year 1:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Their drawings can tell people something about them.</li> <li>• They can use a pencil or crayon to make hard and soft lines, light and dark lines, thick and thin lines, or curved and straight lines.</li> <li>• The lines they draw can create moods in their drawings.</li> <li>• Different grades of pencil will make lighter and darker marks.</li> </ul> <p><b>Year 2:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Different grades of pencil will make lighter and darker marks.</li> <li>• HB is harder than 8B.</li> <li>• The higher the number the softer the pencil.</li> <li>• The softer the pencil the darker the mark.</li> <li>• Charcoal can be smudged, used on its side to create large blocks of tone, on its point for detail and rubbed out to create dramatic areas of light.</li> <li>• Rubbers can be cut (to sharp points) to rub out in detail.</li> </ul> <p><i>See painting focus and use as a consolidation of knowledge and skills</i></p>
<p><b>Skills</b></p>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Add texture by using tools.</li> </ul>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Add texture by using tools.</li> </ul>	<p><b>Year 1:</b> Pupils will:</p>

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	<ul style="list-style-type: none"> <li>Communicate something about themselves in their painting.</li> <li>Create moods in their paintings.</li> <li>Choose to use thick and thin brushes as appropriate.</li> <li>Paint a picture of something they can see.</li> <li>Name the primary and secondary colours.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Mix paint to create the secondary colours.</li> <li>Mix and match colours, predict outcomes.</li> <li>Mix their own brown.</li> <li>Make tints by adding white.</li> <li>Make shades by adding black.</li> </ul>	<ul style="list-style-type: none"> <li>Make different kinds of shapes.</li> <li>Cut, roll and coil materials such as clay, dough or plasticine.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Explore sculpture to create a 3 dimensional, free-standing piece of work.</li> <li>Use tools to carve and model a piece of clay.</li> <li>Explore manipulating materials to construct and join recycled, natural and man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate something about themselves in their drawing.</li> <li>Create moods in their drawings.</li> <li>Draw using pencil and crayons.</li> <li>Draw lines of different shapes and thickness, using 2 different grades of pencil.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Use three different grades of pencil to draw (4B, 8B, HB).</li> <li>Use charcoal, pencils and pastels.</li> <li>Create different tones using light and dark.</li> <li>Show patterns and texture in their drawings.</li> <li>Use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>
<b>Cycle B</b>	<p><b>Bright Sparks!: Painting Focus</b></p>  <p><b>Georgia O'Keefe – close up paintings</b></p>	<p><b>Frozen Kingdom: Sculpture focus</b></p>  <p><b>Andy Goldsworthy – natural sculptures</b></p>	<p><b>Exciting Explorers: Printing/drawing focus</b></p>  <p><b>Banksy – urban art</b></p>
<b>Knowledge</b>	<p><b>Year 1:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Thick brushes can be used for large blocks of colour.</li> <li>Thin brushes can be used to add detail.</li> <li>The more an object is observed the more detail can be added to a picture.</li> <li>Light dots can be used to mark where objects will be placed on the paper, so that they fill the space.</li> <li>Light marks should be used to produce basic shapes before too much detail is added in case they want to make changes.</li> <li>They should clean their brush before mixing paint, so that the original colours remain fresh.</li> </ul>	<p><b>Year 1:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Different materials can be used to create sculptures.</li> <li>Different shapes can be used to create sculptures.</li> <li>Different tools, including pencils and fingers, can be used to change the surface or sculpting materials.</li> </ul> <p><b>Year 2:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>There are a range of sculptors.</li> <li>There is a difference between abstract and figurative sculptures.</li> <li>Materials can be rolled, cut, pinched and carved.</li> </ul>	<p><b>Year 1:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Their drawings can tell people something about them.</li> <li>They can use a pencil or crayon to make hard and soft lines, light and dark lines, thick and thin lines, or curved and straight lines.</li> <li>The lines they draw can create moods in their drawings.</li> <li>Different grades of pencil will make lighter and darker marks.</li> </ul> <p><b>Year 2:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Different grades of pencil will make lighter and darker marks.</li> <li>HB is harder than 8B.</li> </ul>






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	<ul style="list-style-type: none"> <li>• Red, blue and yellow are the primary colours.</li> <li>• Purple, orange and green are the secondary colours.</li> <li>• <b>Year 2: Pupils will know that:</b></li> <li>• If red and blue are mixed it will make purple.</li> <li>• If red and yellow are mixed it will make orange.</li> <li>• If blue and yellow are mixed it will make green.</li> <li>• If red and green are mixed it will make brown.</li> <li>• If white is added to a colour it will make a lighter tint.</li> <li>• If black is added to a colour it will make a darker shade.</li> <li>• When mixing colours it is best to mix a little at a time.</li> </ul>		<ul style="list-style-type: none"> <li>• The higher the number the softer the pencil.</li> <li>• The softer the pencil the darker the mark.</li> <li>• Charcoal can be smudged, used on its side to create large blocks of tone, on its point for detail and rubbed out to create dramatic areas of light.</li> <li>• Rubbers can be cut (to sharp points) to rub out in detail.</li> </ul> <p><b>Printing:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• They can cut a kitchen sponge, dip it in tempera paint squeezed onto a paper plate and then press this onto paper or textile to make prints.</li> <li>• When they print, it prints the opposite way around.</li> <li>• They can lay their design over a print surface.</li> <li>• It is best to start with light colours when printing.</li> <li>• If using an ink covered potato relief printing block they can press this onto paper to create a print.</li> <li>• They should not worry if their prints are not identical.</li> </ul>
<p><i>Skills</i></p>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Communicate something about themselves in their painting.</li> <li>• Create moods in their paintings.</li> <li>• Choose to use thick and thin brushes as appropriate.</li> <li>• Paint a picture of something they can see.</li> <li>• Name the primary and secondary colours.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Mix paint to create the secondary colours.</li> <li>• Mix and match colours, predict outcomes.</li> <li>• Mix their own brown.</li> <li>• Make tints by adding white.</li> </ul> <p>Make shades by adding black.</p>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Add texture by using tools.</li> <li>• Make different kinds of shapes.</li> <li>• Cut, roll and coil materials such as clay, dough or plasticine.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Explore sculpture to create a 3 dimensional, free-standing piece of work.</li> <li>• Use tools to carve and model a piece of clay.</li> </ul> <p>Explore manipulating materials to construct and join recycled, natural and man-made materials.</p>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Communicate something about themselves in their drawing.</li> <li>• Create moods in their drawings.</li> <li>• Draw using pencil and crayons.</li> <li>• Draw lines of different shapes and thickness, using 2 different grades of pencil.</li> <li>• Print with sponges and/or vegetables</li> <li>• Print onto paper and textile.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Use three different grades of pencil to draw (4B, 8B, HB).</li> <li>• Use charcoal, pencils and pastels.</li> <li>• Create different tones using light and dark.</li> <li>• Show patterns and texture in their drawings.</li> <li>• Use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>

## ART CURRICULUM LONG TERM COVERAGE

- Design their own printing block.
- Create a repeating pattern.




Year 3 and 4		Autumn	Spring	Summer
Cycle A		<p><b>Jungle Fever!: Painting Focus</b></p>  <p><b>Henry Rousseau – jungle paintings</b></p>	<p><b>Field to Fork, Bean to Bar: Drawing/Printing Focus</b></p>  <p><b>Pop Art – monoprints and collages</b></p>	<p><b>Raiders and Invaders: Sculpture Focus</b></p>  <p><b>Giacometti – sculptural figures</b></p>
Knowledge		<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Consolidate knowledge from KS1 – see Year 1 &amp; 2.</li> <li>• Colours that are opposite each other on the colour wheel are complimentary colours and go well together.</li> <li>• Complimentary colours are always a primary colour and a secondary colour (the other 2 primary colours mixed together) e.g. Red and green (blue and yellow mixed together), blue and orange (red and yellow mixed together) and yellow and purple (red and blue mixed together).</li> <li>• If water is added to a colour it makes a wash.</li> <li>• Thin brushes can be used to add dots.</li> <li>• Short bristled brushes can be used to stipple (dipping in paint and dabbing on paper).</li> <li>• Washes can be used to shade and add shadows.</li> <li>• Sponges can be used to make paper wet before applying paint to give a washed out effect.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Print-making ink can be squeezed into a tray and rolled out evenly with a roller to get good coverage on the roller.</li> <li>• The roller can then be used to roll paint evenly onto a foam board relief printing block.</li> <li>• If using an ink covered foam board relief printing block, they should place paper on top of the block and gently press onto the paper with their hand, roll with a clean roller or press with the back of a spoon to make a print.</li> <li>• Careful observation of a subject will provide more detail.</li> <li>• Soft lines should be used to plan a drawing as they are easy to rub out and change.</li> <li>• Detail can be added with hard, soft, dark, light, smooth and jagged lines.</li> <li>• Sketches are working progress and should be edited, improved and annotated to create a final piece.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• They can cut, make, and combine shapes to create recognisable forms.</li> <li>• Different materials have different properties to create a finished piece of sculpture.</li> <li>• Surfaces can be finished with a different media.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Clay can be joined using water and clay mixture called slip.</li> <li>• Clay can be varnished to protect its surface layer.</li> <li>• Materials can be added to a sculpture to create detail.</li> <li>• Once clay hardens, it cannot be reversed to be made soft again.</li> </ul>



## ART CURRICULUM LONG TERM COVERAGE

	<p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• A tooth brush can be dipped in paint and flicked to sprinkle paint on to paper.</li> <li>• Spatulas, lollipop sticks and sticks can be used to paint with to create different effects.</li> <li>• Water colours are good for washes.</li> <li>• Acrylic paints are good for detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Written explanations can help to communicate their ideas and remind them of their thought process.</li> <li>• Softer pencils will create darker tone.</li> <li>• By varying the pressure used when shading, light and dark tone can be produced.</li> <li>• Smooth and jagged lines will create different textures.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• They should not worry if their prints are not identical.</li> <li>• Printing blocks can be used to make repeating patterns.</li> <li>• Sections of a printing block can be removed to allow for multi-coloured printing.</li> <li>• All drawings are made up of curved and straight lines.</li> <li>• Measurements can be made to help put things in the right place.</li> <li>• Using a pencil always held at arm's length can help to make measurements.</li> <li>• Detail can be added to a drawing once the basics are in place.</li> <li>• Drawings should fill the space available.</li> <li>• Different marks can create different texture e.g. wavy lines can look like wood or hair.</li> </ul>	
<i>Skills</i>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Predict with accuracy the colours that they mix.</li> <li>• Know where each of the primary and secondary colours sit on the colour wheel.</li> <li>• Create a background using a wash.</li> <li>• Use a range of brushes to create different effects.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Successfully use shading to create mood and feeling.</li> </ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Develop printing techniques including control and use of materials (printing block, roller and tray).</li> <li>• Explore complimentary colours.</li> <li>• Combine prints to make an end piece.</li> <li>• Use their sketches to produce a final piece of work.</li> <li>• Use different grades of pencil shade to show different tones and texture.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Print with two coloured overlays.</li> <li>• Explore lines, marks, shapes and tones through mono-printing.</li> </ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Plan and design and make models from observation or imagination.</li> <li>• Make 3D models by constructing materials and using papier mache.</li> <li>• Join clay, constructing a simple base and then layering and joining shapes</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</li> </ul>

## ART CURRICULUM LONG TERM COVERAGE

		<ul style="list-style-type: none"> <li>Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>Organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	
<b>Cycle B</b>	<p><b>Stones and Bones: Drawing focus</b></p>  <p><b>Pointillism/Seurat – dot printings</b></p>	<p><b>Extreme Earth: Painting Focus</b></p>  <p><b>Kandinsky – sound/music paintings</b></p>	<p><b>The Ruthless Romans: Sculpture Focus</b></p>  <p><b>Antony Gormley – human forms</b></p>
<b>Knowledge</b>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Consolidate knowledge from KS1 – see Year 1 &amp; 2</li> <li>Careful observation of a subject will provide more detail.</li> <li>Soft lines should be used to plan a drawing as they are easy to rub out and change.</li> <li>Detail can be added with hard, soft, dark, light, smooth and jagged lines.</li> <li>Sketches are working progress and should be edited, improved and annotated to create a final piece.</li> <li>Written explanations can help to communicate their ideas and remind them of their thought process.</li> <li>Softer pencils will create darker tone.</li> <li>By varying the pressure used when shading, light and dark tone can be produced.</li> <li>Smooth and jagged lines will create different textures.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>All drawings are made up of curved and straight lines.</li> <li>Measurements can be made to help put things in the right place.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Consolidate knowledge from KS1 – see Year 1 &amp; 2.</li> <li>Colours that are opposite each other on the colour wheel are complimentary colours and go well together.</li> <li>Complimentary colours are always a primary colour and a secondary colour (the other 2 primary colours mixed together) e.g. Red and green (blue and yellow mixed together), blue and orange (red and yellow mixed together) and yellow and purple (red and blue mixed together).</li> <li>If water is added to a colour it makes a wash.</li> <li>Thin brushes can be used to add dots.</li> <li>Short bristled brushes can be used to stipple (dipping in paint and dabbing on paper).</li> <li>Washes can be used to shade and add shadows.</li> <li>Sponges can be used to make paper wet before applying paint to give a washed out effect.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>A tooth brush can be dipped in paint and flicked to sprinkle paint on to paper.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>They can cut, make, and combine shapes to create recognisable forms.</li> <li>Different materials have different properties to create a finished piece of sculpture.</li> <li>Surfaces can be finished with a different media.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Clay can be joined using water and clay mixture called slip.</li> <li>Clay can be varnished to protect its surface layer.</li> <li>Materials can be added to a sculpture to create detail.</li> <li>Once clay hardens, it cannot be reversed to be made soft again.</li> </ul>

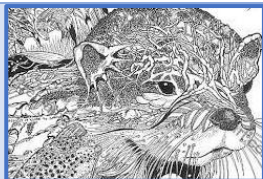


## ART CURRICULUM LONG TERM COVERAGE

	<ul style="list-style-type: none"> <li>Using a pencil always held at arm's length can help to make measurements.</li> <li>Detail can be added to a drawing once the basics are in place.</li> <li>Drawings should fill the space available.</li> <li>Different marks can create different texture e.g. wavy lines can look like wood or hair.</li> </ul> <p><i>For painting, see the following term – introduce some of this knowledge where necessary.</i></p>	<ul style="list-style-type: none"> <li>Spatulas, lollipop sticks and sticks can be used to paint with to create different effects.</li> <li>Water colours are good for washes.</li> <li>Acrylic paints are good for detail.</li> </ul>	
<b>Skills</b>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Explore complimentary colours.</li> <li>Use their sketches to produce a final piece of work.</li> <li>Use different grades of pencil shade to show different tones and texture.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Explore lines, marks, shapes and tones through mono-printing.</li> <li>Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>Organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Predict with accuracy the colours that they mix.</li> <li>Know where each of the primary and secondary colours sit on the colour wheel.</li> <li>Create a background using a wash.</li> <li>Use a range of brushes to create different effects.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Create all the colours they need.</li> <li>Create mood in their paintings.</li> <li>Successfully use shading to create mood and feeling.</li> </ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Plan and design and make models from observation or imagination.</li> <li>Make 3D models by constructing materials and using papier mache.</li> <li>Join clay, constructing a simple base and then layering and joining shapes</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</li> </ul>

Year 5 and 6	Autumn	Spring	Summer
Cycle A	Incredible Oxford: Drawing focus	Swept Away: Painting/Printing focus	Pyramids, Papyrus and Pharaohs: Sculpture Focus

## ART CURRICULUM LONG TERM COVERAGE



**Jon Tremaine – drawing and line portraits**






**Hokusai – Japanese art**



**Marc Quinn - Death Masks**

<p><i>Knowledge</i></p>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Consolidate knowledge from KS1 and LKS2</li> <li>• Making marks by pressing a pencil harder or softer can create shading.</li> <li>• Heavy shading can create an oppressive or dark mood whereas light shading can feel ethereal or care-free.</li> <li>• Reflections can be shown by making light or interrupted marks depending on what an object is being reflected in e.g. glass or water.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Drawing can communicate the way they are feeling or feel about a subject.</li> <li>• They can draw from their imagination not just what is in front of them.</li> <li>• Different tools and techniques can be combined for different results.</li> <li>• They should consider why they use different tools and techniques, and what they are trying to achieve by using them.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Consolidate knowledge from KS1 and LKS2.</li> <li>• Washes can be used to shade and add shadows to create mood and feeling.</li> <li>• Water colours are good for washes.</li> <li>• Colours can create mood and feeling.</li> <li>• Straight, jagged, squiggly and zig-zag lines can create mood and feeling.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• They can develop their own style by using different techniques.</li> <li>• They should be able to explain why they have used specific painting techniques.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Sculptures should be planned and designed.</li> <li>• Different materials can be used to create a 3D sculpture.</li> <li>• A sculpture can be a combination of representative and abstract</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Tools and materials can be used to carve, add shape, and add texture and pattern.</li> <li>• Materials can be cut and joined using wire, coils, slabs, and slips.</li> <li>• A piece of sculpture should represent a viewpoint from the artist.</li> <li>• They should be able to explain why they have used specific techniques to create their sculptural form.</li> </ul>
<p><i>Skills</i></p>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>• Successfully use shading to create mood and feeling.</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Show reflections.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Print using a number of colours.</li> <li>• Create an accurate print design that meets a given criteria.</li> <li>• Create a range of moods in their paintings.</li> <li>• Express their emotions accurately through their painting and sketches.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Sculpt clay and other mouldable materials.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Create models on a range of scales.</li> </ul>

## ART CURRICULUM LONG TERM COVERAGE

	<ul style="list-style-type: none"> <li>Explain why they have chosen specific materials to draw with.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Communicate emotions and a sense of self with accuracy and imagination in their sketches.</li> <li>Explain why they have combined different tools to create their drawings.</li> <li>Explain why they have chosen specific drawing techniques.</li> </ul>	<p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Overprint using different colours.</li> <li>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</li> <li>Explain what their own style is.</li> <li>Use a wide range of techniques in their work.</li> <li>Explain why they have chosen specific painting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Create work which is open to interpretation by the audience.</li> <li>Include both visual and tactile elements in their work.</li> </ul>
<p><b>Cycle B</b></p>	<p><b>A Greek Odyssey: Sculpture Focus</b></p>  <p><b>Grayson Perry – narrative ceramics</b></p>	<p><b>American Adventure: Painting focus</b></p>  <p><b>Frida Kahlo – self portraiture</b></p>	<p><b>Keep Calm and Carry On: Drawing Focus</b></p>  <p><b>Henry Moore – Shelter drawings</b></p>
<p><i>Knowledge</i></p>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Sculptures should be planned and designed.</li> <li>Different materials can be used to create a 3D sculpture.</li> <li>A sculpture can be a combination of representative and abstract</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Tools and materials can be used to carve, add shape, and add texture and pattern.</li> <li>Materials can be cut and joined using wire, coils, slabs, and slips.</li> <li>A piece of sculpture should represent a viewpoint from the artist.</li> <li>They should be able to explain why they have used specific techniques to create their sculptural form.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Consolidate knowledge from KS1 and LKS2.</li> <li>Washes can be used to shade and add shadows to create mood and feeling.</li> <li>Water colours are good for washes.</li> <li>Colours can create mood and feeling.</li> <li>Straight, jagged, squiggly and zig-zag lines can create mood and feeling.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>They can develop their own style by using different techniques.</li> <li>They should be able to explain why they have used specific painting techniques.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Consolidate knowledge from KS1 and LKS2</li> <li>Making marks by pressing a pencil harder or softer can create shading.</li> <li>Heavy shading can create an oppressive or dark mood whereas light shading can feel ethereal or care-free.</li> <li>Reflections can be shown by making light or interrupted marks depending on what an object is being reflected in e.g. glass or water.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Drawing can communicate the way they are feeling or feel about a subject.</li> <li>They can draw from their imagination not just what is in front of them.</li> <li>Different tools and techniques can be combined for different results.</li> </ul>



## ART CURRICULUM LONG TERM COVERAGE

			<ul style="list-style-type: none"> <li>• They should consider why they use different tools and techniques, and what they are trying to achieve by using them.</li> </ul>
<p><i>Skills</i></p>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Sculpt clay and other mouldable materials.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Create models on a range of scales.</li> <li>• Create work which is open to interpretation by the audience.</li> <li>• Include both visual and tactile elements in their work.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Print using a number of colours.</li> <li>• Create an accurate print design that meets a given criteria.</li> <li>• Create a range of moods in their paintings.</li> <li>• Express their emotions accurately through their painting and sketches.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Overprint using different colours.</li> <li>• Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</li> <li>• Explain what their own style is.</li> <li>• Use a wide range of techniques in their work.</li> <li>• Explain why they have chosen specific painting techniques.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>• Successfully use shading to create mood and feeling.</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Show reflections.</li> <li>• Explain why they have chosen specific materials to draw with.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Communicate emotions and a sense of self with accuracy and imagination in their sketches.</li> <li>• Explain why they have combined different tools to create their drawings.</li> <li>• Explain why they have chosen specific drawing techniques.</li> </ul>