



Queenswood Art Curriculum

This document sets out clearly the expected content and sequence of knowledge to be delivered at Queenswood as children move throughout the school. This has been chosen to ensure the children know more and remember more as they progress in their art learning, and that their knowledge of key concepts deepens as they continue their art learning.

Substantive Concepts taught through our art curriculum, (the knowledge of how we make art):

Drawing	Sculpture	Textiles	Printing
Painting	Ceramics (Clay)	Collage	

Ideas included within these substantive concepts (knowledge and history of art):

- The role and development of art through history
- Cultural and contextual influences
- Artists and art
- Meanings and interpretations
- Materials and processes
- Connections

Disciplinary knowledge taught through our art curriculum (knowledge of how quality and value have been expressed by experts) :

- Explore the thinking and history behind the work of an artist
- Appreciate that art is of value and expressed preferences of artwork with reasons
- Engage in debate and discussion about art
- Know about the differences between traditional, modern and contemporary art

Ensure children are learning and looking at lots of different artwork.

In depth knowledge about the formal element and theoretical element.

Pupils need lots of experimentation based on substantive knowledge.

EYFS- Expressive arts and design

<u>The formal element</u>	<u>Skills</u> <u>Early learning goals)</u>	<u>The practical</u>	<u>Suggested artists</u>
Line	Safely experiment with a range of drawing tools and name them Draw from observation, memory, and imagination Draw on a large and small scale, using different colours and shapes of paper Draw in sand, chalk on the playground etc Use pencils, pens, chalk, pastel, oil pastel, wax crayons, pencil crayons	Drawing	Christopher Wood Richard Deacon
Colour Texture	Explore different types of paint Mix sawdust, sand into paint to change its consistency and the texture Name and recognise colours Mix Primary colours to create secondary colours Paint place from imagination Share their creations explaining the process they have used.	Painting	Peter Sedgley Sol LeWitt
Texture	Sort threads and fabric and talk about colour and texture Identify and talk about textiles in the environment Make pictures using Vivelle and other fabrics Thread and weave into orange netting, garden netting, sequin mesh	Textiles	Eva Rothschild Lubaina Himid
Shape	Compare clay to other modelling materials such as dough, plasticine Make a collection of objects out of clay Do some rubbings on clay by pressing objects into clay	Clay	Donald Judd Jacqui Poncelet
Form Shape	Using materials that are found and natural children create structures Use natural materials to make patterns on the ground Use recycled materials to make structures. Talk about three dimensional objects eg objects made from wood or metal	3D	Andy Goldsworthy



Key stage 1 Units

<u>Autumn Term</u> <u>A: Portraits</u> <u>Link to Year 1/2 topic: Me in my world</u>						
	The formal element	The practical	Theoretical	Disciplinary knowledge. .	National Curriculum Subject Content	Suggested artists and links
Year 1	The use of colour Know the primary colours Use pencil crayons to create coloured drawings Begin to mix own colours such as pink, grey, brown	Drawing Painting	Portrait art Artists that use primary colours	Exploring the thinking and history behind an artist	To use drawing and painting to develop and share their ideas experiences and imagination.	https://www.tate.org.uk/art/artists/piet-mondrian-1651 https://www.tate.org.uk/search?q=red https://www.tate.org.uk/search?q=yellow https://www.tate.org.uk/search?type=artist&q=blue <ul style="list-style-type: none"> • Ellsworth Kelly • Piet Mondrian • David Hockney
Year 2	The use of colour Consolidate knowledge of	Drawing Painting	Portrait art	Exploring the thinking and history behind an artist	To develop a wide range of art and design	https://www.tate.org.uk/art/art-terms/c/complementary-colours <ul style="list-style-type: none"> • James Dickson Innes

	<p>primary colours, introduce the concept of complementary colours</p> <p>Create paintings and draw on top to create detail</p>		<p>Artists that use primary colours</p>		<p>techniques using colour.</p> <ul style="list-style-type: none"> • Henri Matisse 	
--	---	--	---	--	---	--

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Spring Term

A: Man-made shapes

Link to Year 1/2 topic: Structures

	The formal element	The practical	Theoretical	Disciplinary knowledge. .	National Curriculum Subject Content	Suggested artists and links
Year 1	<p>How shape is used in art</p> <p>Paint a picture of something they can see</p> <p>Design own blocks with card and print with sponge rollers</p>	<p>Printing</p> <p>Painting</p>	<p>Simple 2 D shapes</p> <p>Artists that use shape</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To develop a range of design techniques in using shape, colour and pattern.</p>	<p>https://www.tate.org.uk/art/artists/frank-stella-1994</p> <p>https://www.tate.org.uk/search?type=artwork&q=Shapes</p> <ul style="list-style-type: none"> • Frank Stella • Mark Rothko

	Develop printing by using stencils and objects by creating more complex patterns and shapes.					
Year 2	<p>Creating shapes and patterns</p> <p>Create prints by pressing, rolling, rubbing, and stamping man made shapes onto paper.</p>	Printing Painting Drawing	Name 2D shapes Artists that use shape Observing the way line is used	Exploring the thinking and history behind an artist	To develop a wide range of design techniques using shape, pattern and colour. To learn about the work of a range of artists and describe the differences and similarities between artists making links to their own.	https://www.tate.org.uk/art/artists/thomas-george-1152 https://www.tate.org.uk/search?type=artwork&q=Shapes <ul style="list-style-type: none"> • Thomas George • Jean Arp • Dame Barbara Hepworth

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Summer Term

A: Natural art

Link to Year 1/2 topic: Our world

	The formal element	The practical	Theoretical	Disciplinary knowledge. •	National Curriculum Subject Content	Suggested artists and links
Year 1	<p>Paint on different surfaces such as leaves, rocks.</p> <p>Cut and tear paper to create collages.</p> <p>Children will gather and sort materials needed.</p>	Painting Collage	<p>Texture refers to the surface of the artwork.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To develop a range of design techniques using texture and colour.</p>	<p>https://www.tate.org.uk/whats-on/tate-britain/display/bp-spotlight-source/texture-and-collage</p> <ul style="list-style-type: none"> • Peter Phillips
Year 2	<p>Paint using different textures by adding sand etc to paint.</p> <p>Look at the work of artists and experiment using their approaches.</p> <p>Children will use different types of</p>	Painting Collage	<p>Visual texture is when texture is used to look like something it's not.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To develop a wide range of design techniques using texture and colour.</p>	<p>https://www.tate.org.uk/art/artists/janez-bernik-745</p> <ul style="list-style-type: none"> • Janez Burnik • Magdalena Abakanowicz

	materials on their collage and explain why. Use repeated pattern in collage.					
--	--	--	--	--	--	--

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Autumn Term

B: Printing

Link to Year 1/2 topic: Countries and weather

	The formal element	The practical	Theoretical	Disciplinary knowledge. .	National Curriculum Subject Content	Suggested artists and links
Year 1	Develop mono printing by mixing colours. Use press print	Printing	The process of printing Artists that print	Exploring the thinking and history behind an artist	To develop a wide range of art and design techniques using printing.	https://www.tate.org.uk/search?type=artwork&q=printing+and+line <ul style="list-style-type: none"> • Ian McKeever
Year 2	Continue to develop mono printing by mixing colours	Printing	Printing is a transfer process.	Exploring the thinking and history behind an artist	To develop a wide range of art and design techniques using printing and	https://www.tate.org.uk/art/artists/kim-lim-1512 <ul style="list-style-type: none"> • Kim Lim • Andy Warhole

	Recreate a print like a designer/artist Line Colour				line.	
--	--	--	--	--	-------	--

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Spring Term

B: Drawing (Artists study)

Link to Year 1/2 topic: Telford, local history

	The formal element	The practical	Theoretical	Disciplinary knowledge. •	National Curriculum Subject Content	Suggested artists and links
Year 1	Use viewfinders to focus on a particular area to draw Find and draw different types of lines- wavy, thick, thin, broken, zig zag	Drawing	It is one of the most crucial elements, as everything begins with just a simple dot in space, that transforms into lines and then drawings.	Exploring the thinking and history behind an artist	To develop a wide range of art and design techniques in using line.	https://www.tate.org.uk/search? type=artwork&q=lines <ul style="list-style-type: none">• Paule Vézelay• Lee Ufan
Year 2	Draw objects from observation, memory, and	Drawing	It is one of the most crucial elements, as	Exploring the thinking	To develop a wide range of art and design	https://www.tate.org.uk/search? type=artwork&q=lines

	<p>imagination</p> <p>Draw with charcoal and pastel, blending and smudging</p> <p>Use ball point pen to make fine marks.</p>		<p>everything begins with just a simple dot in space, that transforms into lines and then drawings. Learn about how lines develop drawings (thickness)</p>	<p>and history behind an artist</p>	<p>techniques in using line.</p> <p>Identify some similarities and differences between artists work who uses line.</p>	<ul style="list-style-type: none"> • Willi Baumeister • David Hockney 	
--	--	--	---	-------------------------------------	--	---	--

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Summer Term

B: Sculpture

Link to Year 1/2 topic: Plants and animals

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 1	<p>Make models from balls of paper, tubes of paper and masking tape.</p> <p>Make sculpture by</p>	3D Sculptures.	<p>That form is something 3D that encloses space.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To use sculpture to develop and share their ideas, experiences, and imagination.</p>	<p>https://dcmp.org/guides/TID9526.pdf A guide to teaching form to children. https://www.tate.org.uk/art/artists/anthea-alley-642</p>

	<p>slotting card together.</p> <p>Make wind chimes.</p> <p>Attempt to make models of plants using materials.</p> <p>Introduce the word form.</p>					<ul style="list-style-type: none"> • Anthea Alley • Denis Mitchell
Year 2	<p>Talk about sculpture and look at different artist examples. Discuss what they are made from.</p> <p>Make bowls and structures from plastic bowls decorated with tissue paper and glue.</p> <p>Make junk models. (Animals and plants)</p>	3D Sculptures	<p>That form is something 3D that encloses space.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To use sculpture and paint to develop and share their ideas, experiences, and imagination.</p>	<p>https://www.tate.org.uk/art/art-terms/s/sculpture</p> <ul style="list-style-type: none"> • Louise Bourgeois • Henry Moore

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Lower Key stage 2 Units

Autumn Term

A: Water colour

Link to Year 3/4 topic: Rivers

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 3	Select an appropriate brush type and size depending on task. Can mix colours with accuracy. Know where the colours are on a colour wheel (primary and secondary) Use artists work as a starting point and create work in different styles.	Painting	Artists that use watercolours.	Exploring the thinking and history behind an artist	To begin to improve their mastery of art and design techniques including painting.	<p>https://www.tate.org.uk/tate-etc/issue-29-autumn-2013/jmw-turners-colour-trials-1791</p> <ul style="list-style-type: none"> • J.M.W Colour trials • Barbara Bernat
Year 4	Work in monochrome (shades of one colour). Look at and make paintings with	Painting	Artists that use watercolours and another key element	Exploring the thinking and history behind an artist	To begin to improve their mastery of art and design techniques	<p>https://www.tate.org.uk/art/artworks/francis-painting-t00148</p> <p>https://inspirationfeed.com/watercolor-art/#Watercolor_Art_by_Barbara_Bernat</p>

	<p>background, foreground and middle ground using perspective.</p> <p>Mix different thickness of paints. (Watercolour with poster paint).</p>		in their work.		including drawing and painting.	<ul style="list-style-type: none"> • Sam Francis • James Abbott McNeil Whistler
--	---	--	----------------	--	---------------------------------	---

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Spring Term

A: Sculpture

Link to Year 3/4 topic: Ancient Greece

	The formal element	The practical	Theoretical	Disciplinary knowledge. •	National Curriculum Subject Content	Suggested artists and links
Year 3	<p>Look at the changes in clay as it dries.</p> <p>Look at the work of other artists to generate ideas.</p> <p>Create own</p>	<p>Sculpture</p> <p>Clay</p>	<p>Knowing that form is 3D sculptures that encloses space.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To begin to improve their mastery of art and design techniques including sculpture.</p>	<p>https://www.tate.org.uk/whats-on/tate-modern/exhibition/eye-exhibition-rodin</p> <p>https://mymodernmet.com/contemporary-ceramic-artists/</p> <ul style="list-style-type: none"> • Auguste Rodin • Charlotte Mary Pack

	sculpture made of clay linking to Ancient Greece. Focus on form.					
Year 4	<p>Make a Greek pot/vase.</p> <p>Look at the work of other artists to generate ideas.</p> <p>Begin to sculpt clay into other shapes.</p>	Sculpture Clay	<p>Knowing that form is 3D sculptures that encloses space.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To begin to improve their mastery of art and design techniques including sculpture and painting.</p>	<p>https://www.tate.org.uk/search?type=artwork&q=clay+sculptures https://www.tate.org.uk/art/artworks/warren-come-helga-t12258</p> <ul style="list-style-type: none"> • Giuseppe Penone • Rebecca Warren

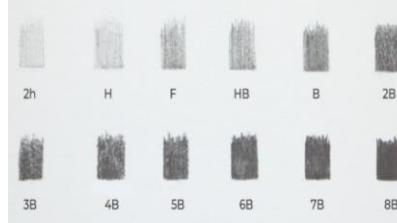
*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Summer Term

A: Drawing

[Link to Year 3/4 topic: Stone age & rocks](#)

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
				.		

Year 3	<p>Understand the different grades of pencil and use them to shade.</p> <p>Use small sketches to produce a final piece.</p>	Drawing	 <p>Knowing the different types of pencils and shades they produce.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To use drawing and painting to develop and share their ideas experiences and imagination.</p>	<p>https://www.tate.org.uk/art/artworks/turner-shade-and-darkness-the-evening-of-the-deluge-n00531</p> <p>https://www.tate.org.uk/art/artworks/macrise-the-opera-box-design-for-a-wood-engraving-shaded-to-show-concentration-of-light-on-t09099</p> <ul style="list-style-type: none"> • Joseph Mallord William Turner • Daniel Macrise
Year 4	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth.</p> <p>Use small sketches to produce a final piece.</p>	Drawing	<p>Looking at artists that use different formal elements in their work: line, tone, scale, texture, and depth.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To use drawing and painting to develop and share their ideas experiences and imagination.</p>	<p>https://www.tate.org.uk/art/artworks/martin-happy-holiday-ar00179</p> <ul style="list-style-type: none"> • Agnes Martin • Paul Klee

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Autumn Term

<u>B: Printing (natural resources)</u> <u>Link to Year 3/4 topic: The rainforest</u>						
	The formal element	The practical	Theoretical	Disciplinary knowledge. •	National Curriculum Subject Content	Suggested artists and links
Year 3	Make and print card blocks in 2 colours. Make texture blocks and print (sponge rollers)	Printing	Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or more identical images or to create repeating patterns on papers and textiles.	Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness.	https://www.tate.org.uk/search?type=artwork&q=printing+and+blocks <ul style="list-style-type: none"> • Ian McKeever • Julianna Kunstler
Year 4	Print using 4 colours and create an accurate print design. Print on different materials.	Printing		Exploring the thinking and history behind an artist		https://www.tate.org.uk/art/artworks/morris-dulles-capital-p78599 <ul style="list-style-type: none"> • Sarah Morris • Andy Warhol

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

<u>Spring Term</u> <u>B: Mosaics</u>						
	The formal element	The practical	Theoretical	Disciplinary knowledge. •	National Curriculum Subject Content	Suggested artists and links
Year 3	Begin to overlap materials to experiment with different looks and colours. Begin to use mosaic and montage.	Collage	A montage is an assembly of images that relate to each other in some way to create a single work or part of a work of art.	Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness.	https://www.tate.org.uk/art/artworks/dibbets-collage-p07232 <ul style="list-style-type: none"> • Jan Dibbets
Year 4	Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities.	Collage	Mosaic, in art, decoration of a surface with designs made up of closely set, usually variously coloured, small pieces of material	Exploring the thinking and history behind an artist	To use collage to develop and share their ideas experiences and imagination.	https://www.tate.org.uk/search?type=artwork&q=mosaic <ul style="list-style-type: none"> • Patrick Caulfield

			such as stone, mineral, glass, tile, or shell			
--	--	--	---	--	--	--

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Summer Term

B: Painting

Link to Year 3/4 topic: Electricity

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 3	Select an appropriate brush type. Can mix colours with accuracy. Know where the colours are on a colour wheel. Create a background using a wash.	Painting	A watercolour wash refers to a layer of colour that is somewhat transparent applied with diluted paint. Typically, washes are applied over a large area of a painting to help create backgrounds or build layers of colour	Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness.	https://www.tate.org.uk/art/artworks/miro-head-of-a-catalan-peasant-t07521 <ul style="list-style-type: none"> • Joan Miro • Abrey Williams

Year 4	<p>Work in monochrome (shades of one colour). Create moods in their paintings. Mix and match colours for purpose (eg skin colours)</p>	Painting Collage	<p>Monochrome means one colour. Learn about colours and how they can change the mood.</p>	<p>Exploring the thinking and history behind an artist</p>	<p>To begin to improve their mastery of art and design techniques including painting.</p>	<p>https://www.tate.org.uk/search?type=artist&q=monochrome paintings</p> <ul style="list-style-type: none"> • Yves Klein • Larry Poons
---------------	--	-----------------------------	---	--	---	---

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Upper Key stage 2 Units

Autumn Term

A: Painting

[Link to Year 5/6 topic: Ancient Egypt](#)

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links

				.			
Year 5	Use layers of paint to add detail to background colours. Create mood and feelings to their work.	Painting	The colour green seems to make positive emotions stronger and negative emotions weaker. White and pink may have similar effects, but researchers are still studying those.	Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness.	https://www.tate.org.uk/art/artworks/mondrian-sun-church-in-zeeland-zoutelande-church-facade-t07328 <ul style="list-style-type: none">• Piet Mondrian• Mark Rothko (Red on maroon)	
Year 6	Can add texture into paint by adding PVA glue, sawdust and sand ect. Use a range of techniques in their work.	Painting	Sand. The most common substance added to paints to create a textured final product is sand. Specifically, silica sand that is sold by home improvement and hardware stores for mixing with paint. Looking at artists that use texture in their paintings.	Exploring the thinking and history behind an artist	To begin to improve their mastery of art and design techniques including painting.	https://www.tate.org.uk/art/artworks/turner-fishing-upon-the-blythe-sand-tide-setting-in-n00496 <ul style="list-style-type: none">• Joseph Mallord William Turner• Edgar Hubert	

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

<u>Spring Term</u> <u>A: Clay</u> <u>Link to Year 5/6 topic: Vikings</u>						
	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 5	Begin to sculpt clay into other shapes.	Sculpture	Look at the work of other artists to generate ideas.	Exploring the thinking and history behind an artist	To improve their mastery of art and design techniques. Including sculpture.	https://www.tate.org.uk/search?type=text&q=clay+coins <ul style="list-style-type: none"> • Donald Judd • R.B Kitaj
Year 6	Research design and make a brief e.g make a fruit bowl.	Sculpture	Know the process of designing and making a brief.	Exploring the thinking and history behind an artist	To improve their mastery of art and design techniques. Including sculpture.	https://www.tate.org.uk/search?type=artwork&q=clay <ul style="list-style-type: none"> • Giuseppe Penone • Rebecca Warren

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.



Summer Term

A: Collage

Link to Year 5/6 topic: Light and electricity

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 5	Combine visual and tactile resources and look at their shape and form .	Collage	Look at artists that use visual and tactile resources.	Exploring the thinking and history behind an artist	To improve their mastery of art and design techniques including collage.	https://www.tate.org.uk/search? q=visual%20and%20tactile <ul style="list-style-type: none">• Paul Neagu• Rebecca Horn
Year 6	Combine pattern, tone , and shape when working on a collage.	Collage	Look at artists that combine tone, pattern and shape in their work.	Exploring the thinking and history behind an artist	To learn about great artists in history.	https://www.tate.org.uk/ art/artworks/schwitters-aphorism- t12393 <ul style="list-style-type: none">• Kurt Schwitters• Sir Terry Frost

***Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.**

Autumn Term

B: Painting

Link to Year 5/6 topic: North America

	The formal element	The practical	Theoretical	Disciplinary knowledge. •	National Curriculum Subject Content	Suggested artists and links	
Year 5	Express emotions in paintings focusing on colour and texture.	Painting	Artists who use their paintings to express their emotions.	Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness.	https://www.tate.org.uk/art/artworks/nitsch-poured-painting-t03334 <ul style="list-style-type: none"> • Hermann Nitsch • Edgar Hubert 	
Year 6	Explain why they have chosen specific painting techniques. Create mixed media work into paintings looking at line and shape.	Painting	Artists who use a range of techniques	Exploring the thinking and history behind an artist	To improve their mastery of art and design techniques including painting.	https://www.tate.org.uk/art/artworks/blake-the-meeting-or-have-a-nice-day-mr-hockney-t03790 <ul style="list-style-type: none"> • Peter Blake • Alan Shields 	

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Spring Term

B: Artist study

Link to Year 5/6 topic: Mayan civilisation

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 5	Use research and knowledge on different styles to experiment in their own work. Colour and shape	Printing	Work back into prints with stitching, collage, drawing.	Exploring the thinking and history behind an artist	To learn about great artists and designers in history.	<ul style="list-style-type: none"> • Roy Lichtenstein • Andy Warhol
Year 6	Say who their work has been influenced by. Use features of researched artists in their own work.	Printing	Link print making to maths. Make a printing block and rotate.	Exploring the thinking and history behind an artist	To improve their mastery of art and design techniques including printing.	<ul style="list-style-type: none"> • Robert Indiana • David Octoby

*Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.

Summer Term

B: Textiles

Link to Year 5/6 topic: Volcanoes and earthquakes

	The formal element	The practical	Theoretical	Disciplinary knowledge.	National Curriculum Subject Content	Suggested artists and links
Year 5	Use textile sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/or embroidery. Focus on textures of different fabrics.	Textiles	Artists who use textiles and different textures in their work.	Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness.	https://www.tate.org.uk/search?type=artist&q=textiles <ul style="list-style-type: none"> • Anni Albers
Year 6	Develop using a range of stitches. (including running stitch, cross stitch, back stitch, applique and/or embroidery. Focus on textures	Textiles		Exploring the thinking and history behind an artist	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an	https://www.craftscouncil.org.uk/stories/twelve-titans-thread <ul style="list-style-type: none"> • Enid Marx • Magdalena Abakanowicz



	of different fabrics.			increasing awareness.	
--	-----------------------	--	--	-----------------------	--

***Disciplinary Knowledge-Know the differences between and see examples of traditional (1860-1960) modern and contemporary Art.**

Formal elements explained: <https://hardleyart.wordpress.com/the-formal-elements-in-art/>