



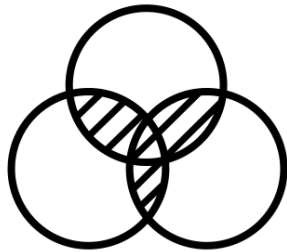
St. Gregory's Catholic Primary School



Together, in Jesus, we Love, Learn, Create and Celebrate!

'and He has filled Him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills; to make artistic designs for work in gold, silver and bronze; to cut and set stones; to work in wood and to engage in all kinds of artistic crafts.'

Exodus 35:31-33



This is an overview of the key knowledge and skills children will accumulate and develop as they progress in Art at St. Gregory's. Further steps in knowledge acquisition and skill development, as well as links between topics and knowledge and skills, can be found in our Medium-Term Plans, Unit Rationales and Knowledge Organisers.

Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. Our curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For the St. Gregory's child, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Concepts and Types of Art

Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different **elements** of art (**line, shape, colour, tone, form, space, visual texture and tone**), how an artist combines these elements and produces art in different **styles**, for example **realistic or abstract** art. Different **types** of art means the different **media** used to make art (e.g. sculpture, architecture or painting), different **subject matter** (e.g. portraits, landscapes or history painting) and different **artistic movements, historical periods or geographical cultures** (e.g. impressionism, Anglo-Saxon art and Chinese painting).

Procedural Knowledge (Skills) in Art

Our curriculum provides for gradual progression in terms of skills:

Painting	Drawing	3D Form	Collage
Textiles	Printmaking	Photography	Mixed Media

The St. Gregory's Art curriculum provides for progression in terms of **knowledge of different concepts and types of art** (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art). The structure also provides for progression in terms of **process** in art, both in terms of **critical analysis of others' art and the necessary observation, exploration and evaluation** needed for our children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practicing process. Practicing the process of art will include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study, and the understanding of process, is particularly emphasised for in the units which conclude the year for years 5 and 6.

EYFS – Nursery Class Summary of Art

<u>Nursery Class</u>	Autumn 1 <u>All About Me</u>	Autumn 2 <u>Journeys</u>	Spring 1 <u>Dinosaurs</u>	Spring 2 <u>Growing and Changing</u>	Summer 1 <u>Animals and their Babies</u>	Summer 2 <u>Heroes and Adventurers</u>
<u>Physical Development</u>	Small tools; cutlery, tweezers, pipettes Drawing my family, people who help me	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, painting with wheeled vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting dinosaurs, modelling with playdough and clay, templates of dinosaurs to draw around or rub over	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
<u>Fine Motor</u>						
<u>Expressive Arts and Design</u>	Exploring paint on large easel Primary colours; red, yellow and blue	Joining materials to make models of vehicles, focus on wheels Drawing using different types of lines	Make model dinosaurs from malleable materials such as clay or playdough. Use brush with control to create large scale collaborative splatter/drip paintings	Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!	Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and small world resources	Make story telling crowns - take turns to tell stories to the class or in small groups
<u>Creating with Materials</u>						
<u>Works of Art</u>	Matisse's The Snail	Turner's The Fighting Temeraire (include the story of the ship)	Number 8 by Jackson Pollock	Walter Crane's Illustrations for Jack and the Beanstalk	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paulo Uccello	Ernest Shackleton statue at Royal Geographic Society

EYFS – Reception Class Summary of Art

<u>Reception Class</u>	Autumn 1 <u>All About Me</u>	Autumn 2 <u>Transport: Past and Present</u>	Spring 1 <u>Space</u>	Spring 2 <u>Growing and Changing</u>	Summer 1 <u>Kings and Queens</u>	Summer 2 <u>Stories from the Past</u>
<u>Physical Development</u>	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
<u>Fine Motor</u>						
<u>Expressive Arts and Design</u>	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear
<u>Creating with Materials</u>						

				<p>imaginary houses.</p> <p>Design: making a boat that floats and another vehicle that moves with wheels</p> <p>Create: Easter bonnets</p>		
Art and Artists	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hunderwasser	Van Gogh's Sunflowers	Degas' Ballet Dancer

Year 1 Summary of Art

Concepts	Types of Art	Skills Developed	Processes (analysing, exploring, observing, evaluating)
Colour, Line, Style	Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism	Painting, Drawing, 3D form, Collage	verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork
Skill Progression			
Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour	Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels	3D Form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc	Collage Collage with tissue paper - tearing

Year Group	Key (Substantive) Knowledge	Artist Study, Concepts and Skills
<u>Year 1</u>	<p><u>Colour</u> To know that there are primary colours and what they are. To know that there are secondary colours, warm and cool colours. To know that a tint can be made by adding white to a colour and a shade can be made by adding black to a colour. To know that artists can use tints and shades of blue to paint water. To know that artists use shades and tints of blue to paint the sea and the sky.</p>	<p><u>Artists:</u> Van Gogh, Bruegel, Vermeer, Hockney, Monet <u>Concepts:</u> Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes <u>Skills:</u> colour mixing, holding and using a brush, using different brushstrokes</p> <p style="text-align: center;">Painting and Mixed Media</p>
	<p><u>Line</u> To know that artists use different kinds of lines. To know that artists can use lines, made from different materials, to show different things. To know that lines can be used to represent lots of different things. To know how Miro uses lines. To know that lines were important to Klee.</p>	<p><u>Artists:</u> : Rembrandt, Miro, Klee <u>Concepts:</u> Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things <u>Skills:</u> drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the</p>

	<p>To know that different lines can create different shapes. To know that Klee used lines draw landscapes.</p>	<p>imagination Drawing and Mixed Media</p>
	<p>Architecture To know that architecture is the art of designing buildings. To know that buildings are built for a purpose. To know that architects design features of buildings. To know that a Cathedral is designed with lots of different features. To know that architects think about the purpose of a building when they are designing it.</p>	<p>Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo Concepts: Defining architecture, purpose, features, design process Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media Drawing, 3D Form and Collage</p>
	<p>Style in Art/Narrative Art To know that artists can paint using different styles. To know that Van Gogh painted in different styles. To know that Van Gogh used short brushstrokes in Starry Night. To know that art can tell a story. To know that we can find out about characters from looking at how artists have painted them.</p>	<p>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings Skills: painting with dots, using short brushstrokes, colour mixing, drawing from the imagination Painting and Drawing</p>
	<p>Paintings of Children To know that art can tell us about people. To know that artists sometime plan their paintings. To know how to match colours and choose a brush. To know that art can tell us about how children lived in the past. To know that Cubism means showing different views of the same thing in one picture.</p>	<p>Artists: Hogarth, Bruegel, Hockney, Cassatt Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture Painting, Drawing and Collage</p>
	<p>Sculpture To know that sculpture is a 3D form of art. To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen. To know that sculptors make sketches and models to plan their sculptures. To know that sculptures can be made by casting. To know that sculptors can add colour to their sculptures.</p>	<p>Artists: Degas, Gormley, Hepworth, Moore, Giacometti Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale Skills: Drawing people from life, using charcoal,</p>



To know that sculptors use different styles.

modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire
Drawing and 3D Form

Year 2 Summary of Art

Concepts	Types of Art	Skills Developed	Processes (analysing, exploring, observing, evaluating)
Colour, Shape, Texture, Pattern, Symmetry	Portraits, Landscapes, AngloSaxon Art, Murals, Tapestries	Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media	verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork

Skill Progression

Painting	Drawing	3D Form	Collage	Textiles	Printing
Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour	Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels	Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects	Collage with paper - cutting organic shapes, collage with textiles – colour matching	Weaving	Mono-printing with polystyrene

Year Group	Key (Substantive) Knowledge	Artist Study, Concepts and Skills
<u>Year 2</u>	<p><u>Colour and Shape</u> To know and recognise primary, secondary, warm and cool colours. To know that a tint can be made by adding white to a colour. To know that a shade can be made by adding black to a colour. To know that geometric shapes are shapes that can be named. To know that an organic shape is a shape that cannot be named (unlike a geometric shape). To know that Calder used organic shapes to make his sculptures.</p>	<p><u>Artists:</u> Kandinsky, Delaunay, Monet, Klee, Picasso, Calder <u>Concepts:</u> primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes <u>Skills:</u> colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p> <p style="text-align: center;">3d Form Painting Drawing</p>
	<p><u>Colour, Shape and Texture</u> To know that Matisse made colourful pictures by cutting out and arranging shapes. To know that Matisse used organic shapes and complementary colours in his cut-outs. To know that Matisse carefully considered the composition of his cut-outs. To know that artists can show how something feels.</p>	<p><u>Artists:</u> Matisse, Durer, Jan van Eyck <u>Concepts:</u> cut-outs, complementary colours, organic shapes, composition, visual texture <u>Skills:</u> colour mixing, selecting complementary colours, cutting organic shapes, creating texture with</p>

	<p>To know that artists can create visual texture.</p>	<p>mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels Collage and Drawing</p>
	<p>Portraits and Self-Portraits To know that a portrait is a word used to describe a picture of a real person. To know that portraits artists create of themselves are called ‘self-portraits’. To know that artists think carefully about the colour of the paints they use in self-portraits. To know that artists represent themselves in self-portraits. To know that an artist can represent themselves or others in different ways. To know that cubism is a way of painting or drawing where artists show more than one view of something in the same picture.</p>	<p>Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: : Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels Drawing and Painting</p>
	<p>Landscape and Symmetry To know that a landscape is an image of the natural environment seen in one view. To know that different painters used different methods for painting landscapes. To know that Turner used bold brushstrokes. To know that artists can use symmetry. To know that artists can create works of art using symmetry.</p>	<p>Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy Concepts: What is a landscape, different methods to paint landscapes, Turner’s style, symmetry in nature and art, temporary art Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects Mixed Media (Drawing And Painting) Sculpture</p>
	<p>History Painting To know that artists have shown myths in art throughout history. To know that a work of art can tell part or the whole of a narrative. To know that Picasso painted many pictures of the Minotaur. To know that an artist can show different characteristics by the way they draw. To know that many artists have shown classical myths in their paintings.</p>	<p>Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage Drawing Mixed Media (Drawing/Collage)</p>
	<p>Murals and Tapestries To know that sometimes artists paint on walls or ceilings.</p>	<p>Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy</p>

	To know that Michelangelo painted a mural on the ceiling of the Sistine Chapel. To know that murals are pieces of art that everyone can see. To know that a tapestry is a piece of art made from woven threads. To know that Leonardo da Vinci painted the Last Supper.	Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition
		Skills: mono-printing, weaving, creating a composition Printing and Textiles

Year 3 Summary of Art

Concepts	Types of Art	Skills Developed	Processes (analysing, exploring, observing, evaluating)
Line, Form, Pattern, Symmetry	Still life, History painting, Ancient Egypt, Architecture	Painting, Drawing, 3D form, Collage, Printing, Mixed media	verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork
Skill Progression			
Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour	Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light	3D Form Modelling with clay – sticking and carving, clay relief, model making with mixed media	Collage Collage with paper and tissue paper
			Printing Mono-printing with polystyrene

Year Group	Key (Substantive) Knowledge	Artist Study, Concepts and Skills
<u>Year 3</u>	<u>Line</u> To know that artists use sketchbooks and that lines are like basic tools for artists. To know that artists can use different line weight. To know different ways artists use line. To know that Hukosai used woodblock printing to create lines. To know that printing can create the same image again and again. To know that printing can create lines.	<u>Artists:</u> Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai <u>Concepts:</u> Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines <u>Skills:</u> continuous line drawing, line weight, drawing contour lines, monoprinting <b style="text-align: center;"><u>Drawing Printing</u>
	<u>Still Life and Form</u> To understand what a still life is and know that they have been painted for a long time. To know that artists use tone to create form. To know that artists can show tone and form using cross hatching.	<u>Artists:</u> Warhol, Morandi, Stubbs, Cezanne, Moser <u>Concepts:</u> What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour

	<p>To know that artists can use colour to create form. To know how to use colour to create form.</p>	<p>to create form Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels Drawing</p>
	<p>Art of Ancient Egypt To know that the Ancient Egyptians created different pieces of art. To know that the Great Sphinx is a large statue built by the Ancient Egyptians. To know that a bust means a sculpture of a head and shoulders. To know that the Ancient Egyptians made the first paper called papyrus. To know that the Ancient Egyptians used art to show what they believed in.</p>	<p>Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun’s death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D Form and Drawing</p>
	<p>Anglo Saxon Art To know that the AngloSaxons created art from metal. To know that the Anglo Saxons created interlaced designs. To know that illuminated letters are decorated with pictures and patterns. To know that the Bayeux Tapestry shows the events of 1066 and the Battle of Hastings.</p>	<p>Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: AngloSaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage Drawing, Painting and Collage</p>
	<p>Architecture To know that architecture is the art of designing buildings and understand the importance of the Parthenon. To know that line and symmetry are important when designing buildings. To know that architects use different things to inspire their designs. To know that Gaudi is known for his mosaics, stained-glass windows and towers.</p>	<p>Architecture/Architects: Parthenon (Callicrates), St Paul’s Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi’s use of curved lines, nature, mosaics and stained glass Skills: : Using lines to create a design, working with clay to create a relief, building up and carving away, collage</p>

		Drawing, Sculpture and Collage
	<u>Modern Architecture</u>	<u>Architecture/Architects:</u> Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)
	To know that modern architecture means buildings that have been designed and built recently.	<u>Concepts:</u> modern vs traditional, function, inspiration, process: models and drawing, construction: engineers
	To know that modern architecture can look different from traditional architecture using different materials, shapes and lines.	<u>Skills:</u> Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team
To know that the function of a building affects its design.		Drawing and 3D Form
To know that architects use different things to inspire their designs.		
To know that architects consider a process to design a building.		
To know that an engineer works out how a building will stand up safely.		

Year 4 Summary of Art

Concepts	Types of Art	Skills Developed	Processes (analysing, exploring, observing, evaluating)
Light, Space, Design – Elements of Art, Pattern	Ancient Rome, Byzantine Empire, Textiles	Painting, Drawing, 3D form, Collage, Mixed media	verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork
Skill Progression			
Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour	Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone	3D Form Cardboard reliefs, Model making with mixed media	Collage Collage with paper
		Textiles Embroidery, weaving	

Year Group	Key (Substantive) Knowledge	Artist Study, Concepts and Skills
<u>Year 4</u>	<u>Light</u> To know that artists can use tone to show form and drama. To compare how two artists (Caravaggio and Vermeer) use tone. To know how to use a ground and underpainting using acrylic paint. To know that artists use tints and shades to show form. To know that artists can use and show light in different ways.	<u>Artists:</u> Caravaggio, Vermeer, Goncharova, Begum <u>Concepts:</u> light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways <u>Skills:</u> Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic <b style="text-align: center;">Drawing and Painting
	<u>Space</u> To know that artists can create the illusion of three dimensions. To know that artists can use foreground, middle ground and background to create an	<u>Artists:</u> Matisse, Millet, Bonheur, Bruegel, Turner <u>Concepts:</u> Three dimensions: height, width and depth, the illusion of three dimensions, using

	<p>illusion of depth. To know that artists can use colour and detail to show depth</p>	<p>foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard 3D Form and Drawing</p>
	<p>Design To know that the elements of art work together to make successful design. To know that Matisse carefully considered the design of his cut outs. To know that expressionism is a type of art where design shows strong emotion. To know that colour is an element of art that can affect emotion. To know that lines can be used to show emotion.</p>	<p>Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour Drawing and Painting</p>
	<p>Monuments of Ancient Rome To know that Roman monuments can tell us about the Emperors who built them. To know some key information about the Pantheon of Ancient Rome. To know some key information about the Colosseum of Ancient Rome. To know that the Colosseum is made up of arches and know why these are important. To know that Trajan's Column is a column to celebrate Trajan's victory in war.</p>	<p>Monuments: : The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team 3D Form</p>
	<p>Monuments of the Byzantine Empire To know that Constantine the Great was the first Christian Emperor who founded Constantinople and ruled over the Byzantine Empire. To know that Hagia Sofia was built as a church during the Byzantine Empire. To know that ornate mosaics were made during the Byzantine Empire. To know that icons were painted to use for prayer and reflection.</p>	<p>Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage Painting and Collage</p>
	<p>Needlework, Embroidery and Weaving To know that needlework is the art of sewing or embroidery. To know that embroidery is the art of making pictures or patterns by sewing onto cloth. To know that cross-stitch is one embroidery stitch.</p>	<p>Designers/Artists: MacDonald, Hartnell –Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving –</p>

	To know that weaving is a way of making fabric by crossing over threads.	looms, warp thread, weft thread, tapestries
	To know that Anni Albers believed textiles were as important as painting and sculpture.	Skills: cross-stitch design, cross-stitch, weaving Textiles

Year 5 Summary of Art

Concepts	Types of Art	Skills Developed	Processes (analysing, exploring, observing, evaluating)
Style, Colour, Pattern, Abstract	Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking	Painting, Drawing, 3D form, Printing, Mixed media	verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.
Skill Progression			
Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use	Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone	3D Form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs	Collage Mono-printing with Perspex, screenprinting

Year Group	Key (Substantive) Knowledge	Artist Study, Concepts and Skills
<u>Year 5</u>	<p><u>Style in Art</u> To know that style means the way a piece of art looks. To know that style can mean the technique an artist has used to make a painting. To know that Rococo was a style of art and design from the 1700s. To know that modernism is a style of art and design which started in the 1850. To know that abstract art is art that doesn't try to look like something. To know that artists can use colour theory to create an effect in abstract paintings. To know that colour theory is information about how to create different colours by mixing and the effect of different colour combinations.</p>	<p><u>Artists/Designers:</u> Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</p> <p><u>Concepts:</u> What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art</p> <p><u>Skills:</u> Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting</p>

		<p>with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p> <p style="text-align: center;">Drawing and Painting</p>
	<p><u>Islamic Art and Architecture</u> To know that Islamic art and architecture relates to the religion of Islam or the Islamic world. To understand that Islamic art uses calligraphy, geometric and vegetal patterns. To know common features of Islamic architecture. To know that the Alhambra shows features of Islamic art and architecture. To know that the Taj Mahal shows features of Islamic art and architecture. To know that Begum’s work is influenced by Islamic art and architecture.</p>	<p><u>Architecture:</u> The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <p><u>Concepts:</u> Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.</p> <p><u>Skills:</u> using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p> <p style="text-align: center;">Drawing, Painting and 3D Form</p>
	<p><u>Art from Western Africa</u> To know that the Bamana people from Mali carve antelope headdresses to use in ceremonies. To know that the Malian antelope headdresses show shapes which represent animals. To know that the Benin Plaques are cast brass plaques made to decorate the royal palace in Benin City. To know that trade between the Edo peoples and the Portuguese is shown in Benin art. To know that British forces took artworks from Benin City and some people think they should be returned to Benin City.</p>	<p><u>Art:</u> Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p> <p><u>Concepts:</u> Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art</p> <p><u>Skills:</u> Using 3d mixed media to design and create relief sculptures</p> <p style="text-align: center;">3D Form and Drawing</p>
	<p><u>Chinese Painting and Ceramics</u> To know materials are used to make Chinese calligraphy paintings. To know that calligraphy is a very important form of Chinese art and uses the same materials as Chinese painting. To know some techniques of Chinese painting style. To know the importance of Ming ware in Chinese porcelain production. To know the influence of Chinese porcelain in Europe.</p>	<p><u>Art:</u> Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p><u>Concepts:</u> Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe</p> <p><u>Skills:</u> Using Chinese painting materials and Chinese</p>

		painting style – emphasis on brush use Painting
	Print Making To know that printing is an indirect art that can produce many copies. To know that screen-printing is a process where printing ink is forced through the small holes in a piece of material and a picture or pattern is made by covering some of the holes with a stencil. To know that relief printing is when lines are carved into a printing block and ink covers the raised parts of the block. To know that intaglio printing is when marks are made in a metal plate and ink is pressed into those marks; the ink in these marks form the design on the printed paper.	Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design Skills: Mono-printing with Perspex, printing ink and pencils, screenprinting with stencils Printing
	History of Photography OR Take One Picture Take One Picture To investigate the picture. To discuss and understand the different issues raised by the picture. To discuss and understand how the issues raised by the picture relate to our local community. To discuss and investigate ideas and media for a piece of art. To construct a work of art.	Artists: The artists covered in Take One Picture will depend on the focus piece selected by the National Gallery Take One Picture scheme. Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind, <i>Conor McDonnell</i> Concepts: The concepts covered in Take One Picture will depend on the focus piece selected by the National Gallery Take One Picture scheme.
	History of Photography To know how the art of photography began. To know that photography has changed since it was invented. To know that a traditional camera records images on film and has a lens and a shutter. To know that a digital camera doesn't use photographic film but stores photographs electronically on a card, computer or phone. To know that photography can be used for different purposes. To know that photography can be used to create 'abstract' images.	The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing. Photography and Collage

Year 6 Summary of Art

Concepts	Types of Art	Skills Developed	Processes (analysing, exploring, observing, evaluating)
Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern	Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism	Painting, Drawing, 3D form, Collage, Printing	verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork

Skill Progression

Painting	Drawing	3D Form	Collage	Printing
Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster	Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone	Modelling with clay – sticking and carving (reliefs), casting in plaster	Collage with paper	Reduction printing with polystyrene

Year Group	Key (Substantive) Knowledge	Artist Study, Concepts and Skills
<u>Year 6</u>	<p><u>Art in the Italian Renaissance:</u> To know that the Renaissance was a new style in art and culture that started in Italy. To know Leonardo da Vinci did anatomical drawings. To know different works by Leonardo. To know that Michelangelo painted the ceiling of the Sistine Chapel in the Vatican in Rome. To know that painters in the renaissance made their portraits realistic. To know that, in the renaissance, painters made their paintings realistic by using linear perspective.</p>	<p><u>Artists:</u> Michelangelo, Leonardo da Vinci, Raphael <u>Concepts:</u> Italy and ‘rebirth’ (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective <u>Skills:</u> Observational drawing, using plaster, designing and painting on plaster, using perspective to draw Painting, Drawing and 3D Form</p>

	<p><u>Renaissance Architecture and Sculpture</u></p> <p>To know that Brunelleschi designed Florence Cathedral and it is famous for the design of its dome.</p> <p>To know that Ghiberti used relief sculpture and linear perspective in The Gates of Paradise.</p> <p>To know that Donatello carved a sculpture of St George.</p> <p>To know that Michelangelo was one of the architects for St Peter’s Basilica in Vatican City.</p> <p>To study Michelangelo’s sculpture, the Pietà.</p> <p>To know how classical sculpture influenced Michelangelo’s sculpture, David.</p>	<p><u>Artists/Architects and Architecture:</u> Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter’s</p> <p><u>Concepts:</u> Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto</p> <p><u>Skills:</u> Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project</p> <p style="text-align: center;">Drawing and 3D Form</p>
	<p><u>Victorian Art and Architecture</u></p> <p>To know that Victorian architecture used architectural styles from the past.</p> <p>To know that the design of the Houses of Parliament shows gothic and classical features.</p> <p>To know that we can see Victorian architecture in our local environment.</p> <p>To know that the Pre-Raphaelites were a group of young artists who were against ideal human forms and settings.</p> <p>To understand the PreRaphaelites wanted to make what they painted look real.</p>	<p><u>Architects/Architecture:</u> Pugin, Barry – The Houses of Parliament</p> <p><u>Artists (Pre-Raphaelites):</u> Rossetti, Millais</p> <p><u>Concepts:</u> Classical v Gothic architecture</p> <p><u>Concepts:</u> Reaction against ‘ideal’ forms of the renaissance. Aims as artists. Pursuance of photographic reality</p> <p><u>Skills:</u> Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes</p> <p><u>Skills:</u> Working in watercolour from light to dark. Observing nature closely.</p> <p style="text-align: center;">Painting and Drawing</p>
	<p><u>William Morris</u></p> <p>To know that William Morris was a Victorian designer.</p> <p>To know that Morris’ wallpaper was made by block printing.</p> <p>To know that Morris decorated his own houses and sold his designs from his own company.</p> <p>To know that William Morris was a key figure in the Arts and Crafts movement, which promoted traditional craftsmanship and rejected Victorian Industrialisation.</p> <p>To know that William Morris was a writer and created his own printing press.</p>	<p><u>Artist/Designer:</u> William Morris – a detailed study</p> <p><u>Concepts:</u> Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing</p> <p><u>Skills:</u> Creating a design based on nature, relief reduction printing</p> <p style="text-align: center;">Drawing and Painting</p>

	<p><u>Impressionism and Post-Impressionism</u></p> <p>To know that the impressionists were a group of painters from France in the 19th century.</p> <p>To know that the impressionists used developing scientific knowledge about the way we see.</p> <p>To know that the impressionists painted scenes of modern life.</p> <p>To know that post-impressionism describes a change in impressionism.</p> <p>To know that Van Gogh and Gauguin were post-impressionist artists.</p> <p>To know that the impressionists were influenced by Japanese design.</p>	<p><u>Artists:</u> Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin</p> <p><u>Concepts:</u> painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin)</p> <p><u>Skills:</u> painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage</p> <p style="text-align: center;">Painting, Drawing and Collage</p>
	<p><u>Art in the 20th Century – Modernism and Beyond:</u></p> <p>To know that art can raise issues and provoke debate.</p> <p>To know that Picasso started cubism which led to the creation of abstract art.</p> <p>To know that Hepworth made abstract sculptures which were influenced by the landscape around.</p> <p>To know that Auerbach was influenced by the rebuilding of London after the second world war.</p> <p>To know different techniques used by some modern artists.</p> <p>To know that Himid explores the issue of race and identity in her art.</p>	<p><u>Artists:</u> Picasso, Hepworth, Auerbach, Freud, Bowling, Himid</p> <p><u>Concepts:</u> Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender</p> <p><u>Skills:</u> A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century</p>