



## Art and Design – Curriculum Map (Year 1 to Year 6)

### Year 1

| Unit of work                                                                                                                                                                                                                                          | Intended learning (skills and understanding)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b><u>Drawing</u></b></p> <p><b>Make your mark</b></p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>                                                   | <p><b>Generate ideas</b><br/>Explore their own ideas using a range of media.</p> <p><b>Sketch books</b><br/>Use sketchbooks to explore ideas in an open-ended way.</p> <p><b>Making skills (including formal elements)</b><br/>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary</p> <p><b>Knowledge of artists</b><br/>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Evaluating and analysing</b><br/>Describe and compare features of their own and other’s art work.</p> |
| <p><b><u>Painting and mixed media</u></b></p> <p><b>Colour splash</b></p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> | <p><b>Generate ideas</b><br/>Explore their own ideas using a range of media.</p> <p><b>Sketch books</b><br/>Use sketchbooks to explore ideas in an open-ended way.</p> <p><b>Making skills (including formal elements)</b><br/>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <p><b>Knowledge of artists</b><br/>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Evaluating and analysing</b><br/>Describe and compare features of their own and other’s art work.</p>                                                           |

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| <p><b><u>Sculpture and 3D</u></b></p> <p><b>Paper play</b></p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. This unit contains three brand new lessons and two existing Kapow Primary lessons.</p> | <p><b>Generate ideas</b><br/>Explore their own ideas using a range of media.</p> <p><b>Sketch books</b><br/>Use sketchbooks to explore ideas in an open-ended way.</p> <p><b>Making skills (including formal elements)</b><br/>Use their hands to manipulate a range of modelling materials, including paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p><b>Knowledge of artists</b><br/>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Evaluating and analysing</b><br/>Describe and compare features of their own and other’s art work.</p> |
| <p><b><u>Craft and design</u></b></p> <p><b>Embellishments</b></p> <p>Description not available yet</p>                                                                                                                                                                                                                                                                | <p><b>Generate ideas</b><br/>Explore their own ideas using a range of media.</p> <p><b>Sketch books</b><br/>Use sketchbooks to explore ideas in an open-ended way.</p> <p><b>Making skills (including formal elements)</b><br/>Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.</p> <p><b>Knowledge of artists</b><br/>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Evaluating and analysing</b><br/>Describe and compare features of their own and other’s art work.</p>             |

**Year 2**

| <b>Unit of work</b>                              | <b>Intended learning (skills and understanding)</b>                                                                                                                                                                        |
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| <p><b><u>Drawing</u></b></p> <p>Tell a story</p> | <p><b>Generate ideas</b><br/>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Sketch books</b><br/>Experiment in sketchbooks, using drawing to record ideas.</p> |

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| <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>                                         | <p>Use sketchbooks to help make decisions about what to try out next.</p> <p><b>Making skills (including formal elements)</b><br/>Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p><b>Knowledge of artists</b><br/>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art</p> <p><b>Evaluating and analysing</b><br/>Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>                                                                                                                                                                                                                                                                           |
| <p><b><u>Painting and mixed media</u></b></p> <p><b>Beside the seaside</b></p> <p>Description not available yet</p>                                                                                                             | <p><b>Generate ideas</b><br/>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Sketch books</b><br/>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><b>Making skills (including formal elements)</b><br/>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use or collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p> <p><b>Knowledge of artists</b><br/>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><b>Evaluating and analysing</b><br/>Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p> |
| <p><b><u>Sculpture and 3D</u></b></p> <p><b>Clay houses</b></p> <p>Exploring 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</p> | <p><b>Generate ideas</b><br/>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Sketch books</b><br/>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><b>Making skills (including formal elements)</b><br/>Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>of Rachel Whiteread and create their own clay house tile in response.</p>                                                                                                                                                                                                                                                                                                                                                                          | <p>Develop basic skills for shaping and joining clay, including exploring surface texture..</p> <p><b>Knowledge of artists</b><br/>Talk about art they have seen using some appropriate subject vocabulary.<br/>Be able to make links between pieces of art.</p> <p><b>Evaluating and analysing</b><br/>Explain their ideas and opinions about their own and other’s art work, giving reasons.<br/>Begin to talk about how they could improve their own work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b><u>Craft and design</u></b></p> <p><b>Map it out</b></p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials (felt making, recreating stained glass effects and adapting simple tile prints) and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p> | <p><b>Generate ideas</b><br/>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Sketch books</b><br/>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><b>Making skills (including formal elements)</b><br/>Respond to a simple design brief with a range of ideas.<br/>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.<br/>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p><b>Knowledge of artists</b><br/>Talk about art they have seen using some appropriate subject vocabulary.<br/>Be able to make links between pieces of art.</p> <p><b>Evaluating and analysing</b><br/>Explain their ideas and opinions about their own and other’s art work, giving reasons.<br/>Begin to talk about how they could improve their own work.</p> |

**Year 3**

| Unit of work          | Intended learning (skills and understanding)                                                                                                        |
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| <b><u>Drawing</u></b> | <p><b>Generate ideas</b><br/>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> |

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| <p><b>Growing artists</b></p> <p>Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p>                                                                                                       | <p><b>Sketch books</b><br/>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills (including formal elements)</b><br/>Confidently use of a range of materials, selecting and using these appropriately with more independence.<br/>Draw with expression and begin to experiment with gestural and quick sketching.<br/>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p><b>Knowledge of artists</b><br/>Use subject vocabulary to describe and compare creative works.<br/>Use their own experiences to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/>Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.<br/>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>                                                                                                                                                                                                                                                                                                            |
| <p>Painting and mixed media</p> <p>Prehistoric painting</p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p> | <p><b>Generate ideas</b><br/>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Sketch books</b><br/>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills (including formal elements)</b><br/>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.<br/>Mix colours with greater accuracy and begin to consider how colours can be used expressively.<br/>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping.<br/>In sketchbooks, use collage as a means of collecting ideas.</p> <p><b>Knowledge of artists</b><br/>Use subject vocabulary to describe and compare creative works.<br/>Use their own experiences to explain how artworks may have been made.</p> <p><b>Evaluating and analysing</b><br/>Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.<br/>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> |
| <p>Sculpture and 3D</p> <p>Abstract shape and space</p>                                                                                                                                                                                         | <p><b>Generate ideas</b><br/>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Sketch books</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>Description not available yet</p>                                                                                                                                         | <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills (including formal elements)</b><br/> Able to plan and think through the making process to create 3D forms using a range of materials.<br/> Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).<br/> Experiment with combining found objects and recyclable material to create sculpture.</p> <p><b>Knowledge of artists</b><br/> Use subject vocabulary to describe and compare creative works.<br/> Use their own experiences to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/> Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.<br/> Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>                                                                                                                                                                       |
| <p>Craft and design</p> <p>Ancient Egyptian scrolls</p> <p>Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p> | <p><b>Generate ideas</b><br/> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Sketch books</b><br/> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills (including formal elements)</b><br/> Learn a new making technique (paper making) and apply it as part of their own project.<br/> Investigate the history of a craft technique and share that knowledge in a personal way.<br/> Design and make creative work for different purposes, evaluating the success of the techniques used.</p> <p><b>Knowledge of artists</b><br/> Use subject vocabulary to describe and compare creative works.<br/> Use their own experiences to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/> Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.<br/> Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> |

**Year 4**

| Unit of work | Intended learning (skills and understanding) |
|--------------|----------------------------------------------|
| Drawing      | Generate ideas                               |

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| <p><b>Power Prints</b></p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>                                                | <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Sketch books</b><br/>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><b>Making skills (including formal elements)</b><br/>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.<br/>Use growing knowledge of different drawing materials, combining media for effect.<br/>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p><b>Knowledge of artists</b><br/>Use subject vocabulary confidently to describe and compare creative works.<br/>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/>Build a more complex vocabulary when discussing their own and others' art.<br/>Evaluate their work more regularly and independently during the planning and making process.</p>                                                                      |
| <p><b><u>Painting and mixed media</u></b></p> <p><b>Light and dark</b></p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect.<br/>Experimenting with composition and applying painting techniques to a personal still life piece.</p> | <p><b>Generate ideas</b><br/>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><b>Sketch books</b><br/>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><b>Making skills (including formal elements)</b><br/>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.<br/>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.<br/>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p><b>Knowledge of artists</b><br/>Use subject vocabulary confidently to describe and compare creative works.<br/>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/>Build a more complex vocabulary when discussing their own and others' art.<br/>Evaluate their work more regularly and independently during the planning and making process.</p> |
| <p><b><u>Sculpture and 3D</u></b><br/><b>Mega materials</b></p> <p>Exploring the way different materials can be</p>                                                                                                                                                                  | <p><b>Generate ideas</b><br/>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><b>Sketch books</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p> | <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><b>Making skills (including formal elements)</b><br/>         Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard.<br/>         Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p> <p><b>Knowledge of artists</b><br/>         Use subject vocabulary confidently to describe and compare creative works.<br/>         Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/>         Build a more complex vocabulary when discussing their own and others' art.<br/>         Evaluate their work more regularly and independently during the planning and making process.</p>                                                                                                                                                |
| <p><b><u>Craft and design</u></b></p> <p>Fabric of nature</p>                                                                                                 | <p><b>Generate ideas</b><br/>         Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><b>Sketch books</b><br/>         Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><b>Making skills (including formal elements)</b><br/>         Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p><b>Knowledge of artists</b><br/>         Use subject vocabulary confidently to describe and compare creative works.<br/>         Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Evaluating and analysing</b><br/>         Build a more complex vocabulary when discussing their own and others' art.<br/>         Evaluate their work more regularly and independently during the planning and making process.</p> |

Year 5

| Unit of work                                     | Intended learning (skills and understanding)                                                                                                                                                                      |
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| <p><b><u>Drawing</u></b></p> <p>I need space</p> | <p><b>Generate ideas</b><br/>         Develop ideas more independently from their own research.<br/>         Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> |



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| <p>Description not available yet</p>                                                                                                                                                                                                                       | <p><b>Sketch books</b><br/>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills (including formal elements)</b><br/>To use a broader range of stimulus to draw from, such as architecture, culture and photography.<br/>Begin to develop drawn ideas as part of an exploratory journey.<br/>Apply known techniques with a range of media, selecting these independently in response to a stimulus.<br/>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p><b>Knowledge of artists</b><br/>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br/>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>                                                                                                                                                                                                                             |
| <p><b><u>Painting and mixed media</u></b></p> <p><b>Portraits</b></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> | <p><b>Generate ideas</b><br/>Develop ideas more independently from their own research.<br/>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Sketch books</b><br/>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills (including formal elements)</b><br/>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.<br/>Develop a painting from a drawing or other initial stimulus.<br/>Explore how collage can extend original ideas.<br/>Combine a wider range of media, eg photography and digital art effects.</p> <p><b>Knowledge of artists</b><br/>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br/>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
| <p><b><u>Sculpture and 3D</u></b></p> <p><b>Interactive installation</b></p>                                                                                                                                                                               | <p><b>Generate ideas</b><br/>Develop ideas more independently from their own research.<br/>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p> | <p><b>Sketch books</b><br/>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills (including formal elements)</b><br/>Investigate how scale, display location and interactive elements impact 3D art.<br/>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.<br/>Persevere when constructions are challenging and work to problem solve more independently.</p> <p><b>Knowledge of artists</b><br/>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br/>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>                                                                                                                                                                                                                         |
| <p><b><u>Craft and design</u></b></p> <p><b>Architecture</b></p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p>           | <p><b>Generate ideas</b><br/>Develop ideas more independently from their own research.<br/>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Sketch books</b><br/>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills (including formal elements)</b><br/>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.<br/>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p><b>Knowledge of artists</b><br/>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br/>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |

Year 6

| Unit of work                                            | Intended learning (skills and understanding)                                                                                                                |
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| <p><b><u>Drawing</u></b></p> <p>Make my voice heard</p> | <p><b>Generate ideas</b><br/>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> |

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| <p>Description not available yet</p>                                                                                                                                                                                                                                                                                    | <p><b>Sketch books</b><br/>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills (including formal elements)</b><br/>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.<br/>Apply new drawing techniques to improve their mastery of materials and techniques<br/>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p><b>Knowledge of artists</b><br/>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>Give reasoned evaluations of their own and others work which takes account of context and intention.<br/>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>                                                                                                                                                                                                                                                  |
| <p><b><u>Painting and mixed media</u></b></p> <p><b>Artist study</b></p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> | <p><b>Generate ideas</b><br/>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Sketch books</b><br/>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills (including formal elements)</b><br/>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.<br/>Work in a sustained way over several sessions to complete a piece.<br/>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.<br/>Consider materials, scale and techniques when creating collage and other mixed media pieces.<br/>Create collage in response to a stimulus.<br/>Work collaboratively on a larger scale.</p> <p><b>Knowledge of artists</b><br/>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>Give reasoned evaluations of their own and others work which takes account of context and intention.<br/>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
| <p><b><u>Sculpture and 3D</u></b></p> <p><b>Making memories</b></p> <p>Description not available yet</p>                                                                                                                                                                                                                | <p><b>Generate ideas</b><br/>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Sketch books</b><br/>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                                                                                                | <p><b>Making skills (including formal elements)</b><br/>         Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.</p> <p><b>Knowledge of artists</b><br/>         Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>         Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>                                                                                                                                                                                                                                                                                                                |
| <p><b><u>Craft and design</u></b></p> <p><b>Photo opportunity</b></p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p> | <p><b>Generate ideas</b><br/>         Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Sketch books</b><br/>         Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills (including formal elements)</b><br/>         Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p> <p><b>Knowledge of artists</b><br/>         Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing</b><br/>         Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |