

Art and Design Curriculum Objectives 2022-2023

	1	2	3	4	5	6
Framework / National Curriculum Objectives	<p style="text-align: center;">Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p style="text-align: center;">Key stage 2</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <ul style="list-style-type: none"> • about great artists, architects and designers in history. 			

Redwell Art and Design LTP 2022-23

Year Group	1	2	3	4	5	6
Art Focuses	Drawing Painting Printing Artist Study & Sketchbook Work	Sculpture Collage & Textiles Digital Media Artist Study & Sketchbook Work	Drawing Collage & Textiles Digital Media Artist Study & Sketchbook Work	Painting Printing Sculpture Artist Study & Sketchbook Work	Painting Printing Sculpture Artist Study & Sketchbook Work	Drawing Collage & Textiles Digital Media Artist Study & Sketchbook Work

Three focuses to be taught in all other year groups. All six focuses to be taught across years 1-2, 3-4 and 5-6, depending on where they fit best with year group topics. Learning objectives taken from Focus Education and some additional LOs added to make learning expectations clearer in certain focus areas.

Year Group	1	2	3	4	5	6
Autumn 1	5 Senses	Pirates Sculpture	India	Africa Painting	Macbeth Painting	Woeful Wars (WW1 and WW2) Drawing
Autumn 2	Explorers	Victorians Digital Media	Stone Age Drawing	Rainforest	Anglo Saxons Sculpture	Magnificent Mountains
Spring 1	Fire Fire Drawing	China	Extreme Earth: Volcanoes and Earthquakes	Fantastic Beasts Sculpture	Raging Rivers	Vikings
Spring 2	How does your garden grow? Printing	Arctic/ Antarctic	Robots Digital Media	Romans	Ancient Greeks	Frozen Kingdoms Collage & Textiles
Summer 1	Toy Story	Castles	Chocolate	Tudors Printing	Space Printing	British Empire Digital Media
Summer 2	What a wonderful world Painting	Madagascar Collage & Textiles	Ancient Egypt Collage & Textiles	Urban life and Diversity	Endangered Earth	Mayans

Redwell Art and Design LTP 2022-23

Knowledge Matrix (Progression of Knowledge)		1	2	3	4	5	6
Year Group							
Learning Objectives	<p>Knowledge</p> <p>Drawing Painting Printing Sculpture Collage & Textiles Digital Media Artist Study & Sketchbook Work</p>	<p><u>Drawing</u></p> <p>I know that different grades of pencil create shades and effects.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p><u>Painting</u></p> <p>I can name the primary and secondary colours.</p> <p>I know how to mix paint to create all the secondary colours.</p> <p>I know how to create brown with paint.</p> <p>I know how to create tints with paint by adding white.</p> <p>I know how to create tones with paint by adding black.</p> <p><u>Printing</u></p> <p>I know how to make a print using different materials.</p> <p>I can explain how to make a rubbing.</p> <p><u>Artist Study & Sketchbook Work</u></p> <p>I know how to show people's feelings in paintings and drawings.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>	<p><u>Sculpture</u></p> <p>I know how to cut, roll and coil materials.</p> <p>I know how to make a clay pot.</p> <p>I understand the safety and basic care of materials and tools.</p> <p><u>Collage & Textiles</u></p> <p>I know how to create a collage.</p> <p>I know how to use fabric to create a piece of art.</p> <p>I know how to make a simple mosaic.</p> <p><u>Digital Media</u></p> <p>I know how to use IT to create a picture.</p> <p>I know how to create different effects within an IT paint package.</p> <p><u>Artist Study & Sketchbook Work</u></p> <p>I know how to create moods in art work.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>	<p><u>Drawing</u></p> <p>I know how to show facial expressions and body language in sketches.</p> <p>I can explain how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>I understand what cave paintings are and where and when they originate from.</p> <p><u>Collage & Textiles</u></p> <p>I can describe how to use different techniques, e.g. dyeing, weaving, embroidery.</p> <p>I can name the tools I have used.</p> <p>I can explain my choices using an art vocabulary.</p> <p><u>Digital Media</u></p> <p>I know how to use IT to create art which includes my own work and that of others.</p> <p>I know how to integrate digital images into my art using an IT paint package.</p> <p><u>Artist Study & Sketchbook Work</u></p> <p>I know how to use sketches to produce a final piece of art.</p> <p>I know how to compare the work of different artists.</p>	<p><u>Painting</u></p> <p>I can name the primary, secondary and tertiary colours and explain how to mix them.</p> <p>I know how to create a background using a wash.</p> <p>I know how to use a range of brushes to create different effects in painting.</p> <p>I know how to show reflections in my art.</p> <p><u>Printing</u></p> <p>I can talk about the processes used to produce a simple print.</p> <p>I know how to print onto different materials using at least four colours.</p> <p><u>Sculpture</u></p> <p>I know how to sculpt clay and other mouldable materials.</p> <p>I can explain how to use different clay tools effectively.</p> <p><u>Artist Study & Sketchbook Work</u></p> <p>I know how to identify the techniques used by different artists.</p> <p>I recognise when art is from different cultures and historical periods.</p> <p>I can explain some of the features of art from historical periods.</p>	<p><u>Painting</u></p> <p>I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>I understand why it's important to carry out preliminary studies, test media and materials and mix appropriate colours before beginning a final piece.</p> <p>I can demonstrate an awareness of how paintings are created (composition).</p> <p><u>Printing</u></p> <p>I know how to create an accurate print design following criteria.</p> <p>I know how to overprint to create different patterns.</p> <p><u>Sculpture</u></p> <p>I can explain why I have used different tools to create clay piece.</p> <p>I know how to join two pieces of clay correctly.</p> <p><u>Artist Study & Sketchbook Work</u></p> <p>I know how to express emotion in my art.</p> <p>I can explain why I have chosen specific techniques to create my art.</p>	<p><u>Drawing</u></p> <p>I know how to use shading to create mood and feeling.</p> <p>I can explain how to use the following elements of art effectively when drawing: line, tone, pattern, texture, form, space, colour and shape.</p> <p><u>Collage & Textiles</u></p> <p>I can compare different textile techniques and describe the effects that they can create.</p> <p>I can explain the uses of lighter/heavier needles and finer/thicker threads.</p> <p><u>Digital Media</u></p> <p>I can describe different types of digital art, e.g. Fractal/Algorithmic Art, Data-Moshing, Dynamic Painting & Photo-Painting.</p> <p>I know how to use images which I have created, scanned and found; altering them where necessary to create art.</p> <p>I know how to use a range of e-resources to create art.</p> <p><u>Artist Study & Sketchbook Work</u></p> <p>I can explain the style of my work and how it has been influenced by a famous artist.</p> <p>I know how to use feedback to make amendments and improvement to my art.</p>

Skills Matrix (Progression of Skills)

Year Group		1	2	3	4	5	6
Learning Objectives	Skills						
	Drawing Painting Printing Sculpture Collage & Textiles Digital Media Artist Study & Sketchbook Work	<p>Drawing I can use pencils to create lines of different thickness in drawings. I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art.</p> <p>Painting I can use a range of primary and secondary colours in when painting. I can mix different colours and shades myself.</p> <p>Printing I can create a printed piece of art by pressing, rolling, rubbing and stamping. I can make marks in print using a variety of objects such as hands, feet, objects and found materials. I can make rubbings from natural and man-made objects e.g. tree bark, leaves, bricks etc. I can create a repeating pattern in print.</p> <p>Artist Study & Sketchbook I can describe what I can see and give an opinion about the work of an artist. I can annotate my sketchbook. I can ask questions about a piece of art. I can explore ideas and collect information. I can review what I and others have done and say what I think and feel about it. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>Sculpture I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. I can use clay tools to make marks in clay. I can roll out a piece of clay to create a flat surface. I can mould clay to make a simple pot.</p> <p>Collage & Textiles I can use a variety of techniques, e.g. finger knitting, weaving, fabric crayons and tie-dyeing. I can thread a needle, cut, glue and trim material. I can create collage from a variety of media, e.g. photocopied material, fabric, plastic, tissue, crepe paper and magazines. I can stitch, knot and use other manipulative skills.</p> <p>Digital Media I can imitate a specific artist's style using IT. I can use a range of colours, shapes and tools to create my own piece of digital art.</p> <p>Artist Study & Sketchbook Work I can describe how artists have used colour, pattern and shape. I can begin to record and explore ideas from first hand observation, experience and imagination. I can discuss my work, including the stimulus for my ideas and the processes I have used. I can annotate work in sketch books and use them to plan and design final pieces of work. I can identify what I might change in my current work or develop in my future work. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>Drawing I can use marks and lines to show texture in my art. I can use a range of different grades of pencil to shade and to show different tones. I can create different effects with pencil and charcoal. I can create drawings that show figures and forms in movement.</p> <p>Collage & Textiles I can use a variety of techniques accurately, e.g. dyeing, weaving, embroidery. I can develop my skills in stitching, cutting and joining, including a wider range of stitches. I can experiment with a range of media, overlapping and layering. I can refine and alter ideas to improve a finished piece.</p> <p>Digital Media I can create a piece of artwork with repeated images, shapes and colours. I can take a digital image of a specific object or composition independently. I can combine digital images with other media.</p> <p>Artist Study & Sketchbook Work I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can record and explore ideas from first hand observation, experience and imagination. I can compare my work to that of others and say what I think and feel about it. I can question and make observations about starting points, and respond positively to suggestions. I can annotate work in my sketchbook, giving a reason for my choices. I can begin to adapt my work according to my views. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>Painting I can make and match colours with increasing accuracy. I can experiment with different effects and textures, including blocking in colour, creating washes and using different types of paints. I can work confidently on a range of scales. I can choose paints and implements appropriately.</p> <p>Printing I can explore colour mixing through printing using two coloured inks, a roller and stencil or a press print. I can design a complex pattern made up of two or more motifs and print a tiled version.</p> <p>Sculpture I can create textured surfaces using a variety of clay tools. I can plan, design, make and adapt models. I can discuss how I have created shapes, forms and textures.</p> <p>Artist Study & Sketchbook Work I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can experiment with the styles used by other artists. I can select and record from first hand observation, experience and imagination. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can annotate work in my sketchbook, giving detailed reasons for my choices. I can adapt my work and refine my ideas. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>Painting I can create different effects by using a variety of tools and techniques, such as dots, scratches and splashes, and applying paint in layers. I can apply colour to express mood or emotion in my painting. I can use paint, e.g. acrylic, oils, water colours, to create visually interesting pieces. I can choose appropriate paint, paper and tools to adapt and extend my work.</p> <p>Printing I can further develop my skills using mono, block and/or relief printing. I can build up layers and colours and textures when printing. I can organise my work in terms of pattern, repetition, symmetry or random printing styles. I can alter and modify my work when required.</p> <p>Sculpture I can join coils of clay using slip. I can make and decorate a clay slab using a range of mark making techniques. I can plan a sculpture through drawing and other preparatory work. I can create sculpture and constructions with increasing independence.</p> <p>Artist Study & Sketchbook Work I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can research the work of an artist and use their work to replicate a style. I can select and record from first hand observation, experience and imagination, and begin to explore ideas for different purposes. I can independently compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can annotate work in my sketchbook, giving detailed reasons for my choices and notes about the methods used. I can adapt my work according to my views and describe how I might develop it further. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>Drawing I can use line, tone, shape and colour to accurately represent figures and forms in movement. I can demonstrate a wide variety of ways to make different marks with dry and wet media. I can develop my ideas using different or mixed media.</p> <p>Collage & Textiles I can join fabrics in different ways, including stitching. I can use different sized threads and needles. I can use a range of media to create collage, showing awareness of techniques, colours and textures. I can be expressive and analytical to adapt, extend and justify my work.</p> <p>Digital Media I can use a range of IT programmes to create my own artwork. I can combine different styles of digital art to create a final piece.</p> <p>Artist Study & Sketchbook Work I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can give detailed observations about notable artists' / craftspeople's / designers' work. I can question and make thoughtful observations about starting points and select ideas and processes to use in my work. I can annotate work in my sketchbook, giving detailed reasons for my choices and clear information about the methods I've used. I can think critically about my art and design work. I can adapt my work in a variety of ways, describe how I might develop it further and give reasons for my ideas. I can review and revisit ideas in my sketchbook. I can offer feedback using technical vocabulary. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>

Redwell Art and Design Intent 2022-2023

Key Stage		Key Stage One		Key Stage Two			
Year Group		1	2	3	4	5	6
Autumn 1	Topic	My 5 Senses	Pirates	India	Africa	Macbeth	Woeful Wars
	Art Focus		Sculpture		Painting	Painting	Drawing
	Artist Study		Vicki Grima		Monet & Isabel Le Roux	Pablo Picasso	George Stubbs
	Knowledge		<p>I know how to cut, roll and coil materials.</p> <p>I know how to make a clay pot. I understand the safety and basic care of materials and tools.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>		<p>I can name the primary, secondary and tertiary colours and explain how to mix them.</p> <p>I know how to create a background using a wash.</p> <p>I know how to use a range of brushes to create different effects in painting.</p> <p>I know how to show reflections in my art.</p> <p>I know how to identify the techniques used by different artists.</p> <p>I recognise when art is from different cultures and historical periods.</p> <p>I can explain some of the features of art from historical periods.</p>	<p>I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>I understand why it's important to carry out preliminary studies, test media and materials and mix appropriate colours before beginning a final piece.</p> <p>I can demonstrate an awareness of how paintings are created (composition).</p> <p>I know how to express emotion in my art.</p> <p>I can explain why I have chosen specific techniques to create my art.</p>	<p>I know how to use shading to create mood and feeling.</p> <p>I can explain how to use the following elements of art effectively when drawing: line, tone, pattern, texture, form, space, colour and shape.</p> <p>I understand the influence George Stubbs had during the 18th century.</p> <p>I can explain the style of my work and how it has been influenced by George Stubbs.</p> <p>I know how to use feedback to make amendments and improvement to my art.</p>
	Skills	<i>No Art this half term</i>	<p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>I can use clay tools to make marks in clay.</p> <p>I can roll out a piece of clay to create a flat surface.</p> <p>I can mould clay to make a simple pot.</p> <p>I can describe how artists have used colour, pattern and shape.</p> <p>I can annotate work in sketch books and use them to plan and design final pieces of work.</p> <p>I can discuss my work, including the stimulus for my ideas and the processes I have used.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can identify what I might change in my current work or develop in my future work.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<i>No Art this half term</i>	<p>I can make and match colours with increasing accuracy.</p> <p>I can experiment with different effects and textures, including blocking in colour, creating washes and using different types of paints.</p> <p>I can work confidently on a range of scales.</p> <p>I can choose paints and implements appropriately.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can experiment with the styles used by Monet and Isabel Le Roux.</p> <p>I can select and record from first hand observation, experience and imagination.</p> <p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices.</p> <p>I can adapt my work and refine my ideas.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can create different effects by using a variety of tools and techniques, such as dots, scratches and splashes, and applying paint in layers.</p> <p>I can apply colour to express mood or emotion in my painting.</p> <p>I can use paint, e.g. acrylic, oils, water colours, to create visually interesting pieces.</p> <p>I can choose appropriate paint, paper and tools to adapt and extend my work.</p> <p>I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can research the work of Pablo Picasso and replicate his style.</p> <p>I can select and record from first hand observation, experience and imagination, and begin to explore ideas for different purposes.</p> <p>I can independently compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and notes about the methods used.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can use line, tone, shape and colour to accurately represent figures and forms in movement.</p> <p>I can demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>I can develop my ideas using different or mixed media.</p> <p>I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can give detailed observations about George Stubbs' work.</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and clear information about the methods I've used.</p> <p>I can think critically about my art and design work.</p> <p>I can adapt my work in a variety of ways, describe how I might develop it further and give reasons for my ideas.</p> <p>I can review and revisit ideas in my sketchbook.</p> <p>I can offer feedback using technical vocabulary.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>
	Key Vocabulary		Sculpture, roll, squash, coiling, hand-building, evaluate, cut, roll, material		colour, foreground, middle ground, background, abstract, reflection, warm, cold, fading, blending, mix, line, tone, reflection, spectrum, tint, atmosphere	blend, mix, line, tone, shape, abstract, absorb, colour, wash, emotion, light, dark, hard edge, soft edge, graded, silhouette	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, smooth, rough
	Assessment: Final Piece		Clay pirate ship		African Themed Tree Painting	Macbeth Character Silhouette	George Stubbs Inspired Drawing of Horse

Redwell Art and Design Intent 2022-2023

Key Stage		Key Stage One			Key Stage Two		
Year Group		1	2	3	4	5	6
Autumn 2	Topic	Explorers	Victorians	Stone Age	Rainforests	The Anglo-Saxons	Magnificent Mountains
	Art Focus	<i>No Art this half term</i>	Digital Media	Drawing	<i>No Art this half term</i>	Sculpture	<i>No Art this half term</i>
	Artist Study		Charles Rennie Mackintosh	Cave Paintings across Europe		ReCheng Tsang	
	Knowledge		<p>I know how to use IT to create a picture.</p> <p>I know how to create different effects within an IT paint package.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>	<p>I know how to show facial expressions and body language in sketches.</p> <p>I can explain how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>I understand what cave paintings are and where and when they originate from.</p> <p>I know how to use sketches to produce a final piece of art.</p> <p>I know how to compare the work of different artists.</p>		<p>I can explain why I have used different tools to create clay piece.</p> <p>I know how to join two pieces of clay correctly.</p> <p>I know how to express emotion in my art.</p> <p>I can explain why I have chosen specific techniques to create my art.</p>	
	Skills		<p>I can imitate a specific artist's style using IT.</p> <p>I can use a range of colours, shapes and tools to create my own piece of digital art.</p> <p>I can describe how artists have used colour, pattern and shape.</p> <p>I can annotate work in sketch books and use them to plan and design final pieces of work.</p> <p>I can discuss my work, including the stimulus for my ideas and the processes I have used.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can identify what I might change in my current work or develop in my future work.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can use marks and lines to show texture in my art.</p> <p>I can use a range of different grades of pencil to shade and to show different tones.</p> <p>I can create different effects with pencil and charcoal.</p> <p>I can create drawings that show figures and forms in movement.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in the Stone Age.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can compare my work to that of others and say what I think and feel about it.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can annotate work in my sketchbook, giving a reason for my choices.</p> <p>I can begin to adapt my work according to my views.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>		<p>I can join coils of clay using slip.</p> <p>I can make and decorate a clay slab using a range of mark making techniques.</p> <p>I can plan a sculpture through drawing and other preparatory work.</p> <p>I can create sculpture and constructions with increasing independence.</p> <p>I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can research the work of an artist and use their work to replicate a style.</p> <p>I can select and record from first hand observation, experience and imagination, and begin to explore ideas for different purposes.</p> <p>I can independently compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and notes about the methods used.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	
	Key Vocabulary		Artist, Information Technology, digital, rose, shape, background, colour, tools	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, portrait, mural, graffiti		Sculpture, sculptor, clay, texture, glaze, coil, pin tool, loop tools, wooden tools	
	Assessment: Final Piece		Digital design of own rose inspired by Mackintosh	Cave Painting		Clay Dragon Eye	

Redwell Art and Design Intent 2022-2023

Key Stage		Key Stage One		Key Stage Two			
Year Group		1	2	3	4	5	6
Spring 1	Topic	Fire! Fire!	China	Extreme Earth: Volcanoes and Earthquakes	Fantastic Beasts	Raging Rivers	Vikings
	Art Focus	Drawing	<i>No Art this half term</i>	<i>No Art this half term</i>	Sculpture	<i>No Art this half term</i>	<i>No Art this half term</i>
	Artist Study	Edward Munch Van Gough			Tomek Radziewicz		
	Knowledge	<p>I know that different grades of pencil create shades and effects.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I know how to show people's feelings in paintings and drawings.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>			<p>I know how to sculpt clay and other mouldable materials.</p> <p>I can explain how to use different clay tools effectively.</p> <p>I know how to identify the techniques used by different artists.</p> <p>I recognise when art is from different cultures and historical periods.</p> <p>I can explain some of the features of art from historical periods.</p>		
	Skills	<p>I can use pencils to create lines of different thickness in drawings.</p> <p>I can choose and use three different grades of pencil when drawing.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can annotate my sketchbook.</p> <p>I can ask questions about a piece of art.</p> <p>I can explore ideas and collect information.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>			<p>I can create textured surfaces using a variety of clay tools.</p> <p>I can plan, design, make and adapt models.</p> <p>I can discuss how I have created shapes, forms and textures.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can experiment with the styles used by other artists.</p> <p>I can select and record from first hand observation, experience and imagination.</p> <p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices.</p> <p>I can adapt my work and refine my ideas.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>		
	Key Vocabulary	Background, viewfinder, artefacts, charcoal, pastels, lines.			Sculpture, sculptor, clay, texture, glaze, coil		
	Assessment: Final Piece	Silhouette Art Work (WOW Day) Improved Sketchbook work, additional line drawings added to Silhouette Art Work.			Animal Model		

Redwell Art and Design Intent 2022-2023

Key Stage		Key Stage One		Key Stage Two				
Year Group		1	2	3	4	5	6	
Spring 2	Topic	How does our food grow?	Arctic/Antarctic	Robots	Romans	Ancient Greeks	Frozen Kingdoms	
	Art Focus	Printing	<i>No Art this half term</i>	Digital Media	<i>No Art this half term</i>	<i>No Art this half term</i>	Collage & Textiles	
	Artist Study	Hannah Rampley Lynn Flavell		Eric Joyner			<i>No Art this half term</i>	
	Knowledge	<p>I know how to make a print using different materials. I can explain how to make a rubbing.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>		<p>I know how to use IT to create art which includes my own work and that of others.</p> <p>I know how to integrate digital images into my art using an IT paint package.</p> <p>I know how to use sketches to produce a final piece of art. I know how to compare the work of different artists.</p>				<p>I can compare different textile techniques and describe the effects that they can create.</p> <p>I can explain the uses of lighter/heavier needles and finer/thicker threads.</p> <p>I can explain the style of my work and how it has been influenced by a famous artist.</p> <p>I know how to use feedback to make amendments and improvement to my art.</p>
	Skills	<p>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I can make marks in print using a variety of objects such as hands, feet, objects and found materials.</p> <p>I can make rubbings from natural and man-made objects e.g. tree bark, leaves, bricks etc.</p> <p>I can create a repeating pattern in print.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can annotate my sketchbook. I can ask questions about a piece of art.</p> <p>I can explore ideas and collect information.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>		<p>I can create a piece of artwork with repeated images, shapes and colours.</p> <p>I can take a digital image of a specific object or composition independently.</p> <p>I can combine digital images with other media.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can compare my work to that of others and say what I think and feel about it.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can annotate work in my sketchbook, giving a reason for my choices.</p> <p>I can begin to adapt my work according to my views.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>				<p>I can join fabrics in different ways, including stitching.</p> <p>I can use different sized threads and needles.</p> <p>I can use a range of media to create collage, showing awareness of techniques, colours and textures.</p> <p>I can be expressive and analytical to adapt, extend and justify my work.</p> <p>I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can give detailed observations about notable artists' / craftspeople's / designers' work.</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and clear information about the methods I've used.</p> <p>I can think critically about my art and design work.</p> <p>I can adapt my work in a variety of ways, describe how I might develop it further and give reasons for my ideas.</p> <p>I can review and revisit ideas in my sketchbook.</p> <p>I can offer feedback using technical vocabulary.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>
	Key Vocabulary	Printing, roller, block printing, repeated pattern, rubbing, polystyrene block.		Information Technology, digital, shape, foreground, background, tools, mixed media.				
Assessment: Final Piece	Fruit and vegetable block printing	Digital art- painting based on Joyner's tin robots.						

Redwell Art and Design Intent 2022-2023

Key Stage		Key Stage One		Key Stage Two			
Year Group		1	2	3	4	5	6
Summer 1	Topic	Castles	Houses and Homes	Chocolate	Tudors	Space	British Empire
	Art Focus				Printing	Printing	Digital Media
	Artist Study				William Morris	Angie Lewin Delita Martin	
	Knowledge				<p>I can talk about the processes used to produce a simple print. I know how to print onto different materials using at least four colours.</p> <p>I know how to identify the techniques used by different artists.</p> <p>I recognise when art is from different cultures and historical periods.</p> <p>I can explain some of the features of art from historical periods.</p>	<p>I know how to create an accurate print design following criteria.</p> <p>I know how to overprint to create different patterns.</p> <p>I know how to express emotion in my art.</p> <p>I can explain why I have chosen specific techniques to create my art.</p>	<p>I can describe different types of digital art, e.g. Fractal/Algorithmic Art, Data-Moshing, Dynamic Painting & Photo-Painting.</p> <p>I know how to use images which I have created, scanned and found; altering them where necessary to create art.</p> <p>I know how to use a range of e-resources to create art.</p> <p>I can explain the style of my work and how it has been influenced by a famous artist.</p> <p>I know how to use feedback to make amendments and improvement to my art.</p>
	Skills	<i>No Art this half term</i>	<i>No Art this half term</i>	<i>No Art this half term</i>	<p>I can explore colour mixing through printing using two coloured inks, a roller and stencil or a press print.</p> <p>I can design a complex pattern made up of two or more motifs and print a tiled version.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can experiment with the styles used by other artists.</p> <p>I can select and record from first hand observation, experience and imagination.</p> <p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices.</p> <p>I can adapt my work and refine my ideas.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can further develop my skills using mono, block and/or relief printing.</p> <p>I can build up layers and colours and textures when printing.</p> <p>I can organise my work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>I can alter and modify my work when required.</p> <p>I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can research the work of an artist and use their work to replicate a style.</p> <p>I can select and record from first hand observation, experience and imagination, and begin to explore ideas for different purposes.</p> <p>I can independently compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and notes about the methods used.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can use a range of IT programmes to create my own artwork.</p> <p>I can combine different styles of digital art to create a final piece.</p> <p>I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can give detailed observations about notable artists' / craftspeople's / designers' work.</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and clear information about the methods I've used.</p> <p>I can think critically about my art and design work.</p> <p>I can adapt my work in a variety of ways, describe how I might develop it further and give reasons for my ideas.</p> <p>I can review and revisit ideas in my sketchbook.</p> <p>I can offer feedback using technical vocabulary.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>
	Key Vocabulary				Printmaking, roller, stencil, block printing, repeated patterns, printing press.	Printmaking, relief print, overprinting, monoprinting, repeated pattern.	
Assessment: Final Piece				Tudor Wallpaper	Space block print on black paper		

Redwell Art and Design Intent 2022-2023

Key Stage		Key Stage One			Key Stage Two		
Year Group		1	2	3	4	5	6
Summer 2	Topic	What a Wonderful World (Gambia)	Madagascar	Ancient Egypt	Urban Life & Diversity	Endangered Earth	Mayans
	Art Focus	Painting	Collage & Textiles	Collage	<i>No Art this half term</i>	<i>No Art this half term</i>	<i>No Art this half term</i>
	Artist Study		Yayoi Kusama				
	Knowledge	<p>I can name the primary and secondary colours.</p> <p>I know how to mix paint to create all the secondary colours.</p> <p>I know how to create brown with paint.</p> <p>I know how to create tints with paint by adding white.</p> <p>I know how to create tones with paint by adding black.</p> <p>I know how to show people's feelings in paintings and drawings.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>	<p>I know how to create a collage.</p> <p>I know how to use fabric to create a piece of art.</p> <p>I know how to make a simple mosaic.</p> <p>I know how to create moods in art work.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p>	<p>I can describe how to use different techniques, e.g. dyeing, weaving, embroidery.</p> <p>I can name the tools I have used.</p> <p>I can explain my choices using an art vocabulary.</p> <p>I know how to use sketches to produce a final piece of art.</p> <p>I know how to compare the work of different artists.</p>			
	Skills	<p>I can use a range of primary and secondary colours in when painting.</p> <p>I can mix different colours and shades myself.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can annotate my sketchbook.</p> <p>I can ask questions about a piece of art.</p> <p>I can explore ideas and collect information.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can use a variety of techniques, e.g. finger knitting, weaving, fabric crayons and tie-dyeing.</p> <p>I can thread a needle, cut, glue and trim material.</p> <p>I can create collage from a variety of media, e.g. photocopied material, fabric, plastic, tissue, crepe paper and magazines.</p> <p>I can stitch, knot and use other manipulative skills.</p> <p>I can describe how artists have used colour, pattern and shape.</p> <p>I can annotate work in sketch books and use them to plan and design final pieces of work.</p> <p>I can discuss my work, including the stimulus for my ideas and the processes I have used.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can identify what I might change in my current work or develop in my future work.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>	<p>I can use a variety of techniques accurately, e.g. dyeing, weaving, embroidery.</p> <p>I can develop my skills in stitching, cutting and joining, including a wider range of stitches.</p> <p>I can experiment with a range of media, overlapping and layering.</p> <p>I can refine and alter ideas to improve a finished piece.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can compare my work to that of others and say what I think and feel about it.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can annotate work in my sketchbook, giving a reason for my choices.</p> <p>I can begin to adapt my work according to my views.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p>			
	Key Vocabulary		Collage, textile, texture, media, material, fabric	texture, shape, form, pattern, mosaic			
Assessment: Final Piece		Collage inspired by Kusama					