



BECOMING AN ARTIST



Essential Characteristics:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.



Subject Leaders Skills and Concepts Layering Plan for Art 2019

Key stage One	National Curriculum Coverage	Keys Milestones	Key activities
Year A Topics			
Go Wild Autumn 1	Water colour animals -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	Painting <ul style="list-style-type: none"> • Use thick & thin brushes • Mix primary colours • Add white to colours to make tints and black • Create colour wheels • Make a variety of secondary colours to make a wide range of new colour
Moon Zoom Autumn 2	Pattern and printing -Starry night silhouettes Van Gogh -Design a season calendar - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		Print <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make print

			<i>Great Artists</i> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studies to create pieces
Fire Fire Spring	Fire collages -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		<i>Collage</i> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Going Green Summer 1	Beanstalk pictures Draw and label plant -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		<i>Drawing</i> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.

Passport around The world Summer 2	Seaside picture Water colour Natural materials (sand, cotton wool, shells) -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		Painting <ul style="list-style-type: none"> • Use thick & thin brushes • Mix primary colours • Add white to colours to make tints and black • Create colour wheels • Make a variety of secondary colours to make a wide range of new colour Collage <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Year B Topics			
Food Glorious Food Autumn	Still life Giuseppe (Famous artist) - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils •

			<i>Great Artists</i> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studies to create pieces
Living eggs Spring 1	Chick pictures -become proficient in drawing, painting, sculpture and other art, craft and design techniques		<i>Digital Media</i> <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Wriggle and crawl Spring 2	Painting and colour mixing become proficient in drawing, painting, sculpture and other art, craft and design techniques		<i>Painting</i> <ul style="list-style-type: none"> Use thick & thin brushes Mix primary colours Add white to colours to make tints and black Create colour wheels Make a variety of secondary colours to make a wide range of new colour
Going for Gold (Olympics) Summer	Olympic ring collage Olympic torch picture Flags Clay medals become proficient in drawing, painting, sculpture and other art, craft and design techniques		<i>Collage</i> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture

			<p>Textiles</p> <ul style="list-style-type: none">• Use weaving to create a pattern.• Join materials using glue and/or a stitch.• Use plaiting.• Use dip dye technique <p>Sculpture</p> <ul style="list-style-type: none">• Use combination of shapes• Include lines and texture• Use rolled up paper, straws, card, and clay as materials• Use techniques such as rolling, cutting, moulding and carving
Key Stage 2			



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Lower Key stage Two	National Curriculum Coverage	Keys Milestones	Key activities
Year A Topics			
<p>We will rock you</p> <p>Autumn</p>	<p>Stone Age art</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches, and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways Comment on artworks using visual language 	<p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage

			<p><i>Sculpture</i></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail
<p>Light it Up!</p> <p>Spring</p>	<p>Impressionist Art (painting in the style of...)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>		<p><i>Painting</i></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgroups then add detail. • Experiment with creating mood with colour

<p>We are inspirational</p> <p>Summer</p>	<p>Sketching features of Thirsk</p> <p>Observational drawings of plants</p> <p>Paint in the style of 'Surprise' by Rousseau</p> <p>About great artists, architects and designers in history.</p>		<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show <p>Great Artists</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others
Year B Topics			
<p>Burps Bottoms and Bile</p> <p>Autumn</p>	<p>Fabric painting digestive system on T shirts</p> <p>Create clay or salt dough balanced meal</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p>	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum • Collect information, sketches, and resources. • Adapt and refine ideas as they progress. 	<p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings.

		<ul style="list-style-type: none"> • Explore ideas in a variety of ways • Comment on artworks using visual language 	<ul style="list-style-type: none"> • Quilt, pad and gather fabric <p><i>Sculpture</i></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail
<p>Invaders</p> <p>Spring</p>	<p>Viking helmets from papier mache</p> <p>Mosaics</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p><i>Sculpture</i></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail

<p>Super Science</p> <p>Summer</p>	<p>Stand alone artists</p> <p>Kandinsky</p> <p>About great artists, architects and designers in history</p>		<p>Digital Media</p> <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created <p>Great Artists</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others <p>Print</p> <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.
Upper Key Stage 2			



Subject Leaders Skills and Concepts Layering Plan for Art 2019

Upper Key stage Two	National Curriculum Coverage	Keys Milestones	Key activities
Year A Topics			
Time Travellers Autumn Hieroglyphics Sculpture and sarcoophusis Creating imaginary Greek animals - morphisms Masks Tudor portraits Hobein - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.		<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	Painting <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.

			<p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Galatic Spring	<p>Make your own solar system and rocket/Evaluate and test ideas.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and</p>		<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture

	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p>and pattern.</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Digital Media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
<p>Carnival</p> <p>Summer</p>	<p>Costumes Masks Floats</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern.

			<ul style="list-style-type: none"> Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form
Year B Topics			
Sandbags and Sirens Autumn	Propaganda posters Poppies Clay tiles David Bomberg - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	Drawing <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Print <ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
Spring Term			

<p>We can be heroes</p> <p>Summer</p>	<p>Van Gogh Warhol British artists David Hockney Andy Goldsworthy Damien Hurst Francis Bacon Georgia o Keith</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>- About great artists, architects and designers in history.</p>		<p>Digital Media</p> <ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). <p>Great Artists</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. <p>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic

			<p>paints to create visually interesting pieces.</p> <ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Key Stage 3			