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Year	Term	Great artist	Concept	Intent	EYFS	Vocabulary
EYFS	Autumn	**Picasso: How did Picasso use colour to communicate his identity?** **Starting point** https://www.bbc.co.uk/bitesize/clips/zjvcd2p	**Main concepts:** Colour **Secondary concepts:** Identity Communication	Within the Autumn term, our reception pupils will learn about what makes them 'unique.' They will begin to recognise their different features, comparing and contrasting their similarities and differences surrounding their concept of identity. We shall explore mixing primary colours to create their chosen secondary colours to match their features. We shall observe the bright and bold features in Picasso's paintings and create a self-portrait within his style.	To paint using colour in the style of Picasso. **Creating with Materials** -To explore colour and how colours can be changed. - To begin to understand how to use a variety of materials, tools and techniques safely. - To represent objects using line to enclose a space and create shapes. - To show interest and begin to describe textures using their senses. - To begin to select own materials, tools and techniques for a purpose. - To use various construction materials to construct with a purpose in mind. - To work with others, sharing ideas. _ To talk about what you have made and how you have created it. - To make use of given props and materials when role playing characters in narratives and stories	Colour, technique, primary colours, secondary colour, mixing, lines, space, tools, brush strokes, texture, style, bright, bold, portrait, figures, silhouette, features, identity, self portrait, reflection, artist, features, arrangement, light, dark, warm colours, cool colours, colour wheel.
EYFS	Spring	**Henri Matisse: How did Henri Matisse use shape to explore the changes in nature?** **Starting points:** https://www.tate.org.uk/kids/explore/kids-view/meet-matisse https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse	**Main concepts:** Shape **Secondary concepts:** Change Expression	Moving through into the Spring term, the children will look into the world of shape. Henri Matisse's artwork celebrates the beauty of different natural shapes, mostly surrounding nature. Using influences from the change in season, the children will use one handled tools to develop their fine motor skills	To use tools to create shape and arrange them in the style of Henri Matisse. **Creating with Materials** - To develop colour-mixing techniques to match the colours to what you see or want to represent. - To build on different techniques for joining materials and begin to talk about why you have chosen that technique, material or tool. - To build on previous learning by adapting ideas. - To create collaboratively, sharing ideas, resources and skills.	Shape, motif, pattern, outline, repeated pattern, print, texture, landscape, form, shadow, nature, natural, arrangement, colour, light, dark, bold, bright,

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				to accurately cut and arrange shapes in the style of Henri Matisse. They will have chance to comment on artwork from both previously explored artists building upon a visual language.	_ To discuss any challenges and how you fixed them or changed your creation or process. - To decide which props or materials are needed when role playing characters in narratives and stories and use previous learning to begin to create these.	
EYFS	Summer	**Paul Klee: How did Paul Klee use pattern to explore a sense of place?**	**Main concepts:** Pattern **Secondary concepts:** Exploration Interpretation	Within the Summer term, the children will revisit their previous learning surrounding colour and shape to explore the artist 'Paul Klee'. Linking to the Maths curriculum, the children will print using a range of shapes to create and build an building through art. The children will explore pattern, using repeated patterns, shape and colour ranges. They will be encouraged to comment on the artwork of Paul Klee and talk about the pattern which they see surrounding them.	To represent shape within patterns in the style of Paul Klee. **ELG: Creating with Materials** - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - To share my creations, explaining the process I have used; - To make use of props and materials when role playing characters in narratives and stories.	Pattern, print, texture, landscape, form, shadow, colour, contrasting colours, colour wheel, bright, bold, detail, place, shape, create, tools, techniques, experiment, texture, design, form, function.

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Year	Term	Great Artist	Concepts	Intent	National Curriculum Objectives	Milestones	Essential characteristics	Vocabulary
1	Autumn	L.S Lowry: How did Lowry use line to portray his artwork? Starting point: Concept of line: https://courses.lumenlearning.com/atd-sac-artappreciation/chapter/oer-1-7/ BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/zbr87ty https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-ls-lowrys-britain-at-play/zvkskmn	Main concepts: Line Secondary concepts: Interpretation Primary History concept; Continuity and change	Building upon the skills from their Expressive Arts and Design area in their reception year, the children in year one will be opposed to another great artist. They will be able to recall how Picasso used curved and creative lines to build upon self-portraits and that Paul Klee used the straight lines of shapes to create his artwork. In Year 1 they will have chance to see how Lowry used lines as part of his industrial scenes depicting a greater content within his work; including 'matchstick people' and tall linear buildings.	To use drawing and painting to show the importance of 'line' when creating a piece of artwork in the style of L.S Lowry.	Draw line of different sizes and thicknesses + colour own work neatly following the lines. To respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary colours.	The ability to draw confidently and adventurously from observation, memory and imagination. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and	Line, colour, form, artist, technique, style, texture, painting, drawing, English art history. Industrial scenes, 'matchstick people' L. S Lowry, 20th century artist, landscapes, portraits, human figures, working class, setting, scene, original, characterful.

						Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	understanding of other artists, craft makers and designers The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
1	Spring	**Wedgewood/ Burleigh; In what way did the designers at Wedgewood and Burleigh use form to communicate?**	**Main concepts:** Form **Secondary Concepts:** Communication **Primary History concepts:** Significance	Josiah Wedgewood used 'shape' to communicate meaning when creating these iconic designs. This term Year 1 will look at how shape is conveyed through their own use and exploration of clay. They will observe and discuss the significance of shape within both Wedgewood and Burleigh design. They can compare and contrast the 'earthenware' to the 'fine china' in the aspect of wealth,	To use clay to develop the technique or creating form and shape.	Press, roll, rub and stamp to make prints. To respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and	The ability to draw confidently and adventurously from observation, memory and imagination. An impressive knowledge and understanding of other artists, craft makers and designers	Shape, pattern, design, sculpture, craft makers, colour, ceramicist, products, technique, create, difference, similarities, style, local art history. Wedgewood, factory, industrial, clay, slip, domestic earthenware (Burleigh), kiln, high

				quality and traditional use of shape. The children will be encouraged to comment using a visual language; exploring their likes, dislikes and opinions. The children will be exposed to different forms of clay and have a chance to explore its properties. They will develop basic skills using simple tools to create their own ceramics.		materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary colours. Use a combination of shapes Use techniques such as rolling, cutting, moulding and carving. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	quality, traditional shapes, Middleport, Jasperware, Royal Collection, luxury, fine china (Wedgewood) Barlaston, Stoneware, glazes, moulds, iconic, originals, worldwide distribution.
1	Summer	**Andy Warhol:** How does Warhol use colour to express his style within Pop Art and how is this similar or different to the other artist you have previously studied?	**Main concepts:** Colour. **Secondary Concepts:** Expression/ Similarities & Differences	Building upon their previous artist knowledge of a selection to great artists, within the Summer term the children will study another comparison of art history- this being the	To develop a wide range of design techniques focusing on the communication through 'colour'	To respond to ideas and starting points.	The ability to communicate fluently in visual and tactile form.	Colour, print, design, artist, technique, repeated pattern, painting, style, bright,

		Starting point: Introduction of Pop Art https://www.tate.org.uk/kids/explore/what-is/pop-art https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol Conceptual art: Is art just an idea? Can anything be art? https://www.tate.org.uk/kids/explore/kids-view/kids-on-conceptual-art https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-andy-warhols-marilyn-diptych/z4r2r2sg	**Primary History concepts:** Democracy & Hierarchy	within the contemporary world of 'Pop Art'. Influenced by the expression of identity, linked to public figures such as the Queen, the children in Year 1 will explore an expression of pattern and colour in the style of Andy Warhol. Warhol is famous for his bright, bold statement prints using different hues of colour. The children will create their own artwork in the style of Andy Warhol using the process of printing.	in the style of Andy Warhol.	Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary colours. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	The ability to draw confidently and adventurously from observation, memory and imagination. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designer.	bold. Worldwide art history. American artist, Pop culture, Pop Art, visual arts movement, silk-screening, celebrity culture, photography, Queen Elizabeth.

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							The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
2	Autumn	Claes Jansz Visscher: How does Visscher use texture to interpret key events in history?	**Main concepts:** Texture **Secondary Concepts:** Interpretation **Primary History concepts:** Reasoning and conflict	Year 2 will build upon the study of line in Year 1 (Lowry) and introduce the importance of texture when using a variety of pencils and graphite. The children will understand the difference within a range of pencils and their ability to create texture and tone. (HB to 6B) Why? Tone is used to create life within a piece of art and a 3-dimension effect. Year 2 will use the style of Visscher and create a black and white drawing to record their own interpretation and observations of the happenings of the gunpowder plot.	To develop a wide range of art and design techniques with a focus upon **texture** when recreating their own interpretation of the gunpowder plot.	Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. To respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and	The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. The ability to draw confidently and adventurously from observation,	Line, texture, pencil, charcoal, light, dark, shadow, tone, graphite, 3D effects, observational drawing, style Gun Powder plot, Guy Fawkes, observational artist, Baroque, Houses of Parliament, Conspiracy, Rule of Law, Justice. distribution. conspirators, dynamite,

						materials as ideas develop.	memory and imagination. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designer. The ability to think and act like creative practitioners by using their knowledge and	

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							understanding to inform, inspire and interpret ideas, observations and feelings.	
2	Spring	Clarice Cliff: In what way does Clarice Cliff's signature design differ from the works of previous ceramists that you have studied?	**Main concepts:** Form/ Shape **Secondary Concepts:** Expression **Primary History concepts:** Significance and identity	Within Year 1 the children were exposed to the classic, regal, elegant design of Wedgewood. Building upon their prior ceramicist knowledge, the children in Year 2 will study the creative and alternative style of Clarice Cliff. Her colourful, hand painted and unique style was admired to be the most influential ceramics of the 20th century. The children will explore **sculpture and shape** when creating a piece influenced by the artist. The children will then gain a wealth of hand painted techniques when adding a **'art deco'** style to their clay created design.	To use a range of materials to creatively design and make products. To build upon my technique when working with clay to create a contrasting design in the style of Clarice Cliff,	To use clay as a material to manipulate different shapes. To respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use a combination of shapes Use techniques such as rolling, cutting, moulding and carving.	The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and	Shape, pattern, design, sculpture, craft makers, bold colour, ceramicist, products, technique, create, difference, similarities, style, local art history. Clarice Cliff, Tunstall, factory, industrial, clay, slip, earthenware, kiln, collectable, 'The Potteries' 'Art Deco', 'Bizarre ware', glazes, moulds, iconic, originals, worldwide,

						Use thick and thin brushes. Mix primary colours to make secondary colours.	accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
2	Summer	Peter Paul Rubens: How does Rubens use of tone showcase the typical Baroque style?	**Main concepts:** Colour **Secondary Concepts:** Interpretation **Primary History concepts:** Emotion	Within this unit of work, the children will learn of the terror of 1666 in which 'The Great fire of London' caused. The children will have thought about how the inhabitants would have felt losing their homes and loved ones. Within Art and Design, the children	To use a range of learnt painting techniques when exploring colour to portray emotion and movement in a Baroque style.	To use painting techniques exploring colour to share imagination. To respond to ideas and starting points.	The ability to explore and invent marks, develop and deconstruct, communicate perceptively and powerfully through	Colour, movement, tone, paint, figures, shape. Features, landscapes, portraits, emotion, dismay, Baroque movement, The Great fire of

		How does Ruben use colour to portray emotion?	Perspectives	will observe how the Baroque style used emotion and movement to depict this era. The children will then portray their own imagination of 'the great fire' in the style of the Barque movement communicating movement and rich emotion. The children will recall their use of tone in the Visscher black and white pencil drawings, however when working in the Baroque style the children will be encouraged to use a paintbrush and colour to create tone. How? Using tones and tints of white and black mixed to their chosen colour to create depth of their painting. The children will use a range of brush strokes to create movement within their painting, The pieces created should all be individual and portray their own learning of the Great fire of London.		Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary colours.	purposeful drawing. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers. The ability to think and act like creative practitioners by	London, 'The Hippopotamus and the crocodile hunt' trauma, depiction. perspective, warm colours, cool colours.

							using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
3	Autumn	Lascaux cave painters: In what way did the Lascaux cave painters provide their earliest communication?	**Main concepts:** Line **Secondary Concepts:** Communication **Primary History concepts:** Evidence	Throughout Key Stage 1 the children will recall to use of line and colour to communicate a sense of a local identity (Lowry) and a worldwide identity (Andy Warhol) as well as using art as a way of communicating feelings of emotion and movement (Baroque era- Visscher and Rubens). However, in the Stone Age, **early humans used cave painting as a way of helping them through their struggle for survival.** The children will discuss these **early marks as a way of a 'first' communication.** They will recognise that the artists in the Stone Age didn't have the	To improve the mastery of art and design techniques when drawing and painting with the focus upon line as a communication tool.	To use a number of brushes using thick and then brushes to produce lines and patterns. To use different harnesses of pencils to show line, tone and texture. Using shading to shade light and shadow.	The ability to use visual language skilfully and convincingly to express emotions, interpret observations. The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. An impressive knowledge and	The Stone Age, cavemen, Lascaux, natural dyes, tools, carving, survival, nature. Technique, mixing, line, marking making. Animals, storyboards, journey, communication,

				tools and resources like the previous era that they studied- they had to use what they could find and make as tools to paint and draw. They had to create their own paints using natural resources and dyes. A discussion around if you were in the Stone Age what would your first message say? How would you communicate it i.e through drawing, symbols or your own idea of communication? Record your ideas and thoughts within your sketchbook.			understanding of the first communication of the Stone Age. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
3	Spring	Anglo Saxon metalwork: What is significant about the metalwork of the Anglo Saxon period? Starting point: https://www.youtube.com/watch?v=_jbn9_IKA3ow	**Main concepts:** Shapes/ Form **Secondary Concepts:** Interpretation **Primary History concepts:** Culture	Within Key Stage 1, the children will recall previous learning of the way artists and crafters have created their own identity within their own art movement in time. From the iconic 'Pop Art' of Andy Warhol, submersed with celebrity culture, to the local ceramicist Clarice Cliff who thought about functionality of earthenware as well as	To improve mastery of art and design techniques when drawing my Anglo Saxon design.	Use different harnesses of pencils to show line, tone and texture. Use shading to shade light and shadow.	The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas,	Shape, form, metalwork, pattern, design, craftsmanship, riddle, motif, intricate, detailed, Anglo Saxon, period, armour, embellishment, wealth, symbolism, significance, hidden treasure, hierarchy, culture,

				'breaking the rules' with colour in her 'Art Deco' designs of her 'Bizarre ware'. Within Year 3, the children are studying the Anglo Saxons and the Scots of AD 410 onwards. Similar to Year 1's study of the regal and precious Wedgewood designs, the Anglo Saxons thought of themselves as masters of the art and design in which they used intricate and meaningful designs onto metalwork. Within Year 3 the children will have chance to identify the different parts of the intricate Anglo Saxon designs and explore their mythology meaning behind them. These intricate designs were designed and created for the regal figures of this time and thought to be worn by a Anglo Saxon King. Their designs are full of imagination and mystery and designed for much more than their functional element as a shield or broach. The children will have chance to design like an Anglo Saxon for a King. They will explore a range of animal, mythology designs and give			observations and feelings. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers	

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				reason why they have chosen their design.				
3	Summer	Architecture of London. What are the similarities and differences of the Gothic style' compared to our local architecture? Westminster Abbey: Henry VII's chapel Gothic style: https://www.youtube.com/watch?v=YCKzhNQISZo https://www.youtube.com/watch?v=vzFNhTYsZ4o The Houses of Parliament: Architect Charles Barry.	**Main concepts:** Shape and Space **Secondary concepts:** Similarities and differences **Historical concepts:** Perspectives and significance	Within Key Stage 1 and 2 up until now, our pupils will have reflected upon great artists or movements ranging from the earliest communication from the Stone Age to the 'Pop Art world' of Andy Warhol. They will have observed the works of great artists and have been encouraged to build upon their visual language when commenting upon them. Within the summer term, Year 3 will explore London's famous architecture, landmarks and significant buildings. They will have chance to draw and paint, recording their observations, research and discoveries in their sketchbook. These will provide a record of working drawings and techniques surrounding the concept of shape and space.	To learn about great artists, architects and designers in History within our capital city.	Experiment with creating moods with colour. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	An impressive knowledge and understanding of other artists, craft makers and designers. • The ability to communicate fluently in visual and tactile form. • The ability to select and use materials, processes and techniques skill fully and inventively to realise intentions and capitalise on the unexpected. The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture,	Shape, space. Architecture, architect, building, design, style, Gothic era, stonework, mosaic, pattern, detailing, significance, embellishment, perspective, space, portrait and landscape. Capital city, iconic landmarks, significance, symbolism, detail, structure, height, depth.

		https://www.youtube.com/watch?v=7oBUlo5R5qg The Globe theatre: Shakespeare.					form) to express emotions, interpret observations, convey insights and accentuate their individuality. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
4	Autumn	Ancient Egyptian Architecture: How did the Egyptians communicate significance through architecture? https://www.youtube.co	**Main concepts:** Line and Pattern **Secondary concepts:** Communication Primary History Concepts: Evidence	Throughout Key stage one our pupils will have explored the identity of a range of artists, craftsman and artisans from the early identity of the Stone Age cave painters to Andy Warhol's bold and bright pop art. Within the Egyptians topic of learning, Year 4 will now explore the architecture	To improve the mastery of art and design techniques, including drawing, painting and sculpture with clay when creating their own artwork surrounding the symbolism of	Collect information, sketches and resources. Comment on artwork using visual language Create and combine shapes to create recognisable forms.	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret	Sculpture, line, pattern design, drawing, painting, originality, form. Pyramids, structures, discovery, harmony, Egyptian Gods/ Goddesses, tomb, balance, mummies, culture. Identity,

		m/watch?time_continue=322&v=hOItzmilV5g&feature=emb_logo 1-6 mins Inside the tombs of kings: https://www.youtube.com/watch?v=lN-OLpHKnZ8		from the 18th century within the concept of line and pattern. They will observe, research and begin to understand that Egyptian art is based on a perfect balance because it reflects the ideal world of the gods. Tutankhamun's death mask presents an idealised portrait of the King within the long lasting metal of gold. The Year 4's will now use the style of 18th century Egyptian art which they have studied to create their own interpretation of studied Ancient Egyptian architecture using clay. Their work should convey the style, significance and importance of this moment in art history.	harmony, a perfect balance.	Create original pieces that are influenced by Ancient Egyptian Architecture.	observations, convey insights and accentuate their individuality. The ability to draw confidently and adventurously from observation, memory and imagination Independence, initiative and originality which they can use to develop their creativity. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas,	symbolism, wealth, significance.

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							observations and feelings.	
4	Spring	Staffordshire Hoard: What do you notice about the shapes and patterns used within the finds of the Staffordshire Hoard?	**Main concepts:** Shape/ Form **Secondary concepts:** Interpretation **Secondary concepts:** Culture	Throughout Key Stage 1, our pupils will have observed a range of purposeful designed objects within a range of art history movements. From Clarice Cliff's art deco ceramic earthen ware within Year 2 to a recent study of the Anglo Saxon and Scots metalwork in which they used highly embedded stories using animals to portray riddles and puzzles. Within Year 4 the children will move to local history surrounding the 'Staffordshire Hoard' discovered in 2009 having 1,300 years of not being disturbed. This discovery a cache of gold, silver, and garnet objects from early Anglo-Saxon times and from one of the most important kingdoms of the era. The children will develop their drawing techniques using observation drawings; using shading to show light and shadow.	To create sketches to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques	Collect information, sketches and resources. Use different hard nesses of pencils to show line, tone and texture. Use shading to show light and shadow.	The ability to draw confidently and adventurously from observation, memory and imagination. • The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. • The ability to communicate fluently in visual and tactile form. The ability to use visual language skilfully and	Shape, form, metalwork, detailing, riddles, significance, line, tone, shape, form, texture, sketching, shadow, light, depth, design, embellishment, metal, gold, silver, garnet, culture, discovery, hidden, wealth, local.

							convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
4	Summer	Joseph Wright of Derby How does Joseph Wright use elements of Science to enhance his paintings?	**Main concepts:** Tone. Light & Dark **Secondary Concepts:** Expression Similarities & Differences	Within the Summer term, Year 4 will explore the works of the artist, Joseph Wright of Derby and observe his relationship with science within his painting settings. Within the concept of tone, light and	To improve their mastery of art and design techniques when experimenting with light and dark. To learn	Collect information, sketches and resources and present ideas imaginatively in a sketch book.	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern,	Science, light, dark, tone, shadow, light source, colour, texture, subjects, mystery, setting, depth, scene, experimentation, expression, features.

		https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-joseph-wright-of-derbys-orrery/zv9n92p	**Primary History concepts:** Cause and effect	dark, our pupils will have the chance to create their own class still life setting a torch as a source of light. They will observe the effects of how a light source can be changed.to effect the tone of the painting within the concept of light and dark.	about great artist surrounding the industrial revolution.	Use the qualities of materials to enhance ideas. Comment on artworks with a fluent grasp of visual language. Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon idea from other artists. Create original pieces that show a range of influences and styles.	colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	
5	Autumn	The House of Livia:	**Main concepts** Texture	Throughout key stage 1 and 2, our pupils have been influenced by the great artists throughout the art	To improve mastery of the art and design technique of	Give details about the style of some notable	The ability to use visual language skilfully and	Fresco, texture, painting, technique, embellishment, colourways, colour wheel, pastel shades, vivid

			Secondary concepts: Communication **Secondary concepts:** Cause and effect	history movement. From the cave painters of the Stone age in Year 3 to express their way of communication to the bright and bold world of Art deco and Pop art. Within Year 5, pupils will compare these styles of art to the famous frescos in 'The House of Livia'. This Ancient Roman art is embellished with exotic birds, plants, flowers, trees; the flora and fauna that have been painted with such great attention to detail that researchers were even able to identify individual species. Year 5 will follow instructions to create their own fresco from mixing a plaster of Paris and painting using water colours surrounding the concept of beauty and nature.	painting when making a fresco in the style of 'The House of Livia'.	artists, artisans and designers. Create original pieces that show a range of influences and styles. Show precision in techniques. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	detail, flora, fauna, nature, plaster of Paris, watercolours,

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5	Spring	Hans Holbein- The Royal painter	**Main concepts:** Space **Secondary Concepts:** Expression **Primary History Concepts:** Power	Throughout key stage 1 and 2, our pupils have been exposed to a range of artists who have communicated their artistic language within a certain way for a desire visual effect- from the cave painters of the Stone age in Year 3 to the bright and bold commercial world of Andy Warhol and Pop art. Within Year 5, pupils will have previously delved into the works of the famous frescos in 'The House of Livia'. At this moment in art history, they used exotic birds, plants, flowers, trees; the flora and fauna to communicate an artwork of natural beauty and nature. Within the Spring term, Year 5 will study Henry VIII and to complement their history study they will research the famous royal painter, Hans Holbein. During the early 1530's Hans Holbein was the official portrait painter for Henry VIII. The pupils will observe, research and share their thoughts about how this artist portrayed Henry VIII's power,	To learn about the great artists of the Tudor period and how they used cloth as a significance of power and wealth. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in history	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in sketch book. Comment on artworks with a fluent grasp of visual language. Combine colours, tones and tints to enhance the mood of a piece. Use a choice of techniques to depict movement, perspective, shadows and reflection. Show how the work of those studied was influential in both society and to other artists.	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret	Space, subject, wealth, depth, setting, figures, portrait, observational painting, royal, intricate, power, colour, tone, emotion, rich colours, embellishment, significance, symbolism, feeling.

				wealth and strength through the use of cloth. They will also comment on the painter's use of space, setting, colour, tone, emotion and content and how his communication thorough art differs from the other previous artist that they have studied.		Create original pieces that show a range of influences and styles.	ideas, observations and feelings.	
5	Summer	Salvador Dali Starting point: https://www.tate.org.uk/kids/explore/who-is/who-salvador-dali Surrealism: https://www.tate.org.uk/kids/explore/what-is/surrealism	**Main concepts:** Line and tone **Secondary concepts:** Similarities & Differences Perspectives	Throughout key stage 1 and 2, our pupils have captured moments in our art history timeline alongside their cross curricular curriculum. They have researched and explored the earliest work of the Stone Age cave painters to the delicate Pre-Raphaelite style of Sir John Everett Millais. Within Year 5, pupils will have previously delved into the works of the famous frescos in 'The House of Livia'. At this moment in art history, they used exotic birds, plants, flowers, trees; the flora and fauna to communicate an artwork of natural beauty and nature. Within the Spring term, Year 5 will have studied Henry VIII's official portrait painter,	To create sketchbooks to record their observations ideas, revisiting and reviewing their ideas. To learn about the great artist, Salvador Dali and his unique Surrealist approach involving the concept of dreams, the subconscious, science and religion, showcased through painting, photography and digital media.	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in sketch book. Comment on artworks with a fluent grasp of visual language. Combine colours, tones and tints to enhance the mood of a piece. Use a choice of techniques to depict movement,	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers	Line, tone, symbolism, surrealism, dreams, memory, subconscious mind, imagery, photography, digital media, perspective, reflection, depth, painting.

				Hans Holbein and his creation of power, wealth and strength within his paintings. However, in the Summer Term, Year 5 will have chance to compare their previous learning to the surrealist creator that is Salvador Dali. He used the concept of dreams, the subconscious, science and religion to provoke thought and depth within his artwork. Year 5 will have chance to research this unique artist and his style. They will have chance to explore his different use of medias such as painting, photography and digital media to portray his work. This artist should encourage Year 5 to question, wonder and appreciate the use of symbolism within his artwork. The famous piece of artwork 'The persistence of memory' is a good starting point and introduction to the surrealist movement.		perspective, shadows and reflection. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. • An impressive knowledge and understanding of other artists, craft makers and designers. • The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas,	

							observations and feelings. • Independence, initiative and originality which they can use to develop their creativity. • The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. • The ability to reflect on, analyse and critically evaluate their own work and that of others. • A passion for and a	

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							commitment to the subject	
6	Autumn	Ancient Greek Architecture	**Main concepts:** Shape & Purpose **Secondary concepts:** Communication Evidence Culture	Within Key Stage 2, Year 6 will have the wealth of knowledge of previously studied =, artists, craftsmen and artisans. They will be able to recall the study of London's Gothic architecture within Year3 and Ancient Egyptian architecture in Year 4. Together they will have discussed the significance of buildings and landmarks, adding their observations and options using a visual language. Within the Autumn term, Year 6 will study the significance of Ancient Greek Architecture linking to their History topic. They will observe the shape and purpose of iconic buildings and use a range of materials to create their own.	To create sketchbooks to record their observations ideas, revisiting and reviewing their ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in history	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in sketch book. Comment on artworks with a fluent grasp of visual language. Combine colours, tones and tints to enhance the mood of a piece. Use a choice of techniques to depict movement, perspective, shadows and reflection.	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas,	Shape, purpose, structure, architect, architecture, design, detail, culture, evidence, style, column, height, wealth, significance, symbolism, hierarchy, democracy, Gods, Goddesses, masonry, lintels, beams, circular temples, symmetry, harmony, balance, logic, function.

						Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	observations and feelings.	
6	Spring	Islamic ceramics	**Main concepts:** Pattern **Secondary concepts:** Expression Culture	Within the spring term, Year 6 will be encouraged to be reflective learners as they recall previously learnt skills and begin to make their own decisions in response to the art and design which they have earlier observed. Throughout their art and design journey at Ellison they will have had opportunity to develop a visual language developed through their; expression, communication and noted similarities and differences of artwork. As a key stage 2 artist, our year 6 pupils will be able to independently make decisions, clarify thoughts and comment upon their likes and dislikes. Within the concept of pattern, Year 6 will be able to	To create sketchbooks to record their observations ideas, revisiting and reviewing their ideas. To improve their mastery of art and design techniques, including sculpture with a range of materials To learn about great artists, architects and	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in sketch book. Comment on artworks with a fluent grasp of visual language. Combine colours, tones and tints to enhance the mood of a piece.	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. The ability to think and act like creative practitioners by using their	Pattern, design, detail, intricate, ceramics, geometric patterns, tile, glaze, symbolic, significance, embellishment, line, shape, colour, expression, culture, beliefs, religion, functionality, innovation, clay, slip,

				recall their focused pattern knowledge from their EYFS and Year 4 learning and will be now able to apply their skills independently. They will have the opportunity to work with clay, having developed their skills and clay knowledge from Key Stage 1 to create their own Islamic inspired clay tile. Having observed the significance of pattern within Islamic culture, the pupils will have chance to design, create and evaluate their own ceramic tile in response to their research.	designers in history	Use a choice of techniques to depict movement, perspective, shadows and reflection. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	

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6	Summer	**The Suffragette movement: How did the Suffragettes use Art as a tool for their communication to society?**	**Main concepts:** Line and space **Secondary concepts:** Communication Similarities & Differences	Having previously observed the artwork from 'the greats', our pupils will be encouraged to reflect upon their positive journey as an artist through; their skills, their knowledge, their visual language and their own design style. In response to their history learning within their 'Modern History' topic, Year 6 will be able to explore and comment upon the Suffragette movement and its relationship with art as a communication tool. As designers and artists, Year 6 will be encouraged to create original pieces of art in response to their perspective of this movement within art history.	To improve their mastery of art and design techniques, including sculpture with a range of materials To learn about great artists, architects and designers in history	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in sketch book. Comment on artworks with a fluent grasp of visual language. Combine colours, tones and tints to enhance the mood of a piece. Use a choice of techniques to depict movement, perspective, shadows and reflection. Show how the work of those studied was influential in both society and to other artists.	The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. An impressive knowledge and understanding of other artists, craft makers and designers The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret	Line, space, colour, text, drawing, painting, design, significance, message, strength, power, informative, emotive language, determination, unity,

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						Create original pieces that show a range of influences and styles.	ideas, observations and feelings.	

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