

Art Overview

Intent

In line with the National Curriculum at St Paul's our curriculum for art is designed to '**engage, inspire and challenge**' our pupils. They are taught the **knowledge, skills and techniques** to enable them to **invent, experiment and create** their own works of art, craft and design.

Children are exposed to a range of art, artists and designers, including different genres, styles and cultures. Progression of skills and techniques is built into the curriculum and allows children to develop at their own pace as they gain a visual language with which to express their ideas and respond to starting points.

Children are given opportunities to **engage** and **critique** their own art, the work of artists and of others and are encouraged to use the key art vocabulary to express their opinions.

We help them to use their **growing confidence** to express their thoughts. They learn about the role of art and creativity in the local environment and understand that art plays an important role in the history of the world.

Implementation

Each child from Y1 upwards has a sketchbook that moves through the year groups with them which allows us, and them, to see their art journey. Each topic has artworks or artists linked to it for the children to discuss and learn about. These are taken from a range of styles, genres, times and cultures. These are used to **inspire** the children's own work through the concept, medium or subject matter.

Our curriculum topics include one or more skills – for example drawing, painting, collage, 3D or printing. **Progression** is built in across all year groups on our skills progression map and these skills and media are revisited in different year groups allowing for the skills to be added to.

Children use their sketchbooks to **explore** and **experiment** with skills and techniques, develop and **plan** their ideas and **respond** to the artwork of other artists, craftspeople, etc.

Their final piece/outcome may be displayed in school and/or go home or kept in their sketchbooks. Photographs of work sent home can be added to the sketchbook.

Sketchbooks are not marked. We carry out two drawing assessments in the sketchbooks through the year (a self-portrait and a trainer). These allow for self-assessment and for teachers to see individual children's progress against their previous year(s) work in an informal way. Our emphasis is on self and peer assessment.

Support and scaffolding is provided for individual needs by the various ways support is offered such as more teacher or TA support, peer support, seating arrangements, scaffolded work, emphasis on progress, a whole school understanding that art appreciation is subjective and self assessment and self goal setting. Some of this is planned into the lesson and some happens during the lesson and some after the lesson.

Impact

No formal testing is carried out in art but the sketchbooks are used as evidence of skills taught and photographs and displays demonstrate how well they have achieved in art. Our children are able to **speak confidently** about their work and our art exhibitions, held approximately every three years, give them an opportunity to **share pride** in their work with the other children, teachers and their families. This also gives the opportunity for all the children to visit an 'art gallery' and use the opportunity to **appraise** the work of others in a considered way.

Children show our school values when undertaking art work, they show **perseverance** and **resilience** as they are encouraged to **review** and **modify** their ideas as they work, in response to their own or peer assessment and feedback from their teacher. Pupil voice is used to judge the impact during monitoring of the subject.

Curriculum Overview

	Autumn		Spring		Summer	
	Assessment piece (pencil portrait) in sketchbooks				Assessment piece (pencil observational drawing of a trainer) in sketchbooks	
Reception	<u>Autumn 1</u> Teaching expectations e.g. using scissors,	<u>Autumn 2</u> Printing with shapes to make firework art	<u>Spring 1</u> Printing houses with bricks	<u>Spring 2</u> Painting patterns e.g. stripes, dots, spots, scales etc	<u>Summer 1</u> People who help us finger puppets Drawing police badges	<u>Summer 2</u> Fish collage – colourful scales (Rainbow Fish)

	<p>wearing an apron, using drying rack Hand printing with paint</p> <p>Shape pictures – houses</p> <p>Cutting & sticking faces</p> <p>Place and arrange with natural objects to make faces</p> <p>Vegetable still life with oil pastels</p>	<p>Paintbrush flicking to make firework art</p> <p>Toilet roll tube and tissue paper firework models</p> <p>Shape Rangoli patterns</p> <p>Chalk Rangoli patterns outside</p> <p>Make and paint diva lamps</p> <p>Painting characters from Bringing Down the Moon and mixing primary colours to make secondary colours</p> <p>Dough aliens</p> <p>Printing with different objects to make solar system art</p> <p>Bear collage</p> <p>Christmas card art</p>	<p>Collage of houses e.g. brick, straw, wood</p> <p>Making story puppets by cutting, sticking and joining</p> <p>Paper plate goat masks</p> <p>Place and arrange bears with natural objects</p> <p>Dough bears with buttons and beads for facial features</p>	<p>Wild animal collage</p> <p>Rubbings of different textures</p> <p>Butterfly symmetry art – painting and printing</p> <p>Animal masks, puppets and headbands</p> <p>Still life drawings from small world figures</p> <p>Oil pastel daffodil pictures</p> <p>Easter craft e.g. egg patterns, cards, collage etc</p>	<p>Sketching a person (people who help us)</p> <p>Making bookmarks to cut and colour – looking at different patterns e.g. stripes, stars, zig zag, dots etc</p> <p>Colour mixing to make oranges and yellows etc for fire when learning about firefighters</p> <p>Painting what we want to be when we're older</p>	<p>Oil pastel drawings using photos of sea creatures</p> <p>Wax and paint to create sea art</p> <p>Weaving to make Rainbow Fish</p> <p>Natural items place & arrange e.g. stones, gems, cotton wool, shells etc</p> <p>3D beach art e.g. sand and glue for sand, paint and glue for sea, cotton wool for waves etc</p> <p>Shell still life with pencils and chalk on black paper</p>
Development Matters Statements	<p>Early Learning Goals</p> <p><u>Physical Development – Fine Motor Skills:</u></p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing 					

	<p><u>Understanding the World – The Natural World:</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. <p><u>Expressive Arts and Design – Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 		
Continuous Provision	<p>Opportunities to develop children’s expressive arts and design include: Painting, chalk drawings, collage, cutting & sticking, still life drawing, colouring, drawing in sand, flour and glitter, drawing on Paint program on IWB, oil pastel drawing, natural art and place & arrange activities.</p>		
Year 1	<p>Autumn 1</p> <p><u>Mark Making</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> • I can explore ways of drawing lines between two points • I can experiment with how I hold a pencil when sketching • I can discuss what a line is • I can use adjectives to describe lines • I can experiment with pressure when drawing pencil lines • I can experiment with different kinds of pencils and observe the different marks they make • I can create different repeated line patterns • I can discuss and comment on the texture in artwork 	<p>Spring 2</p> <p><u>Self Portraits</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> • I can discuss how artists have created different effects • I can investigate how to make different marks using sketching pencils • I can comment on how different grades of sketching pencil make different marks • I can make a choice about which pencil I need to use for a purpose • I can use a variety of media to create different effects • I can apply a variety of techniques when drawing 	<p>Summer 2</p> <p><u>Colour Creations</u></p> <p>Painting, printing and colour</p> <ul style="list-style-type: none"> • I can name a variety of colours • I can choose a favourite colour and give reasons for my choices • I know what primary colours are • I know what secondary colours are • I can mix primary colours to make secondary colours • I know how to create lighter shades of colour • I know how to create darker shades of colour • I can use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studied

	<ul style="list-style-type: none"> • I can use rubbing to recreate texture <p>Painting, printing and colour</p> <ul style="list-style-type: none"> • I can hold a paintbrush correctly when painting • I know what 'loading' the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create differently shaped lines • I can use my paintbrush to create lines of different thicknesses • I can experiment with different ways to make marks using a paintbrush <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> • I can explore how Kandinsky used different lines in his artwork • I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds • I can discuss the artworks of Paul Klee and say what I like and dislike about them • I can spot different mark making techniques in Klee's work 	<ul style="list-style-type: none"> • I can evaluate my work and the work of others and identify strengths and weaknesses <p>Painting, printing and colour</p> <ul style="list-style-type: none"> • I can experiment with different kinds of paint and what effects I can create with them. • I can comment on the effects different paints create • I can say which kind of paint I prefer <p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> • I can use clay to create a self- portrait • I can show an understanding and use of some basic clay skills • I can begin to use tools to help me manipulate clay • I can use coloured paper to create a collage self- portrait <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> • I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • I can comment on how portraits by different artists make me feel 	<p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> • I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> • I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky
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	<ul style="list-style-type: none"> I can attempt to recreate some of the mark making in Klee's artwork 	<ul style="list-style-type: none"> I understand that portraits can tell you about the person in them I can make decisions about what I want my self-portrait to say about me I can say what I like and dislike about different portraits 	
Y2	<p>Autumn 1</p> <p><u>Earth Art</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> I can identify repeating patterns in rangoli patterns I can identify repeating patterns in mandala patterns I can spot the symmetry in mandala patterns <p>Painting, printing and colour</p> <ul style="list-style-type: none"> I know that natural materials can be used to make different mark making materials, including paints I can experiment with different ways to paint a rock I can comment on the colours of natural materials and how this can add to my artwork 	<p>Spring 1</p> <p><u>Yayoi Kusama</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> I can experiment with different materials to make marks I can make attempts to mimic the art of a famous artist I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can follow instructions to create the basis for my sketching I can make visual observations to inform my sketches <p>Painting, printing and colour</p>	<p>Summer 1</p> <p><u>Henri Rousseau</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> I can sketch and draw plants and flowers in the style of Rousseau I can sketch and create a 'portrait-landscape' <ul style="list-style-type: none"> I can use my imagination to generate ideas for my sketch <p>Painting, printing and colour</p> <ul style="list-style-type: none"> I can use natural materials to create prints I can create prints inspired by Rousseau's paintings <p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings

- I can use given colours to finish a mandala pattern

Collage, sculpture and 3-D art

- I can describe what a sculpture is
- I can comment on what different sculptures are made from
- I can use natural materials such as twigs and sticks to create a sculpture
- I can recreate rangoli patterns using natural materials such as leaves
- I can use clay to create imprints of natural materials such as leaves
- I can describe what weaving is
- I can create a simple loom
- I can weave using interesting natural materials
- I can recreate a mandala using natural materials
- I can use natural materials to create a collage scene

Responding to artwork and using a sketchbook

- I can name ways that rocks were used in ancient artworks

- I can experiment with different mediums to create a polka dot pattern
- I can experiment with the kind of polka dot patterns I am making
- I can describe and make observations on a piece of artwork's colour and pattern
- I can make choices about the tools I will use when painting

Collage, sculpture and 3-D art

- I can develop my scissor/cutting skills when cutting out circles
- I can use paper art to recreate an installation piece by Yayoi Kusama
- I can comment on the shape/form of 3-D objects and sculptures
- I can use the rolling technique effectively to manipulate clay
- I can recreate the form of a pumpkin, inspired by Kusama's sculptures

Responding to artwork and using a sketchbook

- I can join in discussions about a famous artist's work

- I can use paper and other materials to create a mask

I can use glue to help me attach different parts to my mask and/or model

Responding to artwork and using a sketchbook

- I can say who Henri Rousseau was and recall facts about his life
- I can discuss a painting by Henri Rousseau
- I can discuss and explain how I feel when looking at a Rousseau painting
- I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'

	<ul style="list-style-type: none"> • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala 	<ul style="list-style-type: none"> • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork 	
Yr 3	<p>Autumn 2</p> <p><u>William Morris</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> • I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is • I can use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing 	<p>Spring 2</p> <p><u>Recycled Art</u></p> <p>Drawing - Line, pattern and texture</p> <p>I can be inspired by a material's texture and pattern</p> <p>Painting, printing and colour</p> <ul style="list-style-type: none"> • I can be inspired by a material's colours • I can experiment with and observe how different paints create different effects in my artwork • I can select a suitable type of paint to decorate and finish my artwork <p>Collage, sculpture and 3-D art</p>	<p>Summer 1 and 2</p> <p><u>Plant Art</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> • I can use my observational skills to create a detailed sketch of part of a plant • I understand that constant observation is important when creating a detailed sketch of a plant • I understand that attention to detail is important when creating a detailed sketch of a plant • I understand that patience is important when creating a detailed sketch of a plant • I can discuss how to represent a plant as a piece of art • I can follow simple instructions to create a more realistic sketch of a tree

- I can identify repeating patterns in wallpaper designs

Painting, printing and colour

- I can describe the process of block printing
- I can explain how different colours are achieved when using block printing to create a design
- I can design and create a relief printing tile to be used for block printing
- I can use a printing tile I have made to create a repeating pattern
- I can identify why a print may not have come out correctly
- I can create a half drop pattern with my printing

Responding to artwork and using a sketchbook

- I can find similarities and differences between the different works of William Morris
- I can analyse an existing piece of artwork using language associated with Art and Design

- I can experiment with different ways I can join materials to make a 3-D piece of art
- I can select a suitable joining method when working with different materials
- I can look at different materials and make suggestions about how I could use them in my artwork
- I can use a material's existing shape to inspire my artwork
- I can create a simple animal sculpture from recycled materials

Responding to artwork and using a sketchbook

- I can explore different pieces of recycled art
- I can comment on the message that a piece of art might be portraying
- I can say if I like or dislike a piece of art and why

- I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences

Painting, printing and colour

- I understand the difference between tints, shades and tones
- I can create tints, shades and tones to match a given colour
- I can use tints, shades and tones to create a piece of artwork
- I can transfer a sketching method into the medium of painting effectively
- I understand what depth in an artwork is
- I can use colour and size to create the illusion of depth in my artwork

Collage, sculpture and 3-D art

- I understand what a sculpture is and what different materials they can be made from
- I can define the differences between decorative and functional sculpture
- I understand how slip can be used to join two pieces of clay
- I can use tools to make marks in the clay for decorative purposes

	<ul style="list-style-type: none"> • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design 		<ul style="list-style-type: none"> • I can add or remove bits of clay to create detail • I can make my own simple sculpture from clay <ul style="list-style-type: none"> • I can use layers of different colour paper to create a collage with depth <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> • I can identify an artwork that is visually pleasing to me • I can give my personal opinion of different artwork • I can listen to others' opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices <p>I can use my previous experience of different mediums to make decisions about my artwork</p>
Yr 4	<p>Autumn 1</p> <p><u>Famous Buildings</u></p> <p>Drawing - Line, pattern and texture</p>	<p>Spring 2</p> <p><u>Sonia Delaunay</u></p> <p>Painting, printing and colour</p>	<p>Summer 1</p> <p><u>Seurat and Pointillism</u></p> <p>Drawing - Line, pattern and texture</p>

- I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling
- I can vary my shading further through my use of pressure
- I can comment on the patterns created in the architecture of St Basil's Cathedral
- I can recreate patterns using oil pastels and ink
- I can spot symmetry in the designs of famous buildings
- I can use tracing to create a symmetrical piece of art
 - I can create texture in my artwork to reflect real-life buildings

Painting, printing and colour

- I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design
- I can change the value of a colour by creating tints and shades
- I can create colour blocks using oil pastels

Collage, sculpture and 3-D art

- I can explain the difference between complementary and harmonious colours
- I can experiment with the use and effect of colours in their own artwork
 - I can choose colours to use in my artwork based on if they are complementary or harmonious

Collage, sculpture and 3-D art

- I can experiment with coloured paper to create a collage
 - I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect

Responding to artwork and using a sketchbook

- I can remember facts about Sonia Delaunay
- I can express my opinion about an artist or artwork
- I can discuss and answer questions about an artist and their artwork
- I can describe what Orphism art is
- I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork
- I can explain my opinion of Sonia Delaunay's fashion designs

- I can give a good description of what pointillism is
- I can experiment with a range of pointillism techniques
- I can apply pointillism techniques using different mediums
 - I can evaluate techniques and mediums and say which one I prefer

Painting, printing and colour

- I can use a variety of tools to create a pointillism painting
- I can use a variety of mediums to create a pointillism painting
- I can identify primary and secondary colours and explain how secondary colours are made
- I can identify tertiary colours on the colour wheel
- I can identify complementary colours on the colour wheel
- I can mix colours using the pointillism method
- I can make decisions about the subjects and colours of my artwork, giving reasons for my choices

Responding to artwork and using a sketchbook

- I can explain who George Seurat was and why he was famous

- I can choose materials I think would be suitable to make a sculpture or collage of a famous building
- I can use my folding and cutting skills to recreate a simplified sculpture of a building

Responding to artwork and using a sketchbook

- I understand the role of an architect
- I can discuss the shapes and structures of famous buildings around the world
- I can say if I like or dislike the design of a building
- I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral
- I can choose elements of a building's design to fit a purpose
- I can follow a design brief in my own design of a building

- I can create my own designs in the style of Sonia Delaunay
- I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art

- I can state how I feel about a piece of artwork and justify my thoughts
- I can experiment with a range of techniques and methods for creating Pointillism
- I can state which method I prefer and why
- I can name some Pointillist artists
- I can identify Pointillism in pieces of art
- I can give reasons for my choices of colour and subject in my artwork
- I can apply what I have learnt about Pointillism to create my own piece of artwork
- I can evaluate my finished artwork and compare it to that of my peers

<p>Yr 5</p>	<p>Autumn 1 and 2</p> <p><u>Express Yourself</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> . I can use sketching to represent different illustrated facial expressions . I can make careful and precise observations to inform my sketching . I can describe how lines and fonts can express an idea . I can make choices based on different lines and fonts to create a desired effect . I can use different pressures and thicknesses to create a desired effect . I can use grids to help me achieve the correct proportions in my sketches based on photographs <p>Painting, printing and colour</p> <ul style="list-style-type: none"> . I can explain how colour can help to express different aspects of someone's personality . I can identify emotions they feel, linked to a colour . I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory . I can experiment with using my fingerprints to create a unique piece of artwork 	<p>Spring 1 and 2</p> <p><u>Chinese Art</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> . I can use visual information to make sketches of different styles of traditional Chinese art . I can explain the importance of lines in Chinese art in relation to the Four Gentlemen . I can use drawing and shading skills to recreate a terracotta warrior . I can identify patterns, images and styles associated with Ming porcelain . I can follow simple instructions to draw a Chinese dragon . I understand that I can use construction lines to map out the basic shape of my sketches . I understand what a light source is and how this affects shading . I can practise my shading in relation to a light source <p>Painting, printing and colour</p> <ul style="list-style-type: none"> . I can identify some colours commonly used in Chinese art . I can discuss and describe different brushstrokes used in artwork and how they might have been created 	<p>Summer 1 and 2</p> <p><u>Sculpting Vases</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> . I can sketch designs to build up a portfolio of ideas . I can take the light sources into account when sketching vases . I can use my preferred shading technique to include dark areas in my sketches . I can include the patterns and shapes in my sketches of vases . I can make detailed observations to sketch vases from different viewpoints <p>Painting, printing and colour</p> <ul style="list-style-type: none"> . I can make appropriate choices when decorating vases . I understand how to create different effects using materials . I can make decorative colour and pattern choices to fit a given theme <p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> . I can practise techniques and the effects they create before attempting my final design
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	<ul style="list-style-type: none"> . I can vary the pressure and amount of paint I use when printing using my fingers to create different effects . I can use overlapping and layering to create shadow in my painting <p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> . I can use wire to create a sculpture of a person . I can convey an emotion or specific body language in my wire sculpture <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> . I can respond and comment on different pieces of artwork . I can discuss and comment on Kandinsky's colour theory . I can discuss and give my opinions on Chuck Close's painting techniques 	<ul style="list-style-type: none"> . I can practise a variety of brushstrokes to improve technique . I can apply my brush control when creating artwork . I understand the importance of line and brushstrokes in Chinese Art . I can create Chinese calligraphy characters using the correct brushstroke sequence . I can begin to use different paints and inks for different purposes <p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> . I can use simple rolling and pinching techniques to manipulate salt dough . I can form simple shapes to create the base of my model . I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins . I can add pieces of salt dough to my base to create relief details . I can use tools to create details in my salt dough or clay model . I can carve a piece of clay to create the shape of my terracotta warrior . I can use tools to help me shape and manipulate my clay . I can add clay to my model to get the correct shape 	<ul style="list-style-type: none"> . I can choose and use appropriate techniques in my clay work . I can choose appropriate tools to add details to my design . I can add clay to create details for my design . I can experiment and develop my control of tools and techniques . I can choose tools, techniques and details which are most appropriate for my design . I can use slabs of clay to create a container . I can use the pinching technique to create a container . I can work with control and accuracy . I can follow a design to create a vase <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> . I can identify different features of a vase's design . I can describe and assess vases made by designers . I can gather ideas for use in my own work . I can incorporate design ideas or themes into my own designs . I can identify ways in which I could improve my work . I can evaluate and adjust my designs
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		<p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> . I can identify and record sketches of some themes commonly used in traditional Chinese art . I can discuss traditional Chinese artwork and say what I think and feel about it . I understand the significance of the dragon in Chinese culture . I can explain what the Terracotta Army is and why it is famous . I know when the Ming dynasty was in power and why their porcelain is famous 	
<p>Yr 6</p>	<p>Autumn</p> <p><u>Landscape Art</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> . I can use vanishing points, horizon lines and construction lines to create perspective in my artwork . I can sketch a landscape using linear perspective . I can use lines and patterns to create abstract artwork <p>Painting, printing and colour</p> <ul style="list-style-type: none"> . I can experiment with different watercolour techniques to create effects 	<p>Spring</p> <p><u>Street Art</u></p> <p>Drawing - Line, pattern and texture</p> <p>I can use sketching and shading to add details to my designs</p> <p>Painting, printing and colour</p> <ul style="list-style-type: none"> . I can select contrasting colours using the colour wheel to help me . I can choose colours to create the biggest 'standout' effect . I can use impression printing to create a piece of repeated printed artwork . I can create a stencil . I can use a stencil to create a piece of artwork 	<p>Summer</p> <p><u>Frida Kahlo</u></p> <p>Drawing - Line, pattern and texture</p> <ul style="list-style-type: none"> . I can describe the general proportions of a face . I can use my knowledge of proportions to complete a self-portrait . I understand that I can use light guidelines for my sketches to help structure my sketches . I can use light sketching lines to create my portrait <p>Painting, printing and colour</p> <ul style="list-style-type: none"> . I can analyse aspects of a painting including mood and colour

	<ul style="list-style-type: none"> . I can paint a landscape using watercolours . I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape . I can create tints and shades using a variety of different mediums . I can use tints and shades to create atmospheric perspective <p>Collage, sculpture and 3-D art</p> <ul style="list-style-type: none"> . I can explain what collage is and how tearing paper can be used to create different effects . I can create a torn paper collage of a landscape scene . I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> . I can identify vanishing points and horizon lines in landscape paintings . I can explain how artists use linear and atmospheric perspective in their artwork . I can comment on abstract landscapes and explain what I feel about them . I can create a selection of lines and patterns in my sketchbook to inform my artwork 	<ul style="list-style-type: none"> . I can use more than one stencil to create a layered effect in my artwork <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> . I can take part in a discussion about graffiti and if it is an art form or not . I can design my own tag reflecting what I have seen in existing artwork . I can experiment with the size, value and shape of my designs in my sketchbook . I can use my sketchbook to create designs for street art in a specific area . I can discuss the messages that are portrayed in some pieces of art . I can create my own piece of satirical artwork . I can explore the work of Banksy 	<ul style="list-style-type: none"> . I can add paint to a sketched self-portrait to add colour and detail . I can choose colours to express aspects of my personality . I can choose colours to express aspects of communities I belong to <p>Responding to artwork and using a sketchbook</p> <ul style="list-style-type: none"> . I can describe who Frida Kahlo is and give a brief summary of her work . I can give my opinion of a painting or artist, giving reasons for my ideas . I can describe the differences between a portrait and a self-portrait . I can describe aspects of Mexican folk art . I can identify aspects of the Mexican culture in Kahlo's artwork . I can describe the aspects of the surrealist movement . I can express my opinion of surrealism in paintings . I can apply aspects of surrealism to my own artwork
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	<ul style="list-style-type: none">• I can discuss landscape artwork by famous artists, saying what I think and feel about them• I can identify which medium has been used to create a piece of art• I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with		
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