

GUARDIAN ANGELS' RCPS AND OUR LADY OF LOURDES RCPS

SEQUENCING OF ART UNITS OF WORK (KNOWLEDGE)

NURSERY

Learning Journey One

Line Drawing

Final piece – Shape Drawing

Artist of Study – Leonardo Da Vinci

Children will explore how to make marks that start to have meaning that they can identify. Mediums including pens, pencils, crayons, and chalk will be explored.

Children will know how to grip and hold the media to make marks on different types of paper. Children will learn how to make different marks and know which pieces of equipment are appropriate for drawing. Children will begin to understand that closing lines will make a shape.

Children will know how to draw a head and be able to identify different components of what they see such as eyes, hair, nose, ears, chin. Children will know how to use simple shapes to depict emotions.

Children will be able to make marks on different surfaces such as cardboard, paper etc and draw around their fingers keeping their medium close to the fingers. Take a few attempts to improve. Draw around their toes and feet. Draw the outline of their bodies as they lie on paper.



Learning Journey Two

Painting and Printing

Final piece – Expressive Painting

Artist of Study – Jackson Pollock

Children will explore paint as a medium to use. Children will look at hand painting and finger printing with paints and how to dip into paint and print this onto paper to create a picture. Children will begin to discuss what they have created.

Children will know that paintbrushes can make marks on a surface when combined with paint and that paintbrushes, sponges, sticks etc. can be used to make marks on a surface.

Children will know that by making marks on pages they can reference a given shape or Concept and express their ideas from a source e.g. a tree, and use marks freely to depict the tree. They will know that paint can be moved on a surface.

Children will know that different sized paint brushes have different effects and learn the terms: thick, thin, long, short, bristles.



Learning Journey Three

Famous Artist

Final piece – Clay Plate

Artist of Study – Josiah Wedgewood

Children will know that works of art can be made out of different materials. Children will know that ceramic is a material used to make pottery.

Children will know that other Ancient pottery was created as far back as The Stone Age and by civilisations such as the Egyptians.

Children will know what famous artwork by Josiah Wedgewood looks like. They will know how it differs to other pottery.

Children will know Wedgewood was an English potter who made fine ceramics famous for having faces and people on them.

Add on features such as eyes, nose, ears, clothes. Children will know how to depict a person through using stick men, Know how to depict different poses such as lying down, running. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece. Endpoint <i>We want our children to know...</i> How to draw a head and be able to identify different components of what they see such as eyes, hair, nose, ears, chin. Children will know how to use simple shapes to depict emotions.		Children will know the names of all primary and secondary colours and identify the colours to be used in their artwork. Children will begin to understand what happens when you paint over another colour while it is still wet. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece. Endpoint <i>We want our children to know...</i> How to use paint in different ways to create a painting based on expression.		Endpoint <i>We want our children to know...</i> That art can be created on mediums such as pottery. Children will know how to make a simple plate using modelling clay. They will know how to decorate by adding patterns (either as relief or applique).
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RECEPTION				
Learning Journey One <i>Line Drawing</i> Final piece – House & Family Drawing Artist of Study – LS Lowry		Learning Journey Two <i>Painting and Printing</i> Final piece – Animal Painting Artist of Study – Joan Miro		Learning Journey Three <i>Famous Artist</i> Final piece – Observational Ceramic Drawing Artist of Study – Chinese Ceramics



The children will be taught the technique of drawing around shapes with a mark making tool. Children will begin to be able to name their drawing and explain what they have drawn. Children will know that different types of pencils or media make different marks on a surface and know that some make thicker/thinner marks and others make darker/lighter marks. Children will be able to identify and then draw components of plants and trees and know the effect of light/darker lines, thinner/thicker lines on what they are drawing. Children will know that some drawing utensils move / feel differently to others. E.g. there is sometimes more pressure or effort to make darker lines. Building on their skills from Nursery, they will know how to draw parts of humans. Revise parts of the head and extend to: shoulders, neck, hair, arms coming from shoulders, eyebrows, etc. Children will know how to represent different textures of an object using pencils, chalk and charcoal and create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure. They will know how to depict a cat and a dog, a horse and a bird. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		Children will be taught to how to hold a paint brush correctly and how to create brushstrokes properly. Children will explore primary colours and mixing these. Children will create a simple painted picture and how folding and pressing this together can create a simple print. Children will know that paintbrushes can make marks on a surface when combined with paint using brush strokes and that a brush stroke is a mark made by a paintbrush. They will know that some paints move differently to others. E.g. some may be thick and need more effort to move. Some may be drier etc. Children will know that when paint is mixed, it will change its colour and know the names of all of the primary, secondary and tertiary colours. They will know how colour can change the effect on the object, the effect of the background and know what the terms 'background' and 'landscape' and 'horizon' mean. Children will know how different paper/surfaces react differently to paint and that people in the past used to paint on walls to create stories or scenes. Children will begin to explore the direction of brush strokes to create an effect such as when painting lights or fireworks and know that some artists combine media e.g. a painted background and a yellow chalk/pastel depicting the lights which is smudged in different directions to show light.		Children will know that works of art can be made out of different materials. Children will know that ceramic is a material used to make pottery. Children will know that Chinese Ceramics are a traditional art-form in China and began over eight thousand years ago. Children will know that Chinese pottery was made from bricks, tiles, earthenware, stoneware and porcelain. They will know what it looks like and the features that make it unique.
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Endpoint We want our children to know... How to draw a person using simple lines that build in complexity.		Endpoint We want our children to know... What the artwork of Joan Miro looks like and how to paint a picture of an animal using different paint brushes and mixing colours.		Endpoint We want our children to know... What Chinese Ceramics looks like. Children will know how to use their line drawing skills to draw a simple copy of Chinese Ceramics.
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YEAR 1				
Learning Journey One <i>Line Drawing</i> Final piece – Flower Sketch Artist of Study – Pablo Picasso Children will know how ancient peoples drew with different materials in caves, rocks etc. and know that art conveys meanings or stories. Children will know that drawing in ancient Britain was done by carving marks into stone and know what in other parts of the world, people drew scenes and stories. Children will know how dots can be used to make something look darker/lighter and know that a pencil grip can change how		Learning Journey Two <i>Painting and Printing</i> Final piece – Shape Printing Artist of Study – Orla Kiely Children will mix primary colours and have the understanding that mixing these create secondary colours. Children will look at how to create simple prints using sponges and how different shapes and colours can overlap each other to create artistic composition. Children will know that paintbrushes can differ in appearance and know the name of: - Flat brush - Rounded brush - Angled brush		Learning Journey Three <i>Famous Artist</i> Final piece – Pottery Bowl Artist of Study – Clarice Cliff Children will know that works of art can be made out of different materials. Children will know that ceramic is a material used to make pottery. Children will know that Clarice Cliff designed and made her own ceramics. Children will know what Cliff creations look like and that she used bright colours and unique designs.

marks are applied on a surface. Children will know what hatching is and its effect in making drawings and know the effect of diagonal and vertical lines when drawing. Children will be taught that pencils have different grades and HB is used for writing and sketching. Children will know how to draw a person as though they are standing and as though they are moving. They will build on Reception skills and add detail into a drawing by using horizontal, vertical or diagonal lines or dots. Children will know how to draw a bird, cat, dog, horse, mini beast and learn how to look carefully and to draw what you see not what you think you see. Endpoint We want our children to know... What the line drawing artwork of Picasso looks like. They will know how to draw a picture of a flower using line drawing skills.		and understand that a paintbrush grip can change how marks are applied on a surface. They will know that if the paintbrush is held more tightly, will improve control. Children will know that simple shapes combine to create an overall picture and know that refining lines means to make them more accurate. They will know the names of different types of paint such as watercolour and acrylic paint based on its aesthetic qualities e.g. watercolours are “watery” and “thin”. Acrylic paint is “thick”, and know that when adding white to a colour, its value becomes lighter (known as tint). They will also know that when adding black (or a darker colour such as purple) makes its colour or value darker. Children will know what a ‘still life’ and composition means. Endpoint We want our children to know... What Orla Kiely’s design look like and how to use these to create their own repeating pattern print.		Children will know what a ceramic bowl looks like and evaluate designs using likes and dislikes. Endpoint We want our children to know... That Clarice Cliff was a famous pottery designer. To know how to shape a bowl and paint it using a unique design.
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YEAR 2

Learning Journey One

Line Drawing

Final piece – Textured Sketch

Artist of Study – Yayoi Kusama

Children will learn how to experiment with tone using different mediums (chalk, charcoal). Children will investigate and gain the knowledge of how patterns can create texture. Children will continue to develop the skill of evaluating their own and others' art work.

Children will know how to shade and know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching. Children will know how to follow basic contours and outlines of shapes from observation and know how to draw and eye.

Children will know that sketching is more fluid and expressive when using a grip suitable for purpose and that when lines are refined, they will appear sharper.

Children will know what 'tone' means and know that tones can be blended together from light, mid to dark using a pencil and that a pencil must be used at an angle when applying different tones. They will know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.



Learning Journey Two

Painting and Printing

Final piece – Fabric Printing

Artist of Study – Andy Warhol

Children will learn how patterns and repeated painted patterns can contribute to composition of a picture. Children will look at how to create borders on a picture to frame it artistically. Children will explore complimentary colours and the effect these have. Children will learn how to print onto fabric and how to create a collage picture using both fabric print and printing onto paper.

Children will know that using different brushes will create a different aesthetic. e.g. a large flat brush will create wide sharp lines and know that holding the paintbrush close to the point will help control and detail. They will know that brush strokes are more fluid and expressive when creating sketched lines.

Children will know that directional strokes are created moving the paintbrush back and forth using contour lines or by rotating the paper. Know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder.

Children know that paints have different properties, for example: - Watercolour = translucent - Acrylic = opaque, and know



Learning Journey Three

Famous Artist

Final piece – Jewellery

Artist of Study – Florence Koehler

Children will know that Jewellery making is another expression of Art. Children will know that jewellery comes in an almost endless array of styles and colours. Children will know that jewellery can be made from a wide range of materials depending on the design.

Children will know who Florence Koehler was and know that she made jewellery for the Queen.

Children will know that a gradient is a gradual change from one element to another such as light to dark or from one colour to another and begin to blend tones or gradients using appropriate pressure. Children will explore how different cultures drew eyes: Egyptians, Greeks, South Americans and now the work of Da Vinci, Michelangelo, and Renaissance artists and how they drew portraits. Know how renaissance and modern artists draw animals, flowers and trees.		that red, blue and yellow are primary colours and orange, green and purple are secondary colours. They know that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family. Children know that when adding a darker colour such as purple makes its colour or value darker. This is known as shade. Colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink). They know that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. When using colours (light, mid and dark) a gradient is created. They know where colours are placed to create a gradient and that tones can be blended together from light, mid to dark using a paintbrush. Children know that sometimes artists plan out what they are going to paint with fine sketch lines and know what a 'wash' is. Children will know how to print onto fabric using paint. They will understand the need for bold colours and designs. Children will explore the use of repeating patterns in fabric painting. Children will know the different forms printing takes – books, pictures, wallpaper and fabrics.		
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Endpoint <i>We want our children to know...</i> How to create a textured sketch based on a repeating pattern design, using tone and pressure. They will know what the artwork of Yayoi Kusama looks like.		Endpoint <i>We want our children to know...</i> That Andy Warhol was a famous artist and what his artwork looks like. They will know how to create a print using their design onto fabric.		Endpoint <i>We want our children to know...</i> That Florence Koehler was a famous jewellery designer. To know how to design and make a piece of jewellery using strings and beads.
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YEAR 3

Learning Journey One

Line Drawing

Final piece – Fruit Sketch

Artist of Study – Maurits Cornelis Escher

The children will now develop their skills by being introduced to a deeper level of artistic understanding such as line of light, angle shading and cross hatching and stippling.

Their understanding of shading will be developed further to fully utilise the skill though the new techniques taught.

Children will know that when adding different tones, it must be completed with a pencil at a shallow angle – increases surface area of pencil point and produces a softer finish and know that tone can create contrast in a drawing (difference between light and dark).

Children will know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading and know that directional shading can influence a shape's 3D appearance.

Building from their knowledge of hatching in Year 2, they will know that cross hatching



Learning Journey Two

Painting and Printing

Final piece – Impressed Printing

Artist of Study – Stephen Alcorn

Children will learn about a variety of different forms of printing. Children will learn how to create their own printing medium using polystyrene. Children will carve and create intricate printing onto polystyrene and will then print this onto paper.

Children will know that they can use printmaking as a means of drawing. They will know that this method can create order, symmetry or irregularity.

Children will know that a variety of objects can be used, including manmade and natural painting tools (other than paintbrushes).

Children will know the difference between previously taught relief paintings and impressed printing. They will be able to annotate artist of study with correct vocabulary. (Hiroshige, Escher, Andy Warhol, Stephen Alcorn).

Children will know the process of exploring images through monoprinting on a variety of paper and know that they can explore colour



Learning Journey Three

Famous Artist

Final piece – Column Building Sketch

Artist of Study – Iktinos & Callicrates

Children will know and recall the previous artists and their mediums. Children will recap on other styles of artists they have been taught (line drawing, printing, sculpture,) and be taught that Architecture can be another form of artistic expression.

Children will research and evaluate different types of architecture. Link to research done in Autumn term on castles and structures in D&T.

Children will know that Iktinos & Callicrates were Greek architects famous for designing the Parthenon. Children will know why that was such an important building and how the column designs influenced architectural design for centuries after.

and hatching can be used to show areas of light and dark. Children will also know that close and layered lines show darker areas of an object and know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome. Know what a still life is. Children will know what composition means and the composition sometimes has meaning. Children will start to have an understanding that the presence of some fruit or objects symbolise different things e.g. apples = temptation; grapes = pleasure; pomegranates = spring; candles = passing of time; skull=impending death. Flowers in still life have meaning e.g. flowers in full bloom = life, faith, growth, and power; Wilting flowers = material goods, and beauty are fragile; nightshade = danger or deception; daisies = innocence; poppies = sleep or death, and red roses = love. Children will know what contrast means and how the blending of tones is smooth without clear intervals of contrast. Children will know what realism means. Endpoint We want our children to know... Who Escher was and why he was influential in line drawing, sketching and realism. Children will know how to create a lifelike sketch of fruit with 3D aspects.		mixing through overlapping colour prints deliberately. Endpoint We want our children to know... Who Stephen Alcorn was and why he was influential in printing. Children will know how to create a printed design using relief printing.		Endpoint We want our children to know... That Iktinos & Callicrates were Greek architects famous for designing the Parthenon. They will know how to draw a line sketch of a column building.
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YEAR 4

Learning Journey One <i>Line Drawing</i> Final piece – Self Portrait Artist of Study – Leonardo Da Vinci		Learning Journey Two <i>Painting and Printing</i> Final piece – Marbling Collage Artist of Study – Sonia Boyce		Learning Journey Three <i>Famous Artist</i> Final piece – Repeated Pattern Fabric Artist of Study – William Morris
Children will be introduced to the concept of self-portraits with a focus on tone. The children will be taught the skills of creating facial features using correct proportions. Children will use the knowledge previously taught regarding sketching pencils and shading techniques. Their repertoire will be expanded to include tone. Children will know which pencils they must use based on their properties and know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making. Building from what they were taught in Year 3, children will know which marks are symbolic in their artwork and why based on their aesthetic. E.g. Strident, sharp lines to show anger. Children will know that perspective allows artists to portray form in their artwork. Types of perspective: • 1-point perspective • 2-point perspective • 3-point perspective and know that scale is a comparison of size		Children will be introduced to marbling as a technique. Children will look at how marbling paint and oils can create a blend of colours. Marbling will be explored by using colours that contrast and complement each other. Children will look at how colour can be used to express art and emotions. Children will build on their knowledge of painting, paint colours and blends and printing to explore and research marbling technique. Children will know how to select the kinds of materials to print with in order to get the effect they want. Children will understand that marbling is a form of resist printing. They will know how this compares to fabric printing, impressed printing relief printing, silkscreen and cold water paste.		Children will be able to build on their knowledge of artists and put an increasing number of famous paintings on a timeline. Children will recap on other styles of artists they have been taught and create mind maps for facts they recall. Children will know that William Morris was a British Textile Designer and how this is another expression of art. They will create a mind map of facts and know that he was also a poet, artist and fantasy writer. Children will know that William Morris was at the forefront of the Arts and Crafts Movement in England, designed wallpapers and interiors that incorporated craftsmanship and creative designs. Children will be taught about the Art

between objects. They will know that scale will change relative to distance and depth. Know that proportion is relative to the object it is part of. Children will know that the composition of an artwork can affect its focal point and that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source. They will know that directional shading can be used to portray form and realism and that lines can be used expressively to portray mood Children will know that a horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point. Know that orthogonal lines are the diagonal lines that can be drawn along.		Children will know what marbling is and be able to discuss and annotate examples or work (Lucy McGrath). Understand how they could combine collage with marbling (Sonja Boyce).	Deco style. Children will know that Morris was an important figure in Art History as he was a major contributor to the revival of traditional British textile arts and methods of production. He encouraged detail that was lost in factory production. Children will know that Morris was famous for his use of repeated and reflecting patterns and his use of bright, bold and contrasting, rich colours. Children will know that Morris was inspired by the English Forests and will foliage where he grew up. They will be able to reflect where they could go to derive the same inspiration (links to Forest School). Children will know what aspects of his work to replicate in their design and their reasons for this. Final piece – Scroll Artist of Study – Ancient Egyptians Building on knowledge from Year 3 where children explored Ancient Greek architecture children will now explore the Ancient Egyptians and how their expression of art was recording on scrolls. Children will know what the Ancient Egyptians drew on the scrolls and why.
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Endpoint <i>We want our children to know...</i> Who Leonardo Da Vinci is and why he was so famous and such an influential artist. Children will know how to create a self-portrait in the style of Da Vinci.		Endpoint <i>We want our children to know...</i> Who Sonia Boyce is and why she is famous and an influential artist. Children will know how to create a collage in the style of Sonia Boyce.		Endpoint <i>We want our children to know...</i> That in Ancient Egypt, art was recorded on scrolls. Children will know how to contribute to a whole class piece of art.
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YEAR 5				
Learning Journey One <i>Line Drawing</i> Final piece – Architect Sketch Artist of Study – LS Lowry Children will be introduced to the concept of 2D and 3D with a focus on dimensions. Children will be taught the knowledge of 3D shapes and their properties and how they differ to 2D shapes previously drawn. Depth and dimensions will be investigated and applied to their artwork. Children will know that sketched lines are used to map concepts on a surface and a loose grip can also suggest movement in an artwork. They will know that objects can be affected by many light sources and that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture.		Learning Journey Two <i>Painting and Printing</i> Final piece – Landscape Painting Artist of Study – Claude Monet Different painting techniques will be explored such as bleeds, tape bleeds, coloured layers, lines and splatter. Children will be able to discuss the difference between these techniques and what effect they have on a picture. Children will use these taught techniques to add detail to the background and foreground of their pictures. Children will explore landscape artwork and how to recreate these. Children will know that brushes differ in appearance and purpose and can reflect a certain style or movement: e.g. filbert brushes used in a Monet painting to block in foliage; round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas; flat square end brushes are good for bold strokes, washes and filling wide		Learning Journey Three <i>Famous Artist</i> Final piece – Local Architectural Drawing Artist of Study – Alfred Waterhouse Children will know and recall the previous artists and their mediums. Children will recap on other styles of artists they have been taught (line drawing, printing, sculpture & architecture) and be taught that architectural design is another form of artistic expression. Children will research and evaluate different types of local architecture including Alfred Waterhouse. Children will know which buildings Alfred Waterhouse designed and where in the world they are. Children will know that Waterhouse was an English architect

Children have explored scaling and know it applied in art when something needs to be emphasised, or when through disproportionate size the importance of the represented is highlighted. They will know that perspective allows artists to portray form in their artwork and how to draw areas of light and shadow in an observational drawing. Children will know lines generally diminish at the vanishing point and that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground.		spaces. They will know that shaped end brushes work well for blending and creating soft rounded edges like flower petals. Children will know how to clearly mark areas of light and shadow in an observational painting and know how to capture light and shadow in the correct areas with knowledge of light source. They will know about the story of impressionism and how to use directional brush strokes to create form and movement in a painting. Children will know how to use scaling and composition for a balanced artwork, e.g. the focal point may not be centred but is in the foreground to highlight its importance. They will know how artists encourage the viewer to roam across the painting with their eyes and know how to paint details by making short strokes. Children will know that sketched paint strokes are used to map concepts on a surface. Children will know that 3D objects have a tactile texture and when this is captured in a painting it is called an implied texture and know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance is highlighted. Children will know the vocabulary 'horizon line' and 'vanishing point'. Pointillists painted and that when complementary colours are mixed, they will become muted.		associated with the Victorian Gothic Revival. Children will know the features of his architecture and know how to highlight them in their drawings. Children will know that Alfred Waterhouse has significance for us as he designed Manchester Cathedral (Class trip). Children will research and find out that Waterhouse was born in Liverpool and trained in Manchester. They will know that his work focused on civic and educational buildings in Manchester and London. Children will know about other architects and buildings from the same era (Victorian Gothic Revival) and be able to compare and contrast their works. What features are similar? How do these differ from buildings 100 years before, and 100 years later?
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Endpoint <i>We want our children to know...</i> Who LS Lowry was and why he was famous and an influential and local artist. Children will know how to produce an observational drawing in the style of Lowry.		Endpoint <i>We want our children to know...</i> Who Claude Monet was and why he was famous and an influential artist. Children will know that Monet was the founder of impressionism and be able to produce a landscape painting influenced by his style.		Endpoint <i>We want our children to know...</i> Who Alfred Waterhouse was and why he was famous and an influential architect. Children will know how to produce an observational drawing from a Waterhouse design.
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YEAR 6				
Learning Journey One <i>Line Drawing</i> Final piece – City Scape Sketch Artist of Study – William Turner Children will be taught to sketch a picture with a focus on the focal point and how this works including the horizon line. Children will be able to apply previously taught skills of toning and shading and develop these to create a landscape sketch. Children will know that media for drawing can differ in purpose and can reflect a certain style, movement or symbolic		Learning Journey Two <i>Painting and Printing</i> Final piece – Mood Painting Artist of Study – Mark Rothko Colour will be explored and how it can depict mood of an art piece. Children will look at artists who use this in their own work. Children will look in detail about complimentary colours and how to create darker tones and light tones with colour. Children will explore how the thickness of paintbrushes have effect on detail. Children will explore foreground and background and silhouette shapes with reflections and how wash of colours can create this.		Learning Journey Three <i>Famous Artist</i> Final piece – Abstract Architectural Drawing Artist of Study – Antonio Gaudi Children will know and recall the previous artists and their mediums. Children will recap on other styles of artists they have been taught (line drawing, printing, sculpture, architecture). Children will research and evaluate a greater range of types of architecture.

meaning: E.g. the thin outlines of a David Hockney drawing conveys a sense of simplicity of the human form. They will know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. An expressive method of applying lines will create a sense of movement or an abstract work. Children will know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement in a scene where there is a chase. Children will know that depth in a drawing affects the scale of an object and its clarity and that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience – E.g. the large-scale drawings of Anselm Kiefer will draw in the viewer and experience the artwork in a very kinetic manner. They will know that different viewpoints and perspectives affects a shape's appearance. E.g. profile of a face – some features may be unobservable. Children will know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter and that tone can affect the ability to create form. Dark = melancholy. They will know now the concept of negative space and how artists use this in drawings.		Children will know that a more expressive range of painting apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. painting round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas and conveys rhythm and flow in an artwork. Flat square end brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes. Children will know how to paint something from different viewpoints using knowledge of perspective and know what cubism was and how this tried to portray objects from different angles. They will also know what abstract means in painting and know what surrealism is. Children will know how to show areas of light and shadow in an observational painting based on one or several light sources. Apply a range of techniques to create texture and meaning. They will know how to use composition is to highlight multiple foci within an artwork, e.g. The focus points may all be in the foreground yet in different locations within the artwork. Know that an artist's technique of applying paint directly affects the aesthetic of an artwork. Know an expressive method of applying paint will create a sense of movement or an abstract work. Children will know that the paintbrush, colours, shapes and composition can be used		Link to previous research cross curricular with D&T. Recall the work of Gaudi and draw similarities and differences. Children will know who Gaudi was, when he lived, what his life was like and his inspiration for his architectural designs. Children will know what is meant by 'Abstract Art' and how this differs to others designs and movements they have studied in previous years. Children will know what makes Gaudi's architecture distinctive and be able to draw comparisons. Children will know how to use their drawing skills to apply them to drawing an architectural sketch.
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Endpoint We want our children to know... Who William Turner was and why he was famous and an influential artist. Children will know how to produce a landscape line drawing using Turner as an influence.	in different ways to inform mood and know that depth in a painting affects the scale of an object and its clarity. They will know that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience. Children will know that perspective will affect the aesthetic of their artwork thus creating more or less depth. Endpoint We want our children to know... Who Mark Rothko was and why he was famous and an influential artist. Children will know how abstract art differs from realism and how emotions can be depicted through art. They will know how to create their own painting using emotions as an influence.	Endpoint We want our children to know... Who Antonio Gaudi was and why he was famous and an influential architect. Children will know how to produce an observational drawing from a Gaudi design.
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