

Art Knowledge Overview



Year 1

Term 2 – Paint

Key Vocabulary:

Primary colours, secondary colours, abstract, shade, tint, warm colours, neutral colours, cool colours, palette

Substantive Knowledge

Pupils will:

- name red, yellow and blue as the three primary colours
- name orange, purple and green as secondary colours, explaining how they are made using two primary colours
- know white and black can be mixed with a colour to make different tints and shades
- define tinting as making a colour lighter and shading as making a colour darker

Procedural Knowledge

Pupils will:

- use brushes to apply paint to paper or canvas. They'll explore various brush strokes, including broad and fine strokes, to achieve different effects in their artwork
- understand how to adjust colours to achieve the desired value or tone
- experiment with blending colours to create smooth transitions and gradients
- use warm and cool colours to create visual contrast and convey different moods in their art
- develop an understanding of how artists use colour to achieve their distinctive styles
- learn the practical aspects of art, including how to clean brushes and art materials after use and how to handle art supplies responsibly



Year 1

Term 3 – Landscapes and Cityscapes

Key Vocabulary:

Impressionism, landscape, artist, light, dark, colour, brushstroke, bright, nature

Substantive Knowledge

Pupils will:

- know Monet painted gardens and cities using small marks and a carefully chosen colour palette.
- recognise a landscape as a painting that often shows a scene from nature, such as the countryside.
- identify Van Gogh's 'Starry Night' painting.
- define a mosaic as a pattern or image created using regular or irregular shapes.

Procedural Knowledge

Pupils will:

- use their fingers to create paintings inspired by Monet, focusing on the texture and blending of colours characteristic of Impressionism.
- use different brush strokes and techniques to capture the essence of Monet's style.
- focus on using the correct colours and brushstrokes to recreate Van Gogh's "Starry Night," learning how Van Gogh's use of bright, expressive colours contributes to the painting's emotional impact.
- examine a range of artworks by Monet, Van Gogh, and Metzinger, and will attempt to replicate these works. This will involve observing and applying different techniques, styles, and uses of colour.
- create a landscape mosaic, learning about the process of selecting and arranging different coloured pieces to form a cohesive image. They will experiment with different materials and techniques specific to mosaic art.
- handle various art supplies responsibly. This includes cleaning brushes, managing paint materials, and maintaining an organised workspace.
- engage in discussions about their own artwork and the works of others. They will reflect on their artistic choices, the techniques they used, and the outcomes they achieved.



Year 1

Term 5 - Sculpture

Key Vocabulary:

collage, texture, shape, pattern, 3D, sculpture, nature, natural, clay

Substantive Knowledge

Pupils will:

- know sculptures are 3D models, identifying a statue as a type of sculpture.
- identify clay, metal and stone as the materials sculptures are made from.

Procedural Knowledge

Pupils will:

- work with clay, understanding the basics of sculpting such as shaping, moulding, and detailing to create sculptures of natural objects.
- select objects from nature and observe them closely, focusing on details such as texture, form, and structure before sketching them.
- identify and select suitable materials for creating land art.
- create their own pieces of land art inspired by Andy Goldsworthy.
- work together in groups to create larger sculptures from natural objects.
- handle various art materials responsibly, including clay, natural objects, and tools. They will also practice techniques for preserving and managing these materials.
- reflect on their own artwork and the works of others, discussing the processes and techniques used. They will evaluate their creations and express their thoughts on the art-making experience.



Year 2

Term 2 – Sculpture

Key Vocabulary:

materials, geometric, sculpting, sculpture, minimalist, modern, abstract, sculptor, carve

Previously children have learnt to:



- (Y1) utilise different media such as clay, natural materials, and sketching tools in the creation of art pieces.
- (Y1) use different materials to create their artworks, gaining experience with a range of artistic media.

Previously children have learnt to:



- (Y1) practice various techniques, such as finger painting, brushstrokes, and mosaic creation.
- (Y1) use sculpting techniques and how to manipulate materials to create volume and form.

Previously children have learnt to:



- (Y1) engage in the process of creating sculptures, manipulating materials, and reflecting on their work.

Previously children have learnt to:



- (Y1) study and compare the works of Monet, Van Gogh, and Metzinger, understanding different artistic styles.
- (Y1) study the work of famous sculptors and understanding different artistic styles and approaches to sculpture.

Substantive Knowledge

Pupils will:

- define a sculpture as a three-dimensional piece of art that can be created using any material
- name a famous artist who specialised in sculpture (Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild).

Procedural Knowledge

Pupils will:

- become familiar with a range of materials suitable for sculpture
- consider how to manipulate materials to create volume and form
- observe and interpret the work of famous sculptors, understanding how these artists have used materials to convey their artistic vision
- construct and assemble sculptures by joining different components or materials together
- use sculpture as a means of artistic expression, conveying ideas, emotions, or stories through their three-dimensional creations
- critique and reflect on their work and the work of their peers. They will consider the success of their pieces in achieving their artistic goals



Year 2

Term 4 - Lowry

Key Vocabulary:

artist, style, industrial, landscape, paint, perspective, collage

Previously children have learnt to:



- (Y1) utilise different media such as clay, natural materials, and sketching tools in the creation of art pieces.
- (Y1) use different materials to create their artworks, gaining experience with a range of artistic media.

Previously children have learnt to:



- (Y1) practice various techniques, such as finger painting, brushstrokes, and mosaic creation.
- (Y1) use sculpting techniques and how to manipulate materials to create volume and form.

Previously children have learnt to:



- (Y1) understand how colour affects the mood and impact of a painting by studying the works of Monet and Van Gogh.
- (Y1) use bright colours in the style of Van Gogh and understand the effect of colour in Monet's city paintings.

Previously children have learnt to:



- (Y1) engage in the process of creating sculptures, manipulating materials, and reflecting on their work.

Previously children have learnt to:



- (Y1) study and compare the works of Monet, Van Gogh, and Metzinger, understanding different artistic styles.
- (Y1) study the work of famous sculptors and understanding different artistic styles and approaches to sculpture.

Substantive Knowledge

Pupils will:

- know LS Lowry is well known for painting industrial scenes and matchstick characters.
- identify how to make non-primary colours using primary colours, black and white.
- define the background of a painting as the part of the picture that is far away.

Procedural Knowledge

Pupils will:

- analyse Lowry's paintings of industrial scenes, focusing on the elements and style that make his work unique.
- compare different paintings by LS Lowry to identify common themes, techniques, and stylistic features.
- create a full spectrum of colours using only the primary colours (red, blue, yellow) along with black and white.
- practice mixing these colours to achieve desired shades and tones for their artwork.
- apply perspective techniques to paint a background that serves as the foundation for their Lowry-inspired artwork.
- draw detailed elements such as factories and houses to add to their Lowry-inspired background.
- draw and add matchstick figures to their paintings, emulating the distinctive figures seen in Lowry's work.
- combine the different elements (background, buildings, and figures) to complete their Lowry-inspired collage.
- critique their work and the work of their peers, providing constructive feedback and discussing what they have learned about Lowry's techniques and style.



Year 2

Term 6 - Portraits

Key Vocabulary:

Portrait, self-portrait, subject, colour, warm, cold, emotions, abstract, realistic, features

Previously children have learnt to:



- (Y1) use different materials to create their artworks, gaining experience with a range of artistic media.
- (Y2) use a variety of media including paint, pencil, and collage materials to recreate Lowry's work.

Previously children have learnt to:



- (Y1) practice various techniques, such as finger painting, brushstrokes, and mosaic creation.
- (Y2) draw factories, houses, and matchstick figures, which are iconic elements in Lowry's work.

Previously children have learnt to:



- (Y1) understand how colour affects the mood and impact of a painting by studying the works of Monet and Van Gogh.
- (Y2) use these mixed colours to apply to their Lowry-inspired paintings.

Previously children have learnt to:



- (Y1) engage in the process of creating sculptures, manipulating materials, and reflecting on their work.
- (Y2) experience the full artistic process from understanding the work of LS Lowry.

Previously children have learnt to:



- (Y1) study and compare the works of Monet, Van Gogh, and Metzinger, understanding different artistic styles.
- (Y2) explore and analyse LS Lowry's industrial scenes, understanding the distinctive style and techniques he used in his paintings.

Substantive Knowledge

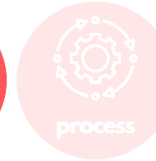
Pupils will:

- understand that a portrait is a picture of one person or a small group of people and a self-portrait is when an artist makes a picture of himself or herself.
- name Pablo Picasso and Paul Klee as famous portrait artists.

Procedural Knowledge

Pupils will:

- draw a self-portrait, focusing on the correct placement of facial features, such as eyes, nose, and mouth, using an egg-shaped face as a guide.
- use watercolours to paint backgrounds for their portraits, learning how to control water and pigment to create the desired effect.
- experiment with using colours to represent different emotions in their portraits, particularly focusing on the emotional use of colour, as seen in Picasso's Blue Period.
- practice mixing and applying colours to enhance the emotion or mood conveyed in their portrait drawings.
- observe and draw both themselves and others, learning how to translate what they see into a two-dimensional representation with attention to detail and proportion.
- analyse Picasso's and Paul Klee's work, noticing stylistic choices such as abstraction, colour use, and figure representation, before attempting to replicate these styles themselves.
- compare their work with Picasso's and Paul Klee's, discussing and reflecting on how their own portraits differ from or align with those of famous artists.



Year 3

Term 2 – British Art

Key Vocabulary:

portrait, foreground, background, texture, pattern, abstract

Previously children have learnt to:



- (Y2) use a variety of media including paint, pencil, and collage materials to recreate Lowry's work.
- (Y2) use pencil for sketching, watercolours for the background, and possibly other materials for adding details and colour to the portrait.

Previously children have learnt to:



- (Y2) draw factories, houses, and matchstick figures, which are iconic elements in Lowry's work.
- (Y2) use different techniques in portraiture, such as the proper placement of facial features (egg-shaped face for proportion), line drawing, and watercolour application for backgrounds.

Previously children have learnt to:



- (Y2) use these mixed colours to apply to their Lowry-inspired paintings.
- (Y2) experiment with using colour to express emotion in their own portraits, using the primary colours and learning to mix them to achieve the desired emotional tone.

Previously children have learnt to:



- (Y2) experience the full artistic process from understanding the work of LS Lowry.
- (Y2) engage in a step-by-step process to create their portraits, beginning with observational drawing, then experimenting with colours to express emotion, and finally incorporating different styles (realistic and abstract) to complete their artwork.

Previously children have learnt to:



- (Y2) explore and analyse LS Lowry's industrial scenes, understanding the distinctive style and techniques he used in his paintings.
- (Y2) explore how Picasso and Paul Klee used portraits and colour in their works.

Substantive Knowledge

Pupils will:

- recognise 'Mr and Mrs Andrews' as a painting by the British artist Thomas Gainsborough
- identify Lucien Freud as a British artist that specialised in portraits, naming 'Self Portrait, Reflection' and 'Girl With A Kitten' as examples of his work
- name Howard Hodgkin as a British abstract painter whose portfolio of art includes the 'Indian View' collection

Procedural Knowledge

Pupils will:

- develop the ability to closely observe and analyse the details in the works of the artists. They will learn how to focus on specific elements and interpret the artist's style
- create texture and use brushwork effectively to mimic the artist's style. They will explore different techniques for adding depth and tactile quality to their artwork
- delve into colour theory, particularly warm colours. They will learn about colour relationships, temperature (warm vs. cool), and the emotional impact of colour
- gain experience with various art materials, such as paint, brushes, canvas, and paper. They will learn how to select the appropriate materials for each project
- explore artistic techniques specific to each artist's style. For instance, when studying Freud, they will learn how to create detailed and realistic portraits. When focusing on Hodgkin, they will explore abstract techniques using warm colours
- reflect on their own work and participate in peer critiques
- express their ideas and emotions through art, using the techniques and styles they've explored as a means of personal expression



Year 3

Term 4 – European Art

Key Vocabulary:

portrait, fresco, architect, light, tone, shadow, design, form, media

Previously children have learnt to:



- (Y2) use a variety of media including paint, pencil, and collage materials to recreate Lowry's work.
- (Y2) use pencil for sketching, watercolours for the background, and possibly other materials for adding details and colour to the portrait.

Previously children have learnt to:



- (Y2) experiment with using colour to express emotion in their own portraits, using the primary colours and learning to mix them to achieve the desired emotional tone.
- (Y3) learn about colour relationships, temperature (warm vs. cool), and the emotional impact of colours.

Previously children have learnt to:



- (Y2) engage in a step-by-step process to create their portraits, beginning with observational drawing, then experimenting with colours to express emotion, and finally incorporating different styles (realistic and abstract) to complete their artwork.
- (Y3) follow a structured artistic process that includes observing, analysing, creating, and reflecting.

Previously children have learnt to:



- (Y2) explore and analyse LS Lowry's industrial scenes, understanding the distinctive style and techniques he used in his paintings.
- (Y2) explore how Picasso and Paul Klee used portraits and colour in their works.
- (Y3) study the works of British artists Thomas Gainsborough, Lucien Freud, and Howard Hodgkin.

Substantive Knowledge

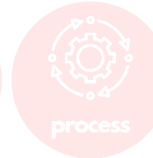
Pupils will:

- recognise Michaelangelo as the artist who painted the Sistine Chapel.
- name Rembrandt as a famous portrait artist, identifying his use of light and dark tones.
- understand an architect is a person who plans, designs and oversees the construction of buildings. They should name Le Corbusier as a famous architect.

Procedural Knowledge

Pupils will:

- experience painting in an unconventional manner by creating animal paintings while lying on their backs, simulating Michelangelo's experience of painting the Sistine Chapel ceiling.
- observe and analyse Michelangelo's work on the Sistine Chapel, noting his style and the absence of animals in his paintings.
- study Rembrandt's portraits, focusing on his use of light and dark tones to understand how these elements create depth and mood in his work.
- use paints and brushes to create both their animal paintings and portraits, experimenting with different techniques to achieve desired effects.
- reflect on their own artwork and the process, discussing challenges and successes in painting upside down and using light tones in portraits.



Year 3

Term 5 – Insects

Key Vocabulary:

Line, texture, form, tone, shape, shadow, mosaic, pattern

Previously children have learnt to:



- (Y2) use a variety of media including paint, pencil, and collage materials to recreate Lowry's work.
- (Y2) use pencil for sketching, watercolours for the background, and possibly other materials for adding details and colour to the portrait.

Previously children have learnt to:



- (Y2) draw factories, houses, and matchstick figures, which are iconic elements in Lowry's work.
- (Y2) use different techniques in portraiture, such as the proper placement of facial features (egg-shaped face for proportion), line drawing, and watercolour application for backgrounds.

Substantive Knowledge

Pupils will:

- define a mosaic as a piece of art or image made from the assembling of small pieces of coloured glass, stone, or other materials.
- know a sculpture is a three-dimensional work of art created by shaping or combining materials such as clay, metal, or wood.

Procedural Knowledge

Pupils will:

- observe insects to capture their proportions, details, and textures accurately. Use light, quick pencil strokes to sketch the basic forms and refine details gradually.
- transfer observational sketches to a more detailed and refined painting.
- mix colours to match the insect's natural hues, apply paint with various brush strokes to capture textures, and use light and shadow to create a realistic depiction.
- develop skills in cutting and arranging materials to form a coherent image.

- gain proficiency in designing, cutting, and manipulating shadow puppets.
- shape and assemble materials to create a three-dimensional insect sculpture.
- understand and practice the proper use and maintenance of various art tools and materials.



Year 4

Term 1 – Autumn

Key Vocabulary:

appearance, blend, dip, dipper, grate, ingredient, mineral, peel, slice, texture, unsaturated, vitamins

Previously children have learnt to:



- (Y3) use different media such as oil pastel, paint, clay, and charcoal to produce their artwork.

Previously children have learnt to:



- (Y3) progress through various stages—sketching, painting, mosaic-making, shadow puppetry, and sculpture—reflecting on their work at each stage and understanding the development of their artistic skills and ideas.

Previously children have learnt to:



- (Y3) delve into colour theory, especially focusing on warm colours. Pupils will learn about colour relationships, temperature (warm vs. cool), and the emotional impact of colours.
- (Y3) learn about the use of light and dark tones to create depth and emotion in portraits

Previously children have learnt to:



- (Y3) follow a structured artistic process that includes observing, analysing, creating, and reflecting.
- (Y3) experience different artistic processes, such as painting upside down to understand Michelangelo's challenges and creating portraits with varied light tones inspired by Rembrandt.

Previously children have learnt to:



- (Y3) study the works of British artists Thomas Gainsborough, Lucien Freud, and Howard Hodgkin.
- (Y3) study the distinct styles of Michelangelo (Renaissance frescoes), Rembrandt (portraiture with light and shadow), and Le Corbusier (modernist architecture).

Substantive Knowledge

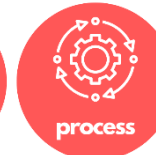
Pupils will:

- recognise Paul Cezanne as French painter who painted 'A Curtain, Jug and Fruit Bowl' and 'The Basket of Apples' in the 19th century
- identify the correct technique to printing
- list yellow, red, brown and orange as autumnal colours to include in a piece of artwork

Procedural Knowledge

Pupils will:

- examine autumn leaves before gaining proficiency in using oil pastel to represent the colours and textures of the leaves accurately
- study different autumn paintings and artworks, learning how to analyse and critique them
- learn the process of leaf printing, including selecting suitable leaves, applying paint or ink, and transferring the leaf pattern onto paper or another surface
- explore the artistic style of Paul Cezanne, paying attention to his use of colour, form and composition
- mimic Cezanne's brushwork, colour choices, and composition while adding their person touch
- reflect on their final artwork, assessing how effectively they incorporated elements from Cezanne's style and expressed their own creativity



Year 4

Term 3 – Fruit and Vegetables

Key Vocabulary:

Line, pattern, tone, smudge, blend, mark, form, shape, structure, texture

Previously children have learnt to:



- (Y3) use a variety of media, including pencils for sketching, paints for creating vibrant images, paper for mosaics, materials for shadow puppets, and sculpting materials for three-dimensional forms.

Previously children have learnt to:



- (Y3) progress through various stages—sketching, painting, mosaic-making, shadow puppetry, and sculpture—reflecting on their work at each stage and understanding the development of their artistic skills and ideas.

Previously children have learnt to:



- (Y3) delve into colour theory, especially focusing on warm colours. Pupils will learn about colour relationships, temperature (warm vs. cool), and the emotional impact of colours.
- (Y3) learn about the use of light and dark tones to create depth and emotion in portraits

Previously children have learnt to:



- (Y3) follow a structured artistic process that includes observing, analysing, creating, and reflecting.
- (Y3) experience different artistic processes, such as painting upside down to understand Michelangelo's challenges and creating portraits with varied light tones inspired by Rembrandt.

Substantive Knowledge

Pupils will:

- know that still life refers to a genre of painting and sculpture that focuses on inanimate objects.
- understand that clay is a malleable material that has been used for thousands of years in various cultures to create sculptures, pottery, and other works of art.
- develop an understanding of how primary colours (red, blue, yellow) can be mixed to create secondary colours (green, purple, orange).

Procedural Knowledge

Pupils will:

- observe fruits and vegetables in front of them, noting the shapes, sizes, colours, and textures.
- apply their observational skills to sketching the vegetable they are given, paying attention to form, proportion, and perspective.
- use clay tools such as carving tools, modelling tools, and rolling pins to manipulate and shape the clay.
- practice painting techniques to add colour to their vegetable drawings, experimenting with how to mix colours (primary colours to make secondary colours) to match the hues they observe in the real vegetables.
- create depth and dimension by learning how to use light and dark tones, adding shading and highlights to their painted vegetables to make them appear more realistic.
- follow a tutorial or guided steps to create shadow puppets, focusing on using materials such as card or paper to cut out shapes (such as insects) and attach them to sticks.
- reflect on their work, think about their strengths, and identify areas for improvement.



Year 4

Term 6 – Bodies

Key Vocabulary:

Line, pattern, tone, smudge, blend, mark, form, shape, structure, texture

Previously children have learnt to:



- (Y3) use a variety of media, including pencils for sketching, paints for creating vibrant images, paper for mosaics, materials for shadow puppets, and sculpting materials for three-dimensional forms.

Previously children have learnt to:



- (Y3) progress through various stages—sketching, painting, mosaic-making, shadow puppetry, and sculpture—reflecting on their work at each stage and understanding the development of their artistic skills and ideas.

Previously children have learnt to:



- (Y3) follow a structured artistic process that includes observing, analysing, creating, and reflecting.
- (Y3) experience different artistic processes, such as painting upside down to understand Michelangelo's challenges and creating portraits with varied light tones inspired by Rembrandt.

Previously children have learnt to:



- (Y3) study the works of British artists Thomas Gainsborough, Lucien Freud, and Howard Hodgkin.
- (Y3) study the distinct styles of Michelangelo (Renaissance frescoes), Rembrandt (portraiture with light and shadow), and Le Corbusier (modernist architecture).

Substantive Knowledge

Pupils will:

- recognise Julian Opie as a contemporary British artist famous for his simplified, stylized portraits and figures.
- understand the basic proportions of the human body, including the relationship between the head, torso, arms, and legs.
- know that a Marquette is a small-scale model used by artists, particularly sculptors, to plan and explore proportions before creating a larger sculpture.
- identify clay as a sculpting medium and how it can be manipulated and shaped to create detailed figures.

Procedural Knowledge

Pupils will:

- observe and sketch the human body by simplifying the body shape into basic forms (such as rectangles, circles, and ovals).
- use charcoal to draw and shade, practicing both light and dark to create contrast and depth, blending and smudging charcoal to create smooth transitions and texture.
- learn how to create a small-scale model (Marquette) of a figure or body shape using materials like wire or cardboard.
- use clay tools to manipulate and shape clay to create a figure, adding texture, detailing, and finishing a clay sculpture.
- practice critiquing and reflecting on their own work and the work of peers, identifying areas for improvement.



Year 5

Term 2 – Ancient Egypt

Key Vocabulary:

Pattern, texture, form, portrait, smudge, blend, mark, tone

Previously children have learnt to:



- (Y4) work with various media, including charcoal for drawing and clay for sculpture.
- (Y4) work with various media including clay (for sculptures), paper (for mosaics), and paints (for drawing and painting vegetables).

Previously children have learnt to:



- (Y4) learn various techniques for drawing (simplifying body shapes into basic forms, using charcoal for shading, creating light and dark contrasts), and sculpting (using clay tools to manipulate clay).
- (Y4) practice their observational drawing skills by sketching vegetables and learn painting techniques to match the colours, shades, and textures they observe.

Previously children have learnt to:



- (Y4) explore the process of creating art from observation to the final piece. They begin with sketching and observing, move to creating small-scale models (Marquette), and finally work with clay to create a detailed sculpture.
- (Y4) process of closely observing real-life vegetables to understand their form, texture, and colour.

Substantive Knowledge

- know clay is a malleable sculptural medium that can be shaped, moulded, and textured to create three-dimensional objects, including figures, masks, or other artistic forms.
- understand papier-mâché is a sculptural technique that involves layering paper with an adhesive (often glue or starch) to form shapes, such as masks or figures. It dries hard and can be painted or decorated once completed.

Procedural Knowledge

Pupils will:

- develop skills in using pencils for shading, contouring, and rendering different facial features, such as eyes, nose, and mouth
- explore the unique characteristics of charcoal, learning how to create a range of values from light to dark and how to achieve texture and depth
- use pens for fine lines and detailing. They'll experiment with cross-hatching, stippling, and other pen techniques
- gain skills in working with clay, including shaping, moulding, and texturing
- explore papier-mâché as a sculptural medium. They will learn how to layer paper and adhesive to build a mask shape
- develop planning and design skills as they decide how to depict their own faces or an Egyptian-style mask in their chosen medium
- reflect on their progress and engage in peer critiques to consider the strengths and areas for improvement in their artwork



Year 5

Term 4 – South and Central America

Key Vocabulary:

Culture, textures, vivid, self-portrait, realism, fantasy

Previously children have learnt to:



- (Y4) use different media such as oil pastel, paint, clay, and charcoal to produce their artwork.

Previously children have learnt to:



- (Y4) learn various artistic techniques, including oil pastel application, charcoal shading, printing, and clay sculpting.
- (Y4) learn specific techniques like blending, smudging, cross-hatching, and stippling with pens and charcoal.

Previously children have learnt to:



- (Y4) identify and use autumnal colours (yellow, red, brown, orange) in their artwork and explore the use of warm and cool colours.
- (Y4) develop an understanding of how primary colours can be mixed to create secondary colours.

Previously children have learnt to:



- (Y4) observe and sketch various subjects, including autumn leaves, fruits, vegetables, and the human body.
- (Y4) learn the process of leaf printing, clay sculpting, and creating shadow puppets.
- (Y4) practice mixing primary colours to create secondary colours and use shading techniques to add depth and dimension to their work.

Previously children have learnt to:



- (Y3) study the works of British artists Thomas Gainsborough, Lucien Freud, and Howard Hodgkin.
- (Y3) study the distinct styles of Michelangelo (Renaissance frescoes), Rembrandt (portraiture with light and shadow), and Le Corbusier (modernist architecture).
- (Y4) learn about artists such as Paul Cezanne, Julian Opie, and the techniques they used in their work.

Substantive Knowledge

- identify famous central and south American artists, including Frida Kahlo: known for her self-portraits and works that mix realism with fantasy.

Procedural Knowledge

Pupils will:

- develop skills in observing, sketching and painting subjects inspired by Central and South American art.
- study and discuss various artworks to understand techniques, styles, and cultural significance.
- create original artworks using different mediums (paint, sketching, clay) while applying the techniques and styles they have learned.
- reflect on their artwork and participate in peer critiques to understand the strengths and areas for improvement.



Year 5

Term 5 – Wildlife Birds

Key Vocabulary:

Line, pattern, texture, form, tone, shape, drawing, printing, modelling, papier mache

Previously children have learnt to:



- (Y4) use different media such as oil pastel, paint, clay, and charcoal to produce their artwork.

Previously children have learnt to:



- (Y4) learn various artistic techniques, including oil pastel application, charcoal shading, printing, and clay sculpting.
- (Y4) learn specific techniques like blending, smudging, cross-hatching, and stippling with pens and charcoal.

Previously children have learnt to:



- (Y4) observe and sketch various subjects, including autumn leaves, fruits, vegetables, and the human body.
- (Y4) learn the process of leaf printing, clay sculpting, and creating shadow puppets.
- (Y4) practice mixing primary colours to create secondary colours and use shading techniques to add depth and dimension to their work.

Substantive Knowledge

- understand that printing involves transferring ink from a surface (such as a feather) to paper to create an image.
- recognise that newspaper can be used as a sculptural material, often in a technique called papier-mâché, to create three-dimensional forms.

Procedural Knowledge

Pupils will:

- observe and sketch a feather, focusing on capturing its intricate details, texture, and form.



Aletheia
Academies Trust



- develop skills in using pencils for sketching, including contouring and shading to add depth and realism to their drawings.
- learn the process of ink printing, including applying ink to a feather and pressing it onto paper to create a print.
- experiment with different amounts of ink and pressure to achieve the desired effect in their prints.
- create a bird sculpture using newspaper, learning techniques such as tearing, crumpling, and layering newspaper to form shapes.
- reflect on their artwork and the processes they used, considering what worked well and what could be improved.



Year 6

Term 2 - Printing

Key Vocabulary:

Block printing, mono printing, lino printing, repeat pattern, mark making, ink, block, carving, pattern, contrast,

Previously children have learnt to:



- (Y5) use pencils for shading, contouring, and rendering facial features.
- (Y5) explored charcoal for creating different values and textures.
- (Y5) use ink in printing, particularly for transferring ink from a surface (like a feather) to paper.

Previously children have learnt to:



- (Y5) learn the process of ink printing and experimenting with different amounts of ink and pressure.
- (Y5) use pencils for contouring and shading to add depth and realism.

Previously children have learnt to:



- (Y5) develop skills in observing and sketching feathers and facial features, focusing on capturing intricate details, textures, and forms.
- (Y5) learn techniques such as ink printing from feathers.
- (Y5) develop planning and design skills, including how to depict subjects in different mediums and reflecting on their progress and outcomes.

Substantive Knowledge

- understand block printing as the process of creating a block shape suitable for printing.
- recognise lino printing as a technique where a design is carved into a linoleum surface, inked, and then printed.
- know mono printing is a form of printmaking that allows for the creation of unique, one-of-a-kind print.

Procedural Knowledge

Pupils will:

- develop skills in designing and carving a block shape suitable for printing, learning to convey a message or theme through the printed image.
- practice how to create repeat, drop, and half-drop patterns using the block printing technique.
- use mono printing techniques to make clear marks and selecting appropriate background materials, attempting to show structure and architectural elements.
- study William Morris' patterns and learning to create similar designs by combining images from nature.
- develop skills in carving marks into lino to produce a clear printed image.



Year 6

Term 4 – Plants and Flowers

Key Vocabulary:

Observation, marks, leaf printing, wire sculpture, bend, twist, join

Previously children have learnt to:



- (Y5) use pencils for shading, contouring, and rendering facial features.
- (Y5) explored charcoal for creating different values and textures.
- (Y5) use ink in printing, particularly for transferring ink from a surface (like a feather) to paper.

Previously children have learnt to:



- (Y5) learn the process of ink printing and experimenting with different amounts of ink and pressure.
- (Y5) use pencils for contouring and shading to add depth and realism.

Previously children have learnt to:



- (Y5) develop skills in observing and sketching feathers and facial features, focusing on capturing intricate details, textures, and forms.
- (Y5) learn techniques such as ink printing from feathers.
- (Y5) develop planning and design skills, including how to depict subjects in different mediums and reflecting on their progress and outcomes.

Previously children have learnt to:



- (Y5) identify and use colours like yellow, red, brown, and orange in artwork.
- (Y5) understand and experiment with primary colours (red, blue, yellow) to create secondary colours (green, purple, orange).

Previously children have learnt to:



- (Y4) learn about artists such as Paul Cezanne, Julian Opie, and the techniques they used in their work.
- (Y5) recognise Frida Kahlo as a famous Central and South American artist, known for her self-portraits and works that mix realism with fantasy.

Substantive Knowledge

- learn that careful observation is crucial to capturing details in their drawings.
- know that pressing hard or lightly with a pencil creates different marks and textures.
- recognise Rousseau as an artist known for his colourful, imaginative works featuring lush, exotic landscapes and flowers.
- understand the basics of leaf printing, inspired by India Flint's artwork.
- learn that wire can be cut, bent, twisted, and joined to create three-dimensional sculptures.

Procedural Knowledge

Pupils will:

- develop skills in observing and drawing the intricate details of flowers, ensuring multiple observations to capture accuracy.
- practice using a pencil to press hard and lightly to create varied marks and textures in their sketches.
- gain proficiency in selecting suitable leaves, applying ink or paint, and printing them onto paper, inspired by India Flint's techniques.
- acquire skills in handling wire, including cutting, bending, twisting, and joining to create a flower sculpture.
- reflect on their artwork and the processes used, identifying strengths and areas for improvement.



Year 6

Term 6 – North America

Key Vocabulary:

Landscape, abstract, proportion, mood and feelings, pattern, digital

Previously children have learnt to:



- (Y5) use pencils for shading, contouring, and rendering facial features.
- (Y5) explored charcoal for creating different values and textures.
- (Y5) use ink in printing, particularly for transferring ink from a surface (like a feather) to paper.

Previously children have learnt to:



- (Y5) learn the process of ink printing and experimenting with different amounts of ink and pressure.
- (Y5) use pencils for contouring and shading to add depth and realism.

Previously children have learnt to:



- (Y5) develop skills in observing and sketching feathers and facial features, focusing on capturing intricate details, textures, and forms.
- (Y5) learn techniques such as ink printing from feathers.
- (Y5) develop planning and design skills, including how to depict subjects in different mediums and reflecting on their progress and outcomes.

Previously children have learnt to:



- (Y5) identify and use colours like yellow, red, brown, and orange in artwork.
- (Y5) understand and experiment with primary colours (red, blue, yellow) to create secondary colours (green, purple, orange).

Previously children have learnt to:



- (Y4) learn about artists such as Paul Cezanne, Julian Opie, and the techniques they used in their work.
- (Y5) recognise Frida Kahlo as a famous Central and South American artist, known for her self-portraits and works that mix realism with fantasy.

Substantive Knowledge

- learn that abstract art involves creating shapes and using colours to express different moods and feelings.
- understand that patterns can be created using computer software.
- know key facts about Ansel Adams, a photographer famous for his black-and-white landscapes, and Jean-Michel Basquiat, an artist known for his use of colour and expressive patterns.

Procedural Knowledge

Pupils will:

- complete a drawing by matching proportions to an artist's half, using the original painting as a reference.
- develop skills in arranging images to create an imaginary landscape, including fixing images into place and overlapping them when necessary, inspired by Ansel Adams.
- use their body to create abstract shapes and fill in these shapes with different colours to convey various moods and feelings.
- find or create their own pattern using computer software and apply colour in their design, taking inspiration from Jean-Michel Basquiat's paintings.
- reflect on their artwork and the processes they used, considering what worked well and what could be improved.