

Year 1

Term 2 – Colours

Pupils will:

- stick shapes to a background to make a collage
- say if a colour is primary or not primary
- explain an interesting fact about Piet Mondrian
- say what kind of colours Mondrian used in his paintings
- mix their own colours
- use their colours to paint a colour field painting
- explain an interesting fact about Mark Rothko
- say what kind of shapes Rothko used in his painting
- mix tints
- use their tints to paint a painting
- explain an interesting fact about Paul Klee
- describe one of Paul Klee's paintings
- mix shades
- use their shades to paint a drip painting
- explain an interesting fact about Jackson Pollock
- identify what kind of paintings Jackson Pollock made
- paint half of a picture in warm colours
- paint half of a picture in cool colours
- explain an interesting fact about Robert and Sonia Delaunay
- describe one of Delaunay's paintings
- use their colours to paint a circles painting
- explain an interesting fact about Wassily Kandinsky
- describe one of Kandinsky's paintings

Term 3 – Landscapes and Cityscapes

Pupils will:

- use bright colours to paint a garden
- use their fingers to apply thick paint
- explain that Monet painted lots of pictures outdoors
- talk about the bright colours that Monet used in his paintings
- use pastels to create a colourful sky
- draw the outline of a building in their picture and leave the building the same colour as the paper
- create a reflection of a building in the water
- explain that Monet painted the same scene lots of times
- explain that Monet used colours to capture changing light
- use bright colours in their painting of a landscape



Aletheia
Academies Trust

Art Knowledge and Skills



St Botolph's
C of E Primary School

- use thick paint to create visible brushstrokes
- paint with small round or straight lines
- talk about the colours that van Gogh used in his paintings
- talk about the bold, visible brushstrokes and marks that van Gogh used
- use blue and yellow in my painting of a night-time cityscape
- paint in swirls
- explain that van Gogh painted pictures at different times of day
- sketch the key features of a landscape
- colour squares in different colours to create features of a landscape
- explain that Metzinger painted bright colourful landscapes
- note one similarity and one difference between a Metzinger painting and a Monet painting
- stick small pieces of coloured paper onto my page to create a landscape
- leave small gaps in between the squares
- note one similarity between the work of van Gogh, Metzinger, and Monet
- note one difference between the work of van Gogh, Metzinger, and Monet

Term 5 – Sculpture

Pupils will:

- look closely at their picture
- make the shape of an object out of clay
- make a solid base for a model
- add detail to a model
- define what a sculpture is
- name a natural object
- explain what a nature sculpture could be made of
- say if an object is natural or not natural
- collect natural objects on a woodland walk
- choose natural materials for a land art sculpture
- choose how they want to arrange my sculpture
- arrange materials carefully to make land art
- explain an interesting fact about Andy Goldsworthy
- say something about Andy Goldsworthy's nature sculptures
- explain a way to make the sculpture tall
- understand a way that their sculptures are similar to the work of Andy Goldsworthy
- understand a way that their sculptures are different to the work of Andy Goldsworthy
- use scissors safely
- put different materials together to make a collage
- say things that they like about their work
- say things that they could improve about their work

Year 2

Term 2 – Sculpture

Pupils will:

- use dough to make a sculpture
- make a sculpture the same size and shape as their hand
- explain that Marc Quinn uses unusual materials in his sculptures
- give an example of one of the materials that he uses
- use their imagination to think of their own monster
- make a sculpture of a monster
- choose recycled materials to create a sculpture
- join different materials together
- give a monster some body parts and features
- arrange boxes to create the shape of a person
- choose the right size and shape boxes for different body parts
- say something about the work of Barbara Hepworth
- give an example of a material she used
- join plastic spoons together with rubber bands
- use plastic spoons and rubber bands to build a structure
- say something about the work of Jill Townsley
- give an example of one of the materials she uses
- use their imagination to think of a building to make
- arrange sugar cubes into the shape of a building
- say something about the artist Brendan Jamison
- give an example of one of the materials he uses in his work
- create geometric shapes with marshmallows and cocktail sticks
- join shapes together to create a sculpture
- talk about the size and shape of their sculpture
- say something about the sculptor Eva Rothschild
- describe some shapes that Eva Rothschild uses in her work

Term 4 – Lowry

Pupils will:

- say something that is the same about two paintings
- say something that is different about two paintings
- mix paint from 'Lowry colours'
- paint a seascape
- describe Lowry's seascape paintings
- paint things that are small so they look far away
- paint things in pale colours so they look far away
- draw the outline of buildings of different sizes
- fill in details like roofs, doors and windows
- identify Lowry's landscape paintings

- explain what kind of buildings were in Lowry's landscape paintings
 - draw figures in a matchstick style
 - draw figures that show an action
 - point out the matchstick figures in a painting by LS Lowry
 - say what they think a figure is doing in a painting by LS Lowry
 - carefully cut out their drawings
 - stick their buildings onto their painted background
 - stick their matchstick figures at the front to make a city scene
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Term 6 – Portraits

Pupils will:

- understand that a portrait is a picture of one person or a small group of people
- draw their face as an egg shape
- add their eyes, nose, and mouth in the right place
- choose the right colours for their skin, hair, and features
- note similarities and difference between 3 famous portraits
- discuss the colours that Picasso used in his portraits
- explain that different colours can be used to show different emotions
- choose warm colours to convey happiness, and cold colours to convey sadness
- discuss Picasso's abstract portraits
- know the differences between a realistic portrait and an abstract portrait
- cut and stick different materials onto their portrait
- stick features onto their portrait in unusual places
- give two interesting facts about Paul Klee's work
- sweep watercolour paint across their page with a brush
- dab their paintbrush on the page to create a pattern
- use lots of different colours
- explain that Paul Klee used line drawing and watercolours
- explain that a line drawing is created using only simple lines
- draw a moving person from a photograph, using only lines
- use straight or curved lines in their drawing
- explain that Andy Warhol made portraits of famous people
- explain that Andy Warhol used repeated images and bright colours
- use oil pastels to add bright colours to a repeated image
- use unrealistic colours in their portrait

Year 3

Term 2 – British Art

Pupils will:

- know the names of at least two pieces of Paula Rego's artwork
 - say two interesting facts about Paula Rego's life
 - share something interesting about her work
 - draw images using appropriate characters
 - tell a story using pictures
 - paint in the style of Gainsborough
 - paint a section of a Gainsborough painting that will become part of a whole Gainsborough image
 - know the names of at least two pieces of Gainsborough's artwork
 - say two interesting facts about Gainsborough's life
 - know the names of at least two pieces of Sonia Boyce's artwork
 - say two interesting facts about Sonia Boyce's life
 - use any medium to make a face
 - make observations to create an accurate portrait
 - know the names of at least two pieces of Lucian Freud's artwork
 - say two interesting facts about Lucian Freud's life
 - select colours that are warm
 - make an abstract composition using relevant colours
 - know the names of at least two pieces of Howard Hodgkin's artwork
 - say two interesting facts about Howard Hodgkin's life
 - know the names of at least two pieces of Anish Kapoor's artwork
 - say two interesting facts about Anish Kapoor's life
 - make a sensory box that reminds them of Anish Kapoor's work
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Term 4 – European Art and Artists

Pupils will:

- say the names of some of Anselm Kiefer's artwork
- list facts about Anselm Kiefer's life and work
- draw the features of a building, including windows and doors
- produce a drawing that shows they have looked many times at the object
- look back at their drawings and use them to influence their work
- record a drawing in their sketchbook
- paint upside down like Michelangelo did
- comment on the experience of painting upside down
- know the names of at least two of Michelangelo's artworks
- list two interesting facts about Michelangelo's life
- know the names of at least two of Le Corbusier's buildings
- list two interesting facts about Le Corbusier's life
- use shapes to make a house

- make a house shaped like one of Le Corbusier's
 - use a rubber to make a portrait
 - use a rubber softly and heavily to make light and dark (tone) marks on my portrait
 - know the names of at least two pieces of Rembrandt's artwork
 - list two interesting facts about Rembrandt's life.
 - use paper to make a hat that stays on my head
 - work with a partner to make a hat that I can walk around in
 - describe at least two Chanel designs
 - list two interesting facts about Coco Chanel's life
 - say the names of at least two of Salvador Dali's artworks
 - list two interesting facts about Salvador Dali's life
 - create a moustache using pipe cleaners
 - observe details about their own face to use with the moustache
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Term 5 - Insects

Pupils will:

- draw details showing that they have looked many times at a photograph
- draw a thorax, abdomen and head in their insect
- look back at their drawings and discuss their ideas
- record a drawing in my sketchbook
- choose colours appropriately for a drawing
- produce a drawing that shows they have looked many times at the colours on the 'snapshot'
- arrange patterns using different 'mosaic' squares
- create different effects by choosing colours carefully
- know the names of at least two pieces of Bourgeois' artwork
- list two interesting facts about Bourgeois' life
- draw a large insect picture on dark paper
- cut round their picture
- cut out large sections for cellophane
- consider what the audience will see when it is in the puppet theatre
- roll and scrunch paper
- fix modelled paper into place with tape to make an insect shape
- say the names of at least two pieces of Jennifer Angus's artwork
- list two interesting facts about Jennifer Angus's life
- tear up pieces of coloured tissue paper
- choose appropriate tissue paper colours for an insect model
- cover their insect model with layers of glue and attach the tissue paper pieces

Year 4

Term 1 – Autumn

Pupils will:

- draw the shape of a leaf accurately
 - draw the stem and veins of a leaf
 - look back at their drawings and discuss their ideas.
 - record a drawing in their sketchbook
 - choose colours appropriately for a drawing
 - produce a drawing that shows they have looked many times at the colours on the object
 - list the names of at least two 'Autumn' artworks
 - explain the differences between two 'Autumn' artworks
 - draw a leaf design on a printing tile
 - cover their tile with ink
 - print their own design
 - shape paper to resemble leaves, using bending, cutting or folding
 - look back at their drawings and discuss their ideas
 - record a drawing in their sketchbook
 - say the names of at least two pieces of Matisse's artwork
 - list two interesting facts about Matisse's life
 - mix and select appropriate colours
 - list the names of at least two pieces of Cezanne's artwork
 - list two interesting facts about Cezanne's life
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Term 4 – Fruit and Vegetables

Pupils will:

- use charcoal to show light and dark parts of a pepper
- show details such as the seeds and stalk of the pepper in their drawing
- list the names of at least two 'fruit and vegetable' artists
- compare the differences between two 'fruit and vegetable' artworks
- soften and roll clay
- use clay tools to make marks and shape
- make a pepper sculpture in clay
- choose colours appropriately for a drawing
- list the names of at least two pieces of Carl Warner's artwork
- say two interesting facts about Carl Warner's life
- mix and select colours appropriately
- paint an image that shows they have looked many times at the fruit or vegetable
- say the names of at least two pieces of Caravaggio's artwork
- list two interesting facts about Caravaggio's life
- look back at their drawings and turn them into new ideas

- record a design in their sketchbook.
 - say the names of at least two pieces of Michael Brennand-Wood's artwork
 - list two interesting facts about Michael Brennand-Wood's life
 - sew a pattern on fabric whilst following a design
 - make a cushion by filling the fabric with stuffing
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Term 6 – Bodies

Pupils will:

- look for shapes in models to help make a drawing
- choose appropriate colours for their drawing
- say the names of at least two pieces of Julian Opie's artwork
- list two interesting facts about Julian Opie's life
- draw the shapes made by the bodies in stockings
- use charcoal to show the dark areas of a body shape
- say the names of at least two pieces of Henry Moore's artwork
- list two interesting facts about Henry Moore's life
- draw the details of a person carefully
- draw facial features and clothing details
- produce a drawing that shows they have look at the subject many times
- look back at their drawings and discuss their ideas
- make a model which stands up
- draw a person for the maquette
- say the names of at least two pieces of Giacometti's artwork
- list two interesting facts about Giacometti's life
- cut and assemble paper to make clothes
- join paper together with glue or tape to make clothes
- work in a group to make a top or dress out of paper
- make paper clothes suitable for a 'catwalk'
- talk about an idea from Vivienne Westwood's designs that can be seen in their group's paper clothes

Year 5

Term 2 – Ancient Egypt

Pupils will:

- draw details showing that they have looked many times in a mirror
 - draw the shape of their face accurately
 - look back at their drawings and discuss their ideas
 - record a drawing in their sketchbook
 - use charcoal to show light and dark marks
 - list the names of at least two pieces of Hockney's artwork
 - know two interesting facts about Hockney's life
 - list two interesting facts about one of Man Ray's photographs
 - say two interesting facts about Man Ray's life
 - plan a clay design on paper
 - soften and roll clay
 - use clay tools to make marks and shapes
 - make Egyptian style designs in clay
 - fix modelled paper into place with tape to make a death mask shape
 - cover their death mask model with layers of papier mache
 - mix and select colours appropriately
 - paint their model to make it look like an Egyptian death mask
 - know the names of at least two pieces of Leger's artwork
 - list two interesting facts about Leger's life
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Term 4 – South and Central America

Pupils will:

- know the names of some of Frida Kahlo's artworks
- list facts about Frida Kahlo's life and work
- soften and roll clay
- make monkey body parts and join them together
- use clay tools to make marks and shapes to make my model look like a monkey
- know the names of some of Joaquin Torres Garcia's artworks
- list facts about Joaquin Torres Garcia's life and work
- choose 4 symbols that mean something to them
- paint their symbols onto paper rectangles
- arrange their paper squares and stick them down
- know the names of some of Leonora Carrington's artworks
- list facts about Leonora Carrington's life and work
- design a pattern onto a paper plate circle

- paint their design onto a paper circle
 - weave wool and add feathers to a dream catcher
 - know the names of some of Diego Rivera's artworks
 - list facts about Diego Rivera's life and work
 - choose an important person to draw
 - draw a person in colour
 - make a drawing that becomes part of a whole class 'Wall of Fame'
 - know the names of some of Beatriz Milhazes's artworks
 - list facts about Beatriz Milhazes's life and work
 - select and arrange coloured squares
 - ink their collagraph evenly
 - print their collagraph onto the collage
 - know the names of some of Carlos Paez Vilaro's artworks
 - talk about Carlos Paez Vilaro's life and work
 - blow a balloon to use as a drum skin
 - stretch the balloon over the drum
 - create a design for their drum
 - attach their design onto the side of the drum
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Term 5 – Wildlife Birds

Pupils will:

- draw details showing that they have looked many times at the picture
- draw wings, a beak and legs in my drawing
- look back at their drawings and discuss their ideas
- record a drawing in their sketchbook
- press hard and lightly to create different marks with the white pencil
- draw a feather design on a printing tile
- apply printing ink
- press on their tile evenly to create a print
- use clay tools to make marks and create textures
- use tools to make a bird clay tile
- roll and scrunch paper
- fix modelled paper into place with tape to make a bird shape
- know the names of at least two pieces of Brancusi's artwork
- list two interesting facts about Brancusi's life
- tear up pieces of coloured tissue paper
- choose appropriate tissue paper colours for their bird model
- cover their bird model with layers of glue and attach the tissue paper pieces
- know the names of at least two pieces of Richard Sweeney's creations.
- list two interesting facts about Richard Sweeney's life

Year 6

Term 2 – Printing

Pupils will:

- use clear mark making
- select appropriate background material
- show structure and architectural aspect through mono print
- create a block shape suitable to print
- portray a message through an image
- develop prints to repeat, drop and half drop
- create a pattern that combines a range of images from nature
- make carve marks that show a clear print image
- produce a repeat pattern with the lino print
- design an image using bold print and colour
- cut out a stencil accurately
- distribute ink on the screen evenly to produce a successful screen print
- use a found object to support the creation of an abstract piece of art
- select materials for collagraph printing that suit your abstract design
- create a textual collagraph print

Term 4 – Plants and Flowers

Pupils will:

- draw details showing they have looked many times at the picture or plant
- press hard and lightly to create different marks with my pencil
- look back at their drawings and discuss their ideas
- record a drawing in their sketchbook
- choose colours appropriately for the drawing
- know the names of at least two pieces of Rousseau's artwork
- list two interesting facts about Rousseau's life
- arrange patterns using different leaves/petals
- create different effects by choosing tools carefully
- know the names of at least two pieces of India Flint's artwork
- list two interesting facts about India Flint's life
- cut or tear paper to create leaf and petal shapes
- join paper using tape or glue
- cut and bend wire
- twist and join wire to make a sculpture
- insert wire into a base to make it stand up
- create a tape 'skin' on the wire frame

- glue tissue paper to the 'skin'
 - choose appropriate tissue paper colours for their plant or flower model
 - know the names of at least two pieces of the artists' artworks
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Term 6 – North America

Pupils will:

- name some of John Singer Sargent's artwork
- list facts about his life and work
- produce a drawing that shows they have looked many times at their painting half
- complete a drawing that shows proportion with the artist's half
- use the original painting to help them
- say the names of at least two of Helen Frankenthaler's artworks
- list two interesting facts about Helen Frankenthaler's life
- use their body to create abstract shapes
- fill in shapes with different colours to create different moods and feelings
- select and cut out appropriate images
- arrange the images to make an imaginary landscape
- fix the images into place, overlapping where necessary
- say the names of at least two pieces of Ansel Adams' artwork
- list two interesting facts about Ansel Adams' life
- use 'building blocks' to make a house
- make a house shaped like one of Frank Lloyd Wright's
- know the names of at least two buildings designed by Frank Lloyd Wright
- list two interesting facts about Frank Lloyd Wright's life
- find their own pattern using a computer
- record a pattern in their sketchbook
- use colour in their design like Jean-Michel Basquiat did in his paintings
- know the names of at least two pieces of Jean-Michel Basquiat's artwork
- list two interesting facts about Jean-Michel Basquiat's life
- know the names of at least two pieces of Mary Cassatt's artwork
- list two interesting facts about Mary Cassatt's life
- create a background for a picture, using paint
- work in a group to make an image of children reading
- cut out and stick their photograph onto their background