

Substantive knowledge: what pupils know

Disciplinary knowledge: what pupils do and how they think as artists

Reasonable adjustments for Art and Design:

- **Accessible tools:** Use larger grips on pencils, chunky paintbrushes or tools, and adapted equipment for fine motor difficulties.
- **Flexible workspace:** Provide opportunity for standing up when creating artwork or sitting in a calm space.
- **Visual aids:** Use diagrams, step-by-step picture instructions, and labelled displays to support understanding.
- **Chunking information:** Break down instructions into short, clear steps with repetition if needed.
- **Multi-sensory teaching:** Combine verbal instructions with visual demonstrations and hands-on practice.
- **Pre-teaching vocabulary:** Introduce key terms (e.g., “colour,” “pattern,” “texture”, “line”, “shape”, “form” and “space”) before lessons using games or visuals.
- **Chunking tasks:** Divide activities into manageable parts with clear goals.
- **Choice and flexibility:** Allow pupils to choose equipment or methods to suit their strengths.
- **Scaffolded creative process:** Provide templates or partially completed models to support planning and creativity.
- **Peer or adult support** to scaffold learning without reducing challenge.
- **Alternative recording methods:** Allow pupils to draw, use photos, or verbally explain their artwork rather than writing.
- **Celebrate process over product:** Focus on effort and creativity.

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery							
	<u>Rationale</u> Art is taught through child interest led activities both in the inside and outside provision areas. Clear independent creative opportunities are given in designated areas using a range of frequently changed media and materials.						
	30-50 month Early Learning Goal They safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function						
	<u>Skills</u> <u>Drawing</u> • Use a variety of media to mark make e.g. pencils, crayons, charcoal, pens, shaving foam, sand, in paint. • Make marks on different surfaces on large and small scale. E.g. outside with chalks, on large and small paper. • Begin to make marks intentionally and begin to give meanings to the marks they make. • Use their imagination. <u>Painting</u> • Explore the properties of different paints e.g.+ thick, watery, gloopy, using fingers/hands. Brushes and other tools. • Name and mix the primary colours • Make marks with paint on different scales using different tools.						

- Begin to paint representations of people, objects and events.

Collage

- Explore different materials using all of the senses to investigate them.
- Manipulate and play with different materials.

Printing

- Explore making marks by moving cars dipped in paint across a page, rolling balls that have been dipped in paint.
- Use large stamps to create images.

Sculpture

- Manipulate and play with different materials.
- Construct on a large and small scale.
- Assemble and join materials.

Artists:

The children are exposed to the following artists during the 2 year rolling programme:

- Aboriginal Art
- Jackson Pollock
- Van Gogh

Vocabulary

Red, blue, yellow, white, purple, green, orange, black

Glue, tape, pencil, pen, paper, card, crayons, scissors, cut, tear

Knowledge

- To know different materials, create different marks
- To know how to draw straight and curved lines
- To know that the marks they make can represent items or objects
- To know the names of the basic primary and secondary colours.
- To match colours to objects
- To be aware that marks can be transferred by printing.
- To know that materials can be joined using glue and tape

Reception	It's good to be me Seasons/ natural world: Autumn	It's good to be you	Who are you? Seasons/natural world: Winter	Let's explore! Seasons/natural world:Spring	Near and far Seasons/natural world:Summer	On-site learning Off-site learning Visitors
<u>Rational</u> Art is taught through child interest led activities. Clear independent creative opportunities are given in designated areas using a range of frequently changed media and materials. Some formal teaching strategies are used to introduce specific skills such as paint mixing						
<u>40-60+ months, Early Learning Goal</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thought and feelings through DT, art, music, dance, role play and stories.						
<u>Generic Skills</u> - Record and explore and experiment with ideas from own experience, imagination and observation - Develop own ideas. Try things out, change their minds and adapt their creations - Talk about the work of other artists (this may be the work of peers, familiar adults or famous artists).						
<u>Skills</u> <u>Drawing</u> - Experiment with different materials freely. - Work on a variety of scales - Make representations of objects - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Think about the position of objects when drawing them, e.g a nose is inside a face, arms are attached to a body						
<u>Painting</u> - Explore the properties of different paint eg paint with saw dust in, watery paint, bubble paint. - Explore what happens when colours are mixed in different ways. - Create representations of themselves, people, objects and events on different scales. - Explore the use of different tools e.g. different paint brushes, cotton buds, sticks, fingers, sponges - Select an appropriate colour for an object						
<u>Collage</u> - Glue materials to different backgrounds. - Join materials together using different methods eg glue, tape. - Experiment with collage technique, applying a range of materials to make an image.						
<u>Printing</u> - Experiment by printing with the face of shapes. - Use prints to create a basic pattern						
<u>Sculpture</u> - Make simple 3D models and 3D representations using a range of materials and construction equipment. - Manipulate malleable materials in a variety of ways including rolling and kneading.						

- Understand the safety and basic care of materials and tools.
- Assemble and join materials using different techniques.

Artists:

The children are exposed to the following artists during the 2 year rolling programme:

- Da Vinci-Mona Lisa
- Aboriginal Art
- Jackson Pollock
- Claude Monet
- Van Gogh
- Lucy Arnold

Evaluating Processes and Results

- Talk about their own creations and those of others.
- Talk about their favourite aspects of their work.

Knowledge

- To know that different tools create different marks
- To know the names of and differentiate between different mark making tools
- To know that when colours are mixed they create new colours
- To know that different paints can be used to create different effects
- To know how to create different effects using different media
- To know that tools need to be handled safely
- To know the effects of manipulating different materials

Vocabulary

Pencil, pen, felt tip, crayon, paint brush, scissors, tape. Cut, join, powder, mix, green, orange, purple, thick, thin

Year 1

Alma Woodsey Thomas
Drawing & Painting



Artwork

- The Eclipse (1970)
- Resurrection (1966)
- A Glimpse of Mars (1969)
- Pansies in Washington (1969)

Generic Skills

- Explore and experiment with materials, ideas and first-hand experiences
- Develop and adapt ideas through trying out and refining work
- Learn about artists, craftspeople and designers, identifying simple similarities and differences
- Begin to record ideas using sketchbooks

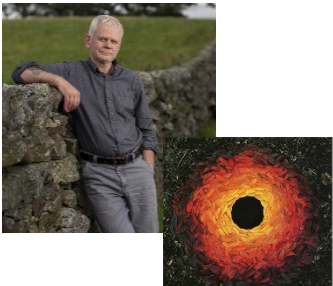
Evaluating and talking about Art

- Talk about their own artwork and the artwork of others using simple art vocabulary.
- Say what they like and how artwork makes them feel.
- Describe what they did and the choices they made when creating their work.
- Begin to identify what they might change or improve next time.

Substantive knowledge:

- Alma Woodsey Thomas was born in Georgia, USA in 1891
- Alma Woodsey Thomas died in 1978.
- Alma Woodsey Thomas is an abstract artist.
- Artwork by Alma Woodsey Thomas: The Eclipse (1970), Resurrection (1966), A Glimpse of Mars (1969), Pansies in Washington (1969)
- She is known for her abstract paintings featuring bright colours and mosaic-like

		patterns to create movement in her work. • Know that her work is inspired by nature and uses colour, shape and pattern to express ideas rather than represent real objects. • Know that Alma Woodsey Thomas used short, repeated brushstrokes arranged in rows or circles • Know that primary colours are red, blue and yellow • Know that secondary colours are orange, green and purple • Know that mixing primary colours creates secondary colours • Know that a tint is made by adding white to a colour • Know that a shade is made by adding black to a colour • Know that patterns are created by repeating shapes, lines or colours • Know that painting can be used to express ideas and feelings through colour and pattern		
		<u>Disciplinary knowledge:</u> • Combine primary colours to create secondary colours • Mix tints and shades to develop artwork • Use shapes, colours and lines to create repeated patterns • Begin to create artwork inspired by the style of Alma Woodsey Thomas • Share thoughts and feelings about a piece of artwork • Describe and evaluate the work of Alma Woodsey Thomas using simple vocabulary • Compare her work with artists previously exposed to in EYFS. • Identify similarities and differences between artists and their own work		

		Make simple links between their own artwork and the work of an artist		
		<u>Vocabulary</u> Primary colour, secondary colour, pattern, abstract art, tint, shade, line, shape <u>Key vocabulary:</u> Primary colour, secondary colour, pattern, line, shape, tint, shade		
Year 2	Andy Goldsworthy Sculpture 		Mackenzie Thorpe Drawing, Painting and Collage. 	
	<u>Artwork</u> Rowan Leaves and Hole (1987) Red Leaf Patch (1983) Wood Line Ice Star Rain Shadows		<u>Artwork:</u> Love Conquers All (2017) Happiness (2022) We are Family Sunshine and Flowers (2020) Waiting for Me Dad (2019) Over the Border (2024)	
	<u>Generic Skills</u> - Explore and experiment with materials, ideas and first-hand experiences - Develop and adapt ideas through trying out and refining work - Learn about artists, craftspeople and designers, identifying simple similarities and differences - Begin to record ideas using sketchbooks <u>Evaluating and talking about Art</u> - Talk about their own artwork and the artwork of others using simple art vocabulary. - Say what they like and how artwork makes them feel. - Describe what they did and the choices they made when creating their work. - Begin to identify what they might change or improve next time.			

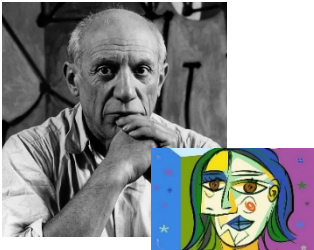
Substantive knowledge:

- Andy Goldsworthy was born in 1956.
- Andy Goldsworthy is a British sculptor who is known for creating sculptures using natural materials.
- His art movement is environmental art.
- He is known for creating outdoor sculptures using natural materials.
- Famous artwork: *Rowan Leaves and Hole (1987)*, *Red Leaf Patch (1983)*, *Wood Line*, *Ice Star and Rain Shadows*.
- To know that sculpture is a form of 3D art that can be made from a variety of materials.
- To know that Andy Goldsworthy creates temporary (ephemeral) art that can change or disappear over time.
- To understand that natural materials include leaves, sticks, stones, ice and soil.
- To know that artists can be inspired by nature and the environment.
- To understand that sculptures can be made outdoors, not just in classrooms or galleries.
- To know that texture, shape and form are important elements in sculpture.

Substantive knowledge:

- Mackenzie Thorpe was born in Middlesbrough in 1956
- Thorpe creates paintings and sculptures
- Love and hope are key symbols in his artwork
- His public sculpture *Waiting for Me Dad* represents working communities
- Thorpe's work features simplified, symbolic figures
- Know key artworks (e.g. *Love Conquers All*, *Happiness*, *We Are Family*)
- Know that artists use colour, line, shape, pattern, texture, form and space to communicate ideas
- Know that Thorpe is known for emotional and symbolic imagery
- Know that artists have distinct styles and recognise Thorpe's features (simplified shapes, emotion)
- Know that collage involves cutting, tearing and layering materials
- Know that drawing materials create different lines and marks
- Know that artists often use personal experiences and feelings
- Know that artworks can be planned, developed and refined

	• To understand that patterns can be created by repeating shapes and objects. • To know that the weather and seasons can affect artwork made outside. • To recognise that art does not always last forever and can be captured through photograph.			
	<u>Disciplinary knowledge</u> • Overlap shapes to create new ones. • Match colours seen around them. • Create texture using different natural materials. • Develop techniques in using shape, form and texture to construct 3D artwork. • Use observational skills to notice patterns, colours and textures in a natural environment. • Explore and experiment with natural materials to create sculptures (e.g. arranging, stacking, weaving). • Arrange materials carefully to create patterns and symmetrical designs. • Use trial and improvement (evaluate and adapt) when constructing sculptures. • Select appropriate materials based on colour, texture and size.		<u>Disciplinary knowledge</u> • Explore how Thorpe uses shapes, colour and emotion • Use drawing to imitate simple forms from Thorpe's style • Experiment with pastels or crayons to create expressive marks • Select and mix colours to create warm, cool or emotional palettes • Apply paint techniques (blending, layering) • Create collage by cutting, tearing and layering • Combine drawing, painting and collage to create mixed media artwork • Develop ideas from observations to create original work • Choose materials purposefully to achieve an effect • Ask and answer questions about artwork and its meaning • Describe what they like about their own and others' work • Compare similarities and differences between artworks • Talk about how their work was	

	• Create sculptures by balancing and joining materials. • Work collaboratively to design and build group sculptures. • Talk about their own artwork and describe what they like and would improve. • Respond to the work of Andy Goldsworthy by creating their own nature-inspired sculpture. • Use the environment to influence placement and design of their sculpture.		influenced by Thorpe • Identify one way to improve their work	
	<u>Vocabulary</u> Sculpture, natural materials, environmental art, ephemeral art, stack, weave, overlap <u>Key Vocabulary:</u> Sculpture, natural, stack, weave, overlap		<u>Vocabulary</u> Colour, line, shape, form, texture, pattern, space, primary colours, secondary colours, tint, warm colours, cool colours, background, mixed-media, overlap, symbolic <u>Key vocabulary:</u> Colour, line, shape, pattern, texture, space, warm colours, cool colours, background	
Year 3	Pablo Picasso Drawing and Painting 	Orla Kiely Drawing and Printing 		
	<u>Artwork:</u> • Self-Portrait (1907) • Weeping Woman (1937) • Femme Au Béret Et À La Robe	<u>Artwork:</u> • Classic Multi Stem • Aura Marine • Atomic Flower		

Quadrillée (1937) and Dora Maar Seated (1937).

Generic Skills

- Explore, develop and refine ideas using a range of materials, techniques and first-hand observations.
- Use sketchbooks to record, plan and develop ideas.
- Make purposeful choices about materials, techniques and composition.
- Explore and compare the work of artists, craftspeople and designers from different cultures and periods.
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Evaluating Processes and Results

- Describe and compare their own work and the work of others using appropriate art vocabulary.
- Explain their ideas, choices and techniques.
- Reflect on strengths and identify ways to improve their work.

Substantive Knowledge

- Pablo Picasso was a Spanish artist born in 1881 and died in 1973
- Picasso helped to shape modern art
- Picasso helped develop cubism
- Picasso used different styles including realistic, abstract and cubist
- Picasso had a Blue Period and a Rose Period using cooler and warmer colours
- Know key artworks (*Weeping Woman*, *Dora Maar Seated*, etc.)
- Know features of cubism (geometric shapes, multiple viewpoints, bold colour)
- Know that art can express ideas, stories and emotions
- Know that drawing and painting can be done in different ways
- Know that art styles change over time
- Know that portraits can express personality and emotion

Substantive Knowledge

- Orla Kiely was born in Ireland in 1963
- She is a designer known for fabric and pattern design
- Know key works (e.g. Classic Multi Stem, Aura Marine, Atomic Flower and Wild Rose Stem Dandelion)
- Know that artists and designers use pattern inspired by the natural world
- Know how to create a relief block
- Know how printing works using blocks and rollers
- Know that patterns can be repeated to create design
- Know that monoprint is a printmaking technique where the image is made once
- Know that printing can be applied to different surfaces (e.g. fabric)

	<u>Disciplinary Knowledge</u> • Explore the work of Picasso and record observations • Experiment with line, shape and colour to express mood • Use drawing tools (pencil, charcoal) to explore tone and texture • Mix and apply paint using warm and cool colours • Create portraits and abstract compositions inspired by Picasso • Develop control and confidence in mark-making and brushwork • Explore how Picasso's life and context influenced his work • Analyse and evaluate how artists express ideas • Compare different artworks and styles	<u>Disciplinary Knowledge</u> • Create patterns inspired by the natural world • Use different materials to explore printing effects • Use a roller to apply paint to a relief block • Create repeating patterns using a block. • Create a clean print using the block. • Create a clean print onto fabric. • Create a monoprint • Apply blended colours when printing • Explore the work of a designer and record observations • Share thoughts and feelings about artwork		
	<u>Vocabulary</u> Portrait, cubism, abstract, style, mood, geometric, viewpoint. <u>Key vocabulary:</u> Portrait, abstract, style, geometric, cubism, mood	<u>Vocabulary</u> Print, ink, block, relief, texture, roller, Impression, reverse image, pressing. <u>Key Vocabulary:</u> Print, ink, block, texture, roller, relief block, impression		
Year 4	Claude Monet Painting 		Anthony Gormley Sculpture 	

	<u>Artwork</u> Autumn on the Seine Argenteuil (1873) Wood Lane (1876) Banks of the Seine Vétheuil (1880) Haystacks (1890) Water Lilies (1906)		<u>Artwork:</u> Field Series (1991-2003): Field for British Isles (1993) Angel of the North (1998) Feeling Material Work (2003-2008) Exposure (2010) Look II (2020)	
	<u>Generic Skills</u> • Explore, develop and refine ideas using a range of materials, techniques and first-hand observations. • Use sketchbooks to record, plan and develop ideas. • Make purposeful choices about materials, techniques and composition. • Explore and compare the work of artists, craftspeople and designers from different cultures and periods. • <u>Evaluating Processes and Results</u> • Describe and compare their own work and the work of others using appropriate art vocabulary. • Explain their ideas, choices and techniques. • Reflect on strengths and identify ways to improve their work.			
	<u>Substantive Knowledge</u> • Claude Monet was born in France in 1840 and died in 1926 • Claude Monet was the founder of impressionism. • Impressionism is a style of painting that began in France in 1860s when artists painted pictures outside rather than studios. • Famous works by Monet include: Autumn on the Seine, Argenteuil (1873), Wood Lane (1876), Banks of the Seine, Vétheuil (1880), Haystacks (1890), Water Lilies (1906) • Explore painting techniques such as tache, stippling, dabbing, blending and layering to create texture and light effects. • Use colour mixing to create tones and shades inspired by natural scenes. • Use tints and shades to create contrast in an artwork.		<u>Substantive Knowledge</u> • Antony Gormley was born in August 1950 • Antony Gormley is known for his sculptures, installations and public artworks that investigate relationship between the human body to space. • Antony Gormley is hugely influential in the British contemporary art world. • Anthony Gormley uses materials such as steel, iron and clay. • Famous works by Gormley include: Field Series (1991-2003), Angel of the North (1998), Feeling Material Work (2003-2008), Exposure (2010) and Look II (2020) • Know that sculpture can represent the human form • Know that sculpture placement can affect meaning and environment	

	- Experiment with brushwork to suggest movement, light and atmosphere. - Create landscape painters inspired by Monet's impressionist style. - Observe and record from nature to plan compositions. - Reflect on their own work to identify what they like and what they could improve. - Use painting to express mood and time of day.		Know that <i>Angel of the North</i> is a landmark in the North East	
	<u>Disciplinary Knowledge</u> - To know how to explore the work of an artist (Monet) and record observations of his work. - To know how to explore Monet's paintings and understand his role in the Impressionist movement. - To know that impressionism is a style that captures light, colour and movement rather than fine detail. - To know that Monet painted outdoors (en plein air) to capture natural light and changing weather. - To know how to share thoughts and feelings about a piece of artwork. - To know adding black to a colour creates a shade. - To know adding white to a colour creates a tint.		<u>Disciplinary Knowledge</u> - Plan a sculpture through research, drawing and preparatory work - Join wire to create shapes using twisting and looping techniques - Create controlled lines in wire by cutting and twisting - Experiment with ideas on a small scale to test effectiveness - Use wire techniques to represent the human form - Manipulate materials to create stable, balanced structures - Experiment with body proportions, gesture and pose - Explore different ways to display a 3D piece and select the most effective - Explore the work of Gormley and record observations	

- To know tone can be used to create contrast in an artwork to show light and shadows.
- To know that artists use colour and brushwork to show mood, time and place.
- To understand that art can show how a place feels not just how it looks.
- To know that painting styles change over time and artists respond to the world around them,
- To know that a range of techniques can be used to create tone in an artwork.
- To know Monet used the paint technique called 'tache' which means touch.
- To know how to choose suitable painting tools.
 - To know how to make sketches to plan ideas, adapting where necessary.
 - To know how to talk about the challenges and favourite aspects of creating their work.
 - To know how to identify what they might change or develop in the future.

Vocabulary

Landscape, Tache, Impressionism, Tint, Shade, Creating contrast, Background, Foreground, en plein air

Key Vocabulary

Landscape, tint, shade, background, foreground, impressionism.

- Observe movement in the human body and sketch from observation
- Analyse how Gormley represents the human form
- Reflect on how sculpture interacts with its environment

Vocabulary

Sculpture, Installation, Form, Proportion Silhouette, Scale, Space, Abstract, Casting Construction, Stability, Human form, Metal, wire, clay, iron

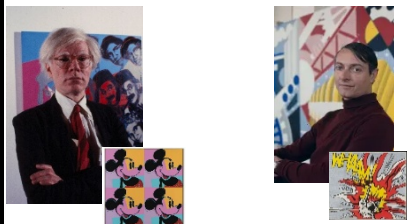
Key vocabulary:

Sculpture, human form, proportion, scale, space, construction, metal, wire, clay, stability

Year 5

Andy Warhol and Roy Lichestein

Drawing and Printing



Artwork:

Warhol:

Campbell's Soup 1: Tomato (1968)

Banana (1966)

Shot Marylins (1964)

Five Coke Bottles (1962)

Moonwalk (1987), Quadrant Mickey Mouse (1981).

Lichtenstein:

Whaam! (1963),

Explosion (1965-1966)

Girl with Hair Ribbon (1965)

[Reflections on Minerva](#) (1990)

Frida Kahlo/ Brianna McCarthy

Drawing, Painting and Collage influence.



Artwork:

Frida Kahol

The frame (1937-8)

Self-Portrait with thorn necklace and

hummingbird (1940)

Brianna McCarthy

Clifford and Woodford (2010)

Paper Queen Lila (2011)

Generic Skills

- Independently develop, refine and realise ideas using a range of materials and techniques.
- Use sketchbooks to plan, annotate, refine and improve work with increasing independence.
- Make informed and purposeful choices about media, techniques and composition.
- Analyse the work of artists, craftspeople and designers, understanding influence, style and context.

Evaluating Processes and Results

- Analyse and evaluate their own and others' work using subject-specific vocabulary.
- Justify artistic choices, explaining processes and techniques used.
- Critically reflect on outcomes and refine work to improve quality and impact.

Substantive Knowledge

- To know how Roy Lichtenstein and Andy Warhol impacted the Pop Art movement.
- Pop Art started in 1950s and 1960s.

Substantive Knowledge

- To know what a portrait is and how it's purpose has changed over time.
- Frida Kahlo was born in Mexico in 1907 and died in 1954

- Roy Lichtenstein was born on 27th October 1923 and died in 1997.
- Lichtenstein became famous for his comic strip cartoons.
- Roy Lichtenstein was a painter, but he made different types of art including sculpture, murals, prints and ceramics.
- Famous works by Lichtenstein: Whaam! (1963), Explosion (1965-1966), Girl with Hair Ribbon (1965), [Reflections on Minerva](#) (1990)
- Andy Warhol was born in America in 1928 and died in 1987.
- Andy Warhol was one of the most influential artists in Pop Art.
- Warhol used bright colours and silk screen printing.
- Warhol made films, digital artwork, sculptures and paintings
- Famous works by Warhol: Campbell's Soup 1: Tomato (1968), Banana (1966), Shot Marilyns (1964), Five Coke Bottles (1962), Moonwalk (1987), Quadrant Mickey Mouse (1981).
- To know that Pop Art uses everyday objects, celebrities and bold colours to make art eye-catching.
- To know that the use of repetition, commercial imagery and comic book style is evident in Pop Art.
- To know that printing is a method of making multiple copies of an image and is used in commercial art.
- Understand that artists use different media together to create a new effect.
- To know that art can reflect popular culture and artists often respond to the world around them.

- Frida Kahlo created 55 surreal and unique self-portraits.
- Frida Kahlo has been described as a surrealist or magical realist.
- Frida Kahlo was known for her self-portraits.
- Know that Frida Kahlo used symbolism and personal narrative in her portraits.
- Famous works by Frida Kahlo include: The frame (1937-8) Self-Portrait with thorn necklace and hummingbird (1940)
- Brianna McCarthy was born in Trinidad and Tobago in the Caribbean.
- Brianna McCarthy was born in 1984.
- Brianna McCarthy is a self-taught mixed media artist who uses collage to create portraits of women.
- Know that Brianna McCarthy's use of collage explores identity and representation.
- Famous works by Brianna McCarthy include: Clifford and Woodford (2010) Paper Queen Lila (2011)
- To know how texture and layering in collage can convey meaning.

	<u>Disciplinary knowledge</u> • To explore the work of an artist and record observations of their work. • Explore and combine painting and printing techniques to create mixed media artwork. • Use bold colours, patterns and repeated images to reflect the Pop Art style. • Experiment with layering paint and print to create texture and visual impact. • Create print using block, stencil or screen printing techniques inspired by Warhol's portraits. • Use Benday dots and comic-style outlines in painting inspired by Lichtenstein. • Plan and develop ideas through visual research and record in sketchbooks. • Evaluate their own and others' work using art vocabulary to describe effect and techniques.	<u>Disciplinary Knowledge</u> • Accurately sketch facial proportions using guidelines. • Use colour to create skin tones and expressive backgrounds. • Use layering techniques to add texture to a piece of art. • Use magazine cut out and patterned paper to enhance a portrait. • Compare and contrast Kahlo and McCarthy's approaches to identity in art. • Evaluate own work and peers' work using art vocabulary (composition, tone, texture, symbolism). • Look closely at detail of facial features and investigate ways surface detail can be added. • Compare similarities and differences about artwork. • Use proportion and perspective of facial features. • Combine drawing and painting with collage elements effectively. • Use warm colours and cool colours for expressive portraits.		
	<u>Vocabulary</u> Pop art, Ben day dots, composition, shadow, tone, pattern, line, printing, silk screen, ink, squeegee, stencil, modern art, popular culture <u>Key vocabulary</u> Pattern, line, tone, shadow, composition, printing, stencil, pop art, Ben Day dots, silk screen	<u>Vocabulary</u> Portrait, self-portrait, symbolism, identity, composition, proportion, texture, tone, layering, mixed media, collage, pattern, warm colours, cool colours, expression, contrast. <u>Key vocabulary:</u> Portrait, self-portrait, composition, proportion, texture, tone, contrast, expression, collage, mixed -media		

Year 6

Audrey Flack
Painting & Mixed Media



Hokusai
Wood Printing (D&T link)



Rationale

Artwork:

Crayola (1972-73)
Rich Art (1972-73)
Chanel (1975-76)
Wheel of Fortune (1977-78)
Energy Apples (1980)

Artwork:

The Great Wave off Kanagawa (1831)
Fine Wind, Clear Morning (1830-1832)
Fishing Boats at Tago-no-ura (1830-1832)
Shower Below the Summit (1830-1833)

Generic Skills

- Independently develop, refine and realise ideas using a range of materials and techniques.
- Use sketchbooks to plan, annotate, refine and improve work with increasing independence.
- Make informed and purposeful choices about media, techniques and composition.
- Analyse the work of artists, craftspeople and designers, understanding influence, style and context.

Evaluating Processes and Results

- Analyse and evaluate their own and others' work using subject-specific vocabulary.
- Justify artistic choices, explaining processes and techniques used.
- Critically reflect on outcomes and refine work to improve quality and impact.

Substantive knowledge

- Audrey Flack was born in America in 1931 and died in 2024.
- Audrey Flack worked in abstract expressionism, early in her career and later explored sculpture and printmaking.
- To know Audrey Flack's role in the Photorealism movement.
- Audrey Flack's artwork explores themes of beauty, time, memory

Substantive Knowledge

- Hokusai was born in Japan in 1760 and died in 1849.
- To know that Hokusai was a master of Ukiyo-e which means 'pictures of the floating world'.
- Hokusai's work focused on woodblock printing, but he did produce paintings and book illustrations.
- Nature and landscapes inspired his

	and femininity. • To know that Photorealism aims to make paintings look like photographs often using real-life objects. • Know that Audrey Flack incorporated repetition and layering in her work which is similar to printmaking techniques. • Understand that Audrey Flack used personal photographs and celebrity imagery to explore identity and memory. • To know applying painting techniques can build tone, highlights and detail aiming for photorealistic or expressive effects. • To know that artists use photography to explore composition, light and detail. • To know that art can reflect personal stories, identity and culture. • To know that artists often use everyday objects to express meaning. • To know that printing techniques can add texture and repetition to a mixed media.		artwork. • Famous artwork: The Great Wave off Kanagawa (1831), Fine Wind, Clear Morning (1830-1832), Fishing Boats at Tago-no-ura (1830-1832), Shower Below the Summit (1830-1833) • Hokusai created detailed landscapes. • Hokusai used natural motifs such as waves, mountains, trees and boats. • Woodblock printing involves carving the design into a block so that the raised areas <i>transfer ink</i>. • Printed images can be transferred onto wooden surfaces to create decorative designs. • The position, colour and layering of a print affect the final appearance of the artwork. • Wooden surfaces may need to be sanded and prepared before a printed design is applied. • Protective finishes such as varnish or sealant can be used to preserve printed artwork on wood	
	<u>Disciplinary knowledge</u> • Explore the work of an artist and record observations of their work. • Experiment with layering paint, print and photographic elements to create detailed compositions. • Develop control and precision in painting techniques to reflect realistic detail.		<u>Disciplinary Knowledge</u> • Develop designs inspired by Hokusai' motifs and composition techniques. • Create sketches to show how the pattern or image will fit on the wooden box. • Adapt a design so it fits the dimensions of a wooden box. • Experiment with line, shape and	

- Use printing techniques to add texture and pattern to their work.
- Use photography as a starting point for developing mixed media artwork.
- Plan and compose still life arrangements using digital photography to explore composition and lighting.
- Refine and adapt their artwork through sketchbooks.
- Combine photography, printing and painting in layered composition that reflects a personal theme (e.g. identity, things I treasure)
- Use sketchbooks to plan, annotate and refine their ideas explaining their media choices and symbolic intentions.
- Evaluate their own and others' work using appropriate vocabulary to discuss technique, symbolism and impact.

Vocabulary

Photo realism, still life, symbolism, mixed media, composition, realism, printmaking, contrast, layering, media

Key Vocabulary:

Composition, contrast, tone, layering, mixed-media, printmaking, photo realism, still life, symbolism

pattern inspired by Hokusai's artwork.

- Create a relief print or printed image inspired by Hokusai's style.
- Apply printed designs carefully and accurately onto a wooden surface.
- Consider the placement of the design to create a balanced composition.
- Evaluate and refine the printed design before transferring it onto wood.
- Preserve the finished artwork by applying a protective finish.
- Evaluate the effectiveness of the final design and identify improvements for future work.

Vocabulary

Relief print, block, ink, roller, impression, alignment, sealant, composition, motif

Key vocabulary:

Relief print, block, ink, roller, impression, composition, motif