

Art

We aim to create experimental artists, inventors, and critical thinkers at Mundella through our art curriculum. In KS1, pupils can investigate the visual and physical qualities of a wide range of materials to inform the purpose of their own artwork. In KS2, pupils adapt an artist's work to create their own interpretation. Pupils can evaluate and compare their final piece to consider how they could adapt and improve their work. Pupils personal artistic interpretations and styles grow with them as they are exposed to more varied movements and influences. By the end of primary, we want pupils to have the confidence, knowledge, and skills to feel, think, and act like an artist!

Autumn	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Painting, Printing & Drawing	Painting & Drawing	Drawing	Painting	Painting & Drawing	Printing & Drawing	Drawing
Prior Learning	Simple self-portraits as a transition task, finger printing for class rules.	Colour exploration, using paintbrushes of different sizes for different purposes, self-portraits, printing colour using different objects to create shapes. Free-style drawing for imagination and copying from observation. Mark making.	Abstract self-portrait drawings with expression and emotion, observational drawing of familiar subject matter. Planning a design.	Secondary colours, use of watercolour, line drawings, layering paint, creating different shades of colours, working on an A4 scale, landscape, and portraits. Planning a design.	Tertiary colours, consideration of colours to represent emotion, layering of colours, working from a height without brushes (dribbling, splattering), consideration of composition, symbolism in abstract art. Use of shading to create tone. (gradients). Planning a design.	Line drawing with perspective, beginning to create sense of depth, continued practise of shading to create tone. Creating light and shade using tints and layering of paint, pointillism using cue-tips, tints, and tones. Planning a design.	Use and practise of shading in drawing using different pressure, hatching, tipping, and blending techniques. Drawing different at different scales with a sense of perspective, depth, and composition. Creating shape and form using clay for decoration. Planning a design.
End Point: What will children know ? What will children be able to do ? What will children understand ?	Know: How to apply paint and wash brushes. How to use printing tools for effect. How to hold a pencil and control pencil movement. Do: Create self-portraits. Print firework prints inspired by Orla Kiely . To follow their interests. Understand: Why we use different materials to create different types of art. To choose appropriate tools for art.	Know: How to use shape and line to represent facial features. How to paint inside the lines. What colours reflect emotion. Do: Create a cubism-inspired self-portrait inspired by Pablo Picasso . To say what they like and why. Understand: Why different facial features create different emotions. That art comes in different forms.	Know: How to use lines and shape to represent buildings. How to apply varying pressure to a pencil for shading. Do: Draw a front-facing landscape of London inspired by Stephen Wiltshire . To comment on someone else's work. Understand: The key features of landmarks. How to use different sizes of the same shape to create a sense of scale.	Know: How to make tertiary colours. What symbolism means. What abstract art looks like. How to layer paint in different ways e.g. dribble, splat, drip. Do: Paint emotion inspired by Jackson Pollock . Explain their artwork. Understand: How different methods create different effects. What combinations of colour work together to create an expression of feeling.	Know: How to create a line drawing for their own template. How to create different colours using secondary and tertiary colour mixing. How to create a sense of scale. Do: Paint a wave like Hokusai . Compare artwork. Understand: How to use different shades of the same colour for impact (tone). Why we work from light to dark (apply darker colours first and lighter colours last). How to use the full width of the page in their use of composition.	Know: How to etch designs to create a relief print. How to apply a design to create a repeating pattern. How to over-print to layer colour. How to achieve a linear drawing. Do: Draw and print a repeated pattern inspired by William Morris . Evaluate their art. Understand: How to carve and what parts will be printed. How to use a vanishing point for perspective.	Know: How to draw accurately with precision. How to include shading techniques to create dimension and depth. Where to place highlights and shade. Do: Draw a dragon's eye inspired by John Howe . Draw similarities and differences to their work and others/artists. Understand: How to layer coloured crayons to show tone.
Key Vocabulary	Paintbrush, paint, printing, pattern, shape, colour, tool, artist.	Cubism, geometric, position, layout, features.	Shading, tone, size, pressure, landscape, scale, landmarks.	Tertiary, layer, emotion, symbolism, abstract, expressionism.	Scale, shades, tints, colour wheel, colour mixing, secondary, tertiary.	Impressed, repeated pattern, etching, block, proofs, over-printing, vanishing point, linear or on-point-perspective, 3-D.	Texture, tone, highlights, shade, detail, form, realism, layering, blending.
Enrichment:	KS1 Afterschool art club. Annual Sheffield Young Artist Competition. Pride of Yorkshire Community Project. Annual parade event in local community. In class art exhibitions.			KS2 Afterschool art club. Pride of Yorkshire Community Project. Pupil Premium art trip. G&T Art workshop.		Annual Sheffield Young Artist Competition. Annual parade event in local community. School art exhibitions.	

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Summer	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	3D Clay	Printing	3D Sculpture	3D Sculpture	3D Structure Jewellery	3D Sculpture	Painting & photography
Prior Learning	Exploration of different tactiles and how they can be changed for effect	Printing with toilet roles in Foundation to create firework motifs.	Using clay and manipulating with fingers and simple tools.	Joining techniques, geometric shapes, junk-modelling, plaster-of-Paris, plaster cast, abstract structures, composition, arrangements, assembly, 3-D forms. Planning a design.	Use of different materials to create stable 3-D structures, how to work with hands, fingers, and everyday objects to create texture, impressions, and designs. Planning a design.	Use of malleable materials and how to manipulate them, how to create stable 3-D structures, how to create shape, texture, and scale. Planning a design.	How to use line, shading, tone, and perspective in drawing. How to create secondary, tertiary, and tint colours. How to paint with a range of materials. How to create 3-D structures and images. Art symbolism and various styles/movements. Planning a design.
End Point: What will children know ? What will children be able to do ? What will children understand ?	Know: How salt-dough can be rolled, smoothed, and cut. How to attach/join parts of salt-dough using fingers. Do: Create mini-beast sculptures like David Rogers . To describe their work. Understand: The properties of salt dough.	Know: What a print is. How to press everyday objects to create a print. How to arrange prints to create an image. Do: Create an insect print inspired by Lynda Heines . Discuss how they created their work. Understand: Which objects work best to represent didn't parts of an insect.	Know: How to arrange materials to create a pattern or shape. How to layer, balance, or arrange objects to create symmetry or repetition. How to combine colours for effect. Do: Create a 3-D structure inspired by Andy Goldsworthy . Compare their creations. Understand: That a sculpture can be made from natural materials. Sculptures can be impermanent (temporary). Elements of assembled sculpture.	Know: What sculpture can represent. Why cities have sculptures as landmarks. How to join and manipulate wire (twist, wrap, curl). Do: Create a Sheffield landmark (wire tree) inspired by Antony Gormley . Understand: How the material of a sculpture can be a part of the design or symbolism. How sculpture impacts on its environment.	Know: How to create hangable shapes out of clay. How to arrange and decorate pendants for impact. Do: Create wearable art (jewellery) inspired by Paloma Picasso. Have a fashion show. Understand: How art can influence fashion and why people wear it. How objects can transfer texture.	Know: How sculptures can represent different forms. How to join and manipulate wire. The body parts of the human form. Do: Create a human figure in motion inspired by Giacometti . Understand: Proportions of body.	Know: What is dry brushing. How to create texture and form using different types of brush techniques. What good composition looks like in photography. How to add highlights. Do: Create their own artwork gardenscape inspired by Bob Ross . Understand: The order to work (background to foreground and dark to light). When to use dry and wet brushwork.
Key Vocabulary	Roll, cut, smooth, join, dry, artist.	Object, stamp, print, impression.	Decay, temporary, impermanent, arrangement, 3-D, spirals.	Manipulate, representation, landmark, structure.	Press, carve, decorate, pendant, contemporary, interpretation, texture	Scale, form, position, construction, stability.	Dry brushing, texture, highlights, composition, diffused.
Enrichment:	KS1 Afterschool art club. Annual Sheffield Young Artist Competition. Pride of Yorkshire Community Project Annual parade event in local community. In class art exhibitions.			KS2 Afterschool art club. Pride of Yorkshire Community Project. Pupil Premium art trip. G&T Art workshop. Annual Sheffield Young Artist Competition. Annual parade event in local community. School art exhibitions.			

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Spring	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Collage	Collage	Painting/Printing	Drawing & Painting	Drawing & Painting	Collage	Printing
Prior Learning	Exploration of different types of paper. Ripping techniques.	Ripping and cutting skills, gluing with prit-stick and PVA. Arranging collages.	Use of bright and bold acrylic/poster paint. Painting inside of the line/template. Planning a drawing.	Hatching, introduction into gradients of tone, line/mark making. Drawing landscape with a sense of scale. Forward-view perspective. Planning a design.	Tertiary colours, consideration of colours to represent emotion, layering of colours, working from a height without brushes (dribbling, splattering), consideration of composition, symbolism in abstract art. Use of shading to create tone. (gradients). Planning a design.	Ripping and cutting skills, gluing with prit-stick and PVA. Arranging collages. Mosaic collage. Creating a guide and template. Planning a design.	How to etch designs to create a relief print. How to apply a design to create a repeating pattern. How to over-print to layer colour. How to carve and what parts will be printed. Planning a design.
End Point: What will children know ? What will children be able to do ? What will children understand ?	Know: What body parts make a caterpillar. How to do a colour wash. How to make a template to cut out and arrange. Do: To create a collage caterpillar like Eric Carle . To collaborate and build. Understand: The order of steps needed to create the end piece.	Know: What mosaic collage looks like. How to cut varying shapes from different coloured paper. How to layer collage. How to arrange colour to create an image. Do: To create a fruit collage like Megan Coyle To say what they found easy or hard. Understand: Why a template is used in collage.	Know: To know how to create an impression of nature using colour and layered, separated brushstrokes. To know when to use a fine and thick brush. To work from the background to the foreground. How to use water to create different saturations of colour. Do: To paint a natural landscape inspired by Monet . To say what they like about someone else's work. Understand: What impressionism is.	Know: To know the effects of more and less pressure on a pencil in relation to tone. How to shade following the shape of an object and its relation to light. To create detail and texture using rubbings. Do: To draw a flower inspired by Georgia O'Keeffe . To evaluate their work. Understand: How to create depth and realism using gradients of tone.	Know: How to create tints. How to layer paint to create depth and shading. What pointillism is and how it is created. Do: Paint a landscape like Seurat . Compare artwork. Understand: How white and black impacts the tint of colours. How the width and size of objects creates a sense of perspective and scale.	Know: What mixed-media is and how it can be a form of art. How to break my composition up into border, lettering, and imagery. How to layer components of collage with a sense of composition. Do: To create an 'All about Me' collage inspired by Teesha Moore . To explain their work. Understand: How art can reflect how we view ourselves, not just the world. How to contrast colour, size, and style for effect.	Know: The act of printing with a screen, stencil, and squeegee onto a material. The parts of a stencil: Island - sections of material that are inside cut-out "holes" in the stencil. Bridge - narrow sections of material that are not cut out, which connect the islands to the rest of the card. How to design and use a knife to cut out a stencil. Do: To create a screen-print inspired by Andy Warhol . To evaluate their work. Understand: How colour-blocking is arranged to complete an image. How placement, pressure and speed can impact their outcome.
Key Vocabulary	Paint, cut, stick, arrange, layer, artist.	Collage, design, layer, mosaic, template/guide.	Impressionism, watercolour, saturation, dilute, layers, brushstrokes. Warm colours, cold colours, colour mixing.	Gradient of tone, shading, pressure, light and dark, contrast, highlight, composition, and perspective.	Depth, perspective, tone, colour wheel, pointillism.	Collage, repeating, overlapping, experimentation, medium, contemporary, mixed-media.	Drag, spread, fabric ink, mesh, screen, squeegee, stencil.
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