

Owl Class
Year 1 & 2 Art Curriculum

Year 1 units

Year 2 units

Cycle A Overview:

Topic	Who's That Trip Trapping Over My Bridge?	Global Explorers	Ready, Grow, Sow
Outcome	Sculpture & 3D: Making a spider Link - Traditional Tales - Anansi the spider	Craft & Design: Jewellery and headpieces from different cultures.	Drawing: Observation drawings of flowers. Painting: Clarice Cliff plates
Resources:	Thin coloured card, thin white card, packaging boxes, masking tape, sponges, paint	Thin coloured card, ribbon, felt tip pens, wool, thick card, tracing paper, wax crayons	Drawing: String, black paper, oil pastels, soft pastels, chalk, charcoal, sketching pencils, still life objects, black fineliners Painting: paint, plasticine, tissue paper, lego bricks, chalks, paper plates, straws.
Notes			To fit both units into one half term, omit lesson 3 of drawing and lesson 5 of painting.

Cycle B Overview:

Topic	Commotion in the Ocean	Panic on Pudding Lane	What makes me, me?
Outcome	Painting: Seaside paintings	Sculpture and 3D: Making a clay house tile	Drawing: Making concertina books to illustrate with scenes for characters. Craft & Design: Abstract maps of local area
Resources:	paint, collage material (coloured paper, tin foil, cellophane, tissue, fabric), sand, rice, lentils, acetate sheets, bedsheet.	Clay, rolling pins, modelling tools, wire tools, everyday objects	Drawing: Charcoal, coloured paper, white chalk, cloths, sketching pencils, pastels, soft toy, textured paper (wallpaper, card, tissue). Craft & Design: Wool, bubble wrap, tea towel, soap, milk containers, poly pockets, tissue paper, polystyrene sheets, roller and trays, paint.
Notes	For 2022/23 (due to planning not being released yet) - swap Painting: Seaside paintings and drawing: making concertina books around.		To fit both units into one half term, omit lesson 5 of drawing and lesson 4 of craft & design.

Cycle A Progression of Skills, Knowledge and Vocabulary:

Who's That Trip Trapping Over My Bridge?

Sculpture and 3D: Making a spider. Link - traditional tales (Anansi the spider)

Skills	Generating ideas	Explore their own ideas using a range of media.	Vocabulary: Cylinder Detail Sculpture Spiral Three dimensional Zig-zag	Artists: Samantha Stephenson Louise Bourgeois
	Sketchbooks	Using sketchbooks to explore ideas in an open-ended way.		
	Making skills (including formal elements)	Use their hands to manipulate a range of modelling materials. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.		
	Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		
	Evaluating and analysing	Describe and compare features of their own and other's art work.		
Knowledge	Formal elements	To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.		

Global Explorers

Craft & design: Making jewellery and headpieces from different cultures

Skills	Generating ideas	Explore their own ideas using a range of media.	Vocabulary: art artist craft knot loom plait thread threading warp weaving weft	Artists: Judith Scott Cecillia Vicuha
	Sketchbooks	Using sketchbooks to explore ideas in an open-ended way.		
	Making skills (including formal elements)	Able to select colours, shapes and materials to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting and adding decoration. Apply knowledge of a new craft technique to make fibre art		
	Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		
	Evaluating and analysing	Describe and compare features of their own and other's art work.		
Knowledge	Formal elements			

Ready, Grow, Sow

Drawing: Observation drawings of nature i.e. flowers.

Skills	Generating ideas	Explore their own ideas using a range of media.	Vocabulary: Geometric Horizontal Irregular Line Mark-making Observation Regular Texture Vertical	Artists: Bridget Riley Zaria Forman Renata Bernal Wassily Kandinsky Ilya Bolotowsky
	Sketchbooks	Using sketchbooks to explore ideas in an open-ended way.		
	Making skills (including formal elements)	Use a range of drawing material such a pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary		
	Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		
	Evaluating and analysing	Describe and compare features of their own and other's art work.		
Knowledge	Formal elements	To know that an outline is a joined up line that shows a 2D shape. To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks. To know that things we see have darker and lighter areas.		

Ready, Grow, Sow

Painting: Clarice Cliff Plates

Skills	Generating ideas	Explore their own ideas using a range of media.	Vocabulary: Hue Mix Pattern Primary colours Print Secondary colours	Artists: Jasper Johns Clarice Cliff
	Sketchbooks	Using sketchbooks to explore ideas in an open-ended way.		
	Making skills (including formal elements)	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.		
	Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		
	Evaluating and analysing	Describe and compare features of their own and other's art work.		
Knowledge	Formal elements	To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that pattern is a design in which shapes, colours or lines are repeated.		

Cycle B Progression of Skills, Knowledge and Vocabulary:

Commotion in the Ocean Painting: Seaside painting				
Skills	Generating ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Vocabulary: collage detail mixing overlap primary colour secondary colour surface texture	Artists: Romare Bearsen
	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
	Making skills (including formal elements)	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.		
	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		
	Evaluating and analysing	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.		
Knowledge	Formal elements	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.		

		<p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that collage materials can be chosen to represent real-life textures.</p> <p>To know that collage materials can be overlapped and overlaid to add texture.</p>		
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Panic on Pudding Lane

Sculpture & 3D: Clay house tiles.

Skills	Generating ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Vocabulary: Clay slip Impress Pinch pot Relief Score Sculpture surface	Artists: Ranti Bam Rachel Whiteread
	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
	Making skills (including formal elements)	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hand and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.		
	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		
	Evaluating and analysing	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.		
Knowledge	Formal elements	To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork.		

What makes me, me?

Drawing: Making concertina books to illustrate with scenes for characters.

Skills	Generating ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Vocabulary: Charcoal Cross hatching Scribbling Expression Stippling Illustrations Illustrator	Artists: Quentin Blake
	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
	Making skills (including formal elements)	Further develop mark-making within a greater range of media, demonstrating increased control Develop observational skills to look closely and reflect surface texture through mark-making Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.		
	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		
	Evaluating and analysing	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.		
Knowledge	Formal elements	To know that 'composition' means how things are arranged on the page. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. To know that patterns can be used to add detail to an artwork. To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.		

What makes me, me?

Craft & Design: Abstract maps

Skills	Generating ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Vocabulary: Abstract Composition Curator Felt Fibre Inspired Negative print Pattern Stained glass View finder	Artists: Susan Stockwell Kin Soon Im Josef Albers Eduardo Paolozzi Matthew Cusick
	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
	Making skills (including formal elements)	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.		
	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		
	Evaluating and analysing	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.		
Knowledge	Formal elements	To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work		

Otter Class
Year 3 & 4 Art Curriculum

Year 3 units

Year 4 units

Cycle A Overview:

Topic	Rock and Roll	China's Building Blocks	Light it up!
Outcome	Craft & Design: Ancient Egyptian scrolls Painting: Prehistoric, cave wall art	Drawing: Plants and flowers native to China	Sculpture and 3D: Design and sculpt.
Resources:	Scrolls: sketching pencils, oil and soft pastels, watercolours, mixture of paper, packaging paper, greaseproof paper, cardboard tubes, fineliners, Prehistoric: charcoal, hairspray, spices, flour, couscous, lentils, seeds.	2B, 4B, 6B sketching pencils, still life objects, flowers, wax crayons, pastils, fineliner pends, watercolours,	Wire, packaging, ribbon, paint, fabric, wax crayons, cylindrical food containers, lids from bottles, tubes, black card, chunky chalk, sugar paper,
Notes:	To fit both units into one half term, omit lesson 5 of painting.		

Cycle B Overview:

Topic	Gruesome Guts	Extreme Earth	Raid, Invade and Stayed
Outcome	Sculpture and 3D: Roman sculptures.	Painting: Still life piece: plants and flowers (science link)	Craft & Design: Birds and insects native to different countries of Europe. Drawing: Power prints
Resources:	Card, tissue paper, pva, straws, tin foil, tubes, string, wire, clipboards, tracing paper, black biros.	Paint, tools for applying paint, sand, rice, lentils,	Card, cord, safety pins, paint, gluesticks, wax candles, fabric squares, foam printing tiles.
Notes:			To fit both units into one half term, omit lesson 1 of drawing.

*omitting lesson 5 of painting and 1 of drawing does not impact the clear progression of knowledge and skills.

Cycle A Progression of Skills, Knowledge and Vocabulary:

Rock and Roll

Craft & Design: Ancient Egyptian Scrolls

Rock and Roll				
Craft & Design: Ancient Egyptian Scrolls				
Skills	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Vocabulary: Ancient Colour Composition Egyptian Imagery Layout Papyrus Pattern Technique	Artists:
	Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		
	Making skills (including formal elements)	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons, Use sketchbooks as part of the problem-solving process and make changes to improve their work.		
Knowledge	Formal elements	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object		

Rock and Roll
Painting: Prehistoric painting

Skills	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Vocabulary: Charcoal Drawing medium Pigment Proportion Prehistoric Scale up Smudging Stone age	Artists:
	Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		
	Making skills (including formal elements)	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons, Use sketchbooks as part of the problem-solving process and make changes to improve their work.		
Knowledge	Formal elements	To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that different drawing tools can create different types of lines. To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.		

China's Building Blocks

Drawing: Observational drawings of plants and flowers native to China.

Skills	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Vocabulary: Abstract Botanical art Composition Geometric Organic Scale Shading Texture Tone	Artists: Georgia O'Keeffe Charles Darwin Maud Purdy Max Ernst Carl Linneaus
	Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		
	Making skills (including formal elements)	Confidently use a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons, Use sketchbooks as part of the problem-solving process and make changes to improve their work.		
Knowledge	Formal elements	To know that different drawing tools can create different types of lines. To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. To know that shading helps make drawn objects look more three dimensional. To know that 'tone' in art means 'light and dark'.		

Light it up!

Sculpture and 3D: Design and sculpt a soap sculpture

Skills	Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Vocabulary: Ceramics Form Found Objects Organic shape Scale Sculpture Typography	Artists: Magdalene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas Camp El Anatsui
	Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		
	Making skills (including formal elements)	Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard Respond to a stimulus and begin to make choices about materials used to work in 3D.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		
Knowledge	Formal elements	To know that simple 3D forms can be made by creating layers, by folding and rolling materials. To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube)		

Cycle B Progression of Skills, Knowledge and Vocabulary:

Gruesome Guts

Sculpture & 3D: Roman sculptures

Skills	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Vocabulary: Abstract Found objects Negative space Positive space Sculptor Sculpture Structure Three dimensional	Artists: Anthony Caro Ruth Asawa
	Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		
	Making skills (including formal elements)	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways. Explore how shapes can be used to create abstract artworks in 3D.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons, Use sketchbooks as part of the problem-solving process and make changes to improve their work.		
Knowledge	Formal elements	Explain the difference between 2D and 3D art.		

Extreme Earth

Painting: Still life observational drawing - plants and flowers

Skills	Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Vocabulary: Composition Hue Proportion Shade Shadow Still life Tint Tone	Artist:
	Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		
	Making skills (including formal elements)	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.		
	Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		
Knowledge	Formal elements	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork		

Raid, Invade and Stayed

Craft & Design: Birds and insects native to different countries of Europe.

Skills	Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Vocabulary: Batik Colour palette Design Craft Industry Pattern Repeat theme	Artists: Ruth Daniels Senaka Senanayake William Morris Megan Carter
	Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		
	Making skills (including formal elements)	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		
Knowledge	Formal elements	To know how to use basic shapes to form more complex shapes and patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.		

Raid, Invade and Stayed

Drawing: Power Prints.

Skills	Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Vocabulary: Collaborate Collage Composition Engraving Printing technique Proportion Shading Tone wax-resist	Artists: George Seurat Ed Ruscha Fernando Botero Alberto Giacometti Henry Moore
	Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		
	Making skills (including formal elements)	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.		
	Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
	Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		
Knowledge	Formal elements	To know how to use basic shapes to form more complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork.		

Kestrel Class
Year 5 & 6 Art Curriculum

Year 5 units

Year 6 units

Cycle A Overview:

Topic	Cracking Kernow	A population problem?	Evolution and Expedition
Outcome	Sculpture & 3D: Interactive installation. Link: local monuments	Craft and Design: Photography skills to show climate change. Ie, impact of weather, rubbish	Drawing: I need space. Investigate how imagery was used in the 'Space race'. Painting: Self portrait
Resources:	Fabric, string, masking tape, shoe boxes, glue, plasticine or clay.	Magazines, different paper, cameras, basic photo editing software, fruit or veg, items to use as photographic props, photo portraits of the children.	Drawing: printing ink, rollers, acetate sheets, ink palettes, coloured paper/card, gluesticks, charcoal, pastels, chalks, ink, felt-tips. Painting: mirrors, tracing paper, collage paper, fine liner pens, paper clips, charcoal, pastels, chalks, ink, felt-tips.

Cycle B Overview:

Topic	May the force be with you	It's not all as it seems	Brilliant Benin
Outcome	Craft and Design: Architecture.	Drawing: Make my voice heard Sculpture and 3D: Making memories: Design and create a 3D artwork to represent their memories of their time at primary school	Painting: Exploring different artists.
Resources:	Drawing pencils, card, printing ink, acetate sheets, rollers/trays, masking tape, pastels, chalks, felt tips,	Drawing: charcoal, A3 cartridge paper, drawing pencils, masking tape, paint, black marker pens. Sculpture: shoe boxes, cardboard boxes, scraps of fabric, tissue paper, black fine liner, glue guns, photographs of pupils at different school ages, masking tape.	Oil pastels, soft pastels, colouring pencils, crayons, a3 paper, marker pens, digital camera.

Cycle A Progression of Skills, Knowledge and Vocabulary:

Cracking Kernow

Sculpture & 3D: Local monuments.

Skills	Generating ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Vocabulary: Atmosphere Concept Location Performance art Scale viewer	Artists: Cal Guo-Qiang
	Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		
	Making skills	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.		
	Knowledge of artists	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know how to create texture on different materials		

A population problem?

Craft & Design: Photo opportunity

Skills	Generating ideas	Develop on their experience of creative work and their research to develop their own starting points for creative outcomes.	Vocabulary: Arrangement Digital Layout Macro Monochrome Photography Photomontage Photorealism Prop saturation	Artists: Hannah Hoch Derrick O Boateng Edward Weston Chuck Close
	Sketchbooks	Using a systematic and independent approach, research, test and develop ideas and plan using sketchbooks.		
	Making skills	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.		
	Knowledge of artists	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements	To know that a monochromatic artwork uses tints and shades of just one colour.		

Evolution and Expedition

Drawing: I need space

Skills	Generating ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Vocabulary: Collagraphy Decision Futuristic Imagery Propaganda Purpose Retrofuturism Technique	Artists:
	Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		
	Making skills	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.		
	Knowledge of artists	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements	To know that different marks and lines can be used to create specific effects. To know how to create texture on different materials. To know that prints need contrast between light and dark areas to make the image visible		

Evolution and Expedition

Painting: Self portraits

Skills	Generating ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Vocabulary: Collage Identity Mixed-media Monoprint Multi-media Photomontage self-portrait	Artists: Chila Kumari Singh Burman Vincent van Gogh Frida Kahlo Sonia Boyce Njideka Akunyili Crosby
	Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		
	Making skills	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artwork e.g. making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus Explore how collage can extend original ideas. Combine digital effects with other media.		
	Knowledge of artists	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that different marks and lines can be used to create specific effects. To know that artists create pattern to add expressive detail and texture to art works.		

Cycle B Progression of Skills, Knowledge and Vocabulary:

May the force be with you
Craft & Design: Architecture

Skills	Generating ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Vocabulary: Architecture Architext Composition Elevation Legacy Monoprint Perspective Proportion transform	Artists: Zaha Hadid
	Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		
	Making skills	Design and make art for different purposes and begin to consider how this works in creative industries eg. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.		
	Knowledge of artists	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements			

It's not all as it seems.

Drawing: Make my voice heard

Skills	Generating ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Vocabulary: Chiaroscuro Aesthetic Commissioned Interpretation Mural Symbolic Tone Graffiti Guerrilla art Mural	Artists: Dan Fenelon Diego Rivera Leonardo da Vinci Caravaggio Banksy Pablo Picasso
	Sketchbooks	Using a systematic and independent approach, research, test and develop ideas and plan using sketchbooks.		
	Making skills	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces e.g. drawing on clay, layering media and incorporating digital drawing techniques.		
	Knowledge of artists	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements	To know that chiaroscuro means light and dark and is a term used to describe high contrast images. To know how line is used beyond drawing and can be applied to other art forms.		

It is not all as it seems

Sculpture and 3D: Making memories

Skills	Generating ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Vocabulary: Abstract Assemblage Composition Literal Manipulate Memory Relief sculpture	Artist: Joseph Cornell Louise Nevelson Judith Scott Yinka Shonibare Nicola Anthony Louise Bourgeois Romare Bearden
	Sketchbooks	Using a systematic and independent approach, research, test and develop ideas and plan using sketchbooks.		
	Making skills	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.		
	Knowledge of artists	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements			

Brilliant Benin

Painting: Exploring different artists.

Skills	Generating ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Vocabulary: Abstract Analyse Evaluate Interpret Medium Mixed media Narrative Respond tableau	Artists: David Hockney Paula Rego John Singer Sargent Fiona Rae Lubaina Himid
	Sketchbooks	Using a systematic and independent approach, research, test and develop ideas and plan using sketchbooks.		
	Making skills	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale		
	Knowledge of artists	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.		
	Evaluating and analysing	Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Knowledge	Formal elements	To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture		