







## Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

Art Year R					
Drawing & Painting (With IT)					
Mary Cassatt			Gustav Klimt		
To explore making marks, investigate and experiment.	To create drawings with a range of drawing materials.	To use a simple painting programme to create a picture.	To use a variety of tools when painting.	To mix primary colours and secondary colours.	To explore working with paint.
<p>Explore using a range of drawing materials.</p> <p>Use suggested pencils to create a picture.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Choose appropriate thicknesses for parts of your picture.</p>	<p>Talk about what shapes and colours you can see.</p> <p>Create a picture including the shapes you can see.</p> <p>Think carefully about the sizes of shapes in your drawing.</p> <p>Choose appropriate equipment to improve your drawing.</p>	<p>Explore painting programme tools.</p> <p>Make marks and pictures to communicate ideas.</p> <p>Use specific tools appropriately in your artwork.</p> <p>Evaluate your use of the tools and edit your work as necessary.</p>	<p>Use paintbrushes of different sizes.</p> <p>Use tools such as sponges, fingers, twigs and brushes.</p> <p>Choose and use paintbrushes appropriately.</p> <p>Explain why choices are made to use different brushes and tools.</p>	<p>Talk about and ask questions about the colours you can see in art.</p> <p>Recognise the primary and secondary colours.</p> <p>Sort colours.</p> <p>Begin to understand that primary colours are mixed to make secondary colours.</p>	<p>Talk about what you can see and what you like in other artist's work.</p> <p>Consider how colours work on different surfaces.</p> <p>Create artwork in different ways.</p> <p>Communicate something about yourself through your picture.</p>
<p>Keep the observational drawings simple and then this can be used for the painting programme lesson too.</p>					

# Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

Art Year R				
Collage & Textiles				
Henri Matisse		Hundertwasser		
To enjoy different materials and explore different textures.	To explore collages and gather materials needed for own art.	Introduction to fabrics and exploring textile art.	To sort colours and match to objects and images.	To explore fabrics to create art.
<p>Experiment with materials. Choose techniques to produce your own art.</p> <p>Use cut and tear technique.</p> <p>Experiment using collage techniques to produce art.</p>	<p>Talk about what you can see and like in an artists work.</p> <p>Ask questions about a piece of art.</p> <p>Collect materials you want to use.</p> <p>Explain choices clearly.</p>	<p>Talk about what you can see and like in an artists work.</p> <p>Ask questions about a piece of art.</p> <p>Draw what you like and dislike about artists work.</p> <p>Create a pattern.</p>	<p>Talk about how a range of fabrics differ.</p> <p>Group fabrics by colour.</p> <p>Group fabrics by texture.</p> <p>Describe shades of colour and ranges of texture.</p>	<p>To choose fabrics.</p> <p>Explore by cutting, sticking, joining, knotting, wrapping, tying etc.</p> <p>Produce own art.</p> <p>Use fabrics that consider bright colour and texture choices.</p>
				

# Art Whole School Curriculum Content Map – Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)



Art Year R					
Printing & Sculpture					
Andy Warhol/Matisse			Beate Kuhn		
Introduction to the process of printing.	To use a variety of found objects to print onto paper.	To use a variety of everyday objects to create a pattern on paper.	- Pushing objects into clay to make marks. Using a sand tray to make temporary sculptures. To explore a range of malleable media.	Introduction to clay.	To decorate clay according to own design.
Look at examples of printed objects. Explore artists who create prints. Experiment using paints, colours and objects. Talk about how their work has been influenced by what they've seen.	Look at examples of printing using objects such as leaves, sponges, corks, hands and feet. Plan a simple pattern. Print a repeated pattern using found objects. Ensure printing is completed accurately.	Look at examples of printing. Practice printing using different colours and shapes. Print a repeated pattern. Create a final image.	Look at examples of malleable media such as papier mache, salt dough, sand sculpture. Practice forming shapes with and adding texture using tools. Design own clay pot from experience. Talk about how their work has been influenced by what they've seen.	Explore pinching, pulling, shaping rough forms. Using the correct techniques to create a shape. Use tools correctly to add texture to clay. Push objects into clay to make marks.	Think of a design. Use paints to decorate clay. Follow design plan carefully. Explain any changes or improvements from the design plan.
					

## Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)



Art Year 1					
Drawing & Painting (With IT)					
Henri Matisse / Arcimboldo			Wassily Kandinsky		
To explore different drawing techniques.	To create observational drawings.	To use a simple painting programme to create a picture.	To choose and use appropriate brushes when painting.	To identify and name primary and secondary colours.	To create simple moods in artwork.
Explore using 2 grades of pencil (HB & 8B). Use suggested pencils to create a picture. Choose appropriate thicknesses for parts of your picture. Use appropriate pencils and crayons to produce high quality drawings.	Talk about what shapes and colours you can see. Create a picture including the shapes you can see. Think carefully about the sizes of shapes in your drawing. Choose appropriate equipment to improve your drawing.	Explore painting programme tools. Use technology to create an observational picture. Use specific tools appropriately in your artwork. Evaluate your use of the tools and edit your work as necessary.	Use paintbrushes to paint recognisable pictures. Use the paintbrushes selected. Choose and use paintbrushes appropriately. Explain when it is necessary to use different brushes.	Talk about and ask questions about the colours you can see in art. Label primary and secondary colours. Sort colours into primary and secondary. Understand that primary colours are mixed to make secondary colours.	Talk about what you can see and what you like in other artist's work. Consider how colours create moods and feelings. Create artwork expressing your moods. Communicate something about yourself through your picture.
Keep the observational drawings simple and then this can be used for the painting programme lesson too.			Final piece of work using Kandinsky as inspiration.		



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Art Year 1				
Collage & Textiles				
Derek Fordjour/ Metzinger		Ellen Jackson		
To explore collages and gather materials needed for own art.	To produce a collage using cut and tear technique.	To explore textile art.	To gather fabrics for own art.	To produce art using weaving technique.
<p>Experiment with collages.</p> <p>Choose techniques to produce your own art.</p> <p>Use cut and tear technique using consistent shapes and sizes.</p> <p>Use appropriate collage techniques to produce high quality art.</p>	<p>Talk about what you can see and like in another artists work.</p> <p>Ask sensible questions about a piece of art.</p> <p>Collect materials you want to use.</p> <p>Explain choices clearly.</p>	<p>Talk about what you can see and like in another artists work.</p> <p>Ask sensible questions about a piece of art.</p> <p>Use sketches to show what you like and dislike about artists work.</p> <p>Create a repeating pattern to a high standard.</p>	<p>Talk about how a range of fabrics differ.</p> <p>Group fabrics by colour.</p> <p>Group fabrics by texture.</p> <p>Describe shades of colour and ranges of texture.</p>	<p>Follow the weaving pattern.</p> <p>Produce own art using weaving.</p> <p>Produce weaving with accurate technique.</p> <p>Use fabrics that consider colour and texture choices.</p>
		<p>Try to keep the weaving as simple as you can.</p> 		

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Art Year 1					
Printing & Sculpture					
Banksy			Kathy Jeffers		
To print using everyday objects.	To use a variety of everyday objects to create a repeated pattern on paper.	To use a variety of everyday objects to create a repeated pattern on textiles.	To explore how clay pot art is created.	To create a clay pot using tools to add texture.	To decorate clay according to own design.
<p>Look at examples of printed objects.</p> <p>Explore using sponges, vegetables and fruit to create prints.</p> <p>Print using everyday objects.</p> <p>Talk about how their work has been influenced by what they've seen.</p>	<p>Look at examples of printing using repeated patterns.</p> <p>Sketch a plan of repeated pattern.</p> <p>Print a repeated pattern using everyday objects.</p> <p>Ensure printing is completed accurately.</p>	<p>Look at examples of printing on textiles.</p> <p>Practice printing onto textiles.</p> <p>Print a repeated pattern onto textiles.</p> <p>Ensure distinct final image.</p>	<p>Look at examples of clay pot art.</p> <p>Practice forming shapes with clay and adding texture using tools.</p> <p>Design own clay pot from experience.</p> <p>Talk about how their work has been influenced by what they've seen.</p>	<p>Create a clay pot.</p> <p>Using the correct technique create a pinch pot.</p> <p>Use tools correctly to add texture to clay pot.</p> <p>Tools and techniques are used considerably.</p>	<p>Look back at design plan.</p> <p>Use paints to decorate clay pot.</p> <p>Follow design plan carefully.</p> <p>Explain any changes or improvements from the design plan.</p>
					



## Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)



Art Year 2					
Drawing & Painting					
Van Gogh/Arcimboldo			Sonia Delaunay		
To be inspired by other artists work.	To use pencils to explore patterns and textures.	To explore using charcoal to create different tones.	To explore using pastels to create different tones.	To mix secondary colours.	To mix colours with tints and tones.
<p>Talk about how other artists use colour, pattern and shape.</p> <p>Begin to demonstrate their ideas in their sketch books.</p> <p>Create a piece of art based on artist's work.</p> <p>Explain how they have used colour, pattern and shape like the artist.</p>	<p>Explore using three different grades of pencil in their drawings (4B, 8B &amp; HB).</p> <p>Explore how grades create patterns and textures in their drawings.</p> <p>Use different grades of pencils to create drawings with patterns and textures.</p> <p>Choose appropriate pencils and techniques.</p>	<p>Explore using charcoal to create lines and shapes.</p> <p>Explore using charcoal to create light and dark.</p> <p>Use charcoal to create drawings using light and dark.</p> <p>Choose appropriate techniques.</p>	<p>Explore using pastels to create lines and shapes.</p> <p>Explore using pastels to create light and dark.</p> <p>Use pastels to create drawings using light and dark.</p> <p>Choose appropriate tools and techniques.</p>	<p>Mix their own shade of brown.</p> <p>Use examples to mix secondary colours correctly.</p> <p>Mix secondary colours correctly to make a picture.</p> <p>Use annotation to explain knowledge of colour mixing.</p>	<p>Explore how to make colours light and dark.</p> <p>Identify tints and tones in other work.</p> <p>Make tints and tones of different colours.</p> <p>Annotate colours created using knowledge of tints and tones.</p>
<p>Use Van Gogh as inspiration with different media.</p> <div>    </div>					

## Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)



Art Year 2				
Collage & Textiles				
Robert Silvers/ Metzinger		Pia Camil		
To explore photo collage and explain choices for group collage.	To create a group photo collage.	To explore patchwork art.	To plan and prepare class patchwork art.	To create part of class patchwork art.
<p>Talk about examples of photo collages.</p> <p>Look at how artists use colour, pattern and shape.</p> <p>Decide as a group on an approach.</p> <p>Explain why colour, shape and pattern are important to photo collage.</p>	<p>Take part in group art.</p> <p>Offer ideas to the group.</p> <p>As a group, use colour, shape and pattern successfully.</p> <p>Compare art produced by different groups.</p>	<p>Talk about examples of patchwork art.</p> <p>Look at how artists use colour, pattern and shape.</p> <p>Select textiles for certain qualities.</p> <p>Explain what makes an effective patchwork.</p>	<p>Contribute to class patchwork plan.</p> <p>Use tools to prepare fabric.</p> <p>Choose colours and shapes that fit the plan.</p> <p>Support others to make choices to support the plan.</p>	<p>Take part in class art.</p> <p>Join fabrics securely with glue.</p> <p>Follow the group plan.</p> <p>Support others to make successful class art.</p>
<p>Creating one piece as a group.</p> 		<p>Keep the designs simple- the idea is to have a whole class patchwork.</p> 		





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Art Year 2				
Printing, Sculpture & IT				
William Morris			Henry Moore	
To explore printing using pressing, rolling, rubbing and stamping.	To create a mono-print.	To change photographic images of themselves to display different moods.	To say how other artists have used colour, pattern and shape.	To join two finger pots together to create a piece of art.
<p>Observe different printing techniques.</p> <p>Use different printing techniques to create images.</p> <p>Highlight differences between the different approaches.</p> <p>Use equipment with purpose and control.</p>	<p>Look at work of artist.</p> <p>Talk about how the designer has used colour, pattern and shape.</p> <p>Create a mono- print in the style of the designer.</p> <p>Produce a clean printed image.</p>	<p>Use paint package to add a photograph.</p> <p>Use a range of tools to change their photographic image.</p> <p>Use tools to change the mood of the photograph.</p> <p>Create images to represent a range of moods and feelings.</p>	<p>Observe different colours, patterns and shapes in art.</p> <p>Use different techniques to create different patterns and shapes using different colours.</p> <p>Highlight differences between the different approaches.</p> <p>Use equipment with purpose and control.</p>	<p>Use clay to produce art work.</p> <p>Join two pots together successfully.</p> <p>Add detail to the piece of art.</p> <p>Create high quality final product.</p>
<p>Using floral designs, like the designer.</p> 		<p>Use an iPad programme to change colour and draw on picture, etc.</p>		



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Art Year 3					
Painting & Drawing					
Georges Seurat – Pointillism, Hokusai and Monet			Mikaela Scheldt- Facial Expressions		
To compare the work of artists and techniques over time.	To colour mix.	To use a range of brushes to create different techniques.	To use contrasting techniques to create final piece.	To explore drawing facial expressions.	To use sketches to create a final piece of work.
<p>Talk about work from different artists and from different times.</p> <p>Compare work of different artists from different periods of time.</p> <p>Use sketchbooks to make notes about artists' techniques.</p> <p>Give reasons for own likes and dislikes.</p>	<p>Identify primary and secondary colours.</p> <p>Know which primary colours to mix to create secondary colours.</p> <p>Create a colour wheel to show relationship.</p> <p>Explain the relationship between colours on a colour wheel.</p>	<p>Explore colour wash and pointillism.</p> <p>Choose appropriate brushes to explore different techniques.</p> <p>Create plan for own picture based on techniques explored.</p> <p>Suggest improvements to their technique.</p>	<p>Consider plan made for artwork.</p> <p>Use colour mixing knowledge in own work.</p> <p>Use knowledge of brushes and techniques in final piece.</p> <p>Explain techniques used in final piece.</p>	<p>Discuss a range of facial expressions in art.</p> <p>Explore sketching individual facial features to show expression.</p> <p>Change facial expressions in a drawing.</p> <p>Shares sketches to discuss improvements.</p>	<p>Consider previous sketches to decide final piece.</p> <p>Bring together different sketches to create final piece.</p> <p>Use different grades of pencil to show tones and textures to create a final piece.</p> <p>Sketches have been used effectively for final piece.</p>
					


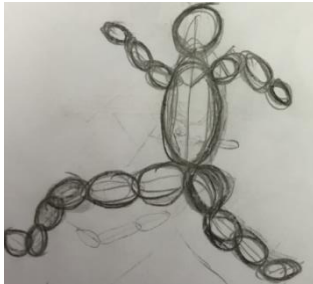

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Art Year 3				
Collage & Textiles				
Hannah Höch/Kurt Schwitters/ <b>Hundertwasser</b>		Examples textiles (weavings)		
To explore montages.	To create own montage.	To explore weaving and experiment with colours.	To plan and prepare for own weaving.	To produce a weaving.
<p>Talk about art from the origins of montage art.</p> <p>Compare montages of different artists.</p> <p>Suggest what the artist is trying to express.</p> <p>Understand viewpoints of others.</p>	<p>Use materials to create montage.</p> <p>Cut shapes carefully to produce montage.</p> <p>Overlap materials effectively.</p> <p>Create high quality montage.</p>	<p>Explore weaving.</p> <p>Consider why colours are used.</p> <p>Experiment using threads and colours in a particular style. Consider artists use colour.</p>	<p>Communicate artistic ideas through a plan.</p> <p>Make decisions that match resources available.</p> <p>Use colours and shapes effectively.</p> <p>Add artist annotations to justify choices.</p>	<p>Create a weaving.</p> <p>Use plan to guide final piece.</p> <p>Use materials and colours effectively to create weaving.</p> <p>Create high quality piece of weaving.</p>
				




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Art Year 3					
Printing, IT & Sculpture					
Margaret Taylor Burroughs		Aliza Razell/Oenone Hammesley	Andy Goldsworthy/Geogia O'Keefe		
To explore block-printing art.	To make a detailed printing block to use in own art (using string).	To combine digital image with other media to produce artwork.	To explore artists work and discuss what they are trying to express.	To work with life sized materials to create art.	To evaluate own and others art work.
Look at artwork from different cultures. Understand how block prints are created (string). Design own block print. Consider limitations in design detail.	Follow design plan to create own printing block. Ensure printing image is clear. Use own printing block to create art. Printed images are sharp and appropriately detailed.	Look at work of other artists. Explore ways to combine images. Create a mixed media piece of art. Suggest other ways of using mixed media.	Look at examples of artists work. Discuss different examples work. Communicate what the artist is trying to express. Compare work to that of other artists.	Explore the range of life sized materials. Use materials to create own piece of 3D art. Use materials carefully to create texture and shape. Create art that communicates expressions or feelings.	Contribute to creating criteria for successful piece. Evaluate own work. Evaluate work of others. Consider how personal preferences could influence evaluations.
Just stick to black and white printing of repeated patterns and don't over complicate patterns.		 <p>Give children an image and get them to add paint to the image in an interesting way.</p> 			

## Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)




Art Year 4					
Drawing & Painting					
David Hockney - Human Figures			Claude Monet - Water Reflection		
To explore how artists show figures and movement in their work.	To explore drawing to represent figures.	To explore drawing to represent moving figures.	To use colour, shape and lines to show movement.	To explore how reflection is used to create art.	To use water reflection as a technique.
<p>Discuss artists who use figure and movement.</p> <p>Attempt to replicate an artist's style.</p> <p>Share feelings about artist's work.</p> <p>Explain how the artist has communicated body language.</p>	<p>Sketch recognisable human figure.</p> <p>Use clear lines and shape carefully to represent body parts.</p> <p>Add tone and colour to your sketch.</p> <p>Suggest adaptations and improvement to original ideas.</p>	<p>Sketch recognisable human figure in movement.</p> <p>Use clear lines and shape carefully to show movement.</p> <p>Add tone and colour to your sketch.</p> <p>Suggest adaptations and improvement to original ideas.</p>	<p>Consider previous sketches of figures using tones.</p> <p>Bring together different sketches to create final piece.</p> <p>Use colour, shape and line effectively.</p> <p>Movement is clearly shown using appropriate techniques.</p>	<p>Talk about art which has used reflection.</p> <p>Identify how colour, marks and lines produce texture in reflections.</p> <p>Create reflections using texture.</p> <p>Explain how they have experimented with styles based on other artists.</p>	<p>Consider previous sketches.</p> <p>Combine sketches to create a final piece.</p> <p>Use colour, marks and lines effectively to show texture.</p> <p>Use techniques effectively to create high quality.</p>
					

# Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)




Art Year 4			
Collage & Textiles			
Omar Aqil and Sarah Bridgland		Teresa Wentzler and Erica Wilson	
To explore 3D object collage and consider visual and tactile qualities.	To create own 3D collage using everyday objects.	To explore and plan cross stitch canvas art.	To cross stitch to produce art.
<p>Look at examples of 3D object collage.</p> <p>Discuss how artists use visual and tactile qualities.</p> <p>Communicate chosen theme.</p> <p>Consider how mood and emotion can be created in 3D collage.</p>	<p>Produce a 3D collage.</p> <p>Give reasons for objects.</p> <p>Use objects that combine.</p> <p>Produce high quality final piece.</p>	<p>Look at examples of cross stitch canvas art.</p> <p>Create a detailed cross stitch canvas art plan.</p> <p>Consider how to use mood and emotion in your work.</p> <p>Relate plan to work of artists.</p>	<p>Create cross stitch canvas art.</p> <p>Use a cross stitch accurately.</p> <p>Show mood and emotion in your work.</p> <p>Produce high quality final piece.</p>
 		 <p>Use the colours to depict the mood and emotion.</p> <p>Keep the cross stitch plan and pattern small.</p>	





# Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

Art Year 4					
Printing, IT and Sculpture					
Pablo Picasso- Tete de Femme/ Hokusai			Auguste Rodin		
To explore printing on different materials.	To create an accurate printing block and print using two colours.	To produce a piece of artwork that combines graphic and text using technology.	To explain art from other periods of history.	To explore manipulating clay into the human form.	To sculpt clay effectively into the human form.
<p>Explore printing onto different materials.</p> <p>Observe the differences between the different materials and quality of print.</p> <p>Communicate experiences of printing onto different materials.</p> <p>Explain when different materials may be used for different print processes.</p>	<p>Design an accurate print.</p> <p>Print using one colour.</p> <p>Add more detail to the print and print again with a second colour.</p> <p>Colours are used clearly and accurately.</p>	<p>Look at examples.</p> <p>Choose an appropriate graphic.</p> <p>Combine text with graphic to create art work.</p> <p>Describe how you were influenced by the work of other artists.</p>	<p>Make observations of historical sculpture.</p> <p>Understand what life was like for the artist.</p> <p>Understand how the sculpture was created.</p> <p>Research other sculptors to compare.</p>	<p>Explore clay to create a human form.</p> <p>Manipulate clay into different positions.</p> <p>Experiment with sculpting techniques.</p> <p>Make decisions based on known limitations of the clay.</p>	<p>Produce human form from clay.</p> <p>Use sculpting techniques.</p> <p>Produce a sculpture communicating emotions.</p> <p>Relate work back to the style of the artist.</p>
 <p>Using a print design inspired by Picasso- use 2 colours.</p>		<p>Give children words to cut out and stick to make an image.</p>  <p>Children to make a simple human figure out of clay.</p> 			




## Art Whole School Curriculum Content Map – Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

Art Year 5					
Painting & Drawing					
Georgia O'Keefe – Moods/Frida Kahlo			Sarah Graham/Robert W.Strange / Peter Thorpe		
To consider how artists create moods in their paintings.	To explore how artists create a range of moods.	To create a montage representing a range of moods.	To explore mirror reflection as a technique.	To use mirror reflection as a technique.	To create mirror reflection.
<p>Discuss artists who show moods in their paintings. Attempt to replicate an artists style.</p> <p>Express emotions accurately through sketches and paintings.</p> <p>Make notes as to how you might develop your work further.</p>	<p>Talk about art which has used moods.</p> <p>Identify how moods have been shown.</p> <p>Share feelings about artists work.</p> <p>Explain how artists has communicated moods.</p>	<p>Consider previous sketches representing moods.</p> <p>Combine sketch ideas to create final piece.</p> <p>Show a range of moods accurately.</p> <p>Express moods clearly.</p>	<p>Talk about art which has used mirror reflection.</p> <p>Identify how marks, lines and shading produce reflections.</p> <p>Create reflections using marks, lines and shading.</p> <p>Explain how they have experimented with style based on artist.</p>	<p>Consider previous sketches and artist's work.</p> <p>Attempt to replicate artist's style.</p> <p>Use mirror reflection accurately through sketches.</p> <p>Make notes as to how you might develop your work further.</p>	<p>Consider previous sketches.</p> <p>Combine sketches to create final piece.</p> <p>Use marks, lines and shading effectively to show reflection.</p> <p>Use techniques effectively to create high quality piece.</p>
  <p>Using Georgia's work to show how the different colours used can create completely different moods and feelings.</p>					

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Art Year 5			
Collage & Textiles			
Megan Coyle/Benin		Bisa Butler/Georgia O'Keefe	
To add collage to a painted, printed or drawn background.	To use a range of media to create collages using different techniques, colours and textures etc when designing and making pieces of work.	To explore and plan to show texture in own art.	To sew fabric to produce quilting art for a piece of clothing.
<p>Look at examples of collage.</p> <p>Consider how the artists have used shape and colours.</p> <p>Present own ideas from art explored.</p> <p>Explain how the artists have inspired your art.</p>	<p>Use materials and techniques to create collage.</p> <p>Add shape and colour to your collage.</p> <p>Show shape and colour in your work.</p> <p>Produce high quality final piece.</p>	<p>Look at examples of quilting.</p> <p>Create a detailed quilting plan.</p> <p>Consider using texture in plan.</p> <p>Relate plan to work of artists seen.</p>	<p>Join fabric to form quilt art.</p> <p>Use sewing to add detail.</p> <p>Add on to work to create texture and shape.</p> <p>Create high quality quilt art.</p>
		<p>Children to make a quilting design with different fabrics. They can then cut out different parts and then sew on their detail.</p> 	

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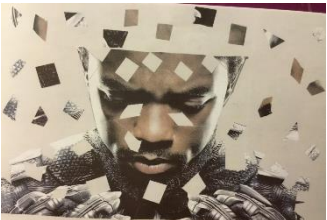



Art Year 5				
Printing, IT & Sculpture				
Paul Binnie/Space?		Tom Carlos/William Morris	Natsumi Tomita/Henry Moore	
To explore overprinting using different colours.	To create final piece using overprinting technique.	To adapt a digital image of a landscape/wallpaper using software to create work with meaning.	To experiment with styles artists have used to create a design.	To combine materials and processes to make a 3D form.
Look at examples of overprinting. Practise technique of overprinting. Ensure each colour is clear when overprinting. Explain effective technique for overprinting.	Design plan for overprinting piece. Decide how colour will be used effectively. Create effective piece of printed art using overprinting. Explain how other artists have influenced you.	Look at examples of Carlos' work & W.Morris. Choose an appropriate image. Use software to alter the feeling of the original picture. Use a range of software tools to enhance their art.	Look at the work of 3D artist. Explore the materials available. Design large scale 3D form in the style of the artist. Make realistic design choices based on experiences.	Create large scale 3D form. Use appropriate materials to add specific features. Use appropriate materials to add specific detail. Create high quality final product.
		<p>Microsoft Word.</p> 	<p>Work in group- children will need to bring in recycled materials.</p> 	



# Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

Art Year 6					
Drawing & Painting					
Own style					
To showcase a range of drawing techniques and a range of tools.	To choose appropriate drawing techniques and tools to create art in own style.	To explain and evaluate chosen drawing techniques and tools.	To showcase a range of painting techniques and a range of tools.	To choose appropriate painting techniques and tools to create art in own style.	To explain and evaluate chosen drawing techniques and tools.
<p>Recall previous learning on drawing techniques.</p> <p>Communicate emotions and a sense of self.</p> <p>Create high quality drawing with accuracy and imagination.</p> <p>Explain how effective the tools were for drawing.</p>	<p>Consider previous sketches with drawing techniques.</p> <p>Combine drawing techniques to create final piece.</p> <p>Demonstrate own style.</p> <p>Explain how own style has been influenced.</p>	<p>Talk about different drawing techniques and tools.</p> <p>Explain which techniques and tools have been used.</p> <p>Evaluate drawing techniques and tools used.</p> <p>Explain how you would develop your work further.</p>	<p>Experiment with strokes and mark making.</p> <p>Communicate emotions and a sense of self.</p> <p>Create high quality drawing with accuracy and imagination.</p> <p>Explain how effective the tools were for painting.</p>	<p>Consider previous work with painting techniques.</p> <p>Combine painting techniques to create final piece.</p> <p>Demonstrate own style.</p> <p>Explain how own style has been influenced.</p>	<p>Talk about different painting techniques and tools.</p> <p>Explain which techniques and tools have been used.</p> <p>Evaluate drawing techniques and tools used.</p> <p>Explain how you would develop your work further.</p>
 <p>These can be varied to allow more creativity.</p>					

# Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)




Art Year 6	
Collage & Textiles	
Own style	
To create own collage based on previous experiences.	To create art using textiles.
<p>Explore how tone, pattern and shape can be used.</p> <p>Combine skills to create final piece.</p> <p>Justify materials chosen.</p> <p>Explain how your work was influenced.</p>	<p>Explore how tone, pattern and shape can be used.</p> <p>Combine skills to create final piece.</p> <p>Justify materials chosen.</p> <p>Explain how your work was influenced.</p>
 	 



# Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

Art Year 6				
Printing, IT & Sculpture				
Own Style			Own Style	
To demonstrate experience in a range of printing techniques.	To use methods carefully and make decisions about effectiveness of printing.	To create digital images with animation and sounds to communicate ideas.	To create work that includes visual and tactile elements and is open to interpretation by an audience.	To create a piece of art which can be used as part of a presentation.
Look at examples of printing techniques. Practice different printing techniques. Choose preferred printing techniques. Explain effective techniques for printing.	Decide on printing technique for own art work. Decide how colour will be used in own art work. Create effective piece of printed art in own style. Explain key influences for finished piece.	Explore animated artwork. Create animated art images. Enhance animated images with appropriate sound. Consider target audience when creating animated artwork.	Produce piece of 3D art in own style. Show consideration for visual and tactile elements. Produce artwork that allows the audience to make own interpretations. Predict different interpretations.	Consider how artwork is displayed. Explain intentions of artwork. Explain what their work was influenced by. Respond to constructive feedback from audience.

Art Whole School Curriculum Content Map - Art Progressive Overview 2024 (Weaving knowledge, skills & understanding into NC)

 	<p>Using a basic image to upload online and add some audio to it.</p>	 <p>Using 3D objects within art- will need things collecting and bringing in.</p>
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