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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 A | **Autumn****Childhood** | **Spring****Bright Lights, Big City** | **Summer****School Days** |
| Unit | Mix It (Y2) | 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. **The primary colours are red, yellow and blue.** | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.** | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.** | Communicate their ideas simply before creating artwork.Use a range of materials creatively to design and make products.**Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).** |
| Y1Cumulative skill | Say what they like about their own or others’ work using simple artistic vocabulary.To make links between their own work and the work of an artist. To evaluate their work and make suggestions for improvement.To comment on how shape/pattern/colour in their work.To plan their work using a range of techniques. |
| Y2 | Identify and mix secondary colours.**The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.** | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**A portrait is a drawing, photograph or painting of a face.** | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).****A motif is a decorative image or design, often repeated, to form a pattern.** | Make simple sketches to explore and develop ideas.**Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).** |
| Y2Cumulative skill | Analyse and evaluate their own and others' work using artistic vocabulary.To make comparisons between their own and artists work.To articulate what they were try to express through their work.To make suggestions for improvement in their own and artists work.To transfer skills to another medium (drawing skills when painting) |
| Y3&4Cycle 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.**Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.** | Create a 3-D form using malleable or rigid materials, or a combination of materials.**Around 4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar.**  | Create a 3-D form using malleable or rigid materials, or a combination of materials.**Nature and natural forms can be used as a starting point for creating artwork.** | Work in the style of a significant artist, architect, culture or designer.**Artists draw, paint or sculpt human forms in active poses.** | Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.**Warp and weft are terms for the two basic components used in loom weaving.** | Use and combine a range of visual elements in artwork.**Explorations of the similarities and differences between pieces of art.** |
| Y3Cumulative skill | Make suggestions for ways to adapt and improve a piece of artwork.To evaluate their learning process and make suggestions for improvement for their own and others work.To adapt and improve their ideas.To explain why they have chosen a specific material for their artwork.To begin to communicate influences for their artwork. |
| Y4 | Develop techniques through experimentation to create different types of art.**Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).** | Use clay to create a detailed or experimental 3-D form.**The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age.** | Use clay to create a detailed or experimental 3-D form.**Nature and natural forms can be used as a starting point for creating artwork.** | Explain the significance of art, architecture or design from history and create work inspired by it.**Figures can be drawn in detail or using simple, fluid lines and shapes.** | Create a series of sketches over time to develop ideas on a theme or mastery of a technique.**A loom is a piece of equipment that is used for making fabric by weaving wool or thread. Weaving involves interlacing pieces of thread or yarn.** | Develop techniques through experimentation to create different types of art.**A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials.** |
| Y4Cumulative skill | Give constructive feedback to others about ways to improve a piece of artwork.To critique their own and others artwork throughout the learning process to develop and support each other.To use a range of resources to influence ideas.To combine different materials and discuss their effectiveness.To discuss how a range of factors influences art from different cultures. |
| Y5&6Cycle 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 ArtistsClaude 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.**A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.** | Create a relief form using a range of tools, techniques and materials.**Visual elements include line, light, shape, colour, pattern, tone, space and form.** | Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.**Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.** | Review and revisit ideas and sketches to improve and develop ideas.Investigate and develop artwork using the characteristics of an artistic movement.**Various techniques can help children to take clear, interesting photographs.** | Investigate and develop artwork using the characteristics of an artistic movement. **Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.** | Explore and create expression in portraiture.**A portrait is a picture of a person that can be created through drawing, painting and photography.** |
| Y5Cumulative skill | Compare and comment on the ideas, methods and approaches in their own and others’ work.To keep detailed notes, quotes, and annotations using advanced vocabulary to explain and reflect on their artistic process.To plan their art, taking into account layout, composition and perspective.To explain their own style of art and what has influenced their choices. |
| Y6 | Draw or paint detailed landscapes that include perspective.**A tone is a colour mixed with grey. The colour stays the same, only less vibrant.** | Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.**A taotie is a creature in Chinese mythology. Its name translates to ‘legendary voracious beast’ because of its huge appetite.** | Use line, tone or shape to draw observational detail or perspective.**Continuous, or one-line, drawings, are made by keeping a pen or pencil in contact with a piece of paper for the duration of a drawing exercise.** | 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.**Natural forms include, plants, grasses, leaves, flowers, shells, stones, trees and the ground.** | Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.**Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.** | Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.**Expressionist artists seek to express their subject's feelings, moods, and emotions or themselves, rather than representing the real world.** |
| Y6Cumulative skill | Adapt and refine artwork in light of constructive feedback and reflection.To demonstrate and articulate an understanding of ‘the artistic process’ by managing time effectively, practising skills and actively enquiring about how to make improvements.To work independently, confidently and to take creative risks in their work.To explain their own style of art and identify a range of influences. |