

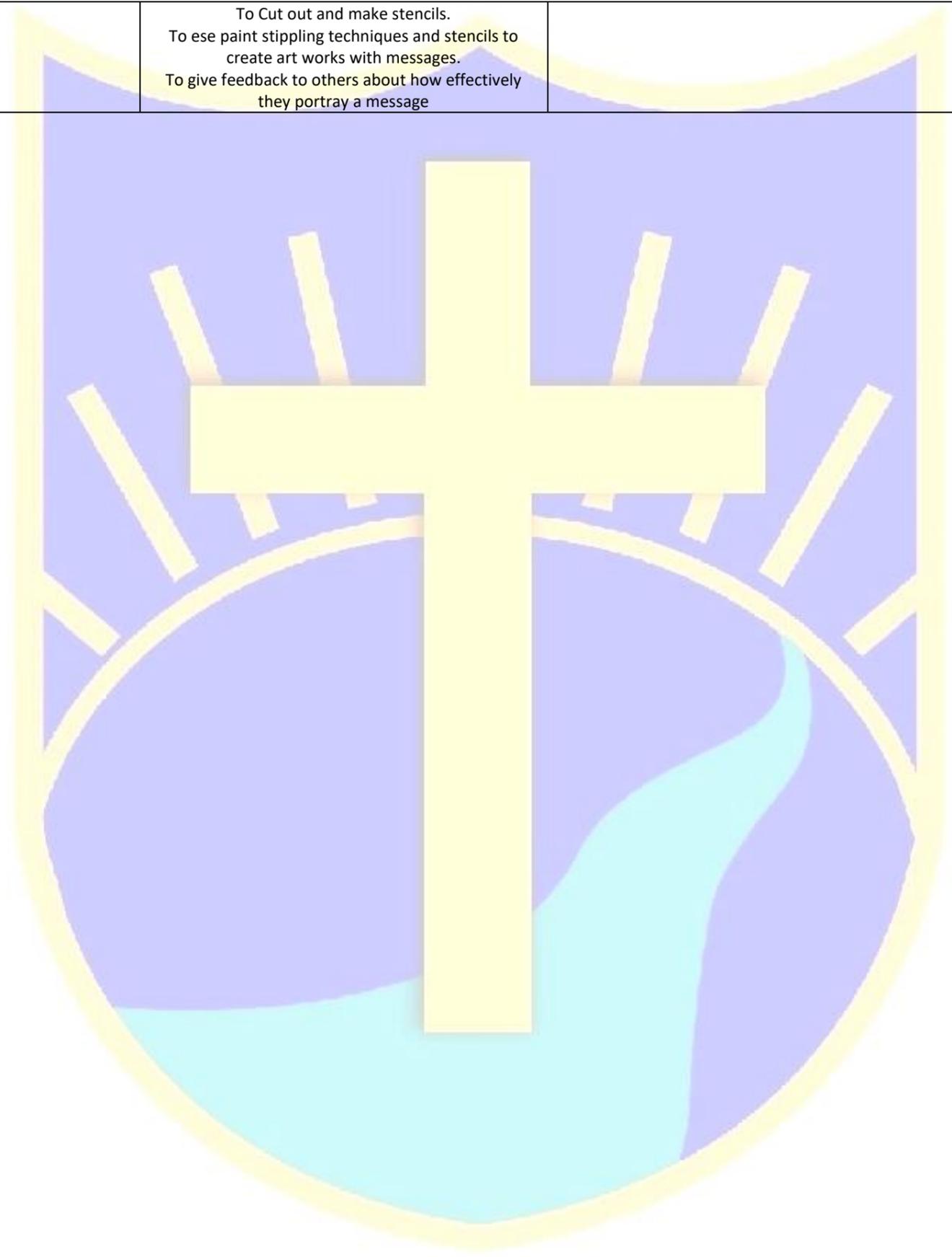
Concepts and Content Organiser- Art and Design

KS1		Important Artistic Figures	Drawing (e.g. pencil, pencil crayon, charcoal)	Paint (e.g. watercolour, powder, pastel, acrylic)	Sculpture (e.g. clay, nature, junk)
Y1/2	Portrait	Leonardo da Vinci's 'Self Portrait in red chalk'	<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To use pencil lines to show texture To use pencil lines to show tone To use different thicknesses of line for effect To include accurate facial features in a drawing To draw a picture To evaluate and review my artwork 		
	Landscape	Van Gogh- Starry night, Mountainous Landscape Behind Saint-Rémy		<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To use brush strokes to show texture To mix colours to create a desired effect To use colours to build texture To use lines to create a sense of movement or drama To sketch an outline To paint a picture To evaluate and review my artwork 	
	Abstract art	Rothko- 'Yellow, Cherry, Orange' 'Rust and Blue' 'Royal Red and Blue' 'Blue divided by blue' 'White Center (Yellow, Pink and Lavender on Rose)		<ul style="list-style-type: none"> To consider how a piece of art creates a feeling To create different shades of colour To use colours to complement or contrast with one another. To use colours to build texture To plan colours to show a feeling To paint a picture To evaluate and review my artwork 	
	Nature and art	Andrew Goldsworthy			<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To identify natural materials used in art To gather materials and consider how they could be used. To arrange natural materials to create an artistic effect To evaluate and review my artwork
	Science and art	Maria Sibylla Merian (life cycles of insects)	<ul style="list-style-type: none"> To consider what we can learn from scientific artworks To use different thicknesses of line to show texture To observe details from an artwork and try to replicate it (an artwork with a piece missing) To sketch an outline To draw a picture To evaluate and review my artwork 		
	Breaking boundaries	Josiah Wedgwood (pushing the boundaries of pottery) Cameos			<ul style="list-style-type: none"> To understand how Wedgwood inventions contributed to the development of clay artworks To respond and comment on an artwork, using appropriate vocabulary To use different tools to form and shape clay. To use different techniques to join pieces of clay together To plan a sculpture To make a sculpture To evaluate and review my artwork

KS2		Important Artistic Figures	Drawing (e.g. pencil, pencil crayon, charcoal)	Paint (e.g. watercolour, powder, pastel, acrylic)	Sculpture (e.g. clay, nature, junk)
Y3/4	Portrait	Elizabeth I Rainbow portrait, Elizabeth I's Armada portrait	<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To understand how portraits could give information about the sitter To use different strength of pencil to show texture To use a variety of lines to create patterns To include accurate facial features in a drawing To draw a picture To evaluate and review my artwork 		
	Landscape	Seurat and pointillism- 'Sunday on La Grande Jatte', 'La Seine à la Grande-Jatte'		<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To understand the significance of pointillism within art history To use dots to create texture To use different shades of colour to build a sense of depth To plan an artwork picture (recreate a modern equivalent) To paint an artwork To evaluate and review my artwork 	
	Abstract	Antony Gormley, 'Rooter' series			<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To use our bodies to create a variety of different forms To plan a sculpture To use tools to shape wire to create different forms To create a sculpture To evaluate and review my artwork
	Nature and art	Raku Inoue , Insect series			<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary/To identify component parts of a natural sculpture To overlap different materials to create different textures To replicate an artwork To plan a sculpture To gather natural materials To create a sculpture To evaluate and review my artwork
	Architecture and art	Zaha Hadid London aquatic centre	<ul style="list-style-type: none"> To explore the life and works of Zaha Hadid. To design, draw and colour a pair of shoes. To respond and comment on building designs, using appropriate vocabulary. To use perspective techniques to sketch a building. To use 2D shapes to create a picture. To draw and colour a design for a curved sports building. To evaluate and review my artwork. 		
	Breaking boundaries	Pop Art- Andy Warhol		<ul style="list-style-type: none"> To respond and comment on an artwork, using appropriate vocabulary To understand the significance of Pop Art in art history To understand how colours contrast and complement each other, within a colour wheel To replicate an artwork, using colours that contrast or complement one another To plan an artwork To paint an artwork To evaluate and review my artwork 	

Y5/6	Portrait	Frida Kahlo, 'Self Portrait with Thorn Necklace and Hummingbird'		<p>To respond and comment on an artwork, using appropriate vocabulary</p> <p>To compose a face shape using realistic or abstract proportions.</p> <p>To mix paint colours to express mood, divide foreground from background and demonstrate different tones.</p> <p>To select appropriate personal images to include in finished art work.</p> <p>To evaluate and review my artwork</p>	
	Landscape	Henri Rousseau- Tiger in a tropical storm - Jungle landscape with setting sun		<p>To respond and comment on an artwork, using appropriate vocabulary</p> <p>To research and sketch jungle flora and fauna.</p> <p>To compose a jungle scene with reference to Rousseau.</p> <p>To use different tones of colour to build a sense of depth/perspective.</p> <p>To use brush strokes to create different textures.</p> <p>To evaluate and review my artwork</p>	
	Abstract	Yorkshire Sculpture Park Barbara Hepworth: Squares with two circles Family of Man (this may work the best) Henry Moore: Large Totem Head ; Reclining Figure: Arch Leg			<p>To respond and comment on an artwork.</p> <p>To understand the effect of space.</p> <p>To develop skills in using clay including slabs, coils and slips.</p> <p>To use a variety of clay tools to create texture and patterns.</p> <p>To plan a sculpture using drawings and preparatory work.</p> <p>To produce a sculpture using clay or other malleable materials.</p> <p>To use shape and form to show meaning.</p> <p>To evaluate and review my artwork</p>
	Nature and art	William Morris Inspired by nature			<p>To respond and comment on an artwork, using appropriate vocabulary.</p> <p>To research the designs of William Morris and the Arts and Crafts movement.</p> <p>To design a wallpaper motif using animals, birds and flowers as inspiration.</p> <p>To create a clay tile imprinted and painted with a motif inspired by nature.</p> <p>To sketch designs for a William Morris inspired room.</p> <p>To use a shoebox and a variety of materials to make a 3D arts and crafts inspired room.</p> <p>To evaluate and review my artwork.</p>
	Architecture and art	Antoni Gaudi Sagrada Familia			<p>To respond and comment on an artwork, using appropriate vocabulary.</p> <p>To research the designs of Antoni Gaudi.</p> <p>To use pencil or charcoal to sketch natural objects.</p> <p>To use paper scraps (colour magazines) to make a mosaic inspired by nature.</p> <p>To closely observe the designs of the Sagrada Familia.</p> <p>To use inspiration from nature to design a wall in the style of Gaudi.</p> <p>To evaluate and review my artwork.</p>
	Breaking boundaries	Banksy/Phlegm	<p>To respond and comment on an artwork, using appropriate vocabulary.</p> <p>To investigate examples of graffiti and understand why it can be illegal.</p> <p>To understand what political activist means.</p> <p>To discuss/illustrate different ways people can voice opinions.</p>		

To Cut out and make stencils.
To use paint stippling techniques and stencils to
create art works with messages.
To give feedback to others about how effectively
they portray a message



Assessment framework

	Acquire	Apply (challenge)
By the end of Y2, children can:	Important Artistic Figures <ul style="list-style-type: none"> • Understand the significance of the following artists and their contribution to art and culture: <ul style="list-style-type: none"> ○ Leonardo da Vinci, Van Gogh, Rothko, Andrew Goldsworthy, Maria Sibylla Merian and Josiah Wedgwood • To respond and comment on different artworks, using appropriate vocabulary • To consider how artworks can reflect and evoke different emotions 	Important Artistic Figures <ul style="list-style-type: none"> • To describe the differences and similarities between Maria Sibylla Merian and Leonardo da Vinci. • To describe similarities and differences between the works of Rothko and Van Gogh • To describe similarities and differences between Andrew Goldsworthy's work and mine.
	Drawing <ul style="list-style-type: none"> • To use pencil lines to show texture and tone • To use different thicknesses of line to create an effect • To include accurate facial features in a drawing • To observe details from an artwork and replicate them • To review and evaluate my work 	Drawing <ul style="list-style-type: none"> • To use several artistic techniques accurately to produce a desired effect (e.g. to use different strength of pencil lines to create texture or shading) • To explain how I have used artistic techniques that I have learned in my final artwork
	Paint <ul style="list-style-type: none"> • To use brush strokes to create texture • To mix colours to create a desired effect • To use colours to build texture • To review and evaluate my work • To create different shades of colour • To use colours to complement and contrast one another • To plan colours to show a feeling 	Paint <ul style="list-style-type: none"> • To use several artistic techniques accurately to produce a desired effect (e.g. using colour mixing to create different shades of one colour in my artwork) • To explain how I have used artistic techniques that I have learned in my final artwork
	Sculpture <ul style="list-style-type: none"> • To identify natural materials used in artworks • To gather materials and consider how they could be used • To arrange natural materials to create an artistic effect • To review and evaluate my work • To use different tools to form and shape clay • To use different techniques to join pieces of clay together • To plan and make a sculpture 	Sculpture <ul style="list-style-type: none"> • To use artistic techniques accurately to produce a desired effect (e.g. using water to soften clay) • To explain how I have used artistic techniques that I have learned in my final artwork

By the end of Y4, children can:	<p>Important Artistic Figures</p> <ul style="list-style-type: none"> • Understand the significance of the following artists or artworks and their contribution to art and culture: <ul style="list-style-type: none"> ○ Elizabeth I's Rainbow and Armada portraits, Seurat and pointillism, Antony Gormley, Raku Inoue, Darwin's sketches, Andy Warhol • To respond and comment on different artworks, using appropriate vocabulary • To consider how artworks can reflect and evoke different emotions 	<p>Important Artistic Figures</p> <ul style="list-style-type: none"> • To explain, using my own words, the significance and impact of the following artists or artworks and their contribution to art and culture: <ul style="list-style-type: none"> ○ Elizabeth I's Rainbow and Armada portraits, Seurat and pointillism, Antony Gormley, Raku Inoue, Darwin's sketches, Andy Warhol • To compare the techniques of different artists and recognise how the styles may be similar or different
	<p>Drawing</p> <ul style="list-style-type: none"> • To use different strength of pencil to show texture, including hatching, stippling and cross-hatching. • To use a variety of lines to create patterns • To include accurate facial features in a drawing • Include symbols in their finished artwork to give information about the sitter. • To evaluate and review my artwork • To observe details from an artwork and try to replicate it 	<p>Drawing</p> <ul style="list-style-type: none"> • To describe the different techniques I have used and explain why I have chosen to use them e.g. I used cross-hatching to depict xxxxxx texture • To think critically about the artwork of others e.g. evaluate and review the drawings of my peers, giving appropriate reasoning, either written or verbal
	<p>Paint</p> <ul style="list-style-type: none"> • To use dots of paint to create texture • To use different shades of colour to build a sense of depth • To plan and paint an artwork • To understand how colours contrast and complement one another • To plan and paint an artwork • To evaluate and review an artwork 	<p>Paint</p> <ul style="list-style-type: none"> • To explain the reasons behind choices of colour, brush and technique in my artwork e.g. why I have chosen a certain brush or brushstroke • To think critically about the artwork of others e.g. evaluate and review the paintings of my peers, giving appropriate reasoning, either written or verbal • To think about the impact that colour can have on mood and emotion, and how this might vary between different people
	<p>Sculpture</p> <ul style="list-style-type: none"> • To use our bodies to create a variety of different forms and shapes • To use tools to shape wire to create different forms • To evaluate and review my artwork • To identify component parts of a natural sculpture • To overlap different materials to create different textures • To replicate an artwork • To gather natural materials and use them to create a desired effect. 	<p>Sculpture</p> <ul style="list-style-type: none"> • To recognise that sculptures will make conscious choices about size, shape and material to convey a desired effect from the finished piece • To explain or infer the message/feeling which sculptors e.g. Antony Gormley intended to convey through their sculptures • To think critically about sculpture and whether or not it has achieved the desired effect

By the end of Y6, children can:	Important Artistic Figures <ul style="list-style-type: none"> • Understand the significance of the following artists or artworks and their contribution to art and culture: <ul style="list-style-type: none"> ○ Frida Kahlo, Henri Rousseau, Barbara Hepworth, Henry Moore, Escher, Banksy, Phlegm • To respond and comment on different artworks, using appropriate vocabulary • To consider how artworks can reflect and evoke different emotions 	Important Artistic Figures <ul style="list-style-type: none"> • Explain and justify preferences towards different styles and artists, referring to historical and cultural contexts.
	Drawing <ul style="list-style-type: none"> • To explore how shapes tessellate, including different combinations of shapes • To use different pencils and pencil pressure produce different tones • To explore basic elements of creating patterns with pencil • To investigate and produce repeating and tessellating patterns. • To evaluate and review my artwork 	Drawing <ul style="list-style-type: none"> • Refine the use of learnt techniques to adapt own final work, following feedback and discussion based on preparatory ideas.
	Paint <ul style="list-style-type: none"> • Compose a face shape using realistic or abstract proportions • Mix colours to express mood, divide foreground and background and demonstrate different tones • Include symbols in their finished artwork to give information about the sitter. • To understand how colours contrast and complement one another • To compose a scene, with reference to the studied artist • To use different tones of colour to build a sense of depth or perspective • To use brush strokes to create different textures • To plan and paint an artwork • To evaluate and review an artwork 	Paint Consider and evaluate the effect of compositional choices. Explain influences by reference to selected artists.
	Sculpture <ul style="list-style-type: none"> • Develop skills in clay, including slabs, coils and slips • Use a variety of clay tools to create texture and patterns • To plan a sculpture using drawings and preparatory work • To use shape and form to show meaning • To evaluate and review my artwork • To use a shoebox and a variety of materials to make a 3D arts and crafts inspired room. 	Sculpture Explain the potential of using familiar and unfamiliar materials. Evaluate own work against intended outcomes. Explain how knowledge of processes studied was used in the finished product.