

Building Ambition, Resilience and Respect

Art and Design Curriculum




Subject Lead: Mandi Veznevar

Haveley Hey Curriculum Statement for Art

Intent	<p>To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. Pupils should be able to think critically and develop a deeper understanding of art and design. Art should provide an opportunity to express their individual interests and ideas as well as enhancing children's understanding of the history, culture, creativity and wealth of our nation.</p>		
Implementation	<p>Curriculum</p> <p>We use the National Curriculum as a starting point, but enhance this for our own context by specifically choosing the artists we study. Our curriculum builds on the importance of our children as artists and utilises the sketchbook to explore and express their own artistic journey.</p>	<p>Key Concepts</p> <p>The key concepts of the art curriculum are line, colour, shape and form, space and appreciation of artist. Through this, students will explore drawing, painting, sculpture, digital art, print and collage. These concepts will be explored and practised within their sketchbooks.</p>	<p>Subject Specific Approach</p> <p>Children will use sketchbook to reflect upon and document their artistic journey. Children will be encouraged to annotate and explore other artists work and use this as a starting point for their own. Children will learn artistic techniques and be given opportunity to practice and develop these.</p>
Impact	<p>Pupil Voice</p> <p>Pupils are able to talk confidently about their learning in art. They are able to discuss the techniques and skills they have been taught as well as their personal preference. In addition, children are able to talk about artists they have studied and can link their learning to possible careers and the wider world.</p>		<p>Evidence of Knowledge and Skills</p> <p>Children's learning will be monitored through book looks, formative teacher assessments and conversations with the children. The children's art work and annotations in sketchbooks will evidence a growing confidence and independence of previously taught skills.</p>
	<p>Resilience</p> <p>Children will be encouraged to explore and experiment with newly-learned techniques with an emphasis on having a growth mindset, embracing new challenges and accepting mistakes. This will be evident through children's reflective annotations of their own work and skill studies.</p>	<p>Ambition</p> <p>Children develop an appreciation and understanding that art can take many forms. When studying individual artists, the children will learn about their artistic journeys and be encouraged to make links to their own lives, where appropriate. In addition, children will be asked to think about the careers related to art and be encouraged to develop recognised talents.</p>	<p>Respect</p> <p>Children will learn about a wide range of artists from various background and walks of life from our carefully developed cultural capital spine. Children, especially in Key Stage 2, will be encouraged to think about the statement the artist may be making with their art and to understand how the artist has achieved it. In addition, children are encouraged to evaluate their own and others' work with positive feedback and respect.</p>

ART AND DESIGN CURRICULUM

	Art Long Term Plan	The art curriculum has been planned to give pupils the opportunity to respond to the work of artists. We have developed a cultural capital spine to ensure that there are a range of artists studied across school. Each sequence of lessons will combine a range of art concepts to ensure that pupils are regularly able to practise and develop a range of skills.		
Autumn		Spring		Summer
<p style="text-align: center;">Subject content Key stage 1</p> Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 				
Year 1	Memory Box Print- Kandinsky	My Local Area Paint/ Digital Art- Alma Thomas	History Makers Sculpture- Gutzom Borglum	
Main teaching points	Children will use the work of Kandinsky as a stimulus to their own artwork. They will think about different line, shapes and colours used within Kandinsky's work. Children will create their own print using primary colours and different objects to make marks.	Children will develop their understanding of primary colours and refine their brush strokes and application techniques using a range of materials. They will respond to the work of Alma Thomas and create their own response to the picture using paint and ICT.	Children will explore work by Gutzom Borglum and develop a range of preliminary sculpting and modelling techniques. They will use these skills to make a final sculpture linked to their History project.	
Trips and/or experiences		Local Area Trip/Walk		
Key links		Computing- paint	History – significant people.	
Year 2	Airport Collage- Eduardo Paolozzi	Wonderful Wythenshawe Drawing & Sculpture- Yayoi Kusama	Great Fire of London Drawing- Zaria Forman	
Main teaching points	Children will respond to the work of Eduardo Paolozzi and think about how images have been layered to create a composition. Children will create a collage by layering different materials and thinking about the background, middle ground and foreground of the picture.	Children will combine and develop their observational drawing techniques and colour theory and understanding of pattern. They will explore the work of Yoyoi Kusama and sculpt their own interpretation of a plant, painting it in the style of Yayoi Kusama.	Children will respond to the artwork of Zaria Forman and think about shapes, space and pattern in her work. They will use oil pastel to explore colour theory and blending techniques. Children will create a final piece linked to the Great Fire of London thinking about background and foreground.	
Trips and/or experiences	Airport School Trip	Outdoor classroom		
Key links	History- Aviation		History – Great Fire of London	
<p style="text-align: center;">Subject content Key stage 2:</p> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.				

ART AND DESIGN CURRICULUM

<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 			
Year 3	Rainforests Drawing and Collage-Frida Kahlo and Diego Rivera	Ancient Greeks Relief Sculptures – Ancient Greek and Brad Spencer	Titanic Drawing and Print - Georges Braque (cubism) and Art Deco
Main teaching points	Children will develop their skills in drawing by using different lines including cross hatching and shading when drawing. They will compare works of two artists, looking for similarities and differences. Children will then create their own collage combining photography and pencil drawings.	Children look at Ancient Greek art as a stimulus and compare with the work of Brad spencer. Children will use digital media to create a freeze frame to use as reference for their relief sculpture. They will develop their modelling skills to include methods such as pinching and rolling.	Children will compare art from different movements and respond to them. They will use different grade pencils to shade when completing observational drawing. Children will explore the cubist art movement by deconstructing an image into geometric shapes as a base for their final piece.
Trips and/or experiences		Trip to Manchester Art Gallery	
Key links	Drawing using line of different thickness in Year 1 Collage in Year 2	Sculpture in Year 1	Deconstructed image in Year 1 (Alma Thomas)
Year 4		Mega Cities Painting - Paul Klee and Georges Braque	The Black Death Portraits - Jenny Saville
Main teaching points		Children will respond to cubism artwork and compare different artists from that movement. They will develop their work on colour by mixing tertiary colours. Children will then create their own skyline in the style of Paul Klee.	Children will develop their drawing and painting skills by drawing portraits- paying attention to simple rules of proportion and matching colours. They will explore how artists use colour and line to add drama and expression to a piece.
Trips and/or experiences			Eyam Trip
Key links		Cubism in Year 3 Colour wheel in KS1	Portraits in EYFS and Year 3 Colour wheel in KS1
Year 5	Industrial Revolution Drawing- Lowry and Monet	Ancient Egypt Drawing and Painting - Ancient Egyptian Art.	
Main teaching points	Children will further develop their drawing skills with particular attention to creating perspective through the use of vanishing points. They will use Lowry as a stimulus and create scenes. Children will use digital art to capture scenes in the local area and create a Lowry style drawing in response using charcoal and pastels.	Children to develop their drawing skills with attention to proportion when drawing human form. They will use Egyptian art as a stimulus and create their own drawing of an Egyptian god. Children will further develop their work on tints and colour to paint their final piece.	
Trips and/or experiences	Manchester Trip		

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Key links	Using line of different thickness in Year 1 Photography in art in Year 3	Proportion in year 4 Colour Theory KS1 and year 4	
Year 6	Frozen Kingdom Sculpture - Veronika Richterova	Early Civilisations Block Print - Islamic Art	Peterloo Collage. Digital art - Mickalene Thomas
Main teaching points	Children respond to the work of Veronika Richerova and develop own ideas explore themes of climate change through sculpture. They will develop their understanding of colour theory – looking at complimentary colours. They further develop their understanding form and space by creating an outdoor installation of their artwork.	Children will respond to Early Islamic art and craft developing their own repeating patterns using complimentary colours. They will build on their printing work in KS1 by learning block printing techniques.	Children will explore the theme of identity and respond to collages by Mickalene Thomas. They will embellish pictures of people and self portraits using a range of media, collage and digital art. They will explore how artists use colour to express emotion and mood.
Trips and/or experiences	Share installation with parents		
Key Links	Primary and secondary colours KS1 Tertiary Colours Year 4	Pattern in Year 2 / Complimentary colours – Frozen Kingdom Unit/ Printing in Year 1.	Warm and Cool colour in Year 2/ Expressive marks and colour in Year 4 / Collage in year 2 and 3

ART AND DESIGN CURRICULUM

Progression Document								
Art								
	A Nursery artist can:	A Reception artist can:	A Year 1 artist can:	A Year 2 artist can:	A Year 3 artist can:	A Year 4 artist can:	A Year 5 artist can:	A Year 6 artist can:
Line	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Using different medias to create line of varying quality. Exploring mark making.	Drawing from observation. Using drawing medias to represent form and shape.	Use crosshatching and other shading techniques to represent texture.	Use expressive marks to create drama and mood in a portrait.	Use 'rule of thirds' to compose an artwork.	Create balance through composition of an installation.
End Points	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and functions (ELG)		- Noticing how line can vary in artwork – thick/thin, light/dark, curved/straight. - Be able to represent simple form and shape through drawings.		Explore how line can be used to create texture and expression.		Explore how artists use composition to lead the viewer around an artwork.	
Colour	Explore colour and colour mixing	Explore colour and colour mixing	Name the primary colours.	Name and mix secondary colours.	Using light and dark tones in drawing and painting.	Mix tertiary colours. Be able to accurately match colours.	Use non-representative colours to add drama and expression.	Use complimentary colours within a pattern and artwork. Use colour to create mood and feeling.
End Points	Safely use and explore a variety of materials, tools and techniques, experimenting with		- Identify colours used in the colour wheel including primary and secondary colours.		Use the colour wheel to explore value (light and dark) and tertiary colours.		Explore complimentary colours and how colour is used to create mood.	

ART AND DESIGN CURRICULUM

	colour, design, form and functions (ELG)							
Shape and Form	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Identifying shapes in artworks. Using modelling material to create geometric and organic forms.	Used modelling material to represent organic forms from observation. Exploring pattern.	Deconstruction images into basic geometric shapes to create cubist inspired artwork. .	Use geometric shape as a base for drawing Cityscapes Use basic rules of proportion in portraiture.	Use basic rules of proportion for the human form..	Create a sense of scale through sculpture.
End Points	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and functions (ELG)		Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms.		To identify shapes within form to improve drawing and modelling skills.		To learn and use basic rules of proportion and scale in drawing and modelling.	
Space	<i>Create an enclosed shape to represent self</i>	<i>Create an enclosed shape to represent self</i>		Identify background, middle-ground and foreground in artworks. Apply a background and foreground to own artwork.	Use contrasting values to create depth (cubism)	Use values to create depth through background, middle-ground and foreground.	Use basic rules of perspective.	Research larger scale works of art – including installation.
	Safely use and explore a variety of materials, tools and		Explore and identify background, middle-		Explore how contrasting light and dark (value) is used to create depth		Learn and explore basic rules of perspective and scale.	





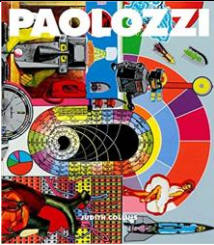






ART AND DESIGN CURRICULUM

	techniques, experimenting with colour, design, form and functions (ELG)		ground and foreground in art.					
Appreciation of Art and Study of Artists.			Learn about and respond to the work of an artist. Kandinsky Alma Thomas Gutzom Borglum	Learn about and respond to the work of an artist. Yayoi Kusama Eduardo Paolozzi Zaria Forman	Begin to compare the work of different artists, movement and time periods. Frida Kahlo/Diego Rivera Art Deco/Cubism Ancient Art/Modern Art	Compare and contrast the work of different artists, movements and time periods. Paul Klee/Georges Braque Classic and Modern Portraiture.	Research & comment on the ideas, inspiration and intention of a famous artist. Lowry Monet Ancient Egypt.	Research & comment on the ideas, inspiration and intention of a famous artist. Veronika Richterova Islamic Art Mickalene Thomas
			To learn and share an opinion about the work of an individual artist.		Compare and contrast the work of different artists, movements and time periods		- To research artists with more independence	
Sketchbooks			Begin to use sketch books to explore and experiment with different mediums.	To explore & develop ideas through the use of annotation on their & work of others.	To use sketch books to document changes in their creative ideas/the drafting process.	To make modifications to their artwork & use sketch books to gather information in	To gather their own information and record responses to artwork in a range of ways e.g. mood	To gather their own information and record responses to artwork in a range of ways e.g. mood boards,








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						both pictorial & written forms.	boards, combinations of media.	combinations of media.
End Points								


Art Spine

	Classic	Non-European	LGBT+	Female
Year 1	 <p>Kandinsky</p>	 <p>Gutzom Borglum</p>	 <p>Andy Warhol (Studied during LGBTQ History Month)</p>	 <p>Alma Thomas</p>
Year 2	 <p>Edourdo Paolozzi</p>	 <p>Yoyoi Kusama</p>		 <p>Zaria Forman</p>
Year 3	 <p>Cubism</p>  <p>Art Deco</p>	 <p>Diego Rivera</p>	 <p>Greyson Perry (Studied during LGBTQ History Month)</p>	 <p>Frida Kahlo</p>

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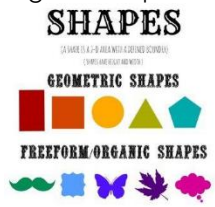
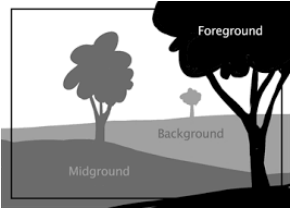

<p>Year 4</p>	 <p>Paul Klee Georges Braque</p>			 <p>Jenny Saville</p>
<p>Year 5</p>	 <p>LS Lowry Monet</p>	 <p>Egyptian Art</p>		
<p>Year 6</p>		 <p>Islamic Art</p>	 <p>Mickalene Thomas</p>	 <p>Veronika Richterova</p>

ART AND DESIGN CURRICULUM

	Haveley Hey Knowledge Map					
	Year	1	Subject	Art	Unit	Memory Box
	Links to rights:			Trips/Visitors		
	Children will use the work of Kandinsky as a stimulus to their own artwork. They will think about different line, shapes and colours used within Kandinsky's work. Children will create their own print using primary colours and different objects to make marks.					

Prior Learning	Future Learning
EYFS – Mark making, Identifying colours, exploring 3D form.	LKS2– Line: Creating Texture LKS2– Colour: Creating value (light and dark) LKS2– Shape & Form: Using shape to draw accurately. LKS2– Space: Creating Depth LKS2– Appreciation of Artists: Comparing and Contrasting.

Threshold Concepts (disciplinary knowledge)

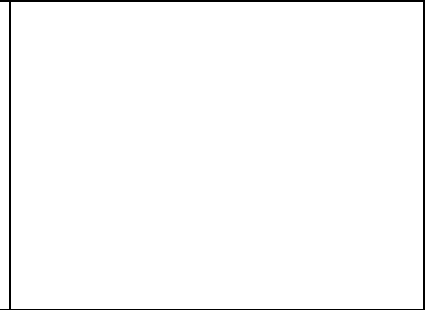
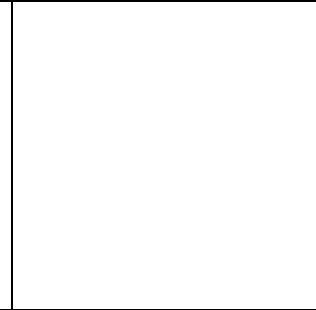
Line	Colour	Shape and Form	Space	Appreciation of Artists
<p>Notice how line can vary in artwork. Thick or thin Light or dark Straight or curved</p> 	<p>Identify colours used in the colour wheel including primary and secondary colours.</p> 	<p>Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms.</p> 	<p>Explore and identify background, middle ground and foreground in art.</p> 	<p>To learn about and respond to the work of Wassily Kandinsky.</p> 

What pupil's need to know (art skills):




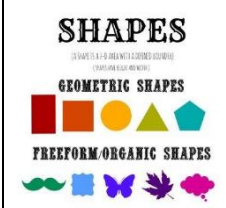
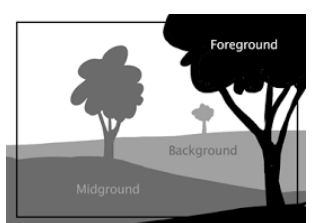

Key Learning	Vocab				
<ul style="list-style-type: none"> I can describe the work of an artist. Respond to the work of Kandinsky by making simple annotations based on colours, patterns and shapes. Decorate the page using shapes and patterns from the artwork. I can create shape using a variety of different medias (pen, paint, crayon, pastel) Draw shapes and create patterns using different medias. Label each to identify which media has been used. I can identify primary colours (red, blue, yellow) Use only primary colours to create patterns. I can explore line using a variety of medias (pen, pencil, pastel, crayon) Create different quality of line (thick, thin, straight, wobbly, light, dark) using different medias. I can use a variety of tools (brushes and found objects) to apply paint. Use foud objects to apply paint to a page (printing with a lego brick, sponges, back of a paint brush, crumpled paper) 	<table border="1"> <tr> <td>Tier 2</td> <td>Tier 3</td> </tr> <tr> <td>Line, thick, thin, light, dark, straight, curved, shape, tool.</td> <td>Primary colour, colour wheel, abstract art.</td> </tr> </table>	Tier 2	Tier 3	Line, thick, thin, light, dark, straight, curved, shape, tool.	Primary colour, colour wheel, abstract art.
Tier 2	Tier 3				
Line, thick, thin, light, dark, straight, curved, shape, tool.	Primary colour, colour wheel, abstract art.				

- **Create a final response inspired by Kandinsky.**

Use ideas developed through the unit to create own pattern picture based on Kandinsky's work.



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	Haveley Hey Knowledge Map					
	Year	1	Subject	Art	Unit	My Local Area
	Links to rights:			Trips/ Visitors		
	Children will develop their understanding of primary colours and refine their brush strokes and application techniques using a range of materials. They will respond to the work of Alma Thomas and create their own response to the picture using paint and ICT.					
Prior Learning			Future Learning			
EYFS – Mark making, Identifying colours, exploring 3D form.			LKS2– Line: Creating Texture LKS2– Colour: Creating value (light and dark) LKS2– Shape & Form: Using shape to draw accurately. LKS2– Space: Creating Depth LKS2– Appreciation of Artists: Comparing and Contrasting.			
Threshold Concepts (disciplinary knowledge)						
Line and Texture	Colour	Shape and Form	Space	Appreciation of Artists		
<p>Notice how line can vary in artwork.</p> <p>Thick or thin</p> <p>Light or dark</p> <p>Straight or curved</p> 	<p>Identify colours used in the colour wheel including primary and secondary colours.</p> 	<p>Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms.</p> 	<p>Explore and identify background, middle ground and foreground in art.</p> 	<p>To learn about and respond to the work of Alma Thomas.</p> 		
What pupil's need to know (art skills):						
Key Learning			Vocab			
<ul style="list-style-type: none"> I can draw from observation <p>Draw landscapes (view of field, out the window, or from photos taken on local area walk)</p> <ul style="list-style-type: none"> I can name and describe the work of an artist <p>Respond to Alma Thomas by making simple annotations linked to colours, shapes and patterns noticed. Use mark marking to replicate some parts of Thomas' artwork.</p>			Tier 2		Tier 3	
			. Colour, shape, artist, tool, pattern		Primary colour, abstract art, brush stroke, colour wheel.	

- **I can apply paint exploring different brush strokes.**

Identify primary colours and explore different ways of using the brush - long strokes, short strokes, dabbing etc.

- **I can create shape and pattern through paint.**

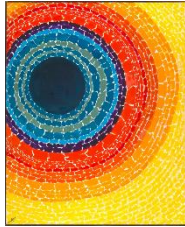
Paint simple shapes using Thomas' short stroke technique (see image)

- **Use ICT to create a piece of art on a theme (paintz.com)**


Create simple shapes using paintz.com in the style of Alma Thomas

- **I can create a final piece inspired by Alma**

Use ideas developed through project to create a final painting in the style of Alma Thomas (this could be generated by paint over a photo or creating own pattern)





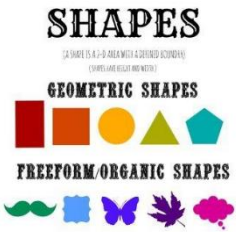
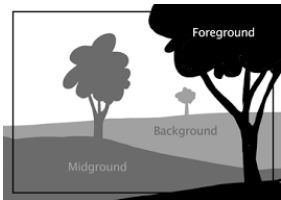
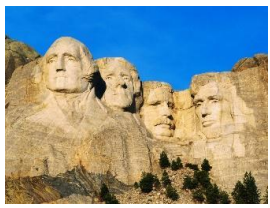
ART AND DESIGN CURRICULUM

	Haveley Hey Knowledge Map					
	Year	1	Subject	Art	Unit	History Makers
	Links to rights:			Trips/ Visitors		
	Children will explore work by Gutzom Borglum and develop a range of preliminary sculpting and modelling techniques. They will use these skills to make a final sculpture linked to their History project.					

Prior Learning	Future Learning
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EYFS – Mark making, Identifying colours, exploring 3D form.	LKS2– Line: Creating Texture LKS2– Colour: Creating value (light and dark) LKS2– Shape & Form: Using shape to draw accurately. LKS2– Space: Creating Depth LKS2– Appreciation of Artists: Comparing and Contrasting.
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Threshold Concepts (disciplinary knowledge)

Line and Texture	Colour	Shape and Form	Space	Appreciation of Artists
Notice how line can vary in artwork. Thick or thin Light or dark Straight or curved 	Identify colours used in the colour wheel including primary and secondary colours. 	Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms. 	Explore and identify background, middle ground and foreground in art. 	To learn about and respond to the work of Gutzon Borglum 

What pupil's need to know (art skills):

Key Learning	Vocab	
<ul style="list-style-type: none"> I can draw from observation Draw from photographs of famous sculptures. I can name and describe the work of an artist Respond to the work of Gutzon Buorglum by making annotations based on materials and shapes. Draw image to decorate pages based on artist's work. I can use 2D shapes to create a picture. 	Tier 2	Tier 3
	3D shape, roll, stretch, pinch.	Clay/plasticine, sculpt, sculpture,

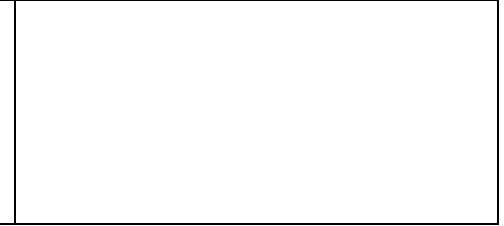
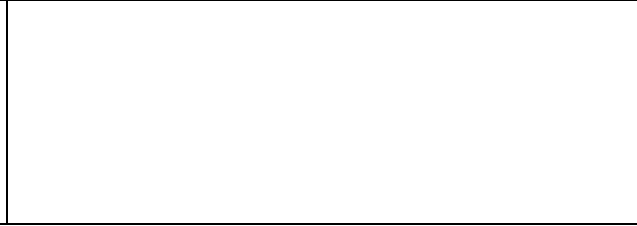
Create a collage using 2D shapes.


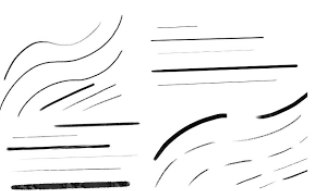

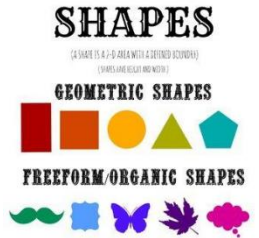
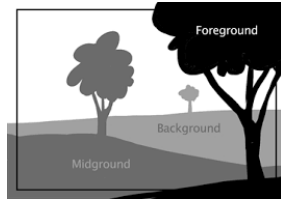
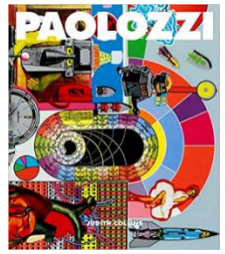
- **I can make 3D forms using a malleable material**

Make 3D shapes (cube, cone, sphere) using plasticine. (Put photographs into sketchbooks)


- **I can combine 3D forms to make a simple sculpture**

Make a simple sculpture in plasticine. (Put photographs into sketchbooks)



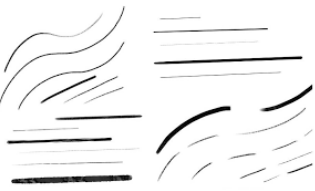

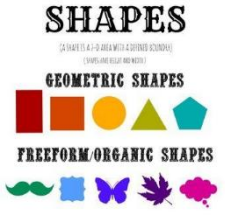
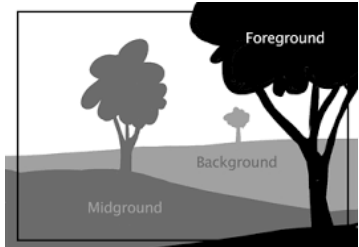

 <h2 style="text-align: center;">Haveley Hey Knowledge Map</h2>						
Year		2	Subject	Art	Unit	Airports
Links to rights:			Trips/ Visitors		Visit to Manchester Airport.	
<p>Children will respond to the work of Eduardo Paolozzi and think about how images have been layered to create a composition. Children will create a collage by layering different materials and thinking about the background, middle ground and foreground of the picture.</p>						
Prior Learning			Future Learning			
<p>EYFS – Mark making, Identifying colours, exploring 3D form.</p>			<p>LKS2– Line: Creating Texture LKS2– Colour: Creating value (light and dark) LKS2– Shape & Form: Using shape to draw accurately. LKS2– Space: Creating Depth LKS2– Appreciation of Artists: Comparing and Contrasting.</p>			
Threshold Concepts (disciplinary knowledge)						
Line and Texture	Colour	Shape and Form	Space	Appreciation of Artists		
<p>Notice how line can vary in artwork.</p> <p>Thick or thin</p> <p>Light or dark</p> <p>Straight or curved</p> 	<p>Identify colours used in the colour wheel including primary and secondary colours.</p> 	<p>Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms.</p> 	<p>Explore and identify background, middle ground and foreground in art.</p> 	<p>To learn and share an opinion about the work of Eduardo Paolozzi.</p> 		
What pupil's need to know (art skills):						
Key Learning			Vocab			

<ul style="list-style-type: none"> • I can draw simple sketches to explore and inform my artwork. Create observational drawings of planes and aircraft (including close up details) • I can describe the work of an artist. Respond to work of Paolozzi by making annotations based on shapes, colours and form. Compare two of his works commenting on which you prefer and why. • I can layer images to create a collage. Create a personal collage by cutting and layering images related to pop culture. Include cut out images and own drawings. • I can use ICT to inform my work (find and print images) Use Padlet app to gather images related to topic (pilots, aircraft etc) • Create a final piece inspired by Eduardo Paolozzi and Airports. Lesson 1 - draw a background related to airports. Lesson 2 - layer cut out images over drawn background • To explore & develop ideas through the use of annotation of my work & the work of others Include annotations throughout project. 	<p>Tier 2</p> <p>Layer, organic, geometric, sketch, annotate, opinion, observation, pattern.</p>	<p>Tier 3</p> <p>Collage, background, foreground, middle ground.</p>
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	Haveley Hey Knowledge Map					
	Year	2	Subject	Art	Unit	Wonderful Wythenshawe
	Links to rights:			Trips/ Visitors	Outdoor Classroom	
	Children will combine and develop their observational drawing techniques and colour theory and understanding of pattern. They will explore the work of Yayoi Kusama and sculpt their own interpretation of a plant, painting it in the style of Yayoi Kusama.					

Prior Learning	Future Learning
EYFS – Mark making, Identifying colours, exploring 3D form.	LKS2– Line: Creating Texture LKS2– Colour: Creating value (light and dark) LKS2– Shape & Form: Using shape to draw accurately. LKS2– Space: Creating Depth LKS2– Appreciation of Artists: Comparing and Contrasting.


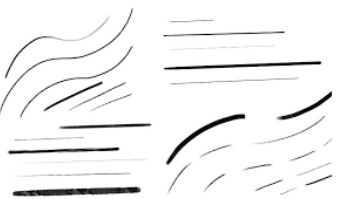

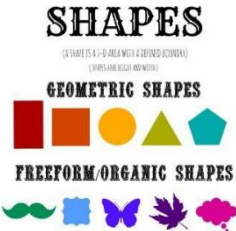
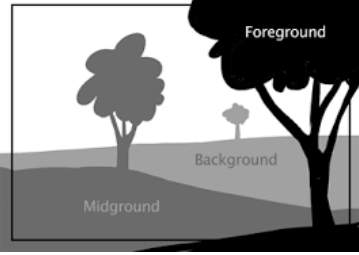

Threshold Concepts (disciplinary knowledge)

Line and Texture	Colour	Shape and Form	Space	Appreciation of Artists
<p>Notice how line can vary in artwork.</p> <p>Thick or thin</p> <p>Light or dark</p> <p>Straight or curved</p> 	<p>Identify colours used in the colour wheel including primary and secondary colours.</p> 	<p>Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms.</p> 	<p>Explore and identify background, middle ground and foreground in art.</p> 	<p>To learn and share an opinion about the work of Yayoi Kusama.</p> 

What pupil's need to know (art skills):

Key Learning	Vocab	
<ul style="list-style-type: none"> I can draw simple sketches to explore and inform my ideas. 	Tier 2	Tier 3

<p>Create observational drawings of natural objects (flowers, shells etc)</p> <ul style="list-style-type: none"> • I can describe the work of a contemporary artist. <p>Respond to the work of Yayoi Kusama by making annotations based on pattern, colour, shape/form. Decorate page with drawings based on artist's work.</p> <ul style="list-style-type: none"> • I can mix secondary colours (orange, purple, green) <p>Practice mixing secondary colours.</p> <ul style="list-style-type: none"> • I can explore the use of pattern within art. <p>Replicate some of the patterns used by Kusama. Replicate patterns found in nature (shells, petals, animal prints)</p> <ul style="list-style-type: none"> • I can use modelling materials to create geometric and organic form <p>Discuss language geometric and organic. Use clay to model organics forms (natural objects) (put photos into sketchbooks)</p> <ul style="list-style-type: none"> • Create a final piece inspired by Yayoi Kusama and My Local Area. <p>Paint sculptures from previous lessons using Kusama's iconic dots. (put photos into sketchbooks)</p> <p>.To explore & develop ideas through the use of annotation of my work & the work of others</p>	<p>Form, organic, geometric, sketch, annotate, opinion, observation, pattern.</p>	<p>Secondary colours, sculpture, clay, modelling.</p>
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	<h2>Haveley Hey Knowledge Map</h2>					
	Year	2	Subject	Art	Unit	Great Fire of London
	Links to rights:		Trips/ Visitors			
	<p>Children will respond to the artwork of Zaria Forman and think about shapes, space and pattern in her work. They will use oil pastel to explore colour theory and blending techniques. Children will create a final piece linked to the Great Fire of London thinking about background and foreground.</p>					
Prior Learning			Future Learning			
<p>EYFS – Mark making, Identifying colours, exploring 3D form.</p>			<p>LKS2– Line: Creating Texture LKS2– Colour: Creating value (light and dark) LKS2– Shape & Form: Using shape to draw accurately. LKS2– Space: Creating Depth LKS2– Appreciation of Artists: Comparing and Contrasting.</p>			
<h3>Threshold Concepts (disciplinary knowledge)</h3>						
Line and Texture	Colour	Shape and Form	Space	Appreciation of Artists		
<p>Notice how line can vary in artwork.</p> <p>Thick or thin</p> <p>Light or dark</p> <p>Straight or curved</p> 	<p>Identify colours used in the colour wheel including primary and secondary colours.</p> 	<p>Notice and describe shapes (2D) and form (3D) used in artwork including geometric and organic shapes and forms.</p> 	<p>Explore and identify background, middle ground and foreground in art.</p> 	<p>To learn and share an opinion about the work of Zaria Forman.</p> 		
<p>What pupil's need to know (art skills):</p>						
Key Learning			Vocab			
<ul style="list-style-type: none"> I can name and describe the work of an artist. 			Tier 2		Tier 3	

Respond to the work of Zaria Forman by making annotations based on colour, subject matter, and associated feelings (cold, lonely etc)

- **I can blend colours together using oil pastel and smudging.**

Use pastels to make blocks of colour and practice blending/smudging these together. (white to blue, yellow to red, blue to green etc)

- **I can begin to use colour to represent feelings (warm and cold)**

Colour two identical pictures - the first using only warm colours and the second using only cold colours.

- **I can create a final piece inspired by Zaria Forman and the Great Fire of London]**
- **I can create an image which includes a foreground and a background.**


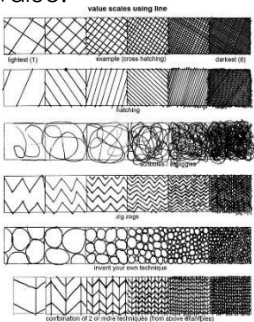

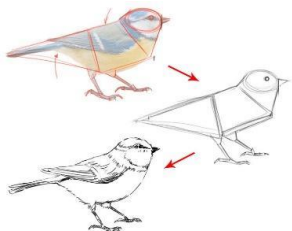


Over two lessons create a Great Fire on London inspired image. One lesson on background and one of the foreground.

- **To explore & develop ideas through the use of annotation on their & work of others.**



Observation, explore, sketch, media, identify, tone, research, effect, texture

Oil pastels, background, foreground, middle ground, blending, smudging.

	<h2>Haveley Hey Knowledge Map</h2>					
	Year	3	Subject	Art	Unit	Rainforests
	Links to rights:			Trips/ Visitors		
<p>Children will develop their skills in drawing by using different lines including cross hatching and shading when drawing. They will compare works of two artists, looking for similarities and differences. Children will then create their own collage combining photography and pencil drawings.</p>						
<h3>Prior Learning</h3>			<h3>Future Learning</h3>			
<p>KS1- Line: Notice how line can vary.</p> <p>KS1- Colour: Identify primary and secondary colours.</p> <p>KS1 – Shape & Form: Notice shape and form in art.</p> <p>KS1 - Space: Explore background, foreground and middle ground.</p> <p>KS1- Appreciation of Artist: Describe the work of an artist.</p>			<p>UKS2- Line: Composition</p> <p>UKS2 – Colour: Mood</p> <p>UKS2 – Shape & Form: Body Proportions</p> <p>UKS2 – Space: Perspective</p> <p>UKS2 – Appreciation of Artist: Recognise the theme and meanings within art.</p>			
<h3>Threshold Concepts (disciplinary knowledge)</h3>						
<h4>Line and Texture</h4>	<h4>Colour</h4>	<h4>Shape and Form</h4>	<h4>Space</h4>	<h4>Appreciation of Artists</h4>		
<p>Explore how line can be used to create texture and value.</p> 	<p>Use colour wheel to explore value (light and dark) and tertiary colours.</p> 	<p>To identify shapes within form to improve drawing and modelling skills.</p> 	<p>Explore how contrasting light and dark (value) is used to create depth.</p> 	<p>Compare and contrast the work of different artists, movements and time periods. Frida Kahlo and Diego Rivera.</p> 		
<h3>What pupil's need to know (art skills):</h3>						
<h4>Key Learning</h4>			<h4>Vocab</h4>			
<ul style="list-style-type: none"> Draw for a sustained period of time with closer attention to detail. 			Tier 2		Tier 3	

Choose an object to create a timed observational drawings from (include details, and thumbnails)

- **Use different pencil marks to create texture, shading and depth to drawings.**

Use close up photographs to look carefully at textures (animal fur, leaf vein etc). Draw thumbnails focusing on texture and shading.

- **Use shape and construction lines to aid drawing.**

As a class, complete guided drawings together which use shapes and construction lines as a base. (see image)

- **Compare the work of two Latin American artists.**

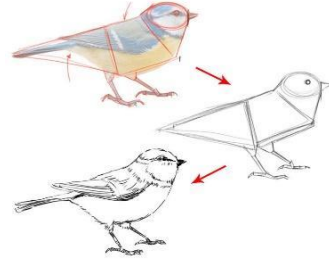
Look at the artwork of Diego Rivera and Frida Kahlo. Make annotations based on similarities and difference of colour, subject and personal preference.

- **Use photography within my artwork.**

Take self portrait photographs to be used in next lessons artwork.

- **I can create a collage inspired by Frida Kahlo and the Rainforest.**

Embellish self portrait photograph with drawn images based on rainforests - in the style on Frida Kahlo.



Texture, depth, detail, shading, photography, construction, compare and contrast.

Value, tone, construction lines.



Haveley Hey Knowledge Map

Year	3	Subject	Art	Unit	Ancient Greeks
Links to rights:			Trips/ Visitors		

Children look at Ancient Greek art as a stimulus and compare with the work of Brad spencer. Children will use digital media to create a freeze frame to use as reference for their relief sculpture. They will develop their modelling skills to include methods such as pinching and rolling.

Prior Learning	Future Learning
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<p>KS1- Line: Notice how line can vary. KS1- Colour: Identify primary and secondary colours. KS1 – Shape & Form: Notice shape and form in art. KS1 - Space: Explore background, foreground and middle ground. KS1- Appreciation of Artist: Describe the work of an artist.</p>	<p>UKS2- Line: Composition UKS2 – Colour: Mood UKS2 – Shape & Form: Body Proportions UKS2 – Space: Perspective UKS2 – Appreciation of Artist: Recognise the theme and meanings within art.</p>
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Threshold Concepts (disciplinary knowledge)

Line	Colour	Shape and Form	Space	Appreciation of Artists
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Explore how line can be used to create texture and value.

value scales using line
 lightest (1) example (cross hatching) darkest (6)
 hatching
 zig zags
 continuation of 2 or more techniques their choice drawing

Use colour wheel to explore value (light and dark) and tertiary colours.

Clever Chameleon
 cleverchameleon.com.au

To identify shapes within form to improve drawing and modelling skills.

Explore how contrasting light and dark (value) is used to create depth.

lineart america

Compare and contrast the work of different artists, movements and time periods. Ancient and Modern (**Brad Spencer**).

What pupil's need to know (art skills):

Key Learning	Vocab
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<ul style="list-style-type: none"> • Compare and contrast the work of different artists, movements and time periods. Compare works by Brad Spencer and Ancient Greek reliefs. Make annotations based on similarities, differences and personal preferences. • Use digital art and photography to inform artwork. Take photographs of 'freeze frames' to be used later as reference for final piece. (put photograph in sketchbooks and annotate how they will be used) • Draw for a sustained period of time with closer attention to detail. Create timed drawings of parts of the freeze frame photographs. • Use shape and form to aid drawing/modelling. Practise using clay/plastcine to create human form (photograph attempts for sketchbooks and annotate later) • Create a slab of clay which is even. • Use clay to create 3D form developing techniques such as rolling, coiling, pinching and sculpting. Using slab as a base and photographs as reference, create own relief sculpture. 	Tier 2	Tier 3
	Compare and contrast, time period, photography, digital, detail.	Clay slab.



Haveley Hey Knowledge Map

Year	3	Subject	Art	Unit	Titanic
Links to rights:	Article 2: no discrimination		Trips/ Visitors		
Children will compare art from different movements and respond to them. They will use different grade pencils to shade when completing observational drawing. Children will explore the cubist art movement by deconstructing an image into geometric shapes as a base for their final piece.					

Prior Learning	Future Learning
<p>KS1- Line: Notice how line can vary. KS1- Colour: Identify primary and secondary colours. KS1 – Shape & Form: Notice shape and form in art. KS1 - Space: Explore background, foreground and middle ground. KS1- Appreciation of Artist: Describe the work of an artist.</p>	<p>UKS2- Line: Composition UKS2 – Colour: Mood UKS2 – Shape & Form: Body Proportions UKS2 – Space: Perspective UKS2 – Appreciation of Artist: Recognise the theme and meanings within art.</p>

Threshold Concepts (disciplinary knowledge)

Line and Texture	Colour	Shape and Form	Space	Appreciation of Artists
<p>Explore how line can be used to create texture and value.</p>	<p>Use colour wheel to explore value (light and dark) and tertiary colours.</p>	<p>To identify shapes within form to improve drawing and modelling skills.</p>	<p>Explore how contrasting light and dark (value) is used to create depth.</p>	<p>Compare and contrast the work of different artists, movements and time periods. Cubism and Art Deco.</p>

What pupil's need to know (art skills):

Key Learning	Vocab	
<ul style="list-style-type: none"> • Draw for a sustained period of time with closer attention to detail. Create observational drawings of industrial themed images (ships, factories etc) • Compare and contrast the work of different art movements. Compare cubism and art deco, making annotations based on similarities, differences and personal preferences. • Choose & use different grades of pencil to shade and imply depth. Practise using graded pencils to create light and dark shading. • Create tonal difference in colour to imply depth. Practise mixing paints to create light and dark tones of colour. • Deconstruct an image into geometric shapes. Using tracing paper over a photograph linked to the topic, break the image down into geometric shapes (triangles, rectangles, etc) • To create a final piece inspired by the Titanic and the cubist movement. Using tracing paper images from previous lessons, paint the shapes to mimic the cubist style as a final piece. 	Tier 2	Tier 3
	Deconstruct, depth, detail, grades, tones.	Art movement, cubism, art deco, value



Haveley Hey Knowledge Map

Year	4	Subject	Art	Unit	Mega Cities.
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Links to rights:		Trips/ Visitors	
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Children will respond to cubism artwork and compare different artists from that movement. They will develop their work on colour by mixing tertiary colours. Children will then create their own skyline in the style of Paul Klee.

Prior Learning

KS1- Line: Notice how line can vary.
 KS1- Colour: Identify primary and secondary colours.
 KS1 – Shape & Form: Notice shape and form in art.
 KS1 - Space: Explore background, foreground and middle ground.
 KS1- Appreciation of Artist: Describe the work of an artist.

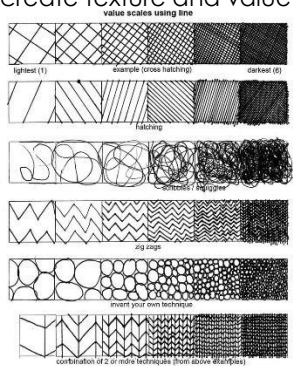
Future Learning

UKS2- Line: Composition
 UKS2 – Colour: Mood
 UKS2 – Shape & Form: Body Proportions
 UKS2 – Space: Perspective
 UKS2 – Appreciation of Artist: Recognise the theme and meanings within art.

Threshold Concepts (disciplinary knowledge)

Line and Texture

Explore how line can be used to create texture and value.



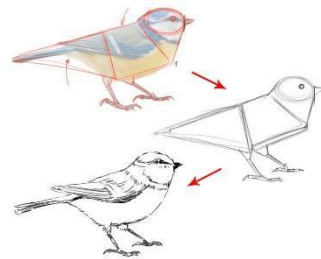
Colour

Use colour wheel to explore value (light and dark) and tertiary colours.



Shape and Form

To identify shapes within form to improve drawing and modelling skills.



Space

Explore how contrasting light and dark (value) is used to create depth.

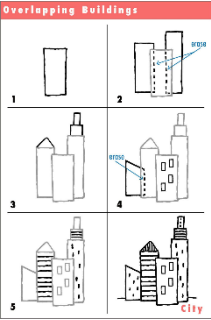


Appreciation of Artists

Compare and contrast the work of different artists, movements and time periods. **Paul Klee and Georges Braque.**



What pupil's need to know (art skills):

Key Learning	Vocab	
<ul style="list-style-type: none"> • Use sketch books to gather information in both pictorial & written forms and develop artistic skills. • Compare and contrast the work of different artists within an art movement. <p>Respond to works by Paul Klee and Georges Braque by making annotations based on similarities, differences and personal preferences. Include drawings and studies of the</p>  <p>artwork.</p> <ul style="list-style-type: none"> • Deconstruct form into geometric shapes through drawing and painting. <p>Complete guided draws that use geometric shapes as a base to create a cityscape (see image).</p> <ul style="list-style-type: none"> • Use colour wheel to mix tertiary colours. • Contrast light and dark tones to create depth including background, foreground and middleground. <p>Use paints 'colour in' a simple landscape image with foreground, middleground and background. Compare results of using dark tones in the background and light tones in the foreground against using light tones in the background. Which is more effective?</p> <ul style="list-style-type: none"> • Create a final piece inspired by Mega Cities and Paul Klee. <p>Draw own simple cityscape and paint using mixed tertiary colours.</p>	Tier 2	Tier 3
	Accuracy, deconstruct, tones, refine	Cubism, art movement, tertiary colours, colour matching.



Haveley Hey Knowledge Map

Year	4	Subject	Art	Unit	Black Death
Links to rights:	Article 24: the right to good food and water and see a doctor if you're ill		Trips/ Visitors	Eyam	
Children will develop their drawing and painting skills by drawing portraits- paying attention to simple rules of proportion and matching colours. They will explore how artists use colour and line to add drama and expression to a piece.					

Prior Learning	Future Learning
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<p>KS1- Line: Notice how line can vary. KS1- Colour: Identify primary and secondary colours. KS1 – Shape & Form: Notice shape and form in art. KS1 - Space: Explore background, foreground and middle ground. KS1- Appreciation of Artist: Describe the work of an artist.</p>	<p>UKS2- Line: Composition UKS2 – Colour: Mood UKS2 – Shape & Form: Body Proportions UKS2 – Space: Perspective UKS2 – Appreciation of Artist: Recognise the theme and meanings within art.</p>
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Threshold Concepts (disciplinary knowledge)

Line	Colour	Shape and Form	Space	Appreciation of Artists
<p>Explore how line can be used to create texture and value.</p>	<p>Use colour wheel to explore value (light and dark) and tertiary colours.</p>	<p>To identify shapes within form to improve drawing and modelling skills.</p>	<p>Explore how contrasting light and dark (value) is used to create depth.</p>	<p>Compare and contrast the work of different artists, movements and time periods. Classic and Contemporary (Jenny Saville)</p>

What pupil's need to know (art skills):

Key Learning	Vocab	
	Tier 2	Tier 3

<ul style="list-style-type: none"> • Use sketch books to gather information in both pictorial & written forms and develop artistic skills. • Compare and contrast the work of different time periods. <p>Respond to classical portraits and those by Jenny Saville by making annotations based on similarities, differences and personal preferences.</p> <ul style="list-style-type: none"> • Begin to use simple rules of proportion in portraits. <p>Complete a guided draw using rules of proportion to draw a portrait.</p> <ul style="list-style-type: none"> • Plan, refine and alter drawings. <p>Utilising rules of proportion, sketch a series of self portraits. Included timed sketches and detailed thumbnails (just the mouth or eye). Which is best? Why?</p> <ul style="list-style-type: none"> • Use pen and ink wash to add drama and expression. <p>Draw a portrait using just stick and ink (no pencil) or watercolours. Keep it loose and expressive.</p> <ul style="list-style-type: none"> • Mix own colours. <p>Complete a colour matching activity - mix the exact colour from the Jenny Saville portraits.</p> <ul style="list-style-type: none"> • Create a final piece inspired by Jenny Saville. <p>Create a portrait of a celebrity (or self portrait) in the style on Jenny Saville (loose and expressive, bright colours)</p>	<p>Drama, expression, refine, proportion.</p>	<p>Classic, contemporary, ink wash, portraiture, realism, expressionism.</p>
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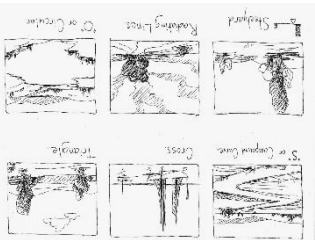
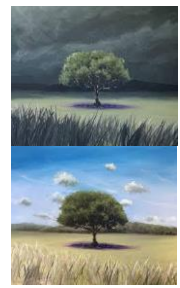
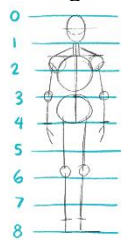




Haveley Hey Knowledge Map

Year	5	Subject	Art	Unit	Industrial Revolution
Links to rights:	Article 32: protected from work that could harm you		Trips/ Visitors	Trip to Manchester	
Children will further develop their drawing skills with particular attention to creating perspective through the use of vanishing points. They will use Lowry as a stimulus and create scenes. Children will use digital art to capture scenes in the local area and create a Lowry style drawing in response using charcoal and pastels.					

Prior Learning	Future Learning
<p>LKS2- Line: Use line to create texture. LKS2- Colour: Mix tones and tertiary colours. LKS2 – Shape & Form: Use shape in form to improve drawing. LKS2 - Space: Use value (light and dark) to create depth. LKS2- Appreciation of Artist: Compare and contrast.</p>	

Threshold Concepts (disciplinary knowledge)

Line	Colour	Shape and Form	Space	Appreciation of Artists
<p>Explore how artists use composition to lead the viewer around an artwork.</p> 	<p>Explore how colour is used to create mood and complimentary colours.</p> 	<p>To learn and use basic rules of proportion and scale in drawing and modelling.</p> 	<p>Learn and explore basic rules of perspective.</p> 	<p>Research & comment on the ideas, inspiration and intention of a famous artist. Lowry and Monet.</p> 

What pupil's need to know (art skills):		
Key Learning	Vocab	
<ul style="list-style-type: none"> Research & comment on the ideas, inspiration and methods of a famous artist/movements. Use books or the internet to find own research about Lowry and Monet, document research in sketchbooks along with drawing and studies. Use colour to create mood in artwork. Use paints to 'colour in' two identical pictures - one using realistic colours, the other using just tones of one colour. Which looks better? Why? Use vanishing point to create perspective. 	<p>Tier 2 Proportion, composition, inspiration, intention,</p>	<p>Tier 3 Rule of thirds,</p>

Complete guided draw which uses a vanishing point to create perspective.

- **Use 'rule of thirds' to plan composition of art work.**


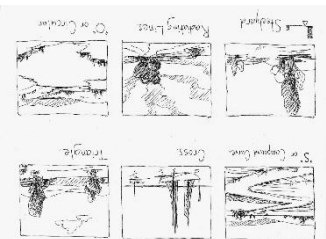

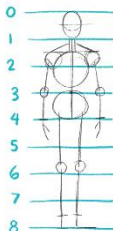


Look at artworks that have used a rule of thirds (most do). Split a page into three and design own composition that fits this (usually foreground in 1st third and 2nd and 3rd third are relatively empty)

- **Use photography to inform artwork.**


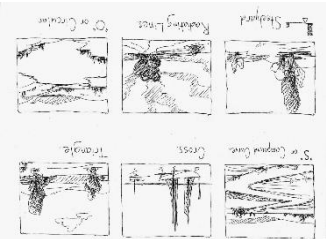
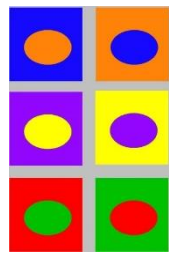
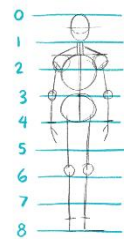


Use lads to take a photograph of a landscape (around school grounds or from a trip) Use rule of thirds (keep subject in the 1st third - not in the centre)

- **Create a final piece inspired by the work of Lowry.**

Using photographs as reference- draw own image in the style of Lowry using chalks and charcoal.

	<h2 style="text-align: center;">Haveley Hey Knowledge Map</h2>					
	Year	5	Subject	Art	Unit	Ancient Egypt
	Links to rights:			Trips/ Visitors	Manchester Museum	
<p>Children to develop their drawing skills with attention to proportion when drawing human form. They will use Egyptian art as a stimulus and create their own drawing of an Egyptian god. Children will further develop their work on tints and colour to paint their final piece.</p>						
Prior Learning			Future Learning			
<p>LKS2- Line: Use line to create texture. LKS2- Colour: Mix tones and tertiary colours. LKS2 – Shape & Form: Use shape in form to improve drawing. LKS2 - Space: Use value (light and dark) to create depth. LKS2- Appreciation of Artist: Compare and contrast.</p>						
<h3>Threshold Concepts (disciplinary knowledge)</h3>						
Line	Colour	Shape and Form	Space	Appreciation of Artists		
<p>Explore how artists use composition to lead the viewer around an artwork.</p> 	<p>Explore how colour is used to create mood and complimentary colours.</p> 	<p>To learn and use basic rules of proportion and scale in drawing and modelling.</p> 	<p>Learn and explore basic rules of perspective.</p> 	<p>Research & comment on the ideas, inspiration and intention of a famous artist Ancient Egyptian and another Ancient Culture. (Allow choice)</p> 		
<p>What pupil's need to know (art skills):</p>						
Key Learning			Vocab			
			Tier 2	Tier 3		

<ul style="list-style-type: none">• Research & comment on the ideas, inspiration and methods of a famous artist/movements. <p>Use Ipads/computers to find some research about artwork from ancient cultures in addition to that given by the teacher.</p> <ul style="list-style-type: none">• Demonstrate an increased accuracy when drawing figures-including proportion. <p>Complete guided draw to learn proportions of human figure.</p> <ul style="list-style-type: none">• Use rods and joints method to represent figures in varying poses and positions. <p>Complete guided draws and mannequins (there are online versions) to draw figures in different poses using rod and joint technique.</p> <ul style="list-style-type: none">• Mix colours to match Ancient Egyptian aesthetic. <p>Colour match activity- mix exact colours from an Egyptian artwork.</p> <ul style="list-style-type: none">• Create final piece inspired by Ancient Egyptian Art. <p>Use Ipad to take a photo of a 'freeze frame' pose. Stick this into sketchbooks and use as a reference for own painting. Colour using golds, blacks and blues (as in Egyptian artwork)</p>	Proportion, figure, methods, inspiration.	Rods and joints,
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	<h2>Haveley Hey Knowledge Map</h2>					
	Year	6	Subject	Art	Unit	Frozen Kingdom
	Links to rights:			Trips/ Visitors	Southport Eco Centre	
	<p>Children respond to the work of Veronika Richerova and develop own ideas explore themes of climate change through sculpture. They will develop their understanding of colour theory – looking at complimentary colours. They further develop their understanding form and space by creating an outdoor installation of their artwork.</p>					
Prior Learning			Future Learning			
<p>LKS2- Line: Use line to create texture. LKS2- Colour: Mix tones and tertiary colours. LKS2 – Shape & Form: Use shape in form to improve drawing. LKS2 - Space: Use value (light and dark) to create depth. LKS2- Appreciation of Artist: Compare and contrast.</p>						
<h3>Threshold Concepts (disciplinary knowledge)</h3>						
Line	Colour	Shape and Form	Space	Appreciation of Artists		
<p>Explore how artists use composition to lead the viewer around an artwork.</p> 	<p>Explore how colour is used to create mood and complimentary colours.</p> 	<p>To learn and use basic rules of proportion and scale in drawing and modelling.</p> 	<p>Learn and explore basic rules of perspective and scale.</p> 	<p>Research & comment on the ideas, inspiration and intention of a famous artist. Veronika Richterova.</p> 		
<p>What pupil's need to know (art skills):</p>						
Key Learning			Vocab			
<ul style="list-style-type: none"> Research & comment on the ideas, inspiration and methods of a famous artist/movements. 			Tier 2		Tier 3	
			Composition, balance,		Complimentary colours.	

Use Ipads or laptops to find information about Veronika Richterova and her artwork. (Where is she from? What does she create? Why does she create these sculptures?)

- **Explore complimentary colours. (red/green, yellow/purple, orange/blue)**

Identify complementary colours, and create patterns using them.

- **Create balance through composition.**


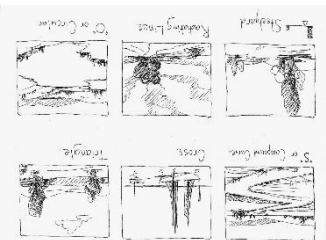
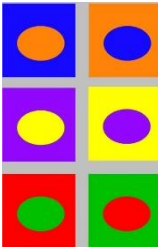
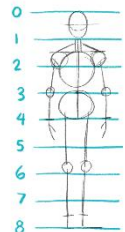


Look at how Richterova's work using a range of tall sculpture and short - is it random, is there a pattern? Using bottles brought in, arrange them in different compositions. (tallest to smallest, cluster of short and tall etc) photograph for sketchbooks and comment on most effective.

- **Use sketchbooks to gather information and develop ideas on a theme.**

Gather information about climate change and sea pollution. How could you create a sculpture to draw people's attention to climate change? (using recyclable plastics make a model bear/ or map/ etc)

- **Create a sculpture inspired by Veronika Richterova and Climate Change.**

Create a sculpture based on ideas from previous lesson (considered junk modelling)

	<h2 style="text-align: center;">Haveley Hey Knowledge Map</h2>					
	Year	6	Subject	Art	Unit	Early Civilisations.
	Links to rights:	Article 14: right to follow your own religion		Trips/ Visitors	Mosque	
	Children will respond to Early Islamic art and craft developing their own repeating patterns using complimentary colours. They will build on their printing work in KS1 by learning block printing techniques.					
<h3>Prior Learning</h3>			<h3>Future Learning</h3>			
LKS2- Line: Use line to create texture. LKS2- Colour: Mix tones and tertiary colours. LKS2 – Shape & Form: Use shape in form to improve drawing. LKS2 - Space: Use value (light and dark) to create depth. LKS2- Appreciation of Artist: Compare and contrast.						
<h3>Threshold Concepts (disciplinary knowledge)</h3>						
Line	Colour	Shape and Form	Space	Appreciation of Artists		
Explore how artists use composition to lead the viewer around an artwork. 	Explore how colour is used to create mood and complimentary colours. 	To learn and use basic rules of proportion and scale in drawing and modelling. 	Learn and explore basic rules of perspective and scale. 	Research & comment on the ideas, inspiration and intention of a famous artist. Islamic Art 		
<h3>What pupil's need to know (art skills):</h3>						
<h4>Key Learning</h4>			<h4>Vocab</h4>			
<ul style="list-style-type: none"> • Research & comment on the ideas, inspiration and intent of a famous artist/movements. Use Ipads/laptops to find own information about Islamic Art - document in sketchbooks along with drawings, print outs and studies.			Tier 2		Tier 3	
			Composition, symmetry,		Relief print, complimentary colours	
<ul style="list-style-type: none"> • Explore complimentary colours. (red/green, yellow/purple, orange/blue) 						

'Colour in' an Islamic pattern using complementary colours.

- **Explore symmetry in pattern and composition.**


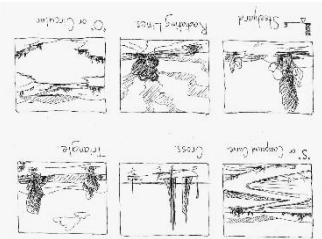

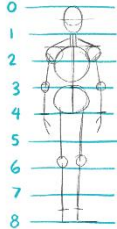


Use tracing paper to create a repeating pattern-

- **Experiment with relief printing.**

Carve pattern tile into styro foam and use it to complete prints. Explore different colours (remembering to use a contrasting colours)

- **Create a relief print inspired by Islamic Art.**

On large format coloured paper use a printing tile to create a repeating pattern that fills the paper edge to edge.

	<h2 style="text-align: center;">Haveley Hey Knowledge Map</h2>					
	Year	6	Subject	Art	Unit	Peterloo
	Links to rights:	Article 12. Right to be heard Article 2: no discrimination		Trips/ Visitors		
	Children will explore the theme of identity and respond to collages by Mickalene Thomas. They will embellish pictures of people and self portraits using a range of media, collage and digital art. They will explore how artists use colour to express emotion and mood.					
Prior Learning			Future Learning			
LKS2- Line: Use line to create texture. LKS2- Colour: Mix tones and tertiary colours. LKS2 – Shape & Form: Use shape in form to improve drawing. LKS2 - Space: Use value (light and dark) to create depth. LKS2- Appreciation of Artist: Compare and contrast.						
Threshold Concepts (disciplinary knowledge)						
Line	Colour	Shape and Form	Space	Appreciation of Artists		
Explore how artists use composition to lead the viewer around an artwork.	Explore how colour is used to create mood and complimentary colours.	To learn and use basic rules of proportion and scale in drawing and modelling.	Learn and explore basic rules of perspective and scale.	Research & comment on the ideas, inspiration and intention of a famous artist. Mickalene Thomas.		
						
What pupil's need to know (art skills):						
Key Learning			Vocab			
			Tier 2		Tier 3	

<ul style="list-style-type: none">• Research & comment on the ideas, inspiration and intent of a famous artist/movements. Learn about some of the themes explored by Mickalene Thomas (some of her work includes nudity and more mature themes, so cherry pick appropriate information for class.• Use sketchbooks to gather information and develop ideas on a theme. Think about the theme of identity and explore ideas in sketchbooks (mind maps, self portraits, finger prints, haveley hey logo etc).• Use a range of colours to express emotion and mood. Embellish photographs of people or self with collage, paint and drawing.• Use photo editing software to create digital art. (Picsart) Use software to embellish a photograph. (print and put into sketchbooks)	Perspective, scale, intent, express, composition.	Complimentary colours, photo editing software.
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