

Art at Springfield

Intent:

At Springfield, we value the creative curriculum. We believe art can have a powerful and positive effect on children, helping them to become confident, creative learners who are able to express their individual interests, thought and ideas. We believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We encourage children to learn from and be inspired by the work of great artists from different cultures and understand the contribution art has made to society, both past and present. As pupils progress, we support them to be able to think critically and develop a more rigorous understanding of art and design.

Through art work in the classroom, the children at Springfield have the opportunity to develop their skills in drawing, textiles, sculpture, painting, print making and collage. These areas are developed continuously throughout the school from foundation stage through to year six and the children have the opportunity to revisit skills from previous years before learning new ones. Developing skills in drawing is given a high status and children are encouraged to draw not only in art lessons, but across the curriculum. We encourage children to express individuality in their work and to keep their own personalised sketch books where they can explore ideas, be inventive and take risks. When children leave Springfield, we expect them to have a wide range of well-developed art skills in the six areas of our curriculum that they can then build on and develop further as they continue in their education.

Implementation

At Springfield, art is taught every other half term with key skills alternating in each year group. Teachers plan sequences of lessons across the half term that will build on and develop the children's skills culminating in a final piece.

The skills and knowledge that children will develop throughout each art unit are mapped across each year group and across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with the children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, collage and sculpture.

Whole-school project work ensures that art is given high status in the curriculum and the school takes part in the annual 'Federation Art Exhibition' which enables further focus on children's artistic skills and knowledge in collaboration with the other schools within the Federation. Trips to art galleries and exhibitions are carried out to enhance the children's learning experiences and deepen their understanding and knowledge and teachers are able to draw on the expertise of our visiting art teacher to ensure units are well planned as well as the 'Kapow' website to develop their subject knowledge.

Impact

The impact of our art curriculum can clearly be seen in the children's sketchbooks which pass on with them to the following year group. At the beginning of each unit, a detailed overview outlines the main learning objective alongside the skills that the children will build on and those which will follow. The opportunity to evaluate and reflect on the learning is planned for towards the end of the unit to enable the children to see how their learning is progressing and where they need to take it next. On completion of the unit of work, key assessment targets are identified and the children are able to self-assess against them. Class teachers then use the children's research and preparatory work, along with the final piece in order to make a judgement as to whether each child is working towards, at or above the expected level.

Nursery: Art Curriculum Map

Unit 1	Unit 2	Unit 3
Art and Design Skills (How to...)	Exploring and Playing with Media	Art History (Theoretical)
<p>Our pedagogy, which sees adults follow the children's lead during significant chunks of the day during 'free flow', ensures all staff are expert at developing children's art and design skills through child-led play.</p> <p>In Nursery, we focus on the skills of cutting with scissors, sticking with glue (PVA and glue stick), moulding with malleable materials e.g. playdough, colour mixing, printing and joining materials. As part of each 2 or 3 week Literacy unit, at least one adult led activity will support children to develop one or more of these skills.</p> <p>Making imaginative and complex small worlds using blocks and small world resources is also an art and design skill within the Nursery context. All literacy units include an opportunity to build small world versions of the story. Children have this modelled with each new book unit and increase their independence with this skill across the year.</p> <p>Creating closed shapes with continuous lines, using shapes to represent objects and drawing with increasing complexity and detail are skills we support children to develop across the Nursery year both through free choice mark making in the provision and weekly guided drawing lessons linked to the literacy units.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Open-ended props for role play, chalk pastels, building blocks (large and small), playdough, clay, collage materials, paper, loose parts e.g. sticks, stones and shells, fabrics, recycling boxes and containers, salt dough, glue, tape, watercolours and paints are all available for children to explore freely. Our pedagogy, which enables adults to follow the children's lead during significant chunks of the day during 'free flow', supports adults to encourage children to come up with their own ideas about what to create, when exploring these media. In the moment, adults model how to use each media or material and support children to master these skills over time.</p> <p>skill</p>	<p>Nursery are introduced to the work of Eric Carle and Yayoi Kusama, which they are supported to discuss and emulate.</p>

Reception: Art Curriculum Map

Unit 1	Unit 2	Unit 3
Art and Design Skills (How to...)	Exploring and Playing with Media	Art History (Theoretical)
<p>Explore use and <i>refine a variety of artistic effects</i> to express ideas and feelings: Secured in EYFS:</p> <ul style="list-style-type: none"> -exploring and accessing materials freely, choosing what to create and what to use (All units) -colour mixing (All units through provision and specially Bog Baby Sp2 and Errol's Garden Su1) - joining with glue (All units/through provision) -cutting along lines and around uneven shapes (All units/through provision) - manipulating malleable materials i.e. playdough and clay (Through linked provision and specifically The Gruffalo Sp1 and Bog Baby Sp2). <p>First experiences in the EYFS:</p> <ul style="list-style-type: none"> - open-ended and closed-ended small world creation (Blue Penguin S1; Bog Baby Sp2; The Everywhere Bear Sp2; Ahhh, Spider Su1; Anna Hibiscus, Splash! Su2) -drawing (All units) -painting (All units through provision and specifically Blue Penguin Sp1; Bog Baby Sp2; The Everywhere Bear Sp2; Ahhh, Spider Su1; Errol's Garden Su1) -printing (Ahhh, Spider! Su1; Errol's Garden Su1; No Dinner Su2) -collaging (The Gingerbread Man A1; Stanley's Stick A2; Bog Baby Sp2) -sculpting (Stanley's Stick A2; Blue Penguin Sp1; The Gruffalo Sp1; Bog Baby Sp2) -joining with tape (Astro Girl A2; The Snowflake A2) -3D construction (Hello, Friend! A1; The 3 Little Pigs A2; Astro Girl A2; On Sudden Hill Su2) -threading (Ahhhh, Spider Su1) -resist painting (Anna Hibiscus, Splash! Su2). <p>Returning to and building on pieces and ideas (Through provision and specifically Stanley's Stick A2; Astro Girl A2; On Sudden Hill Su2).</p> <p>Creating collaboratively (Astro Girl A2; Stanley's Stick A2; The Snowflake A2; The Gruffalo Sp1)</p>	<p>Open-ended props for role play (Through provision and specifically Hello, Friend! A1; The Gingerbread Man A1; Stanley's Stick A2)</p> <p>Chalk pastels (Hello, Friend! A1)</p> <p>Building blocks (large and small); (The 3 Little Pigs A2; The Gruffalo Sp1)</p> <p>Clay (The Gruffalo Sp1; Bog Baby Sp2)</p> <p>Mixed media for collage (The Gingerbread Man A1; Stanley's Stick A2; Errol's Garden Su1)</p> <p>Paper (The Snowflake A2; Errol's Garden Su1)</p> <p>Natural materials i.e. sticks, stones, shells (Stanley's Stick A2)</p> <p>Salt Dough (The Snowflake A2; Ahhhh, Spider Su1)</p> <p>Cardboard boxes and containers (AstroGirl A2; Blue Penguin Sp1; On Sudden Hill Su2)</p> <p>Watercolour (Blue Penguin Sp1; Forest School Sp2; Bog Baby Sp 2)</p> <p>Wool (Ahhh, Spider Su1)</p>	<p>Reception are introduced to the work of Claude Monet and Andrew Goldsworthy, which they are supported to discuss and emulate.</p> <p>Visiting galleries and museums and discussing shape, colour, texture and emotional responses to art. (Anna Hibiscus, Splash Su2; No Dinner Su2)</p> <p>Talking about what I have created and the techniques I have used (The Snowflake A2; Blue Penguin Sp1)</p>

Year 1: Art Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	Painting	Printing	Textiles
Over view	In this unit, the children will begin to develop their painting skills. They will explore the work of famous artists, thinking about what they liked or disliked about their work. They will experiment with colour mixing and painting techniques before applying these skills to paint pictures of trees in the different seasons. Once their painting is completed, they will evaluate how successful they have been and think about what they would do differently next time.	In this unit, children will make the most of the forest area as they begin to develop their printing skills. They will explore making marks with a range of textured, natural materials before creating their own simple repeating prints. They will explore the work of famous artists, thinking about what they liked or disliked about their work and once completed, will evaluate how successful they have been.	In this unit, the children will begin to develop their textiles skills to create a forest image. They will experiment with different methods of colouring felt using natural dyes to create the desired colours. They will develop their skills of cutting and composition before attaching their material for their final design. The work of famous textile artists will be investigated and the children will discuss what they like or dislike about their work.
Key Practical Knowledge	<ul style="list-style-type: none"> ● Identify primary colours by name and be able to mix them. ● Work from: objects, people, places, memory and the imagination. ● Applying paint in different ways using brushes, fingers, sticks, combs, rollers, knives, etc. ● Create textured paint by adding sand, plaster. ● Use a variety of tools and techniques including different brush sizes and types. ● Experiment with tools and techniques e.g. layering, mixing media, scrapping through. 	<ul style="list-style-type: none"> ● Make rubbings to collect textures and patterns ● Print with a range of hard and soft materials ● Roll paint over found objects to create patterns e.g. plastic mesh, stencils. ● Use one or two colours. ● Build repeating patterns and recognise pattern in the environment. ● Design more repetitive patterns. 	<ul style="list-style-type: none"> ● Discuss textiles-colour/texture. ● Create and use dyes e.g. tea/coffee, boiled spinach, mud etc. ● Cut and shape fabric using scissors/snips. ● Apply shapes with glue or by stitching.
Outcome	Painting of seasonal trees	Repeating pattern using natural resources	Felt forest
Knowledge of Artists and Styles	David Hockney – Pop Art movement (1960s)	M.C. Escher – Graphic Art with woodcuts and lithographs (1898-1972)	Andy Goldsworthy – sculptor, photographer and environmentalist (current)
Vocabulary	texture, primary colours, secondary colours, mixing	repeating pattern, rubbing, printing, texture	composition, texture, background
Kapow units to support	Key Stage 1 > Year 1 > Art and design skills > Painting: Colour mixing and craft Art & Design > List of artists	Key Stage 1 > Year 2 > Formal elements of art > Lesson 1: Pattern: Repeating patterns	

Year 2: Art Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	Drawing	Sculpture	Collage
Over view	In this first drawing unit, the children will draw a simple line portrait of an activist in the style of Julian Opie. They will begin to develop control and precision with free-hand line drawing. When they have completed their portrait, they will evaluate how successful they have been.	In their first unit on sculpture, the children will use wire to explore and create geometric mobiles. They will experiment with the placement and position of each element to create different effects. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	In this unit, the children will use a variety of media to create a collage that represents the diverse heritage of the Windrush community. They will create a painted background before selecting from a range of materials, the media that they want to use to collage an image of the Empire Windrush.
Key Practical Knowledge	<ul style="list-style-type: none"> ● Use a variety of media to draw visual elements - line, shape, tone and space. ● Complete observational drawings, drawing from memory and from imagination. ● Draw on different surfaces with a range of differently textured and sized media. ● Use different sorts of pencils, chalk/charcoal, crayons, etc. 	<ul style="list-style-type: none"> ● Experiment with constructing and joining recycled, natural and manmade materials ● Use simple 2-D shapes to create a 3-D form. ● Create wire sculptures. ● Understand the safety and basic care of materials and tools. 	<ul style="list-style-type: none"> ● Using a variety of materials to make free collage e.g. Natural and man-made textiles. ● Create and arrange shapes appropriately. ● Create, select and use textured paper for an image. ● Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. ● Arrange and glue materials to different backgrounds. ● Fold, crumple, tear and overlap. ● Work on different scales.
Outcome	Line portrait of an activist	Wire mobile with 2D geometric shapes	Empire Windrush collage
Knowledge of Artists and Styles	Julian Opie – visual artist of the New British Sculpture movement (current)	Alexander Calder – sculptor (1898-1976, contemporary of M C Escher)	Henri Matisse – printmaker, sculptor and painter. Fauvism and (1869-1954) Eric Carle - collage (current)
Vocabulary	portrait, self-portrait, trace, free-hand, features	sculpture, sculptor, 2d, 3d, placement, positioning, geometric, template, manipulate	collage, mixed media, overlap, tear, cut, fold, composition, background, foreground

Kapow units to support	Key Stage 1 > Year 2 > Human Form > Lesson 4:Opie style portraits Art & Design > List of artists	Lower Key Stage 2 > Year 3 > Formal Elements of Art > Lesson 3: Shape 3: Working with wire	Key Stage 1 > Year 1 > Landscapes using different media (Themes: The seaside, Castles) > Lesson 5: Beach collage
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Year 3: Art Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	Painting	Printing	Textiles
Over view	In this unit, the children build on their knowledge and understanding of colour mixing to create increasingly complex colours. They draw on their knowledge of the colour wheel to mix with more precision to achieve a range of appropriate colours for their cave painting. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	In this unit, the children build on their printing skills from year 1. They will create their own printing blocks from a base and string. They will explore and refine their printing technique whilst making links to contrasting and complementary colours for their final design. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	In this unit, the children will learn simple stitching skills. They will learn to thread a needle and to achieve an accurate running stitch and cross stitch using Binca. They also learn to tie off to secure their final designs. The work of famous textile artists will be investigated and the children will discuss what they like or dislike about their work before evaluating their own finished piece.
Key Practical Knowledge	<ul style="list-style-type: none"> ● Mix colours and know which primary colours make secondary colours. ● Use more specific colour language. ● Add black/white paint to change shades, tints and tones. ● Use colour to create mood. ● Name different types of paint and their properties. ● Paint in style of an artist. ● Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. ● Work on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> ● Make own printing block using string, texture, card, masking tape. ● Print with two colour overlays. ● Create repeating patterns. ● Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> ● Develop skills in stitching, cutting and joining. ● Apply decoration using beads, buttons, feathers etc. ● Learning embroidery stitches. ● Join ends of fabrics.
Outcome	Cave painting	Block printing of hieroglyph	Sewing onto Binca
Knowledge of Artists and Styles	Mark Rothko – painter, abstract expressionism (1903-1970)	Andy Warhol – Pop Art (1929-1987)	Lucienne Day – printed textile designer (1917-2010)
Vocabulary	primary colours, secondary colours, tone, tint, shade, texture	print, repeating pattern, complementary colours, contrast	running stich, cross stitch, tying off stitch
Kapow units to support	Lower Key Stage 2 > Year 3 > Prehistoric art	Lower Key Stage 2 > Year 4 > Elements of art > Lesson 2: Texture & pattern: Printing	Design & Technology > Lower KS2 > Year 3 > Textiles: Cushions > Lesson 1: Cross-stitch & applique

Year 4: Art Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	Collage	Drawing	Sculpture
Overview	In this unit, you will continue to develop your collage skills. You will use the technique of photomontage to create a collage linked to your learning. You will develop your understanding of composition including foreground, middle ground and background.	In this unit, you will continue to develop your drawing skills. You will build on your line drawing skills and develop an understanding of how to use tone and shading to create a half-photo, half-drawn portrait of a Tudor Monarch.	In this unit, you will build on your experience of sculpture to work in the medium of papier-mâché to create a 3D sculpture. Your design will be based on careful observation and detailed modelling to create a realistic sculpture.
Key Practical Knowledge	<ul style="list-style-type: none"> ● Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ● Use collage as a means of collecting ideas and information. ● Make own patterns using contrasting squares of colour. ● Make black/white pictures- black paper, white paper cuts. 	<ul style="list-style-type: none"> ● Make marks with a wider range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ● Experiment with ways in which surface detail can be added to drawings. ● Experiment with different grades of pencil and other implements to create lines, forms, shapes and variations in tone. ● Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc. ● Apply a simple use of pattern and texture in a drawing. ● Begin to show an awareness of objects being three-dimensional. 	<ul style="list-style-type: none"> ● Plan, design and make models from observations or imagination. ● Explore 3D using range of materials. ● Use papier-mâché to create a simple 3D object. ● Using found objects to create work.
Outcome	Photomontage of a mountain range	Half-photo, half-drawn portrait of a Tudor Monarch	3D papier-mâché balloon bird https://www.redtedart.com/paper-mache-birds/
Knowledge of artists, styles and art history	Hannah Höch – photomontage artist (1889-1978) Ansel Adams – landscape photographer (1902-1984)	Frida Kahlo – painter famous for portraits and self-portraits (1907-1954)	Anish Kapoor – sculptor –installation and conceptual art (current) Barbara Hepworth – abstract sculptor (1903-1975) Zaha Hadid – architect and sculptor (1950-2016)
Vocabulary	layers, composition, background, middle ground, foreground, media, photomontage	portrait, line drawing, shading, tone, 3d, sketch	Sculpture, appendage, 3D
Kapow units to support	Upper Key Stage 2 > Year 6 > Photography > Lesson 1: Photomontage Art & Design > List of artists	Lower KS2 > Year 3 > Formal Elements of Art > Lesson 5: Tone 2: Shading form light to dark KS1 > Year 2 > Formal Elements of Art > Lesson 4: Tone 1: 3D pencil drawings	

Year 5: Art Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	Painting	Printing	Textiles
Practical Knowledge	In this final painting unit, the children will progress onto the challenging medium of watercolour. They will work towards a final space scene and learn to create a wash, achieve depth of colour and control colour mixing to avoid the colours bleeding into each other. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	In this unit, the children create William Morris inspired relief prints. They will study the shapes, patterns and colours of Morris' well-known designs and develop their own pattern to turn into a relief printing block. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	In this unit, the children will further build in their sewing skills to design, create and decorate a sustainable tote bag. Their sewing will be both functional and decorative as they attach a closing mechanism and apply adornments. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.
Key Skills	<ul style="list-style-type: none"> ● Develop a painting from a drawing. ● Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ● Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground & background. ● Be able to identify primary, secondary, complementary and contrasting colours. ● Mix and match colours to create atmosphere and light effects. ● Work with complementary colours. 	<ul style="list-style-type: none"> ● Revisit previous print making skills. ● Create printing blocks by simplifying an initial sketchbook idea. ● Use relief or impressed methods of printing. ● Create prints with three overlays. ● Print on prepared surfaces. ● Work into prints with a range of media e.g. pens, colour pens and paints. 	<ul style="list-style-type: none"> ● Revisit previous sewing techniques. ● Develop own designs and make an object using previous skills. ● Use different grades of threads and needles. ● Experiment with pleating, sewing, bows, tassels, etc. ● Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Outcome	Watercolour space scene	William Morris inspired print	Sustainable tote bag
Knowledge of artists, styles and art history	Wassily Kandinsky – abstract painter (1866-1944) Chesley Bonestell – painter, designer and illustrator (1888-1986)	William Morris – textile designer and printer of the Arts and Crafts movement (1834-1896)	El Anatsui – sculptor using everyday objects (current) Faith Ringgold – textile artist best known for narrative quilts (current)
Vocabulary	complementary colours, contrast, shade, tint, tone, composition, scale, proportion	repeating pattern, relief print, overlay, symmetrical, complementary colours, contrast	adornments, template, running stitch, tying off stitch, sustainable, mechanism,
Kapow units to support	Key Stage 1 > Year 1 > Landscapes using different media > Lesson 3: Shades and colours of the sea	Upper Key Stage 2 > Year 6 > Art and Design Skills > Craft: Zentangle printing Art & Design > List of artists	Design & Technology > Upper Key Stage 2 > Year 5 > Textiles: Stuffed toys

Year 6: Art Curriculum Map

Planning and Evaluating

Generating Ideas

- Make and record first hand observations
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Develop ideas by trying things out and making changes

Evaluating

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Critique others' work respectfully and be tolerant of other people's opinions

Unit	Collage	Drawing	Sculpture
Over view	In this final collage unit, the children draw together their watercolour skills to create a fiery background before using a wide range of materials to create a Blitz scene. They carefully consider their composition of the London skyline and the precision of their placement to get the greatest effect.	This still-life unit revisits line drawing, tone and shading skills. The children will develop their skill of drawing with perspective and scale. They will deepen their understanding of composition, scale and proportion to create a final still-life drawing that showcases their progress in drawing skills.	In this final sculpture unit, the children explore the medium of clay. They learn three different techniques for creating pots: pinch, coil and slab and how to create texture. Once dry, the children decorate their pot to a design of their choice.
Key Practical Knowledge	<ul style="list-style-type: none"> ● Add collage to a painted, printed or drawn background. ● Use a range of media to create collages. ● Use different techniques, colours and textures etc. when designing and making pieces of work. ● Investigate rough/smooth, dark/light, plain/pattern. ● Explore photomontage. ● Explore veiling and layering to create depth. 	<ul style="list-style-type: none"> ● Explore colour mixing and blending techniques with coloured pencils. ● Begin to use simple perspective in their work using a single focal point and horizon. ● Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ● Work from a variety of sources including observation, photographs and digital images. ● Develop close observation skills using a variety of view finders. ● Use different techniques for different purposes i.e. shading, hatching within their own work. 	<ul style="list-style-type: none"> ● Plan a sculpture through drawing and other preparatory work. ● Use clay or sculpting medium to express thoughts, feelings and ideas. ● Develop skills in using clay inc. slabs, coils, slips, pinching, joining etc. ● Produce intricate patterns and textures in a malleable media. ● Observe artefacts.
Outcome	Blitz scene collage	Still life drawing	Clay pot
Knowledge of artists, styles and art history	Pablo Picasso – cubist painter (1881-1973) Georges Braque – fauvism and cubism (1882-1963) Kurt Schwitters – dadism, constructivism and surrealism (1887-1948)	Paul Cézanne – post-impressionist painter (1839-1906)	Clarice Cliff – ceramic artist from Art Deco movement (1899-1972)
Vocabulary	collage, composition, texture, mixed-media, photomontage, layers	still-life, perspective, scale, composition, tone, shading, proportion	clay, pinch, coil, slab, slip, texture
Kapow units to support	Art & Design > List of artists	Lower Key Stage 2 > Year 4 > Art & Design skills > Drawing: Still Life Upper Key Stage 2 > Year 6 > Still life	Art & Design > List of artists