



Opening Doors, Enriching Lives

## Art and Design at Tanfield Lea Community Primary School

*“Every child is an artist. The problem is to remain an artist once we grow up.” - Pablo Picasso*

### Pre-School

It is important that children have regular opportunities to engage with arts, enabling them to explore and play with a range of media and materials. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Each term will focus on specific skills or techniques and our classroom provision will ensure that children are given consistent opportunities to build on learning over time.

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn - This is Me - Leaf Prints	Pencils, paint, brushes, print, red, blue, yellow, draw	<b>Drawing:</b> Use pencils, pens and brushes freely to make simple marks. <b>Colour:</b> Explore making marks using primary and secondary colours only. <b>Texture/form:</b> Leaf prints. <b>Talk:</b> Encourage children to talk about their creations. <b>Specific Art medium:</b> Drawing pencils, crayon and pencils, paint and brushes (red, blue, yellow paint only.)
Spring - This is Me - Transient art (Fruit)	Artist, mix	<b>Drawing:</b> Draw shapes to represent objects. Represent a face with a circle including some details. Drawings have resemblance or person or object. <b>Colour:</b> Begin to colour within lines. Explore mixing primary colours. <b>Texture/form:</b> Create Transient art in the style of Giuseppe Arcimboldo <b>Talk:</b> Compare artwork to their peers and that of Giuseppe Arcimboldo. <b>Specific Art medium:</b> Fruit
Summer - This is me - Painting flowers	Brush stroke, masterpiece, green orange, purple	<b>Drawing:</b> Draw with increasing complexity by beginning to add extra detail. Show different emotions in drawings and paintings. Observe and paint flowers in the style of Vincent Van Gough <b>Colour:</b> Observe and select appropriate colours. <b>Talk:</b> Compare artwork of their peers and that of Vincent Van Gough. Children to talk about how they have created their masterpieces and how it make them feel. <b>Specific Art medium:</b> Range of paint brushes, green, orange and purple paint.

## Reception

It is important that children have regular opportunities to engage with arts, enabling them to explore and play with a range of media and materials. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Each term will focus on specific skills or techniques and our classroom provision will ensure that children are given consistent opportunities to build on learning over time.

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn - This is me - Observational drawing of a tree (Science link) - Famous illustrator inspired art	Illustrator, smudging, observe	<b>Drawing:</b> Continue to draw with increasing accuracy and detail through observation. Explore and develop techniques used by Raymond Briggs. <b>Colour:</b> Colour with increasing accuracy within lines. <b>Texture/form:</b> Explore smudging when using chalk to express feelings and ideas. <b>Talk:</b> Compare illustrations to work of their peers and that of Raymond Briggs <b>Specific Art medium:</b> Chalk, black paper
Spring - This is me - Observational drawing of a tree (Science link) - Colour mixing	Powder paint, water colours	<b>Drawing:</b> Continue to draw with increasing accuracy and detail through observation. Begin to notice and draw features in our natural world. <b>Colour:</b> Explore mixing colour using powder paints and water colours. <b>Texture/form:</b> Use powder paints and water colours on large (Jackson Pollock) and small scale and on a variety of surfaces <b>Talk:</b> Discuss what they notice Encourage children to work together and realise creative opportunities <b>Specific Art medium:</b> Powder paints, water colours.
Summer - This is me - Observational drawing of a tree (Science link) - Observational drawing of objects of interest.	Artist pencils, thick, light, affect	<b>Drawing:</b> Continue to draw with increasing accuracy and detail through observation. Refine ideas - How can I improve it? Begin to introduce light sketching to refine or change. <b>Colour:</b> Colour with increasing care and accuracy within lines. Use different art pencils to smudge. <b>Texture/form:</b> Explore different pencil thicknesses for effect. <b>Talk:</b> Explain process Describe different pencil thickness <b>Specific Art medium:</b> Art pencils for sketching, eraser.

## Key Stage 1

### Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

### Ideas will be developed by:

- Recording and exploring ideas from first hand observation.
- Asking and answering questions about the starting points for their work.
- Exploring different methods and materials.
- Exploring differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

## Year One

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 1 - The Smartest children in class</b></p> <p><b>Technique focus:</b> Painting</p> <p><b>Activities:</b></p> <p>Study portraits            Draw parts of a face            Draw a self-portrait            Explore mark making using paintbrushes            Explore textures            Paint by numbers with textures            Paint portraits</p> <p><b>Artists:</b></p> <p>Frida Kahlo</p>	<p>Colour, neatly, lines, thick, thin, shape, portrait, self</p>	<p><b>Artists</b></p> <p>-Describe the work of notable artists, designers and artisans.            -Use some of the ideas of artists studied to create pieces.</p> <p><b>Drawing</b></p> <p>-Extend the variety of drawing tools and surfaces.            -Draw lines of different sizes and thickness.            -Observe and draw faces.</p> <p><b>Painting</b></p> <p>-Use a variety of tools, including thick and thin brushes.            -Create different textures (e.g. using sand, sawdust, flour).            -Ensure they can name primary colours.</p>
<p><b>Autumn Term 2 - The Gunpowder Plot</b></p> <p><b>Technique focus:</b> Drawing</p> <p><b>Activities:</b></p> <p>Look at Castle and sun pictures            Explore different thickness of lines            Explore patterns using dots and lines            Explore using pastels, crayons, felt tip pens etc            Create own Castles and sun pictures.</p> <p><b>Artists:</b></p> <p>Paul Klee</p>	<p>Colour, lines, thick, thin, shape, pattern, draw, repeating patterns</p>	<p><b>Artists</b></p> <p>-Describe the work of notable artists, designers and artisans.            -Use some of the ideas of artists studied to create pieces.</p> <p><b>Drawing</b></p> <p>-Extend the variety of drawing tools and surfaces.            -Draw lines of different sizes and thickness.            -Show patterns by adding dots and lines.            -Explore the use of pattern, line, shape and colour            -Observe and draw patterns and objects.            -Colour neatly, following the lines.</p>
<p><b>Spring Term 2 - Toys</b></p> <p><b>Technique focus:</b> Printing</p> <p><b>Activities:</b></p> <p>Explore Andy Warhol prints            Explore printing with objects            Lego Printing            Create repeating patterns            Create own Andy Warhol style wallpaper prints</p> <p><b>Artists:</b></p> <p>Andy Warhol</p>	<p>Colour, printing, tools, materials, objects, prints, design, repeating, patterns, overlapping, shapes, press, roll, sub, stamp.</p>	<p><b>Artists</b></p> <p>-Describe the work of notable artists, designers and artisans.            -Use some of the ideas of artists studied to create pieces.</p> <p><b>Printing</b></p> <p>- Use a variety of tools, materials and objects to create prints.            -Press, roll, rub and stamp to make prints.            -Design repeating patterns and overlapping shape patterns            -Mimic print from the environment (e.g. wallpapers, curtains, fabric).</p>

## Key Stage 1

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- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

### Ideas will be developed by:

- Recording and exploring ideas from first hand observation.
- Asking and answering questions about the starting points for their work.
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## Year One

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<p><b>Summer Term 1 - Neil Armstrong</b>  <b>Technique focus</b> - Digital Art - Paint  <b>Activities:</b>                      - Paint a house                      - Paint the moon and its craters                      - Use the shape tool to create a rocket                      - Paint a picture of the moon landing</p>	<p>Shape, colour, paint, brush,</p>	<p><b>Digital Media</b>                      -Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>
<p><b>Summer Term 1 - Neil Armstrong</b>  <b>Technique focus:</b> Sculpture  <b>Activities:</b>                      Sculpting monsters                      Design a rocket                      Make sculpture                      Papier planets mache x2                      Paint sculptures  <b>Artists:</b>                      Michelle Reader</p>	<p>Rolling, cutting, moulding, carving, marking, materials, objects, joins, manipulate, paste, paint, sculpture, sculpt</p>	<p><b>Artists</b>                      -Describe the work of notable artists, designers and artisans.                      -Use some of the ideas of artists studied to create pieces.  <b>Sculpture</b>                      -Use techniques such as rolling, cutting and marking using simple tools.                      -Use materials to make objects for a purpose                      -Make simple joins by manipulating modelling material or pasting.                      -Use a range of decorative techniques: applied, impressed, painted, etc.                      -Discuss work of sculptors.                      (Parental engagement - Parents are invited to come in and help make rockets with children.)</p>

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## Year Two

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 2 - Colour Chaos</b></p> <p><b>Technique focus:</b> Painting</p> <p><b>Activities:</b> secondary colours Colour wheels Mixing Shades Splatter painting Painting using circles</p> <p><b>Artists:</b> Piet Mondrian, Jackson Pollock, Kandinsky</p> <p style="text-align: right;">Primary and</p>	<p>Primary, secondary, colour wheel, mix blend, shades, tone, lighter, darker</p>	<p><b>Artists.</b> -Describe the work of notable artists, designers and artisans.-Use some of the ideas of artists studied to create pieces.</p> <p><b>Painting</b> -Mix primary colours to make secondary. -Create colour wheels. -Add white to colours to make tints and black to colours to make tones (create colour charts). -Mix and match colours to pictures and objects.</p>
<p><b>Summer Term 1 - G'day mate!</b></p> <p><b>Technique focus:</b> Printing</p> <p><b>Activities:</b> boards Block printing Repeated printing to create wallpaper Australian Walkatjara art</p> <p><b>Artist:</b> William Morris</p> <p style="text-align: right;">Creating form</p>	<p>Texture, printing, dots, lines, pattern, design, rubbings</p>	<p><b>Artists</b> -Describe the work of notable artists, designers and artisans. -Use some of the ideas of artists studied to create pieces.</p> <p><b>Printing</b> -Carry out different printing techniques (e.g. block printing). -Show texture using dots and lines. -Make rubbings (Science link)</p>
<p><b>Summer Term 2 - Holidays</b></p> <p><b>Technique focus:</b> Collage - A sea Scape</p> <p><b>Activities:</b> for texture Mix materials to create texture Make a seaside collage using a combination of materials Use a wax resist technique to create an under the sea collage Digital photo collage</p> <p style="text-align: right;">Adding dots and lines</p>	<p>Collage, texture, tone, materials, wax resist, backwash, observe,</p>	<p><b>Drawing</b> -Show pattern and texture by adding dots and lines -Show different tones by using coloured pencils.</p> <p><b>Collage</b> -Use a variety of techniques- wax or oil resist, -Use a combination of materials that are cut, torn and glued. -Mix materials to create texture. -Create images from imagination, experience and observation.</p>

## Key Stage 2

Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

### Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Ideas will be developed by:

- Selecting and recording ideas from first hand observation, experience and imagination, and exploring ideas for different purposes.
- Questioning and making observations about starting points throughout the curriculum.
- Recording and exploring ideas in a variety of ways, using sketch books
- Discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Discussing artwork using visual language.

## Years 3 and 4 Cycle A: Years 2019-2020 & 2021-2022

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 1: Caribbean Carnival</b>  <b>Technique Focus:</b> Sketching/mask-making/design boards  <b>Activities:</b>                      Caribbean costume design—mask making                      Caribbean Carnival Costume Design                      Create a design board  <b>Artists:</b> Jill Walker - Caribbean Artist</p>	<p>Design, colour, pattern, material, purpose, sketch, culture, tertiary colours</p>	<p><b>Artists</b>                      -Replicate some of the techniques used by notable artists                      -Create original pieces that are influenced by other artists  <b>Developing ideas</b>                      -Discuss the roles and purpose of designers in different cultures                      -Discuss artwork using visual language                      -Make observations                      -Explore ideas using sketchbooks                      -Select and record ideas from first hand observation and explore ideas for different purposes</p>
<p><b>Autumn Term 2: The Iron man</b>  <b>Technique focus:</b> sculpture  <b>Activities:</b>                      Sketch images of the Iron Man                      Create a charcoal sketch of the Iron man                      Create a clay model of the Iron Man  <b>Artists:</b> Julian Opie and Henry Moore</p>	<p>Sculpt, mould, model, construct, shadow, style</p>	<p><b>Artists</b>                      -Replicate some of the techniques used by notable artists                      -Create original pieces that are influenced by other artists  <b>Sculpture</b>                      -Shape, form, model and construct using clay                      -Plan and develop ideas                      -Use tools to sculpt</p>
<p><b>Spring Term 2: Tommy Armstrong</b>  <b>Technique focus:</b> Drawing  <b>Activities:</b>                      Sketching historical artefacts—creating observational drawings, making first hand observations                      Sketching Mining Portraits (Tommy Armstrong)</p>	<p>Sketch, tone, shadow, texture, colour, shape, pattern, hatching</p>	<p><b>Drawing</b>                      -Use different grades of pencil to show line, tone and texture                      -Develop shading to show light and shadow                      -Use hatching and cross to show tone and texture</p>
<p><b>Summer Term 2: The Stone Age</b>  <b>Technique focus:</b> Sculpture  <b>Activities:</b>                      Discussing the role of Craftspeople from the past                      Looking at historical evidence for information about design, colour, pattern, shape                      Using tools and techniques to create a clay pot</p>	<p>Sculpt, mould, model, construct, shadow - revisit</p>	<p><b>Sculpture</b>                      -Shape, form, model and construct using clay                      -Use tools more confidently                      -Understanding different adhesives and methods of construction</p>

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### Ideas will be developed by:

- Selecting and recording ideas from first hand observation, experience and imagination, and exploring ideas for different purposes.
- Questioning and making observations about starting points throughout the curriculum.
- Recording and exploring ideas in a variety of ways, using sketch books
- Discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Discussing artwork using visual language.

## Years 3 and 4 Cycle B: Years 2020-2021 & 2022-2023

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn Term 1 : Mighty Mountains</b>  <b>Technique Focus :</b> Painting Landscapes  <b>Activities:</b>                      Discuss role of an artist, their time period and culture                      Evaluate paintings from the past—techniques, use of colour, tone,                      Explore foreground, midground, background                      Use tools and materials to produce water colour images  <b>Artist - John Constable</b></p>	<p>Watercolour paint, brush stroke, fore-ground, background, mid ground, horizon line, vanishing point, perspective, layer, palette</p>	<p><b>Artists</b> -Replicate                      some of the techniques used by notable artists                      -Create original pieces that are influenced by other artists  <b>Painting</b>                      Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines                      -Use watercolour paint                      -Different types of brushes for different purposes                      -Apply colour in the foreground and background                      -Colour mixing: tone and shade</p>
<p><b>Autumn Term 2 : Charlotte's Web</b>  <b>Technique focus:</b> Drawing  <b>Activities:</b>                      Observational drawings of insects                      Observational drawings of natural patterns, shapes and textures                      Using a viewfinder frame to look at one element of an insect                      Abstract paintings based on the patterns and shapes of insects</p>	<p>Sketch, tone, shadow, texture, colour, shape, pattern (re-visit), focus</p>	<p><b>Drawing</b>                      Use a view finder to select an area of a subject for drawing                      Continue to observe and develop the drawings of patterns, faces and objects, with increasing accuracy</p>
<p><b>Spring Term 2 : Rotten Romans</b>  <b>Roman Pots and Shields</b>  <b>Technique focus:</b> Sculpture and Printing  <b>Activities:</b>                      Looking at the patterns, shapes and symbols used in Roman Britain                      Choosing appropriate materials to create and construct a Roman shield                      Analyse Roman pot designs—shape, pattern and colour                      Use clay to replicate a roman pot design</p>	<p>Print, pattern, mosaic, tessellate, rotate</p>	<p><b>Sculpture</b>                      -Shape, form, model and construct using clay                      -Use tools more confidently                      -Understanding different adhesives and methods of construction  <b>Printing</b>                      -Print using a variety of techniques                      -Research a print using a variety of techniques                      -Make printing blocks using relief or impressed techniques                      -Explore pattern and shape                      -Talk about printing processes</p>
<p><b>Summer Term 2: There's a Pharaoh in our bath</b>  <b>Egyptian News Reports and papier mache death masks</b>  <b>Technique focus:</b> Digital Media  <b>Activities:</b>                      Use iMovie to create an Egyptian news report—editing through to final production                      Create a papier-mâché structure for a death mask                      Paint the papier-mâché design, replicating Ancient Egyptian style</p>	<p>Record, evaluate, mould, shape, form, stick, layer, paint, cover, coat, embellish, decorate, model,</p>	<p><b>Sculpture</b>                      -Shape, form, model and construct using papier mache                      -Use tools more confidently                      -Understanding different adhesives and methods of construction  <b>Digital media</b>                      -Create video and sound recordings and explain why they were created</p>

## Key Stage 2

Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**Pupils should be taught:**

-to create sketch books to record their observations and use them to review and revisit ideas

-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Ideas will be developed by:**

-Collecting ideas, information and sketches from first hand observation and experience; presenting ideas imaginatively in a sketch book for different purposes.

-Developing and imaginatively extend ideas from starting points throughout the curriculum.

-Carefully selecting materials based on qualities to enhance work.

-Exploring and discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.

## Years 5 and 6 Cycle A: Years 2019-2020 & 2021-2022

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1: Pencil sketch of an Animal</b>  <b>Technique focus:</b> Drawing / Mark making – Perspective/Art Exhibition  <b>Artists/Architects:</b> Leonardo da Vinci, Adonna Khare</p>	<p>Vanishing point, focal point perspective, tone, texture, patterns, pencil grade, refine, experimentation, rehearse</p>	<p><b>Artists</b>            -Give details about the style of some notable artists, designers and artisans.            -Create original pieces that show a range of influences and style.  <b>Drawing</b>            -Use sketchbooks to create observational drawings and to develop and revisit ideas.            -Work in a sustained and independent way from observation, experience and imagination.            - Show confidence in using a variety of drawing mediums, including ink and pen.            -Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p>
<p><b>Autumn 2: Relief print of a Mayan mask</b>  <b>Technique focus:</b> Printing - Relief and Intaglio  <b>Artist:</b> Shepard Fairey</p>	<p>Mould, relief, intaglio printing, roller, overlay</p>	<p><b>Artists</b>            Give details about the style of some notable artists, designers and artisans.            -Create original pieces that show a range of influences and style.  <b>Printing</b>            -Create an accurate pattern, showing fine detail.            -Select inks and overlay colours.            -Describe techniques, including the use of layering, relief, mono and intaglio printing.            -Be confident with printing onto various media.</p>
<p><b>Spring 2: A piece in the style of Picasso</b>            Focus on a Famous Artist (Art criticism)  <b>Artists:</b> Picasso</p>	<p>Monochrome, limited palette, portrait, evaluate, surrealism</p>	<p><b>Artists</b>            -Give details (including own sketches) about the style of some notable artists, designers and artisans.            -Show how their work was influential in both society and to other artists.            -Create original pieces that show a range of influences and styles</p>
<p><b>Summer 1: Still life in watercolour</b>  <b>Technique focus:</b> Painting - Water colours / Still life  <b>Artists:</b> Claude Monet, Van Gogh</p>	<p>Impressionism, watercolours, wash, techniques, evaluate, mood board</p>	<p><b>Artists</b>            -Give details about the style of some notable artists, designers and artisans.            -Show how their work was influential in both society and to other artists.            -Create original pieces that show a range of influences and style.  <b>Painting</b>            -Sketch (lightly) before painting to combine line and colour.            -Use brush techniques and the quality of paint to create texture.            - Create a colour palette based upon colours observed in the natural or built world.            -Identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p>
<p><b>Summer 2: Making a promotional video</b>  <b>Technique focus:</b> Digital Media (Video editing, sound, still images)</p>	<p>Green screen, editing, project, rehearse, composition, filter, transitions, crop</p>	<p><b>Digital media</b>            -Enhance digital media by editing (including sound, video, animation, still images and installations).</p>

## Key Stage 2

Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

### Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Ideas will be developed by:

- Collecting ideas, information and sketches from first hand observation and experience; presenting ideas imaginatively in a sketch book for different purposes.
- Developing and imaginatively extend ideas from starting points throughout the curriculum.
- Carefully selecting materials based on qualities to enhance work.
- Exploring and discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.

## Years 5 and 6 Cycle B: Years 2020-2021 & 2022-2023

Topic	Key Vocabulary	Key Knowledge/ Skills
<b>Autumn 1: Stencil art</b> <b>Focus:</b> Modern Artists <b>Artists:</b> Banksy, Andy Warhol, Graham Dolphin (local artist) <b>Technique focus:</b> Mixed media	Stencil, influence, graffiti, popular culture, current affairs	<b>Artists</b> -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a range of influences and style.
<b>Spring 1 and 2: Portraits</b> <b>Artists:</b> Lucian Freud, Rembrandt, Roy Lichenstein, Picasso, Frida Kahlo (also covered in Y1) <b>Technique Focus:</b> Drawing with different media	Pointillism, modern art, portrait, proportions, tone, shading, media, charcoal	<b>Artists</b> -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a range of influences and style. <b>Drawing</b> -Develop accuracy and expression in observational drawings, including the human figure.
<b>Summer 2: Sculpture</b> <b>Technique focus:</b> Sculpture <b>Artists:</b> Antony Gormley	Structure, wire, Modroc, evaluate, proportions, tools,	<b>Artists</b> -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Create original pieces that show a range of influences and style. <b>Sculpture</b> -Use sketchbook to inform, plan and develop ideas. -Investigate and analyse different forms. -Take into account the properties of media being used. -Shape, form, model and join with confidence. -Combine visual and tactile qualities. -Work directly from observation or imagination with confidence. -Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. -Discuss and evaluate own work and that of other sculptors in detail.

### **Cultural Capital : Additional enrichment: Art exhibition**

All children across the school are given the opportunity to plan, design and create a piece of art which is displayed as part of a whole-school exhibition. Focussing on current topical issues, children are able to channel and express their creativity by exploring the work of famous artists and artisans. They then showcase their masterpieces for members of the