

Planning Art journeys

NC Programmes of Study

Long term overviews

Progression documents across school/links to resources

Depth of learning documents to support tasks

Mid term planning
Retrieval bookmarks

Sequencing of lessons

Objective	Emerging	Developing	Secure	Exceeding
To combine techniques	Combine materials and techniques	Select and adapt techniques and tools, using them precisely to achieve a desired effect	Develop a personal style, using a variety of techniques which combine visual and tactile qualities	Analyse and evaluate work to strengthen the visual impact
To take inspiration from the past	Realise some of the techniques used by notable artists and designers	Show ideas (including a new sketch) about the style of some notable artists, artisans and designers	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 from ancient and modern periods
To develop ideas	Collect information, sketches and resources to support ideas imaginatively	Develop, extend and refine ideas as they progress, applying other techniques	Spot the potential in unexpected results as work progresses. Use the qualities of materials to enhance ideas. Comment on artworks with a fluent grasp of visual language	Begin to develop a critical understanding of artists, architects and designers and apply this understanding to inform work

POP tasks: Milestone 2: All work and no play
Students will increase their understanding of the concepts in this topic by exploring:

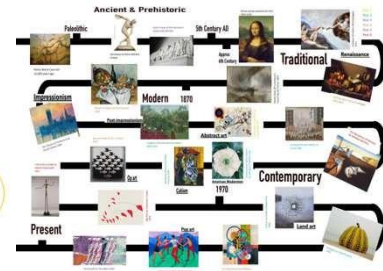
Basic	Advancing	Deep
<ul style="list-style-type: none"> What is meant by "green painting"? Give two examples of a project in history when "green painting" was popular. List some of the features you might see in a green painting. 	<ul style="list-style-type: none"> Explain why the term "green painting" could be confusing. Summarise the reasons why some paintings often show people who are not other painted in other styles of art. 	<ul style="list-style-type: none"> What is the connection between typical scenes in green paintings of the Victorian period and ideas such as London and Paris that were growing rapidly at the time?

Curriculum Maps KS2 Year 3

Autumn	Spring	Summer
<p>History</p> <ul style="list-style-type: none"> Anglo-Saxons Medieval Victorian 	<p>History</p> <ul style="list-style-type: none"> Anglo-Saxons Medieval Victorian 	<p>History</p> <ul style="list-style-type: none"> Anglo-Saxons Medieval Victorian

Year 1 - Drawing, Mark making

NC statements	Vocabulary	Artists to inspire
<ul style="list-style-type: none"> Use a variety of line, colour, texture, pattern, space, shape, tone, shading, and texture to create a range of effects. Use a variety of line, colour, texture, pattern, space, shape, tone, shading, and texture to create a range of effects. 	<ul style="list-style-type: none"> Line Mark making Colour Drawing tool Pattern Curve 	<ul style="list-style-type: none"> Milly Maynard Kandinsky



Sketchbook tasks

- To create some small features on sketching work
- To create some small features in painting work

Knowledge webs
Curriculum Companions

Awesome Art

Resources to support subject knowledge and understanding technical language in NC objectives.



Year 1

Autumn	Spring	Summer
<p>Mediums: Drawing, Mark-making</p> <p>Significant artists: Kandinsky and Piet Mondrian</p> <p>Knowledge and theory:</p> <ul style="list-style-type: none"> Explore the work of famous artists. Explore art pieces in the style of the significant artist. Look at how marks make meaning. Explore the use of 2D shape. Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. <p>Skills:</p> <ul style="list-style-type: none"> Pupils develop their ability to use and apply the formal elements by transferring their control of line to using simple 2D shapes. They practice drawing lines neatly & accurately. Pupils learn how to control the pressure of their drawing material. Pupils try out new ways of making lines/markers to describe a range of shapes, textures and forms. 	<p>Mediums: Printmaking</p> <p>Significant artists: Giuseppe Penone</p> <p>Knowledge and theory:</p> <ul style="list-style-type: none"> Explore the work of Giuseppe Penone. Look at how print is used in artwork. Explore contemporary artists. Reproduced patterns. <p>Skills:</p> <ul style="list-style-type: none"> They print repeated patterns. Children to use block printing to create repeated patterns. Apply point, gesture. Use of colour which contrasts. 	<p>Mediums: Sculpture</p> <p>Significant artists: Nick Mockton</p> <p>Knowledge and theory:</p> <ul style="list-style-type: none"> Explore sculpture work and how this differs from other forms. Understand what is sculpture & understand that sculpture is 3D. <p>Skills:</p> <ul style="list-style-type: none"> Making marks using tools to create texture and pattern. Modeling clay into simple shapes. Creating simple plans. Create objects they have designed.

Year 4 Autumn - Drawing and sketching, Representing movement in art

Inspiration and Researching	Exploration	Design	Plan	Application of skills	Evaluate
<p>1 hour</p> <p>Researching and researching</p>	<p>1 hour</p> <p>Exploration</p>	<p>1 hour</p> <p>Design</p>	<p>1 hour</p> <p>Plan</p>	<p>1 hour</p> <p>Application of skills</p>	<p>1 hour</p> <p>Evaluate</p>

