



Gledhow Primary School

ART curriculum expectations

EYFS HT1 N-What are my favourites? R-What makes me special? Marvellous marks Creative outcomes Pre-school Explore different materials freely, to develop their ideas about how to use them and what to make. Reception: Exploring Colour and Mark Making Skills to Teach/ provision focus • Hold a range of mark-making tools correctly • Make different types of marks (dots, lines, zigzags, circles) • Explore primary colours • Name colours • Begin to talk about their creations Continuous Provision Resources Easel painting, chunky crayons, chalks, pencils, water painting, mark-making outdoors, coloured sand, paint rollers Artist link Wassily Kandinsky – exploring lines, shapes and colour Outdoor provision and skills Hold mark-making tools correctly • Make different marks (dots, lines, zigzags, circles) • Explore primary colours • Name colours • Talk about creations Activities • Giant chalk mark-making on playground. • Water painting on fences and walls using large brushes.	EYFS HT2 N- What do I know about night time? R- Who lives in the woods? Marvellous marks Creative outcomes Pre-school Join different materials and explore different textures. Explore colour and colour mixing. Reception: Self Portraits and Celebrations Skills to Teach/ provision focus • Draw faces with increasing detail • Mix colours for skin tones • Explore collage techniques • Use glue effectively • Select resources independently Artist link Pablo Picasso – exploring portraits and facial features Continuous Provision Resources Mirrors, collage station, natural materials, fabric scraps, self-portrait area, loose parts Outdoor provision and skills • Draw faces with increasing detail • Mix colours for skin tones • Explore collage techniques • Use glue effectively • Select resources independently Activities • Outdoor mirrors for self-portrait drawing. • Nature portraits using leaves, sticks, stones and petal Giuseppe Arcimboldo • Colour mixing using powder paints and water. • Create faces with natural loose parts.	EYFS HT3 N-Who would I like to be? R-What’s your superpower? Painting and mixed media: Paint my world Creative outcomes Pre-school Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Reception: Sculpture and Texture Skills to Teach/ provision focus • Manipulate clay/playdough • Roll, pinch, flatten and join • Explore texture through printing • Describe textures Continuous Provision Resources Playdough station, clay table, texture rubbing, printing resources, natural materials Artist link Andy Goldsworthy – sculpture and natural materials Outdoor provision and skills • Manipulate clay/playdough • Roll, pinch, flatten and join • Explore texture through printing • Describe textures Activities • Clay nature faces on trees or logs. • Outdoor sculpture station using clay and natural materials. • Texture hunt and bark rubbings. • Printing with leaves, bark, bricks and tyres. • Stick weaving. • Mud kitchen sculpture area.	EYFS HT4 N-What can I see all around me? R-What changes happen in spring? Craft and design: Lets get crafty Creative outcomes Pre-school Draw with increasing complexity and detail, such as representing a face with a circle and including details. Reception: Artists and Patterns Skills to Teach/ provision focus • Observe artwork • Create repeating patterns • Explore shape and symmetry • Print using everyday objects Continuous Provision Resources Pattern blocks, stamps, weaving, printing table, transient art Artist link William Morris – pattern and print Outdoor provision and skills • Observe artwork • Create repeating patterns • Explore shape and symmetry • Print using everyday objects Activities • Loose parts pattern making. • Giant repeating patterns using hoops, logs and stones. • Symmetry painting outdoors. • Printing with natural objects and everyday items. • Outdoor weaving. • Chalk symmetry and pattern challenges.	EYFS HT5 N-How do I take care of me and my world? R-Who lived/lives on planet Earth? Sculpture and 3D: Creation station links to mini beasts and creating sculptures. Creative outcomes Pre-school Use drawing to represent ideas like movement or loud noises. Reception: Nature Art Skills to Teach/ provision focus • Observe carefully • Draw from observation • Create natural collages • Explore colour in nature Continuous Provision Resources Outdoor art trolley, flowers, leaves, charcoal, watercolours Artist link Georgia O'Keeffe – observation and nature Outdoor provision and skills Observe carefully • Draw from observation • Create natural collages • Explore colour in nature Activities • Observational drawing of plants and natural objects. • Nature colour hunt. • Natural collage making. • Charcoal drawings of bark and leaves. • Watercolour painting outdoors. • Nature bracelets and land art.	EYFS HT6 N- What lives on land and what lives in the sea? R-Where can we go? Painting and mixed media: Paint my world Creative outcomes Pre-school Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Reception: Independent Creativity • Plan own artwork • Select own resources • Evaluate own work • Combine techniques confidently Continuous Provision Resources Open-ended creative area with wide range of media and junk modelling Artist link Henri Matisse – combining techniques and creative choices Outdoor provision and skills Plan own artwork • Select own resources • Evaluate own work • Combine techniques confidently Activities • Open-ended outdoor art studio. • Large-scale collaborative artwork. • Junk modelling outdoors. • Mixed media creations using natural and recycled materials. • Large-scale painting with rollers, spray bottles and brushes. • Outdoor gallery where children explain and evaluate their work.
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• Ribbon dancing to create marks before drawing. • Colour hunt using colour cards. • Painting with rollers, mops and large brushes on easels. • Mud painting with sticks, feathers and natural brushes. • Large collaborative outdoor mural. • Large collaborative painting. • Mud painting with natural tools.	• Decorate large cardboard figures using fabrics and natural materials. • Outdoor collage station.				
Core knowledge developed by the end of the autumn term Artists use different materials and tools to create artwork. • Different tools make different types of marks. • Colours have names and can be chosen for a purpose. • Lines can be straight, curved, wavy or zigzag. • Marks can represent ideas, objects and experiences. A portrait is a picture of a person. • Faces have features in specific places. • Artists observe carefully before drawing. • Collage is made by sticking different materials together. • Artists use different materials to create texture.	Core knowledge developed by the end of the spring term • Sculpture is art that is three-dimensional. • Clay, dough and other materials can be rolled, pinched, flattened and joined. • Texture describes how something feels or looks. • Artists can change and improve their work as they create. • Patterns are created by repeating shapes, colours or marks. • Printing transfers colour or patterns onto another surface. • Natural and everyday objects can be used to print. • Artists are inspired by the world around them.	Core knowledge developed by the end of the summer term • Looking carefully helps artists notice details. • Natural materials can be used to make artwork. • Colours in nature are varied and can be mixed. • Different artistic techniques can be combined in one piece of work. • Artists choose materials because they create different effects. • Artwork can communicate ideas, feelings and experiences. • Artists reflect on and improve their work. • Everyone has their own artistic style.			
Kapow EYFS Knowledge Progression By the end of Reception, children should know: • Different tools create different marks. • Primary colours can be used to make artwork. • Materials have different textures and properties. • Artists create work in different styles. • Natural materials can be used to make art. • They can choose materials to suit their own ideas. • They can talk about what they have created and how they made it.	Kapow EYFS Vocabulary Progression • Autumn 1: line, mark, draw, paint, colour, brush, crayon, thick, thin • Autumn 2: portrait, face, collage, mix, lighter, darker, glue, texture • Spring 1: clay, sculpt, roll, pinch, flatten, join, print, rough, smooth • Spring 2: pattern, repeat, symmetry, shape, artist, design • Summer 1: observe, sketch, natural, leaf, flower, bark, detail • Summer 2: plan, create, combine, technique, evaluate, improve				

Year 1 HT1	Year 1 HT5	Year 1 HT3
Making your mark This unit helps pupils to understand and use different types of line types and mark-making techniques in drawing enhancing children’s ability to describe lines, control drawing materials like pencils and chalk and experiment with various media while responding to music.	Paper Play This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction. Use this unit hub to inform your medium-term plan and to navigate to related resources.	Colour Splash In this unit pupils Explore colour mixing through paint play, using a range of tools to paint on different surfaces. They will learn the skill of screen painting which is influenced by aboriginal art work. They will create paintings inspired by Clarice Cliff and Jasper Johns.
Drawing Core artist/stimuli - To understand how artists, choose materials based on their properties in order to achieve certain effects. - Waves influences by Zaria Forman Core knowledge By the end of unit, children will know: - Identify that some shapes are organic. - Connect lines to create shapes. - Use and recognise different types of lines when drawing shapes. - Identify basic shapes in everyday objects and artwork. - Talk about what they like or dislike in a piece of artwork. - Use shapes to draw a face. - Use different pressures to make a colour lighter or darker. - Choose lines and shapes inspired by Brianna McCarthy’s artwork. Skills - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Develop observational skills to look more closely. - Understand how artists choose materials based on their properties in order to achieve certain effects Sketchbook expectations: - Line drawings - experimenting with pencil, felt tips, crayons (a range of materials. - Individual wave drawings - Exploring shapes - Shape in art - Klee Portraits - An observational drawing Creative Outcomes By the end of the unit, children will have produced: - A self portrait inspired by Klee	Sculpture and 3D Core artist/stimuli https://artsandculture.google.com/asset/other-samantha-stephenson/TQHfWuYl4c39rQ - Samantha Stephenson 3D drawings and sculptures Core knowledge By the end of unit, children will know: - Roll paper tubes and attach them to a base securely. - Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. - Shape paper strips in a variety of ways to make 3D drawings. - Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. - Create a tree of life sculpture that includes several different techniques for shaping paper. - Work successfully with others, sustaining effort over a time. - Paint with good technique, ensuring good coverage. Sketchbook expectations: - Floor book lesson: rolling tubes - Examples of 3d drawings using paper - Collaborative tree of life sculpture - Giant spider model part 1 - Giant spider model part 2 Sculptures to be displayed in school as an art project Creative Outcomes By the end of the unit, children will have produced: - Giant spider sculpture made out of paper - Fabric sculpture	Painting and Mixed media Core artist/stimuli Core knowledge By the end of unit, children will know - Name the primary colours. - Explore coloured materials to mix secondary colours. - Mix primary colours to make secondary colours. - Apply paint consistently to their printing materials to achieve a print. - Use a range of colours when printing. - Mix five different shades of a secondary colour. - Decorate their hands using a variety of patterns. - Mix secondary colours with confidence to paint a plate. - Describe their finished plates. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... Sketchbook expectations: - Finger printing - Evidence of outdoor painting - Painting to music - Child led collages using transient art - Landscape collage linked to artist Megan Coyle Creative Outcomes Group piece of art linked to fireworks/current inspiration of learning.

Year 2 HT1	Year 2 HT3	Year 2 HT5
Drawing: Understanding tone and texture	Painting and mixed media: Life in colour	Clay houses
Exploring how artists use tone and texture, and applying these techniques in observational drawings.	Investigating collage techniques through the work of Romare Bearden, focusing on colour mixing and creating texture using different tools.	Pupils Explore the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.
Drawing	Painting and Mixed media	Sculpture and clay
Core artist/stimuli Käthe Kollwitz Core knowledge By the end of unit, children will know: - Experiment with a range of materials to create marks and tones. - Use different pressures and control to make different marks. - Describe the texture of objects. - Identify how artists use tone. - Control shading to show tone. - Sketch simple shapes lightly so that changes can be made. - Refine a drawing by building up the outline of an object. - Pose to show a clear expression and head position to create a photograph. Skills Generating ideas - Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks - Experimenting in sketchbooks, using drawing to record ideas. - Using sketchbooks to help make decisions about what to try out next. Making skills - Demonstrating increased control with a greater range of media. - Making choices about which materials and techniques to use to create an effect. - Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Sketchbook expectations - Exploring drawing materials Käthe Kollwitz - Understanding and creating texture. - Exploring tonal shading - Sketching and refining a drawing - Create an observational drawing Creative Outcomes By the end of the unit, children will have produced: - To create a story picture book	Core artist/stimuli Core knowledge By the end of unit, children will know: Sketchbook expectations: Creative Outcomes By the end of the unit, children will have produced: - Name the primary and secondary colours. - Talk about the colour changes they notice and make predictions about what will happen when two colours mix. - Describe the colours and textures they see. - Try different tools to recreate a texture and decide which tool works best. - Show they can identify different textures in a collaged artwork. - Apply their knowledge of colour mixing to match colours effectively. - Choose collage materials based on colour and texture. - Talk about their ideas for an overall collage. - Try different arrangements of materials, including overlapping shapes. - Give likes and dislikes about their work and others’. - Describe ideas for developing their collages. - Choose materials and tools after trying them out. Sketchbook expectations: - Colour magic: to develop knowledge of colour mixing - Texture hunt: to know how texture can be created with paint - Making textures: to paint and explore texture and pattern. - Collage creation - Developing detail Creative Outcomes By the end of the unit, children will have produced: A collage on chosen theme.	Core artist/stimuli - Rachel Whiteread. Core knowledge By the end of unit, children will know: - Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. - Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. - Roll a smooth tile surface. - Join clay shapes and make marks in the tile surface to create a pattern. - Draw a house design and plan how to create the key features in clay. - Create a clay house tile that has recognisable features made by both impressive objects into the surface and by joining simple shapes. Sketchbook expectations: - These lessons should be recorded in floor books with photos and comments from the children. Clay for the experimental lessons can be reused. - Drawing for plan of house to be recorded. - Assessment: end of unit quiz Creative Outcomes By the end of the unit, children will have produced: - A clay tile of a house.

Year 3 HT1	Year 3 HT3	Year 3 HT5
Drawing: Developing drawing skills	Sculpture & 3D: Abstract shape	Ancient Egyptian scrolls
Developing shading skills and drawing techniques to create botanical-inspired digital drawings.	Transforming 2D card shapes into 3D structures and sculptures; exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art.	Pupils Develop design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.
Drawing	3d sculpture	Craft and design
Core knowledge By the end of unit, children will know: - Use their observation skills to describe specific shapes, textures or patterns in objects. - Shade with a reasonable degree of accuracy and skill following the four shading rules. - Use mark marking to show texture and details. - Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. - Apply shading skills to show areas of light and dark (tone). - Apply line, shape and tone with digital tools. - Save and present digital artwork. - Use materials to create a design inspired by The Sun. Sketchbook expectations - See like an artist: to recognise how artists use shape in drawings - Shading: to develop shading skills and use them to blend tones. - Take a closer look: to use careful observation to add detail to a drawing. - Imagination in bloom: to use line shape and tone in an imagination drawing. - Paper to pixels: to explore digital media techniques to develop drawings. Creative Outcomes By the end of the unit, children will have produced: Create an observational drawing	Core artist/stimuli Core knowledge By the end of unit, children will know: - Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. - Make a structure that holds its 3D shape. - Explain in simple terms the difference between 2D and 3D art. - Combine shapes together to make an interesting free-standing sculpture. - Try out more than one way to create joins between shapes. - Identify familiar 2D shapes in photographs. - Identify shapes in the negative space between objects. - Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. - Plan an abstract sculpture based on play equipment. - Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). - Choose appropriate methods for joining elements in their sculptures. - Show that they have thought about how to improve their sculptures and made choices about what to add. - Work cooperatively in pairs to add detail to their artwork. Sketchbook expectations - Structural shapes - Constructing in 3d - Seeing space - Abstract sculpture - Surface decoration Creative Outcomes By the end of the unit, children will have produced: - Draw a framed selection of an image (botanical theme) onto a large scale with some guidance.	Core artist/stimuli - Ancient Egyptian art patterns Core knowledge By the end of unit, children will know: - Recognise and discuss the importance of Ancient Egyptian art. - Consider the suitability of a surface for drawing. - Record colours, patterns and shapes through observational drawing. - Choose and use tools and materials confidently. - Begin to experiment with drawing techniques. - Create a selection of sketches that show idea exploration. - Produce a final design with a clear purpose. - Follow instructions with minimal support. - Discuss and evaluate the process and outcome of their work. - Produce a complete painted or drawn piece from a design idea. - Use colours and materials appropriately, showing an understanding of effective composition. - Have a clear idea of the subject of their zine, including a range of images and information. Sketchbook expectations - Draw Egyptian patterns and shapes - Scroll design - Example of home made paper - Designs drawn on paper - Evaluation of final piece (assessment, post it note) Creative Outcomes By the end of the unit, children will have produced: - Produce an Egyptian scroll

Year 4 HT1 Power prints Drawing: Exploring tone, texture and proportion. Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes. Drawing Core knowledge By the end of unit, children will know: - Create a three-dimensional effect by using contrasting tones to show light and dark. - Combine lines and marks to represent different textures. - Use lines and marks in different ways to represent dark and light areas (tone). - Comparing the sizes of different objects to draw them in proportion. - Represent the size of one object relative to another. - Consider where to place each element thinking carefully about the space. - Show texture in the collage. - Use the impasto technique to create textured effects. Sketchbook expectations 3d pencil drawing - Texture and tone. - Understanding proportion - Creating an effective composition. - Using texture, tone and proportion in a drawing. Every picture tells a story Creative Outcomes By the end of the unit, children will have produced: Created an drawing use tone, texture and proportion.	Year 4 HT3 Light and dark Developing their colour-mixing skills, pupils use shades and tints to show form and create three dimensions in their paintings. Painting and Mixed media Core knowledge By the end of unit, children will know: - Share their ideas about a painting. - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D. - Try different arrangements of objects for a composition, explaining their decisions. - Produce a clear sketch that reflects the arrangement of their objects. - Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. - Paint with care and control to make a still life with recognisable objects. Sketchbook expectations - Tints and shades - Painting in three-dimensions - Painting techniques - Composition - Still life - Evaluation of final piece (assessment, post it note) Creative Outcomes By the end of the unit, children will have produced: - To create a composition painting from real life	Year 4 HT5 The Fabric of nature Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric. Craft and design Core artist/stimuli - Flora and Fauna of tropical rain forests - William Morris Core knowledge By the end of unit, children will know: - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Understand different methods of creating printed fabric in creative industries. - Use sketchbooks to evaluate patterns. - Produce ideas to illustrate products using their designs. Sketchbook expectations - Small drawings of images from the rainforest - Evaluation of William Morris - A pattern based on their drawing - Glue batik - Evaluation of final piece (assessment, post it note) Creative Outcomes By the end of the unit, children will have produced: - Glue batik on a piece of fabric To be made into a wall hanging and displayed in school
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Year 5 HT1	Year 5 HT3	Year 5 HT5
Drawing , depth, emotion and movement	Painting & mixed media: Portraits	Space Race
Drawing: Depth, emotion and movement Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett.	Investigating self-portraits by a range of artists, pupils use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.	Exploring the purpose and impact of images from the ‘Space race’ era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.
Drawing	Painting and Mixed media	Drawing
Core knowledge By the end of unit, children will know: • Use various types of lines to emphasise emotion or draw attention. • Describe how artists have shown emotion. • Describe how artists have created an effective composition using a focal point and balance. • Use colour and line to convey emotion or movement in their sketch. • Design a print, considering the composition carefully. • Use a combination of marks to create tone and depth. • Describe how artists use tone to show depth in their artwork. • Create an effective printing plate. • Reflect and improve their sketchbook experiments and final work. Sketchbook expectations • Expressing movement • Showing emotion through line • Show depth through mark making • Composition for printing • Printing • Every picture tells a story. Creative Outcomes By the end of the unit, children will have produced: • Create a lino print	Core artist/stimuli • Self portraits • Continuous lines Core knowledge By the end of unit, children will know: • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. Sketchbook expectations • Outline of a portrait with words associated with themselves • Different compositions for backgrounds • Print • Adaptations of their photo portraits • Self-portrait that represents themselves • Evaluation of final piece (assessment) Creative Outcomes By the end of the unit, children will have produced: • Create a self portrait	Core artist/stimuli • Space Race 1950s/60’s influence Core knowledge By the end of unit, children will know: • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work. Sketchbook expectations • Family on the moon picture- evaluation of picture • Page split into 4, drawing of 4 space images. Some continuous line drawings to be evident. • Print inspired by space race (lino print) • Collagraph printing • Futuristic drawings • Evaluation of unit (assessment) Creative Outcomes By the end of the unit, children will have produced: • Futuristic drawing

Year 6 HT1	Year 6 HT3	Year 6 HT5
Drawing expressing ideas	Making my voice heard	Making memories
Drawing: Exploring how drawing can be used to express ideas and messages, inspired by a range of street art examples and environmental themes.	Craft and design: Photo opportunity. Developing photography skills and techniques to design a range of creative photographic outcomes.	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
Painting and mixed media	Craft and sculpture.	Sculpture and 3D
Core knowledge By the end of unit, children will know: - Identify key features of street art and murals. - Discuss the intention and impact of street art. - Use various shading techniques to show texture, tone, form and depth. - Apply one point perspective in their work. - Enlarge a drawing by scaling using an accurately drawn grid. - Show an understanding of perspective, scale and proportion with a level of accuracy across their design. - Choose appropriate materials for their design and explain their choices and intention. - Use space effectively to enhance visual impact of their graffiti tag. Sketchbook expectations What is street art? How do artists use point perspectives? Scaling up Planning street art. Making an inspired street art piece. Every picture tells a story. <u>Creative Outcomes</u> Inspired piece of street art.	Core knowledge By the end of unit, children will know: - Explain how a new image can be created using a combination of other images. - Understand what photomontage is and recognise how artists use photography. - Select relevant images and cut them with confidence and a level of control. - Demonstrate a competent knowledge of effective composition, discussing their ideas. - Use recording devices and available software with confidence. - Demonstrate a confident understanding of Edward Weston’s style through their artistic choices. - Discuss the features of a design, e.g. explaining what is effective about a composition. - Select a suitable range of props, considering the design brief and their initial ideas. - Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. - Use editing software to change their image, reflecting an artist’s style. - Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. - Set up a composition and think about a space that will provide good lighting levels. - Take a portrait that is focused and appropriately framed. - Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. - Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. - Create a final painting or drawing with tonal differences that create a photo-realistic effect. Sketchbook expectations - Photomontage - Macro photography - Digital art - Recreating paintings - Photorealistic self portraits <u>Creative Outcomes</u> By the end of the unit, children will have produced: - Photorealistic self portraits.	Core artist/stimuli - Yinka Shinobare, - Judith Scott - Nicola Anthony Core knowledge By the end of unit, children will know: - Discuss the work of artists that appreciate different artistic styles. - Create a sculpture to express themselves in a literal or symbolic way. - Reflect verbally or in writing about creative decisions. - Suggest ways to represent memories through imagery, shapes and colours. - Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. - Competently use scissors to cut shapes accurately. - Talk about artists’ work and explain what they might use in their own work. - Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. - Successfully translate plans to a 3D sculpture. - Work mostly independently, experimenting and trying new things. - Identify and make improvements to their work. - Produce a completed sculpture demonstrating experimentation, originality and technical competence. - Competently reflect on successes and personal development. Sketchbook expectations - Sculpture that expresses self (floor book) - Explore sculptural technique (floor book) - Plan of a sculpture they will create - Memory box (floor book) - Evaluation of unit <u>Creative Outcomes</u> By the end of the unit, children will have produced: - Memory box