



Davenham Church of England Primary School

'Working Together, Playing Together, Serving God and Serving Others'

'...encourage one another and build each other up...'

1 Thessalonians 5:11.

LONG TERM PLAN

ART

*Drawing and Painting Objectives TAKE TWO YEARS TO COMPLETE.

| ART YEAR A | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
|-----------------------|---|---|---|
| | Printing Drawing and Painting (Monet) Textiles | Printing Drawing and Painting (Monet) Textiles | Printing Drawing and Painting (Monet) Textiles |

**EYFS
ART END POINTS**

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|---|
| I can experiment with a variety of mark making equipment including pencils, crayons, charcoal and pens. |
| I can use a range of small tools, including scissors and paintbrushes ELG (Fine Motor) |
| I can use drawing equipment, such as charcoal or wax crayons to create rubbings. |
| I can use a range of materials upon which I can make marks for example paper, easels, and playground. |
| I can make marks for a purpose or meaning. |
| I can begin to show accuracy and care when drawing. |
| I can share my creation, explaining the process I have used. ELG (Creating with Materials) |
| I can develop my mark making skills using colour. |
| I can choose appropriate colours to use for a purpose |
| I can name the primary colours. |
| I can explore what happens when I mix colours. |
| I can work with a range of simple tools, including sponges, sticks, fingers etc. |
| I can print using my hands fingers, vegetables, sponges etc. |
| I can begin to weave using a variety of materials |
| I can use the fine motor skills of cutting, tearing and gluing. |
| I can use a variety of materials to create collages, including papers, fabric, ribbons, textured materials and natural materials. |
| I can play purposefully with materials e.g. sand and construction kits. |
| I can select tools and techniques needed to shape, assemble and join materials. |
| I can construct 3D structures with a purpose in mind and using a range of resources. |
| I can manipulate materials, such as plasticine and dough to have a planned effect. |

| ART KSI YEAR A PRINTING | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 24 I can create a printed piece of art by pressing, rolling, rubbing and stamping. | Printing means making an image on one surface and transferring it to another one. |
| EP 25 I can develop the technique of press print with more detail. | William Morris was a British textile and wallpaper designer. He lived in Victorian times. |
| EP 26 I can use block printing with tiles, inks and rollers. | Morris used wooden blocks which he carved patterns into ready for printing. |
| EP 27 I can create simple designs to experiment with repeated designs. | Morris used natural dyes made from vegetables |
| EP 28 I can add black and white to ink and produce a repeat pattern of the same image using different tones. | |
| EP 29 I can develop my colour knowledge by using a range of one colour when repeating image - gradually getting lighter or darker. | |
| EP 30 I can use IT to create a picture in printing. | |
| EP 31 I can create a piece of art in response to the work of another artist. | |
| | VOCAB press print, roll, rub, stamp, roller, ink, repeated pattern, tone, lighter, darker |
| | ASSESSMENT ACTIVITY Produce a repeat print design based on William Morris showing tints and tones in the design reprinted. |

| ART KSI YEAR A (2-year objectives) DRAWING (see also painting) | |
|---|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP1 I can use and experiment with pencils and other medium to create lines of different thickness in drawings. | Drawing is making marks. |
| EP 2 I can choose and use three different grades of pencil when drawing. | Marks can be wavy, curved, straight, linear, long or short, crossed and even dots. |
| EP3 I can use charcoal, pencil and pastel to create art. | Different drawing materials can create different effects (how the picture looks). |
| EP 4 I can make marks and signs on a variety of papers. | Artists usually make quick sketch before they do paintings. |
| EP 5 I can use linear marks curves and lines. | |
| EP 6 I can use line to represent objects/people/environments. | |
| EP 7 I can show how people feel in drawings. | |
| EP 8 can develop observational drawings with attention to increased detail (faces and objects). | |
| EP 9 I can draw from the imagination to represent ideas and thoughts. | |
| EP 10 I can describe what I can see and give an opinion about the work of an artist. | |
| EP 11 I can ask questions about a piece of art. | |
| EP 12 I can create a piece of art in response to the work of another artist. | |
| | VOCAB |
| | primary /secondary colours, mix, tone, warm / cold colours, shadows, chalk, crayon, watercolour, acrylic, wash, colour, pattern, shape |
| | ASSESSMENT ACTIVITY (D&P) |
| | Create a piece of work in the style of Monet, showing different colour mixing techniques (primary and secondary colours and tone and tints) together with mark making and curves and straight lines to achieve the impression of objects and light and mood like the artist does (Houses of Parliament effect of Sunset or effect of fog) |

| ART KSI YEAR A (2-year objective) PAINTING (see also drawing) | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 13 I can name the primary and secondary colours. | By mixing primary colours together you can make secondary colours. |
| EP 14 I can mix paint to create all the secondary colours. | The tones of the colours can be changed by adding black to darken them and white to lighten them. |
| EP 15 I can create brown with paint. | Monet was a famous French painter. |
| EP 16 I can create tones with paint by adding black and white. | |
| EP 17 I can create moods through the use of colour and tone or use of warm or cold colours. | |
| EP 18 I can talk about shadows or night scenes in a famous painting. | |
| EP 19 I can show how people feel in paintings. | |
| EP 20 I can make effective use of chalks, crayons aquarelles, watercolours and acrylics. | |
| EP 21 I can create a wash with watercolours, Brusho or inks. | |
| EP 22 I can suggest how artists have used colour, pattern and shape. | |
| | |
| | VOCAB primary /secondary colours, mix, tone, warm / cold colours, shadows, chalk, crayon, watercolour, acrylic, wash, colour, pattern, shape |
| | |
| | ASSESSMENT ACTIVITY (D&P) Create a piece of work in the style of Monet, showing different colour mixing techniques (primary and secondary colours and tone and tints) together with mark making and curves and straight lines to achieve the impression of objects and light and mood like the artist does (Houses of Parliament effect of Sunset or effect of fog) |

| ART KSI YEAR A TEXTILES | |
|--|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 32 I can continue to develop skills of weaving and batik for experimental and themed work. | Textile artists use different fabrics and sewing in their work. |
| EP 33 I can use basic sewing techniques thinking about shape, colour and added detail. | Bethan Ash is famous Welsh textile artist. |
| EP 34 I can use my IT skills and transfer paper to produce designs on materials. | Computer packages can help textile artists like Bethan Ash with their work. |
| EP 35 I can use different effects within an IT paint package. | |
| | |
| | VOCAB |
| | weave, batik, theme, sewing, detail, transfer paper |
| | |
| | ASSESSMENT ACTIVITY |
| | To create a design using IT inspired by Bethan Ash. Convert it using transfer paper onto material. Then using batik and ink create a border around the design and add simple embellishment to their designs with of ribbon and buttons using simple running stitch. |

| ART LKS2 YEAR A PRINTING | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 29 I can combine methods of printing to produce a final design. For example, sponge printed background with a tile press print on top. | William Morris used wooden blocks which he carved patterns into using a relief technique. Relief means cutting a surface so that the remains make the design to be printed. |
| EP 30 I can print onto different materials using at least four colours. | Morris used his printing blocks to create repeated patterns that he would overlay with other print designs to create detailed colourful images, often of nature. |
| EP 31 I can combine methods of printing to produce a final design. | |
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| | VOCAB sponge, tile, final design, IT package |
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| | ASSESSMENT ACTIVITY Produce a repeat print inspired by William Morris' design using 2 different methods of printing (background sponge or press or stamp printing) combined with tile printing overlaying the background print. The overall design should contain four colours and be repeated at least once. |

| ART LKS2 YEAR A (2-year objective) DRAWING (see also painting) | |
|---|--|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP1 I can use different grades of pencil to shade and to show different tones and textures. | Shading is added for tone: to show reflections of light and shadows. |
| EP2 I can select my own drawing equipment based on personal preference or drawing subject. | Tone, shading and texture can be created by blending, hatching and cross hatching. |
| EP3 I can begin to experiment with a variety of paper including textured paper. | Drawing and painting materials are used for different purposes and to express mood. |
| EP4 I can use marks and lines to show texture in my art. | Artists experiment with different mediums to create their own style. |
| EP5 I can use line, tone, shape and colour to represent figure and forms. | |
| EP6 I can show facial expressions and body language in sketches. | |
| EP7 I can set up my own Still Life based on a theme. | |
| EP8 I can develop my observational skills by changing viewpoint, angle or selecting a section of a scene or object to draw. | |
| EP9 I can experiment with a range of shading techniques (block, hatching, cross-hatching and blending.) | |
| EP10 I can show shadows / reflections in my art. | |
| EP 11 I can use sketches to produce a final piece of art. | |
| EP 12 I can identify the techniques used by different artists. | |
| EP13 I can compare the work of different artists. | |
| EP14 I recognise when art is from different cultures. | |
| EP 15 I recognise when art is from different historical periods. | |
| EP 16 I can explain some of the features of art from historical periods. | |
| EP 17 I can to look at how different artists, architects and designers use line and experiment using some of their techniques. | |
| EP 18 I can experiment with the styles used by other artists. | |
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| | VOCAB pencil grade, texture, line, tone, colour, shape, shade, still life, angle, scene, viewpoint, block hatching, cross hatching, blending, shadow, reflection, techniques, experiment |
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| | ASSESSMENT ACTIVITY (D&P) Using Monet's lily paintings as a stimulus, create a still life painting in an impressionist style. Demonstrate a knowledge of colour mixing. Use white to create shadows and reflections. Use layers of paint, different length brush strokes and different size brushes. |

| ART LKS2 YEAR A (2-year objective) PAINTING (see also drawing) | |
|---|--|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 19 I can apply my previous colour knowledge from KSI, and where appropriate select personal preference of media – watercolours or inks. | By mixing primary colours together artist make secondary colours. Blending in more of one primary colour creates tertiary colours. |
| EP 20 I can further develop my colour knowledge of lights, darks and tones. | The colour tone can be lightened by adding white or darkened by adding black. This can help to show reflections of light and shadows on the object or landscape being painted. |
| EP 21 I can explain the use of colour to express moods and feelings. | Different brushes are used with different types of paint. They can help to create different effects. |
| EP 22 I can use a range of brushes to create different effects in painting. | Monet was a famous impressionist artist, famous for his paintings and oil pastels of landscapes and water lilies. |
| EP 23 I can create a background using a wash. | Impressionism did not try to create an exact copy of what they saw but rather an impression of how the scene made them feel. |
| EP 24 I can research the work of an artist and use their work to replicate a style. | The famous water lily ponds can be visited at Monet's home in Giverny, near Paris. |
| EP 25 I can refer to the work of other artists. | |
| EP 26 I can compare the work of different artists. | |
| EP 27 I can apply drawing and colour knowledge and skills to working in the style of a range of artists across time. | |
| EP 28 I can explain the style of my work and how it has been influenced by a famous artist | |
| | VOCAB light, dark, effects, brushes, research, replicate, in the style of |
| | ASSESSMENT ACTIVITY (D&P) Using Monet's lily paintings as a stimulus, create a still life painting in an impressionist style. Demonstrate a knowledge of colour mixing. Use white to create shadows and reflections. Use layers of paint, different length brush strokes and different size brushes. |

| ART LKS2 YEAR A TEXTILES | |
|---|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 32 I can use the skills of felt making, silk painting and / or traditional technique of batik (dye fabric first). | Batik and dye resistant techniques can be used to dye parts of the fabric different colours. |
| EP 33 I can use colour to express moods and feelings. | Different types of fabrics can be sewed together when creating textiles. Bethan Ash often does this to create texture in her work. |
| EP 34 I can understand the development and change of fabric and fashion and how this relates to art movements. | |
| EP 35 I can explore clothes, costumes in paintings/ different clothes for different jobs/ different eras. | |
| EP 36 I can investigate the use of fabric design / home interiors and how this has changed e.g. William Morris. | |
| EP 37 I can explain some of the features of art from historical periods. | |
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| | VOCAB |
| | felt making, silk, traditional batik, mood, feeling, fabric, fashion, clothes, costumes, era, home interior |
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| | ASSESSMENT ACTIVITY |
| | To create a piece of textile art based on themes inspired by Bethan Ash's work. Apply the skills of overlapping and overlaying with collage of fabric and press printing and tile printing. |

| ART UKS2 YEAR A PRINTING | |
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| END POINTS | ESSENTIAL KNOWLEDE AND SKILLS |
| EPI5 I can create an accurate print design following criteria. | William Morris' designs were Art Nouveau. He used traditional wooden printing blocks rather than industrialised press printing machines |
| EPI6 I can produce an image using screen printing. | William Morris was famous for reintroducing the art of embroidery to his fabric printing designs: creating extra detail in his artwork. |
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| | VOCAB criteria, image, screen printing |
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| | ASSESSMENT ACTIVITY To produce a repeat print (using a tile printed background overlaid with a screen print (s)) The print should be inspired by William Morris and reflect his style and colour tones applying tones, tints and shades by mixing colours with white, black and grey. |

| ART UKS2 YEAR A (2-year objectives) DRAWING (see also painting) | |
|---|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP1 I can identify and draw objects and use marks and lines to produce texture. | Artists use perspective to show depth and distance. |
| EP2 I can organise line, tone, shape and colour to represent figures and forms in movement. | |
| EP3 I can develop elements of a composition such as near and far e.g. looking at landscapes. | |
| EP4 I can successfully use shading to create mood and feeling. | |
| EP5 I can develop the ability to produce 5-minute preliminary sketches, which act as a starting point. | |
| EP6 I can use appropriate technique and media for a specific outcome. | |
| EP7 I can develop my own individual style, freely applying it to any given task. | |
| EP8 I can investigate how drawing and painting techniques and colour have been used art movements such as cubism, pointillism, abstract art, surrealism. | |
| EP9 I can research the work of an artist and use their work to replicate a style. | |
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| | VOCAB figures, form, composition, landscape, mood, feelings, preliminary sketch, media, cubism, pointillism, abstract art, surrealism |
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| | ASSESSMENT ACTIVITY (D&P) Using Monet's work, The River Thames at Sunset and photographs from the Year 6 visit to London, create a painting on canvas of the River Thames in impressionist style. Use different sized brushes. Demonstrate an awareness of perspective. |

| ART UKS2 YEAR A (2-year objectives) PAINTING (see also drawing) | |
|---|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EPI0 I can explain contrasting and complimentary colours. | Monet is most famous for being the initiator of the Impressionist style. |
| EPI1 I can explain why I have used different tools to create art. | Impressionism uses short, dappled and repetitive brushstrokes. |
| EPI2 I can explain why I have chosen specific techniques to create my art. | Many Impressionists banned the use of black. They used red or blue instead to make things darker. |
| EPI3 I can explain the style of my work and how it has been influenced by a famous artist. | Impressionists mainly worked outdoors and carefully studied the way the light changed. |
| EPI4 I can explore glass painting. | |
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| | VOCAB contrasting colours, complimentary colours, tertiary colours, tools, techniques |
| | |
| | ASSESSMENT ACTIVITY(D&P) Using Monet's work, The River Thames at Sunset and photographs from the Year 6 visit to London, create a painting on canvas of the river Thames in impressionist style. Use different sized brushes. Demonstrate an awareness of perspective. |

| ART UKS2 YEAR A TEXTILES | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EPI7 I can add greater detail to my design for example finer embroidery, use of sewing machine. | Textile artists, like Bethan Ash, use sewing, stitching and embroidery techniques to add extra detail to her artwork. This can be by hand or by machine. |
| | Patchwork is when a variety of fabric shapes are sewn together to make one larger piece of textiles. |
| | Quilting involved stitching layers of a quilt together with a padding between. |
| | Ash often uses quilting techniques in her art to give her work depth. |
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| | VOCAB detail, embroidery, sewing machine |
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| | ASSESSMENT ACTIVITY To produce a quilted screen print following a design and add embellishments and different embroidery stitches to this. |

| ART YEAR B | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| | <p data-bbox="612 271 655 300">3D</p> <p data-bbox="576 344 692 374">Collage</p> <p data-bbox="531 418 737 524">Drawing and Painting (Van Gogh)</p> | <p data-bbox="919 271 962 300">3D</p> <p data-bbox="882 344 999 374">Collage</p> <p data-bbox="837 418 1043 524">Drawing and Painting (Van Gogh)</p> | <p data-bbox="1225 271 1268 300">3D</p> <p data-bbox="1189 344 1305 374">Collage</p> <p data-bbox="1144 418 1350 524">Drawing and Painting (Van Gogh)</p> |

*Drawing and Painting Objectives TAKE TWO YEARS TO COMPLETE.

**EYFS
ART END POINTS**

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| I can experiment with a variety of mark making equipment including pencils, crayons, charcoal and pens. |
| I can use a range of small tools, including scissors and paintbrushes ELG (Fine Motor) |
| I can use drawing equipment, such as charcoal or wax crayons to create rubbings. |
| I can use a range of materials upon which I can make marks for example paper, easels, and playground. |
| I can make marks for a purpose or meaning. |
| I can begin to show accuracy and care when drawing. |
| I can share my creation, explaining the process I have used. ELG (Creating with Materials) |
| I can develop my mark making skills using colour. |
| I can choose appropriate colours to use for a purpose |
| I can name the primary colours. |
| I can explore what happens when I mix colours. |
| I can work with a range of simple tools, including sponges, sticks, fingers etc. |
| I can print using my hands fingers, vegetables, sponges etc. |
| I can begin to weave using a variety of materials |
| I can use the fine motor skills of cutting, tearing and gluing. |
| I can use a variety of materials to create collages, including papers, fabric, ribbons, textured materials and natural materials. |
| I can play purposefully with materials e.g. sand and construction kits. |
| I can select tools and techniques needed to shape, assemble and join materials. |
| I can construct 3D structures with a purpose in mind and using a range of resources. |
| I can manipulate materials, such as plasticine and dough to have a planned effect. |

| ART KSI YEAR B 3D | |
|--|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 39 I can cut, roll and coil materials. | Sculptures often involve different materials. |
| EP 40 I can make structures using simple joining and fastening techniques. | Some sculptures are made using natural materials, others are constructed using manufactured objects or natural objects. |
| EP 41 I can construct different sculptures-junk modelling, clay and paper sculptures. | Clay is a mouldable material which you can change the shape of using your hands or different tools. |
| EP 42 I can make a clay pot. | Rolling the clay and wrapping it around on top of itself creates a coil. |
| EP 43 I can join two clay finger pots together. | The slip and score method can be used to join two pieces of clay together. |
| EP 44 I can develop clay techniques through simple tiles using a set theme, using the skills of scoring and slip. | Andy Goldsworthy is a British sculptor who creates land art using natural materials |
| EP 45 I can use different medium to create sculptures. | Giles Rayner is a British sculptor who uses water in some of his sculptures. |
| EP 46 I can enhance sculptures to the next stage by using paint or collage skills to improve the appearance. | |
| EP 47 I can explore a range of famous sculptures e.g. famous landmarks such as Angel of the North. | |
| | VOCAB cut, roll, coil, join, clay, texture, tool, shape, sculpture, sculpture |
| | ASSESSMENT ACTIVITY Make a clay coil pot. |

| ART KSI YEAR B COLLAGE | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 36 I can tear, cut and glue different materials. | A collage is a piece of art made from different pieces of paper, photos and / or other materials put together. |
| EP 37 I can create a collage picture to a given theme. | Collage artists spend time arranging the materials and trying out different ideas, before sticking them onto a surface. |
| EP 38 I can continue to use a range of materials to produce collage including paper, ribbons, fabric, textured cards, and natural materials such as leaves. | Matisse was a French artist. |
| | Matisse loved to use colour to express himself. |
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| | VOCAB tear, cut, glue, collage, paper, ribbons, fabric, texture, natural materials |
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| | ASSESSMENT ACTIVITY Create a collage of an animal using Matisse's Snail as a stimulus. |

| ART KSI YEAR B (2-year objectives) DRAWING (see also painting) | |
|--|--|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 1 I can use and experiment with pencils and other medium to create lines of different thickness in drawings. | Drawing is making marks. |
| EP 2 I can choose and use three different grades of pencil when drawing. | Marks can be wavy, curved, straight, linear, long or short, crossed and even dots. |
| EP3 I can use charcoal, pencil and pastel to create art. | Different drawing materials can create different effects (how the picture looks). |
| EP 4 I can make marks and signs on a variety of papers. | Artists usually make quick sketch before they do paintings. |
| EP 5 I can use linear marks curves and lines. | , |
| EP 6 I can use line to represent objects/people/environments. | |
| EP 7 I can show how people feel in drawings. | |
| EP 8 can develop observational drawings with attention to increased detail (faces and objects). | |
| EP 9 I can draw from the imagination to represent ideas and thoughts. | |
| EP 10 I can describe what I can see and give an opinion about the work of an artist. | |
| EP 11 I can ask questions about a piece of art. | |
| EP 12 I can create a piece of art in response to the work of another artist. | |
| | |
| | VOCAB primary /secondary colours, mix, tone, warm / cold colours, shadows, chalk, crayon, watercolour, acrylic, wash, colour, pattern, shape |
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| | ASSESSMENT ACTIVITY (D&P) Create a self-portrait in the style of Van Gogh for your new class next year. |

| ART KSI YEAR B (2-year objectives) PAINTING (see also drawing) | |
|--|--|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 13 I can name the primary and secondary colours. | By mixing primary colours together you can make secondary colours. |
| EP 14 I can mix paint to create all the secondary colours. | The tones of the colours can be changed by adding black to darken them and white to lighten them. |
| EP 15 I can create brown with paint. | Van Gogh was a famous Dutch painter. |
| EP 16 I can create tones with paint by adding black and white. | |
| EP 17 I can create moods through the use of colour and tone or use of warm or cold colours. | , |
| EP 18 I can talk about shadows or night scenes in a famous painting. | |
| EP 19 I can show how people feel in paintings. | |
| EP 20 I can make effective use of chalks, crayons aquarelles, watercolours and acrylics. | |
| EP 21 I can create a wash with watercolours, Brusho or inks. | |
| EP 22 I can suggest how artists have used colour, pattern and shape. | |
| | |
| | VOCAB primary /secondary colours, mix, tone, warm / cold colours, shadows, chalk, crayon, watercolour, acrylic, wash, colour, pattern, shape |
| | |
| | ASSESSMENT ACTIVITY (D&P) Create a self-portrait in the style of Van Gogh for your new class next year. |

| ART LKS2 YEAR B 3D | |
|---|---|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 43 I can continue to develop skills needed for 3D work in clay and other materials. | Sculptures often involve different materials which can be cut, rolled, coiled, scored and spliced together. |
| EP 44 I can use simple moulds for using papier mâché or relief work. | Some sculptures are made using natural materials, others are constructed using manufactured objects or pieces of objects. |
| EP 45 I can develop 3D skills, introducing teacher led wire sculptures. | Clay is a mouldable material which you can change the shape of using your hands or different tools and moulds. |
| EP 46 I can sculpt clay and other mouldable materials. | Wire can be constructed into shapes of objects. |
| EP 47 I can use skills of 3D to reproduce famous paintings in a 3D style. | Papier mâché can be moulded onto stronger materials when wet to change texture. |
| EP 48 I can experiment with larger sculptures-e.g. outdoor natural in style of Andy Goldsworthy. | Sculptures can be painted or collaged on to improve their appearance. |
| | Andy Goldsworthy is a British sculptor who creates land art. |
| | Giles Rayner changes the direction of water through his metal sculpture. |
| | |
| | VOCAB cut, roll, coil, join, clay, texture, tool, mould, line, construct, sculpture, sculptor, papier mâché, score, slip |
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| | ASSESSMENT ACTIVITY Children will make a sculpture in the style of Giles Raynor using clay / wire / papier mâché / glue and/ or wool. |

| ART LKS2 YEAR B COLLAGE | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 38 I can develop skills of overlapping and overlaying. | Overlapping means covering something up by going over the edge. |
| EP 39 I can demonstrate awareness of textures and colours. | Overlaying means covering the surface of something with a coating. |
| EP 40 I can use the skills and knowledge of collage as a design technique. For example, to design cards, cushions, wrapping paper. | Matisse was a draughtsman, printer, sculptor and painter. He was best known as a painter. |
| EP 41 I can use digital images and combine with other media in my art. | When Matisse could no longer paint, he began to create collages. |
| EP 42 I can use IT to create art which includes my own work and that of others. | |
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| | VOCAB overlap, overlay, digital image |
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| | ASSESSMENT ACTIVITY Using Matisse's Flower Market image, create an image for a Mothering Sunday card which includes overlapping, overlaying and use of IT. |

| ART LKS2 YEAR B (2-year objective) DRAWING (see also painting) | |
|---|--|
| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP1 I can use different grades of pencil to shade and to show different tones and textures. | Shading is added for tone: to show reflections of light and shadows. |
| EP2 I can select my own drawing equipment based on personal preference or drawing subject. | Tone, shading and texture can be created by blending, hatching and cross hatching. |
| EP3 I can begin to experiment with a variety of paper including textured paper. | Drawing and painting materials are used for different purposes and to express mood. |
| EP4 I can use marks and lines to show texture in my art. | Artists experiment with different mediums to create their own style. |
| EP5 I can use line, tone, shape and colour to represent figure and forms. | Shading is added for tone: to show reflections of light and shadows. |
| EP6 I can show facial expressions and body language in sketches. | Tone, shading and texture can be created by blending, hatching and cross hatching. |
| EP7 I can set up my own Still Life based on a theme. | Drawing and painting materials are used for different purposes and to express mood. |
| EP8 I can develop my observational skills by changing viewpoint, angle or selecting a section of a scene or object to draw. | |
| EP9 I can experiment with a range of shading techniques (block, hatching, cross- hatching and blending.) | |
| EP10 I can show shadows / reflections in my art. | |
| EP 11 I can use sketches to produce a final piece of art. | |
| EP 12 I can identify the techniques used by different artists. | |
| EP13 I can compare the work of different artists. | |
| EP14 I recognise when art is from different cultures. | |
| EP 15 I recognise when art is from different historical periods. | |
| EP 16 I can explain some of the features of art from historical periods. | |
| EP 17 I can to look at how different artists, architects and designers use line and experiment using some of their techniques. | |
| EP 18 I can experiment with the styles used by other artists. | |
| | VOCAB pencil grade, texture, line, tone, colour, shape, shade, still life, angle, scene, viewpoint, block hatching, cross hatching, blending, shadow, reflection, techniques, experiment |
| | ASSESSMENT ACTIVITY (D&P) To create a still life sketch and practise hatching cross hatching and pointillism and then to apply these skills in painting to recreate Van Gogh's sunflowers in his style and colours, using hatching, cross hatching and pointillism with paints to reflect light and shadows in their work. |

| ART LKS2 YEAR B (2-year objective) PAINTING (see also drawing) | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 19 I can apply my previous colour knowledge from KSI, and where appropriate select personal preference of media – watercolours or inks. | By mixing primary colours together artist make secondary colours. Blending in more of one primary colour creates tertiary colours. |
| EP 20 I can further develop my colour knowledge of lights, darks and tones. | The colour tone can be lightened by adding white or darkened by adding black. This can help to show reflections of light and shadows on the object or landscape being painted. |
| EP 21 I can explain the use of colour to express moods and feelings. | Different brushes are used with different types of paint. They can help to create different effects. |
| EP 22 I can use a range of brushes to create different effects in painting. | Van Gogh cut off his own ear when he got into an argument with another artist. |
| EP 23 I can create a background using a wash. | |
| EP 24 I can research the work of an artist and use their work to replicate a style. | |
| EP 25 I can refer to the work of other artists. | |
| EP 26 I can compare the work of different artists. | |
| EP 27 I can apply drawing and colour knowledge and skills to working in the style of a range of artists across time. | |
| EP 28 I can explain the style of my work and how it has been influenced by a famous artist | |
| | VOCAB light, dark, effects, brushes, research, replicate, in the style of |
| | ASSESSMENT ACTIVITY (D&P) To create a still life sketch and practise hatching cross hatching and pointillism and then to apply these skills in painting to recreate Van Gogh's sunflowers in his style and colours, using hatching, cross hatching and pointillism with paints to reflect light and shadows in their work. |

| ART UKS2 YEAR B 3D | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP 25 I can continue to explore other ways of joining such as using glue guns. | Sculptures can be made of different materials (paper, metal, wood, clay, stone) which can be moulded, rolled, coiled, bent, slotted, scored or chiselled. |
| EP 26 I can explore a wider range of materials and techniques such as bending and slotting. | Some sculptures are made using natural materials, others are constructed using manufactured or recycled objects. |
| EP 27 I can use mod-roc. | Clay is a mouldable material which you can change the shape of using your hands or different tools. |
| EP 28 I can use feedback to make amendments and improvement to my art. | Wire can be bent into shapes of objects, papier mache or mod roc can be used to strengthen and adapt the texture of the sculpture. |
| | Sculptures can be painted. |
| | Sculptures are a 3D object. |
| | There are several famous British Sculptors (such as Antony Gormley, Henry Moore, Andy Goldsworthy, Damien Hirst & Giles Raynor). |
| | Giles Rayner makes sculptures that are water features. |
| | VOCAB |
| | cut, roll, coil, clay, texture, tool, mould, bend, a lot, construct, papier mâché, mod-roc. |
| | ASSESSMENT ACTIVITY |
| | Using a choice of mediums and techniques, create a sculpture inspired by Giles Raynor or other sculptures studies. |

| ART UKS2 YEAR B COLLAGE | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP18 I can use collage to support other areas of the curriculum – such as using photographs, writing etc. | Texture is the physical feel of something. The more a surface protrudes the more distinct the texture is. |
| EP19 I can discuss textures in different forms. | Collage allows artists to break free from traditional 2D forms by adding extra dimension and texture. |
| EP 20 I can understand the suitability and qualities of materials for specific purposes. | The origins of collage are attributed to Picasso and Braque. |
| EP21 I can use my knowledge of collage skills already developed to understand the contribution artists have made to this process over time. | |
| EP 22 I can research the life and works of traditional, contemporary artists and artists from other cultures that have used collage, such as Matisse and to produce a piece of work in the style of that artist. | |
| EP 23 I can work in the style of an artist who used collage e.g. Matisse Picasso, Barques, Hoch. | |
| EP 24 I can use feedback to make amendments and improvement to my art. | |
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| | VOCAB suitability, qualities, specific purpose, contemporary artist, Matisse, Picasso, feedback, amendments |
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| | ASSESSMENT ACTIVITY To create a collage in the style of a preferred collage artist. For others to guess the artist that the work is in the style of. |

| ART UKS2 YEAR B (2-year objectives) DRAWING (see also painting) | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EP1 I can identify and draw objects and use marks and lines to produce texture. | Artists use perspectives to show depth and distance. |
| EP2 I can organise line, tone, shape and colour to represent figures and forms in movement. | |
| EP3 I can develop elements of a composition such as near and far e.g. looking at landscapes. | |
| EP4 I can successfully use shading to create mood and feeling. | |
| EP5 I can develop the ability to produce 5-minute preliminary sketches, which act as a starting point. | |
| EP6 I can use appropriate technique and media for a specific outcome. | |
| EP7 I can develop my own individual style, freely applying it to any given task. | |
| EP8 I can investigate how drawing and painting techniques and colour have been used art movements such as cubism, pointillism, abstract art, surrealism. | |
| EP9 I can research the work of an artist and use their work to replicate a style. | |
| | |
| | VOCAB figures, form, composition, landscape, mood, feelings, preliminary sketch, media, cubism, pointillism, abstract art, surrealism |
| | |
| | ASSESSMENT ACTIVITY (D&P) To produce a replicate of a Van Gogh landscape picture (or part of his picture) using impressionism painting skills pointillism, hatching cross hatching etc to show the light and shadows and tints and tones and colour mixing to reflect the time of day and image selected (Starry Night) using different tools and objects for mark making. |

| ART UKS2 YEAR B (2-year objectives) PAINTING (see also drawing) | |
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| END POINTS | ESSENTIAL KNOWLEDGE AND SKILLS |
| EPI0 I can explain contrasting and complimentary colours. | Van Gogh was a Dutch post-impressionist painter. |
| EPI1 I can explain why I have used different tools to create art. | In just over a decade, he created almost 1000 pieces of artwork. |
| EPI2 I can explain why I have chosen specific techniques to create my art. | Van Gogh was never famous in his lifetime. |
| EPI3 I can explain the style of my work and how it has been influenced by a famous artist. | |
| EPI4 I can explore glass painting. | |
| | |
| | VOCAB contrasting colours, complimentary colours, tertiary colours, tools, techniques |
| | ASSESSMENT ACTIVITY(D&P) To produce a replicate of a Van Gogh landscape picture (or part of his picture) using impressionism painting skills pointillism, hatching cross hatching etc to show the light and shadows and tints and tones and colour mixing to reflect the time of day and image selected (Starry Night) using different tools and objects for mark making. |