

# Applecroft School Curriculum Map

## Art & Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p><u>Key Knowledge &amp; Skills</u></p> <p>To explore a range of different drawing mediums to create and invent a range of lines</p> <p>To explore how famous artists use lines and shapes to create works of art</p> <p>To link a range of lines together to create a piece of artwork</p> <p>To explore how shapes can be used to create a piece of artwork</p> <p>To experiment with overlapping shapes</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p>To explore lines and blending using pencils, pastels, chalk and oil pastels</p> <p>To study and analyse landscapes using artistic vocabulary</p> <p>To study landscapes created by famous artists</p> <p>To observe landscapes and identify backgrounds and foregrounds</p> <p>To use secondary source images to observe and draw a landscape</p> <p>To create objects in the foreground that appear larger than those in the background</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p>To explore and experiment with graded pencils to shown tone and texture and annotate findings in sketchbooks</p> <p>To draw from secondary sources images. (e.g. artists' copies) applying tone and texture</p> <p>To explore hatching and cross hatching to show tone and texture</p> <p>To draw from first-hand observation applying tone and texture</p> <p>To identify areas of shadow and light and blend tones accurately to create soft gradients</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p>To explore blending lines to create different shades and tones with different drawing mediums</p> <p>To explore how artists create shadows and reflection in drawings</p> <p>To explore how light and shadow is captured in the correct areas with knowledge of light source</p> <p>To draw from observation and apply shades and tones</p> <p>To refine techniques when using oil pastels and blend colours to create different tones and shades</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p>To use a range of mark making techniques to show contrast and tone in drawings.</p> <p>To make small studies from observation using viewfinders to focus on selected parts.</p> <p>To create pen studies.</p> <p>To apply drawing skills using ink pens and explore the different properties.</p> <p>To draw from first-hand observation and from source material.</p> <p>To explore the work of famous architects and designers and experiment with some of these styles..</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p>To understand the qualities of different drawing media and evaluate their effectiveness for different tasks.</p> <p>To understand proportions of faces and how to use the grid method to draw accurately.</p> <p>To know about the work of Leonardo Da Vinci and compare these to modern artists such as Hector Gonzalez.</p> <p>To draw from first-hand observation and from source material.</p> <p>To use shading to show shadows and reflections.</p>
	<p><u>Key Vocabulary</u></p> <p>Line</p> <p>Shape</p> <p>Observation</p> <p>Abstract</p> <p>Cartoon</p>	<p><u>Key Vocabulary</u></p> <p>Landscape</p> <p>Background</p> <p>Horizon</p> <p>Middle</p> <p>Foreground</p>	<p><u>Key Vocabulary</u></p> <p>Hatching /Cross hatching</p> <p>Textures</p> <p>Reflection</p> <p>Shades</p> <p>First-hand observation</p>	<p><u>Key Vocabulary</u></p> <p>Drawing mediums</p> <p>Tone</p> <p>Graduating tones</p> <p>Shading</p>	<p><u>Key Vocabulary</u></p> <p>Architect</p> <p>Architecture</p> <p>Design</p> <p>Designers</p> <p>Viewfinder</p>	<p><u>Key Vocabulary</u></p> <p>Proportions</p> <p>Scale</p> <p>Enlarge</p> <p>Observation</p>

	Observation Blending	Secondary source images		First-hand observation Secondary source images	
<u>End Point</u>  Can use a variety of drawing media to invent new lines, marks and shapes.  Can describe marks that they have made.  Understands that lines and shapes are used by artists in a range of different ways to create final pieces.  Knows some artists who use lines and shapes in their art.	<u>End Point</u>  Can identify what a landscape is.  Can identify a foreground and background in a landscape.  Understands how to use and look after oil pastels.	<u>End Point</u>  Understands different pencil grades and can select these for purpose.  Understands how to use hatching and cross hatching to show tone and textures in drawings.	<u>End Point</u>  Use shading to add interesting effects to drawings, using different grades of pencils.  Understands how to draw from first-hand experience.  Understands how to select graded pencils for purpose.	<u>End Point</u>  Selects appropriate drawing materials (graded pencils)  Understands that many designers use drawings to plan final pieces.  Understands that drawing can lead to a number of different jobs.  Know about famous architects and designers.	<u>End Point</u>  Understands and applies drawing techniques to show detail in drawings.  Understands proportions of faces and how to use the grid method to draw accurately.  Knows about the work of famous drawing artists and can discuss their work.
<u>Artist References</u>  Jon Burgerman  Roger Hargreaves  Piet Mondrian	<u>Artist References</u>  David Hockney  Claude Monet	<u>Artist References</u>  Giorgio Morandi	<u>Artist References</u>  Paul Caulfield	<u>Artist References</u>  Antoni Gaudí  Zaha Hadid  William Morris	<u>Artist References</u>  Hector Gonzalez  Leonardo da Vinci
<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>
<u>Tools, materials and equipment</u>  Chalk  Wax crayons	<u>Tools, materials and equipment</u>  Pencils  Pastels	<u>Tools, materials and equipment</u>  Graded pencils - B-6B and HB  Charcoal	<u>Tools, materials and equipment</u>  Graded pencils - B-6B and HB  Oil pastels	<u>Tools, materials and equipment</u>  Graded pencils 2H, HB, B, 2B, 4B & 6B  Colouring pencils	<u>Tools, materials and equipment</u>  Graded pencils 2H, HB, B, 2B, 4B & 6B  Oil pastels  Ink pens

	<p>Pencils</p> <p>Colouring pencils</p> <p>Felt tips</p> <p>Demonstrate control when drawing using tools above.</p>	<p>Charcoal</p> <p>Chalk</p> <p>Oil pastels</p> <p>Demonstrate control and accuracy when drawing using tools above.</p>	<p>Explore and experiment with graded pencils to show tone and texture.</p> <p>Refine skills when using charcoal and use lines and blending to create different shades.</p>	<p>Begin to select pencil grades for purpose.</p> <p>Refine use when using oil pastels and blend colours to create different tints, tones and shades.</p>	<p>Ink pens</p> <p>Select pencil grades for purpose and apply different tones by utilising a change in pressure.</p> <p>Apply drawing skills using ink pens and explore the different properties.</p>	<p>Show confidence in using a variety of drawing mediums, including graded pencils, ink and pen and select these based on properties, purpose or outcome.</p>
	<p><b>Painting</b></p>	<p><b>Year 1</b></p> <p><u>Key Knowledge &amp; Skills</u></p>	<p><b>Year 2</b></p> <p><u>Key Knowledge &amp; Skills</u></p>	<p><b>Year 3</b></p> <p><u>Key Knowledge &amp; Skills</u></p> <p>To explore creating tins</p>	<p><b>Year 4</b></p> <p><u>Key Knowledge &amp; Skills</u></p>	<p><b>Year 5</b></p> <p><u>Key Knowledge &amp; Skills</u></p>

	<p>To explore primary and secondary colours</p> <p>To represent primary and secondary colours on a colour wheel</p> <p>To explore artist who use warm and cool colours</p> <p>To experiment with warm and cool colours</p> <p>To combine paint and collage</p> <p>To communicate reasons, thoughts, observations and feelings about art work created</p>	<p>To explore creating tints and shades in a variety of different colours</p> <p>To experiment with different painting effects such as washes and blocking</p> <p>To explore paint effects and techniques used by famous artists</p> <p>To explore how to create texture in paintings.</p> <p>To create a final piece that applies two different painting effects</p> <p>To communicate reasons, thoughts, observations and feelings about art work created</p>	<p>tones, shades and hues</p> <p>To look at how artists have used complementary colours to create an artwork</p> <p>To create a colour wheel that displays tertiary colours</p> <p>To explore complementary colour combinations</p> <p>To create a final piece that uses complementary colours</p>	<p>To combine colours to create hues, tints, tone and shades</p> <p>To explore artists who paint objects in the natural and man-made world</p> <p>To mix and match colours to objects in the natural or man-made forms</p> <p>To observe colours on hands and faces - mix a range of flesh colours</p> <p>To mix and blend colours using a soft and smooth gradient to create a final piece</p>	<p>To explore how colours can reflect different moods</p> <p>To explore how artists express thoughts and feelings through use of colour and application.</p> <p>To experiment with different colours that represent moods</p> <p>To mix colours accurately and understand the properties of a range of different paint types</p> <p>To create a mood painting through use of colour and application.</p>	<p>how they can be created</p> <p>To explore how artists create compositions</p> <p>To refine colour mixing too accurately to depict what they see</p> <p>To create a composition to be photographed</p> <p>To paint a still life composition</p>
	<p><u>Key Vocabulary</u></p> <p>Primary colours</p> <p>Secondary colours</p> <p>Colour wheel</p> <p>Warm colours</p> <p>Cool colours</p>	<p><u>Key Vocabulary</u></p> <p>Tint</p> <p>Washes</p> <p>Blocking</p> <p>Application</p> <p>Textures</p>	<p><u>Key Vocabulary</u></p> <p>Colour wheel</p> <p>Primary colours</p> <p>Secondary colours</p> <p>Tertiary colours</p> <p>Complementary colours</p>	<p><u>Key Vocabulary</u></p> <p>Tint</p> <p>Tone</p> <p>Shade</p> <p>Hue</p>	<p><u>Key Vocabulary</u></p> <p>Complementary colours</p> <p>Mood colours</p> <p>Inspiration</p>	<p><u>Key Vocabulary</u></p> <p>Composition</p> <p>Tertiary colours</p> <p>Tint/ Hue</p> <p>Tone/ Shade</p>

<p><u>End Point</u></p> <p>Knows primary and secondary colours</p> <p>Understands how primary and secondary colours are presented on a colour wheel.</p> <p>Can name some warm and cold colours and explain why artists may use them</p>	<p><u>End Point</u></p> <p>Understands how to create tones and tints with paint.</p> <p>Can create different effects with painting.</p> <p>Understands how to change properties of paint, using water.</p> <p>Can discuss artist's use of painting effects.</p>	<p><u>End Point</u></p> <p>Can create a colour wheel independently.</p> <p>Can identify and explain primary, secondary and tertiary colours.</p> <p>Can identify and explain complementary colours.</p> <p>Name key artists that use complementary colours.</p>	<p><u>End Point</u></p> <p>Understands how hues are created using water colours.</p> <p>Understands what tints, tones and shades are.</p> <p>Can combine colours to create tints, tones and shades.</p> <p>Can mix and match colours to objects in the natural or man-made forms.</p>	<p><u>End Point</u></p> <p>Can discuss colours that depict moods in paintings.</p> <p>Can explain how key artists studied artists express thoughts and feelings through use of colour and application.</p>	<p><u>End Point</u></p> <p>Can organise objects to create a composition</p> <p>Can accurately mix colours to match what they see.</p> <p>Can discuss their artwork with confidence and explain painting processes used.</p>
<p><u>Artist References</u></p> <p>Joan Miro</p> <p>Georgia O'Keeffe</p>	<p><u>Artist References</u></p> <p>Claude Monet</p> <p>Paul Klee</p>	<p><u>Artist References</u></p> <p>Vincent Van Gogh</p> <p>Theresa Paden</p>	<p><u>Artist References</u></p> <p>Georgia O'Keeffe</p> <p>Henry Rousseau</p>	<p><u>Artist References</u></p> <p>David Hockey</p> <p>Piet Mondrian</p>	<p><u>Artist References</u></p> <p>Paul Cezanne</p>
<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>
<p><u>Tools, materials and equipment</u></p> <p>Thick and thin paint brushes</p> <p>Powder paint</p> <p>Watercolour</p> <p>Show control when using painting tools above.</p>	<p><u>Tools, materials and equipment</u></p> <p>Thick and thin paint brushes</p> <p>Powder paint</p> <p>Acrylic</p> <p>Watercolour</p> <p>Begin to explore texture in an artwork using techniques such</p>	<p><u>Tools, materials and equipment</u></p> <p>Thick and thin paint brushes</p> <p>Powder paint</p> <p>Acrylic</p> <p>Watercolour</p> <p>Work confidently in different scales (for large scale</p>	<p><u>Tools, materials and equipment</u></p> <p>Thick and thin paint brushes</p> <p>Powder paint</p> <p>Watercolour</p> <p>Demonstrate control and accuracy when painting using thick and thin paint brushes and select for purpose.</p>	<p><u>Tools, materials and equipment</u></p> <p>Thick and thin paint brushes</p> <p>Powder paint</p> <p>Watercolour</p> <p>Brush dye</p> <p>Use appropriate painting tools accurately to apply a range of</p>	<p><u>Tools, materials and equipment</u></p> <p>Thick and thin paint brushes, pallet knives, sponge brushes.</p> <p>Powder paint</p> <p>Acrylic</p> <p>Watercolour</p> <p>A range of painting apparatus can be chosen and applied based on their</p>

	<p>Hold thick and thin paint brushes close to the end for control and detail.</p> <p>Mix colours using poster paint, powder paint and watercolour.</p> <p>Understand the different properties of the paint types.</p>	<p>as layering, differing brush strokes or varying equipment such as a sponge or spatula.</p> <p>Accurately mix colours using powder paint and watercolour.</p> <p>Name different types of paint and know their properties.</p>	<p>paintings use bristle brushes and for small scale painting use watercolour brushes)</p> <p>Accurately mixes complementary colours using powder paint and watercolours to create tints, tones and contrast.</p>	<p>Mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals.</p>	<p>different paint types to a surface.</p> <p>Mix colours accurately and understand the properties of a range of different paint types.</p>	<p>properties, purpose or outcome. E.g. a palette knife is used to create a thick tactile texture.</p>
<b>Sculpture</b>	<p><b>Year 1</b></p> <p><i>Key Knowledge &amp; Skills</i></p> <p>To experiment with construction and joining recycled materials</p> <p>To appreciate the work of sculpting artists</p> <p>To work with others to create a group piece of artwork using recycled materials</p>	<p><b>Year 2</b></p> <p><i>Key Knowledge &amp; Skills</i></p> <p>To explore arrangements using natural materials</p> <p>To explore famous artists who create natural sculptures</p> <p>To twist, knot, tie, intertwine and construct using natural materials</p>	<p><b>Year 3</b></p> <p><i>Key Knowledge &amp; Skills</i></p> <p>To use and explore clay and experiment with mark making tools</p> <p>To explore famous artists who create clay sculptures</p> <p>To press shapes into clay, engrave shapes and textures using tools</p>	<p><b>Year 4</b></p> <p><i>Key Knowledge &amp; Skills</i></p> <p>To explore paper techniques such as origami to create 3D models</p> <p>To explore famous artists who create paper sculptures</p> <p>To shape, form, model and construct sculptures from paper</p>	<p><b>Year 5</b></p> <p><i>Key Knowledge &amp; Skills</i></p> <p>To explore wire as a medium for sculptures and experiment with wire techniques</p> <p>To explore famous artists who create wire sculptures</p> <p>To shape, form, model and construct using wire</p>	<p><b>Year 6</b></p> <p><i>Key Knowledge &amp; Skills</i></p> <p>To experiment with form, breaking down a figure into a series of abstract shapes</p> <p>To appreciate the work of sculpting artists</p> <p>To shape, form, model and join with confidence</p>

	<p>To use joining techniques of gluing, paperclips and masking tape</p> <p>To create sculptures using recycled materials</p> <p>To communicate reasons, thoughts, observations and feelings</p>	<p>To observe and use colours, textures, shapes and patterns in natural materials</p> <p>To work with others to create a group piece of artwork using natural materials</p> <p>To communicate reasons, thoughts, observations and feelings about work created</p>	<p>To use sketchbooks to plan and develop ideas</p> <p>To use coiling technique</p> <p>To make a slip to join to pieces of clay</p>	<p>To use sketchbooks to plan and develop ideas</p> <p>To use paper maché to create 3D sculptures</p>	<p>To use tools safely to cut, twist and join wire</p> <p>To use aluminium wire to create sculptures</p> <p>To use sketchbooks to plan and develop ideas</p>	<p>To use a sketchbook to inform, plan and develop ideas</p> <p>To consolidate knowledge of clay techniques to create models</p> <p>To use wire, papier maché and mod-roc to create 3D models</p> <p>To adapt work accordingly describe how it can be developed further</p>
	<p><u>Key Vocabulary</u></p> <p>Malleable Material</p> <p>Join</p> <p>Attach</p> <p>Make</p> <p>3D sculpture</p> <p>Sculptor</p> <p>Recycle</p>	<p><u>Key Vocabulary</u></p> <p>Natural materials</p> <p>Twist</p> <p>Knot</p> <p>Tie</p> <p>Intertwine</p> <p>Colours</p> <p>Shapes</p> <p>Patterns</p>	<p><u>Key Vocabulary</u></p> <p>Clay</p> <p>Coil</p> <p>Score</p> <p>Slip</p> <p>Slab</p>	<p><u>Key Vocabulary</u></p> <p>Roll</p> <p>Loop</p> <p>Fringe</p> <p>Tabs</p> <p>Cone</p> <p>Curls</p> <p>Spiral</p> <p>Fold</p> <p>Slot</p>	<p><u>Key Vocabulary</u></p> <p>Bend</p> <p>Shape</p> <p>Twist</p> <p>Braid</p> <p>Join</p> <p>Create</p>	<p><u>Key Vocabulary</u></p> <p>Natural Materials</p> <p>Man-made Materials</p> <p>Paper mâché</p> <p>Shape</p> <p>Join</p> <p>Coil</p> <p>Slab</p> <p>Score</p>
	<p><u>End Point</u></p> <p>Understands that sculptures can be made from anything.</p> <p>Can describe how</p>	<p><u>End Point</u></p> <p>Knows about famous sculptors who used natural materials.</p> <p>Can recall how they have created a sculpture using</p>	<p><u>End Point</u></p> <p>Can explain key vocabulary coil, score, slip and slab.</p> <p>Can recall steps to create their 3D clay sculpture.</p>	<p><u>End Point</u></p> <p>Understands that paper can be used in a range of different ways to create a sculpture.</p>	<p><u>End Point</u></p> <p>Explains how to use tools safely to create wire sculptures.</p> <p>Knows about famous wire sculptors and can discuss their work</p>	<p><u>End Point</u></p> <p>Explains that sculptures can be made out of a range of different materials and can recall materials used in previous years.</p>

	<p>artists have used found materials to create sculptures.</p> <p>Can explain how they created a sculpture.</p>	natural materials.	Understands where clay comes from.	Can explain the process of how to create a paper mâché sculpture.	confidently.	<p>Knows a range of sculpting artists.</p> <p>Has had a range of experiences working with different types of sculpture.</p>
	<p><u>Artist References</u></p> <p>Tim Noble and Sue Webster</p> <p>Robert Bradford</p>	<p><u>Artist References</u></p> <p>Andy Goldsworthy</p> <p>Heather Jansch</p>	<p><u>Artist References</u></p> <p>Noriko Kuresumi</p> <p>Barbara Hepworth</p>	<p><u>Artist References</u></p> <p>Li Hongbo</p> <p>Brian Dettmer</p>	<p><u>Artist References</u></p> <p>Antony Gormley</p> <p>Alexander Calder</p>	<p><u>Artist References</u></p> <p>Henry Moore</p> <p>Jeff Koons</p>
	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>
	<p><u>Tools, materials and equipment</u></p> <p>Recycled materials.</p> <p>Plasticine</p> <p>Joining resources such as gluing, pins, staples and threading</p>	<p><u>Tools, materials and equipment</u></p> <p>Natural materials such as branches, twigs, leaves, and stones</p>	<p><u>Tools, materials and equipment</u></p> <p>Clay</p> <p>Sponge</p> <p>Wire clay cutter</p> <p>Loop, wire and ribbon tools</p> <p>Fettling Knives</p> <p>Wooden modelling tools</p>	<p><u>Tools, materials and equipment</u></p> <p>Paper</p> <p>Scissors</p> <p>Ruler</p> <p>Double sided tape</p>	<p><u>Tools, materials and equipment</u></p> <p>Aluminium or copper wire</p> <p>Wire cutters</p> <p>Pliers</p>	<p><u>Tools, materials and equipment</u></p> <p>Clay</p> <p>Paper</p> <p>Papier Mâché</p> <p>Wire</p>

<b>Collage and Textiles</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Mixed Media</b></p> <p>To appreciate and discuss the work of great artists.</p> <p>To collect, sort and arrange materials according to colour, texture.</p> <p>To fold, crumple, tear and overlap materials.</p> <p>To use sketchbooks to</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Painting with Paper</b></p> <p>To appreciate and discuss the work of collaging artists.</p> <p>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>To cut and tear organic and geometric shapes.</p> <p>To collect, sort and arrange</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Weaving</b></p> <p>To explore and discuss the work of weaving artists.</p> <p>To experiment with weaving a range of different materials including paper, materials and threads.</p> <p>To use sketchbooks to design weaving creations.</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Mosaics</b></p> <p>To appreciate and discuss the work of mosaic artists.</p> <p>To explore roles and purposes of artists from different cultures.</p> <p>To explore the use of colour and pattern to create a design.</p> <p>To use sketchbooks to design mosaic creations.</p> <p>To create a mosaic using</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Quilling</b></p> <p>To appreciate and discuss the work of quilling artists.</p> <p>To explore roles and purposes of artists from different cultures.</p> <p>To collect visual information to help develop ideas using sketchbooks.</p> <p>To explore different quilling shapes.</p>	

	<p>design collage creations.</p> <p>To arrange and glue materials onto a background.</p> <p>To use a combination of materials inc.</p> <p>photocopied material, fabric, plastic, tissue, magazines, crepe paper.</p>	<p>materials according to colour or texture.</p> <p>To use sketchbooks to design collage creations.</p>	<p>To create a 'God's Eye' weave.</p>	<p>tesserae.</p>	<p>To use sketchbooks to design a quilling collage.</p> <p>To draw templates for final pieces.</p>	
	<p><u>Key Vocabulary</u></p> <p>Collage</p> <p>Tissue</p> <p>Layers</p> <p>Organic shapes</p> <p>Geometric shapes</p> <p>Background</p>	<p><u>Key Vocabulary</u></p> <p>Collage</p> <p>Organic shapes</p> <p>Tissue</p> <p>Crêpe paper</p> <p>Layer</p> <p>Background</p>	<p><u>Key Vocabulary</u></p> <p>Loom</p> <p>Warp and weft</p> <p>Warp</p> <p>Weft</p> <p>Selvedge</p> <p>Fibre</p> <p>Yarn</p> <p>'God's eye'</p>	<p><u>Key Vocabulary</u></p> <p>Mosaic</p> <p>Tesserae</p> <p>Mortar</p> <p>Motif</p> <p>Pattern</p> <p>Geometric</p> <p>Border</p> <p>Hardie</p>	<p><u>Key Vocabulary</u></p> <p>Coil</p> <p>Closed loose coils</p> <p>Open coils</p> <p>Tight coils</p> <p>Wheatears</p> <p>Alternate slide</p> <p>looping</p>	
	<p><u>End Point</u></p> <p>Explain what collages are and how they can be created.</p> <p>Understands what mixed media collages are.</p>	<p><u>End Point</u></p> <p>Understands that collages have been created for centuries.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p><u>End Point</u></p> <p>Understands that weaving is a method of textile production.</p> <p>Understand the origins of a 'God's Eye' and the techniques to create one.</p> <p>Experiment with weaving a</p>	<p><u>End Point</u></p> <p>Understands what mosaics are and the origins of two key types of mosaics.</p> <p>Use sketchbooks to design mosaic creations.</p> <p>Create a mosaic using paper or</p>	<p><u>End Point</u></p> <p>Understands what quilling is and the origins of this art form.</p> <p>Collect visual information to help develop ideas using sketchbooks.</p> <p>Use sketchbooks to design a quilling</p>	

	<p>Use a combination of materials.</p> <p>Fold, crumple, tear and overlap materials.</p> <p>Arrange and glue materials to different backgrounds.</p>	<p>Use sketchbooks to design collage creations.</p>	<p>range of different materials including paper, materials and threads.</p> <p>Use sketchbooks to design weaving creations.</p>	<p>tesserae.</p> <p>Explore use of colour and pattern.</p> <p>Explore roles and purposes of artists from different cultures.</p>	<p>collage.</p> <p>Explore different quilling shapes.</p> <p>Explore use of colour, pattern, texture, etc.</p>	
	<p><u>Artist References</u></p> <p>Kurt Schwitters</p>	<p><u>Artist References</u></p> <p>Megan Coyle</p> <p>Eric Carle</p>	<p><u>Artist References</u></p> <p>Jay Mohler</p> <p>Ojos de Dios</p>	<p><u>Artist References</u></p> <p>Emma Biggs</p>	<p><u>Artist References</u></p> <p>Yulia Brodskaya</p> <p>Sena Runa</p>	
	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>	<p><u>Books to Engage</u></p>
	<p><u>Tools, materials and equipment</u></p> <p>A combination of materials inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. that are cut, torn and glued.</p>	<p><u>Tools, materials and equipment</u></p> <p>Tissue paper</p> <p>Crepe Paper</p> <p>Wallpaper_</p>	<p><u>Tools, materials and equipment</u></p> <p>Wool</p> <p>Lollipop sticks</p> <p>Yarn</p> <p>Loom</p>	<p><u>Tools, materials and equipment</u></p> <p>Mosaic tiles</p> <p>Grout</p> <p>Glue</p> <p>Glue spreaders</p>	<p><u>Tools, materials and equipment</u></p> <p>Origami card</p>	<p><u>Tools, materials and equipment</u></p> <p>Muslin</p> <p>Wax</p> <p>Wax melting pot</p> <p>Dye</p> <p>Tjanting</p>

<b>Printing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Printing using natural and man-made tools</b></p> <p>To use natural printing tools such as fruit and vegetables</p> <p>To use manmade printing tools such as forks and Lego</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Styrofoam Printing</b></p> <p>To explore positive and negative space in printing.</p> <p>To look at printmaking in the environment (e.g. wallpapers, fabrics etc.)</p> <p>To examine how artists and designers used colours, shapes</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Collagraph Printing</b></p> <p>To explore positive and negative space in printing.</p> <p>To use card and string blocks for printing to create a collagraph printing block.</p> <p>To experiment with a range of different materials and</p>	<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Lino Printing</b></p> <p>Understand positive and negative space when printing.</p> <p>Print using ink and rollers.</p> <p>Transfer designs on to press print and print with rollers.</p>		<p><u>Key Knowledge &amp; Skills</u></p> <p><b>Silk screen printing</b></p> <p>To explore the life and work of Andy Warhol.</p> <p>To use sketchbooks to design a print.</p> <p>To examine how artists and designers used colours, shapes and lines to create prints.</p>

	<p>To create prints on a range of different materials and fabrics</p> <p>To overlap prints</p> <p>To create repeated patterns.</p> <p>To examine how artists and designers used colours, shapes and lines to create patterns</p>	<p>and lines to create prints.</p> <p>To create press prints using inks.</p> <p>To print onto different textures and colours of paper, board or fabric</p>	<p>patterns on printing blocks.</p> <p>To experiment with different materials to create collagraph prints and know which work best for purpose.</p> <p>To print patterns observed in the natural and man-made world</p>	<p>Create precise repeating patterns by creating accurate printing blocks.</p> <p>Print patterns observed in the natural and man-made world.</p> <p>Explore printing from other cultures and time periods.</p>		<p>To create a print for a purpose.</p> <p>To discuss and evaluate your own work and that of others.</p> <p>To work as a group to create a screen print.</p>
	<p><u>Key Vocabulary</u></p> <p>Relief printing</p> <p>Positive space</p> <p>Negative space</p> <p>Pattern</p>	<p><u>Key Vocabulary</u></p> <p>Collagraph</p> <p>Relief printing</p> <p>Positive space</p> <p>Negative space</p> <p>Pattern</p>	<p><u>Key Vocabulary</u></p> <p>Collagraph printing</p> <p>Positive space</p> <p>Negative space</p> <p>Pattern</p>	<p><u>Key Vocabulary</u></p> <p>Relief</p> <p>Intaglio</p> <p>Planographic</p> <p>Stencil</p>		<p><u>Key Vocabulary</u></p> <p>Squeegee</p> <p>Screen printing ink</p> <p>Stencil</p>
	<p><u>End Point</u></p> <p>Can name some natural printing tools</p> <p>Can name some man made printing tools</p> <p>Can overlap prints</p>	<p><u>End Point</u></p> <p>Understands what Styrofoam printing is and can explain the process to create a print.</p> <p>Can explain positive and negative space when using this printing method.</p>	<p><u>End Point</u></p> <p>Understands what a collagraph printing is and can explain the process to create a print.</p> <p>Can explain positive and negative space when using this printing method.</p> <p>Can explain which material was best to create a collagraph</p>	<p><u>End Point</u></p> <p>Can transfer designs on to press print and print with rollers.</p>		<p><u>End Point</u></p> <p>Knows the life and work of Andy Warhol.</p> <p>Understands what a silk screen print is and can explain the process to create a print.</p> <p>Can discuss and evaluate their own work and that of others.</p>

	Can create repeated patterns		print.			
	<u>Artist References</u> Hannah Rampley	<u>Artist References</u> Teresa Newham (Local Artist)	<u>Artist References</u> Glen Alps	<u>Artist References</u> Andrea Lauren		<u>Artist References</u> Andy Warhol
	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>	<u>Books to Engage</u>
	<u>Tools, materials and equipment</u> A range of manmade and natural printing objects.	<u>Tools, materials and equipment</u> Styrofoam printing blocks Printing ink	<u>Tools, materials and equipment</u> Cardboard String Rollers Printing ink Ink trays	<u>Tools, materials and equipment</u> Lino printing blocks Cutting tools Rollers Printing ink Ink trays		<u>Tools, materials and equipment</u> Screen printing frame Silk screen scraper Film Roll of adhesive tape Rag Sticks Sponge Ironing pad Piece of cardboard
<b>Applecroft Adventure</b>			<u>Applecroft Adventure</u> Visit an art museum	<u>Applecroft Adventure</u> Have work exhibited in an art gallery		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Art Appreciation</b>	<u>Key Knowledge</u> Begin to understand and discuss line, shape, form, space, texture and colour when looking at a piece of artwork.	<u>Key Knowledge</u> Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork.  Begin to analyse artworks looking at mood, process, content and form.	<u>Key Knowledge</u> Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork.  Begin to analyse artworks looking at mood, process,	<u>Key Knowledge</u> Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork.  Analyse artworks by answering questions about the mood, process, content and form in a	<u>Key Knowledge</u> Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork.  Analyse artworks by answering questions about the mood, process, content and form in a work of art.	<u>Key Knowledge</u> Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork.  Ask and answer questions about the mood, process, content and form of a piece of artwork.

			<p>content and form.</p> <p>Generate basic questions about the content and context of an artwork.</p>	<p>work of art.</p> <p>Generate basic questions about the content and context of an artwork and form opinions of how an artwork was produced based on its outcome.</p>	<p>Generate questions about an artwork and form opinions of how an artwork was produced based on knowledge of previously studied artists.</p>	<p>Generate insightful questions about the content, context and mood of an artwork and form opinions of how an artwork was produced based on knowledge of artistic practices that they have previously utilised.</p>
<p><b>Key Vocabulary</b></p> <p><b>Language for analysing and evaluating</b></p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p> <p>Opinion</p> <p>Favourite</p> <p>Consider</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p> <p>Decide</p> <p>Prefer</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p> <p>Mood</p> <p>Process</p> <p>Content</p> <p>Form</p> <p>Express</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p> <p>Mood</p> <p>Process</p> <p>Content</p> <p>Form</p> <p>Interpret</p> <p>Indicates</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p> <p>Mood</p> <p>Process</p> <p>Content</p> <p>Form</p> <p>Illustrates</p> <p>Conveys</p> <p>Evokes</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p> <p>Mood</p> <p>Process</p> <p>Content</p> <p>Form</p> <p>Context</p> <p>Content</p> <p>Influence</p>

