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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&2Cycle B | **Autumn****Movers & Shakers**  | **Spring****Coastline** | **Summer****Magnificent Monarchs** |
| Unit | Mix It | Still Life | Flower Head | Portraits and Poses |
| Artist | Wassily Kandinsky, Piet Mondrian | Paul Cezanne | Vincent Van Gogh | William Scrots, George Gower |
| Local Heritage |  |  | Saltburn: pier patterns, beach hutsHawkins Gallery, Saltburn | Stephanie Perry (pet portrait artist) |
| Y1 | The primary colours are red, yellow and blue. | Communicate their ideas simply before creating artwork. | Make transient art and pattern work using a range or combination of man-made and natural materials. | Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. |
| Y1Cumulative skill | Say what they like about their own or others’ work using simple artistic vocabulary. |
| Y2 | Identify and mix secondary colours. | Make simple sketches to explore and develop ideas. | Draw, paint and sculpt natural forms from observation, imagination and memory. | Represent the human form, including face and features, from observation, imagination or memory. |
| Y2Cumulative skill | Analyse and evaluate their own and others' work using artistic vocabulary. |
| Y3&4Cycle B | **Autumn****Invasion**  | **Spring****Misty Mountain, Winding River** | **Summer****Ancient Civilisations** |
| Unit | Contrast and complement | Warp and Weft | Vista | Animal | Statues, Statuettes and Figurines | Islamic Art |
| Artist | Local Artist | Local Artist | Landscape Artists | Bankura horses of Panchmura | Sumer Style Figurine | Not Yet Available |
| Local Heritage | Ropner Park: autumnal landscapes | Tees Barrage, River Tees, Transporter Bridge |  |
| Y3 | Use and combine a range of visual elements in artwork. | Draw, collage, paint or photograph an urban landscape. | 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. | Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. |  |
| Y3Cumulative skill | Make suggestions for ways to adapt and improve a piece of artwork. |
| Y4 | Develop techniques through experimentation to create different types of art. | Choose an interesting or unusual perspective or viewpoint for a landscape. | 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. | Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. |  |
| Y4Cumulative skill | Give constructive feedback to others about ways to improve a piece of artwork. |
| Y5&6Cycle B | **Autumn****Maafa** | **Spring****Frozen Kingdoms** | **Summer****Britain at War** |
| Unit | Tints, Tones and Shades (Y6) | Trailblazers, Barrier Breakers | Inuit | Environmental Artists | Distortion and Abstraction | Bees, Beetles and Butterflies |
| Artist | Landscape Artists | Significant Black Artists | Significant Inuit Artists | Significant Environmental Artists | Orphism Style Art | Not Yet Available |
| Local Heritage |  |  |  |  | Dorman Museum |
| Y5 | Use a range of materials to create imaginative and fantasy landscapes. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.Investigate and develop artwork using the characteristics of an artistic movement. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. |
| Y5Cumulative 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 innovative art that has personal, historic or conceptual meaning.Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. | Create innovative art that has personal, historic or conceptual meaning.  | Create innovative art that has personal, historic or conceptual meaning.Create art inspired by or giving an environmental message. | Create innovative art that has personal, historic or conceptual meaning. | Create innovative art that has personal, historic or conceptual meaning. |
| Y6Cumulative skill | Adapt and refine artwork in light of constructive feedback and reflection. |