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| Art & Design | **Pedagogical Knowledge**  In the strongest art lessons, teachers support children to adapt to scale, collaborate or work individually, use a range of media and respond to challenges.  They do this using the following pedagogical techniques:  **Demonstrating and Modelling** – demonstrate the technique, while keeping the design brief open so that children can be creative.  Adult-led, Group and Independent Activities – adult-led elements may help to scaffold the learning and make experimentation feel safe.  **Environment** – view the world from different perspectives and give children the inspiring learning opportunities they need top enthuse them. An easy way is to vary the learning environment which could be as simple as going outside.  **Artists, Museums and Galleries** – capitalise on the pedagogy of an expert in the field and to provide the children with inspiration and aspirations. This increases the cultural capital of the pupils. | | | | | | | | | |
| Y1&2  Cycle A | **Autumn**  **Childhood** | | | **Spring**  **Bright Lights, Big City** | | | **Summer**  **School Days** | | | |
| Unit | Mix It (Y1) | Funny Faces and Fabulous Features | | Rain and Sunrays | | | Street View | | | |
| Artist | Wassily Kandinsky, Piet Mondrian | Andy Warhol, Frida Kahlo, Pablo Picasso | | Amanda Snyder | | | James Rizzi | | | |
| Local Heritage | Toys - Preston Park Museum | | | Transient Art - Michael Lent - Teesside University | | | Hartburn School History | | | |
| Y1 | Identify and use paints in the primary colours. | Design and make art to express ideas.  Use textural materials, including paper and fabric, to create a simple collage. | | Make simple prints and patterns using a range of liquids including ink and paint. | | | Communicate their ideas simply before creating artwork. | | | |
| Y1  Cumulative skill | Say what they like about their own or others’ work using simple artistic vocabulary. | | | | | | | | | |
| Y2 | Identify and mix secondary colours. | Select the best materials and techniques to develop an idea.  Create a range of textures using the properties of different types of paper. | | Use the properties of various materials, such as clay or polystyrene, to develop a block print. | | | Make simple sketches to explore and develop ideas. | | | |
| Y2  Cumulative skill | Analyse and evaluate their own and others' work using artistic vocabulary. | | | | | | | | | |
| Y3&4  Cycle A | **Autumn**  **Through The Ages** | | | **Spring**  **Rocks, Relics and Rumbles** | | | **Summer**  **Emperors and Empires** | | | |
| Unit | Contrast & Complement (Y3) | Prehistoric Pots | | Ammonite | People and places | | Beautiful botanicals | | | Mosaic Masters |
| Artist | Henry Matisse, Pablo Picasso | Bell Beaker Pottery | | Fibonacci Patterns | LS Lowry | | Katie Scott | | | Roman Mosaics |
| Local Heritage | Local Artist - Lindsey Coxon | The Pottery loft - Billingham | | Ammonites from the local coastline – Redcar & Saltburn | Thornaby Artist – Ruth Harris | | Martin J Allen – Cleveland Coast Wildflowers | | | Marske Mosaic |
| Y3 | Use and combine a range of visual elements in artwork. | Create a 3-D form using malleable or rigid materials, or a combination of materials. | | Create a 3-D form using malleable or rigid materials, or a combination of materials. | Work in the style of a significant artist, architect, culture or designer. | | Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. | | | Use and combine a range of visual elements in artwork. |
| Y3  Cumulative skill | Make suggestions for ways to adapt and improve a piece of artwork. | | | | | | | | | |
| Y4 | Develop techniques through experimentation to create different types of art. | Use clay to create a detailed or experimental 3-D form. | | Use clay to create a detailed or experimental 3-D form. | Explain the significance of art, architecture or design from history and create work inspired by it. | | Create a series of sketches over time to develop ideas on a theme or mastery of a technique. | | | Develop techniques through experimentation to create different types of art. |
| Y4  Cumulative skill | Give constructive feedback to others about ways to improve a piece of artwork. | | | | | | | | | |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | | **Spring**  **Sow Grow and Farm** | | | **Summer**  **Groundbreaking Greeks** | | | |
| Unit | Tints, Tones and Shades (Y5) | | Taotie | Light, Line and Shadow | | Nature's Art | Mixed Media | | Expression | |
| Artist | Landscape Artists  Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner | | Make Taotie Pieces | Pablo Picasso, Rembrandt | | Robert Smithson, Richard Long, Rebecca Law, Ai Weiwei,  Andy Goldsworthy | Expressionism, Realism, Pop Art, Renaissance and Abstract. | Edvard Munch | | |
| Local Heritage | Local artist – Joe Pickering | |  |  | | North Yorkshire Moors National Park – Andy Goldsworthy | MIMA School of Art |  | | |
| Y5 | Use a range of materials to create imaginative and fantasy landscapes. | | Create a relief form using a range of tools, techniques and materials. | Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. | | Review and revisit ideas and sketches to improve and develop ideas.  Investigate and develop artwork using the characteristics of an artistic movement. | Investigate and develop artwork using the characteristics of an artistic movement. | Explore and create expression in portraiture. | | |
| Y5  Cumulative skill | Compare and comment on the ideas, methods and approaches in their own and others’ work. | | | | | | | | | |
| Y6 | Draw or paint detailed landscapes that include perspective. | | Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. | Use line, tone or shape to draw observational detail or perspective. | | Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.  Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. | Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. | Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. | | |
| Y6  Cumulative skill | Adapt and refine artwork in light of constructive feedback and reflection. | | | | | | | | | |