

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This knowledge and skills organiser for art and design demonstrates the progression through the year groups. It includes regular opportunities to revisit prior learning and build upon this.

Art and Design	Term		Term		Term	
EYFS	3-4 years		Reception		Early Learning Goal (ELG)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> ▪ <i>Develop their own ideas and then decide which materials to use to express them.</i> ▪ <i>Use drawing to represent ideas like movement or loud noises.</i> ▪ <i>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</i> 		<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> ▪ <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> 		<u>Expressive Arts and Design</u> <u>Creating with materials.</u> <ul style="list-style-type: none"> ▪ <i>Share their creations, explaining the process they have used.</i> 	
Skill Progression	<u>Expressive Arts and Design</u>		<u>Expressive Arts and Design</u> <ul style="list-style-type: none"> ▪ <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> 		<u>Expressive Arts and Design</u> <u>Creating with materials</u>	

	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. 		<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		
Meta Cognition						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		Painting (linked to Seasons & Continents and Oceans - colour mixing, primary / secondary colours) <i>Revisit learning from EYFS Spring term</i> <ul style="list-style-type: none"> Mix and match colours including artefacts and objects. Mix a range of secondary colours, shades and tones. Begin to name different types of paint and their properties. 	Drawing (linked to Kings, Queens and Castles - Portraits) <i>Revisit learning from EYFS Summer term</i> <ul style="list-style-type: none"> Understand the basis use of a sketchbooks and work out ideas for drawings. Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control. 	3D (linked to the Woods and Wild Tribe (including Plants & Materials) - Natural sculptures) <i>Revisit learning from EYFS Summer term</i> <ul style="list-style-type: none"> Manipulate clay for different purposes including thumb pots, coil pots and models. Understand the safety and basis care of materials and tools. 		Painting (linked to Seasons & Seaside - tints and shades) <i>Revisit learning from Y1 Autumn term</i> <ul style="list-style-type: none"> Mix and match colours including artefacts and objects. Mix a range of secondary colours, shades and tones. Begin to name different types of paint and their properties.
Skill Progression		Painting (linked to Maths 2D Shapes, Seasons & Continents and Oceans - colour mixing, primary / secondary colours)	Drawing (linked to Kings, Queens and Castles - Portraits) <i>Revisit learning from EYFS Summer term</i>	3D (linked to the Woods) <i>Revisit learning from EYFS Summer term</i> <ul style="list-style-type: none"> Explore the similarities within the work of 		Painting (linked to Seasons and Seaside – tints and shades) <i>Revisit learning from Year 1 Autumn term</i>

		<p>Revisit learning from EYFS Spring term</p> <ul style="list-style-type: none"> Experiment with tools and techniques, including layering, mixed media. Work on a range of scales e.g. Suggest large brushes for large paper. Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first-hand observation. Explore the similarities within the work of artists. (Piet Mondrian – Red, Blue and Yellow) (Mark Rothko – Jews Royal Red and Blue) (Bridget Riley – Two Blues / Sideways / Shadow Play) (Hilma af Klint – The Swan / The Starting Point / Altarpiece no.1) (Wassily Kandinsky – Squares with Concentric Circles) 	<ul style="list-style-type: none"> Layer different media e.g. crayons/ pastels Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour. Hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention Use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame Draw carefully in line from observation, recording shapes. <p>Evaluating and Developing Outcomes</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think about it. 	<p>craftspeople (Andy Goldsworthy).</p> <ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials more confidently. Explore shape and form. Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things. Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Ask and answer questions about the starting points for their outcomes. <p>(Jane Perkins – natural materials portraits) (Andy Goldsworthy – 3D nature sculptures)</p>		<ul style="list-style-type: none"> Experiment with tools and techniques, including layering, mixed media. Work on a range of scales e.g. Suggest large brushes for large paper. Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first-hand observation. Explore the similarities within the work of artists. <p>Georgia O’Keeffe</p> <p>(Hokusai – The Great Wave) (Piet Mondrian – By the Seaside / Dunes with Beach and Piers / Seascape at Sunset) (Georges Seurat – Seascape) (Claude Monet – A Stormy Sea / Shadows on the Sea / Sea and Sky / The Manneporte) (Vincent Van Gogh - Beach at Scheveningen in Stormy Weather / Seascape in Saint-Marie)</p>
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		<p>(Sonia Delaunay – Rhythm Colour) (Robert Delaunay – Endless Rhythm) (Jackson Pollock - Convergence) (Paul Klee – City Scape / Castle and Sun) (Frank Bowling – Ziff / Remember Thine Eyes)</p>	<p>▪ Identify what they might change in their current learning.</p> <p>Royal Portraits (King Charles II – John Michael Wright) (Queen Elizabeth I – unknown artist) (Queen Victoria – various artists) Queen Elizabeth: 1985 – Michael Leonard 1995 – Christian Furr 2000 – Lucian Freud 2002 – Chinwe Chukwuogo-Roy 2010 – Isobel Peachy 2012 - Chris Levine 2016 – Nicky Phillips 2016 – Colin Davidson</p> <p>(1985 - Andy Warhol – Queen Elizabeth II / Reigning Queens)</p>	<p>(Michelle Reader – sculptures using recycled materials) (Max Ernst – Surrealist Sculptures) (Barbara Hepworth – 3D Sculptures – Online Virtual Tour of Museum and Sculpture Garden)</p>		<p>(JMW Turner – Stormy Sea / The Bell Rock Lighthouse) (John Dyer – Modern Cornish Artist – Sails and Surf Godrevy Lighthouse) (Dame Laura Knight – Cornish Artist - On the beach 1909 / By the Sea 1915)</p>
Meta Cognition						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	Collage (linked to the Spanish Armada)			Printing (linked to Jungles)		Photography and Digital Skills (linked to Seaside Towns)

	<p>Revisit learning from Year 1 Spring 2</p> <ul style="list-style-type: none"> ▪ Create an image from imagination, experience and observations. ▪ Sort and use according to specific qualities, e.g. warm, cold, shiny, smooth. 			<p>Revisit learning from Year 1 Autumn 2</p> <ul style="list-style-type: none"> ▪ Apply ink to a shape or surface to experiment with printing. ▪ Take rubbings from texture to understand and inform their own texture prints. 		<p>Links to Computing learning this half term</p> <ul style="list-style-type: none"> ▪ Identify and recognise examples of photography as a visual tool and an art form. ▪ Suggest how the photographer organised the elements or recording of the image.
Skill Progression	<p>Collage (linked to the Spanish Armada)</p> <p>Revisit learning from Year 1 Spring 2</p> <ul style="list-style-type: none"> ▪ Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea. ▪ Use a wide variety of materials including fabric, plastic, tissue, crepe paper etc. ▪ Select with thought, different materials from the teachers resources, considering content, shape, surface and texture. ▪ Select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. 			<p>Printing (linked to Jungles)</p> <p>Revisit learning from Year 1 Autumn 2</p> <ul style="list-style-type: none"> ▪ Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. ▪ They can use hands, feet, shapes, objects and found materials. ▪ Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure. ▪ Repeat a pattern, randomly placed or tiled in a grid with a range of blocks. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the differences and similarities within the work of artists. 		<p>Photography and Digital Skills (linked to Seaside Towns)</p> <p>Links to Computing learning this half term</p> <ul style="list-style-type: none"> ▪ Select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). ▪ Open and use an art program, selecting simple tools to make lines, shapes and pour colours. ▪ Control the size of mark and select colours, and use predefined shapes, motifs and stamps. ▪ Copy and paste areas of the image, save and print the image. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Ask and answer questions about the starting points for their

	Exploring and Developing Ideas <ul style="list-style-type: none"> Record and explore ideas from first-hand observation and experience. Mark Broadford			Exploring and Developing Outcomes <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbooks. Identify what they might change in their current learning or develop in the future. (print in other cultures- African printing)		outcomes and develop their ideas.
Meta Cognition						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	Textiles (linked to Launceston) <i>Revisit learning from Year 2 Spring 2</i> <ul style="list-style-type: none"> Name the tools and materials they have used. Choose textiles as a means of extending their outcomes already achieved. 			Drawing (linked to Earthquakes) <i>Revisit learning from Year 1 Spring 1</i> <ul style="list-style-type: none"> Understand the different grades of pencil and other implements. Understand the aspects such as line, tone and shape and how they can be used to represent things seen, imagined or remembered. 	3D form (linked to the Stone Age to Iron Age) <i>Revisit learning from Year 1 Spring 2</i> <ul style="list-style-type: none"> Show an understanding of shape, space and form. Understand how to cut and join safely and effectively. 	
Skill Progression	Textiles (linked to Launceston)			Drawing (linked to Earthquakes)	3D form (linked to the Stone Age to Iron Age)	

	<p>Revisit learning from Year 2 Spring 2</p> <ul style="list-style-type: none"> ▪ Develop skills in stitching, cutting and joining. ▪ Use a variety of techniques such as printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique. ▪ Discriminate between fabric materials to select and assemble a constructed form. ▪ Print on fabric using a monoprint block or tile, or as part of a group using a simple stencil. ▪ Attach different elements using stitching, using straight stitch, running or cross-stitch. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Question starting points and select ideas to use in their outcomes. ▪ Explore the roles of craftspeople. <p>Georgia O'Keeffe</p>			<p>Revisit learning from Year 1 Spring 1</p> <ul style="list-style-type: none"> ▪ Explore the roles of purposes of artists. ▪ Select and record from first hand observation. ▪ Make informed choices in drawing including paper and media. ▪ Use a journal/sketchbook to plan and develop ideas, gather evidence and investigate testing media. ▪ Plan, refine and alter their drawings. ▪ Explore shading, using different media to achieve a range of light and dark tones, black to white. ▪ Draws familiar things from different viewpoints and combines images to make new images. ▪ Begin to explore relationships between line and tone, pattern and shape, line and texture. ▪ Use and manipulate a range of drawing tools with control. ▪ Use a viewfinder to select a view and visual clues in an image, then record what is in the frame. ▪ Draw in line with care when taking a line for a 	<p>Revisit learning from Year 1 Spring 2</p> <ul style="list-style-type: none"> ▪ Create textured surfaces using rigid and plastic materials and a variety of tools. ▪ Construct a structure in linear or soft media before then covering the surface to make a form. ▪ Design and make a 3D form as a maquette for a larger imagined piece and consider form / function. ▪ Identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché. ▪ Build in clay a functional form using two/three building techniques and some surface decoration. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the roles of purposes of designers. <p>Evaluating and Developing Outcomes</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and 	
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				<p>walk, or in scale applying rules of simple perspective.</p> <ul style="list-style-type: none"> Use a visual journal/sketchbook to support the development of a design over several stages. <p>Evaluating and Developing Outcomes</p> <ul style="list-style-type: none"> Adapt their outcomes according to their views. Annotate their outcomes in their sketchbooks. 	<p>approaches in their own outcomes.</p> <p>Augusta Savage</p>	
Meta Cognition						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		<p>Photography and digital skills (linked to comparison of water sources)</p> <p>Revisit learning from Year 2 Summer 2</p> <ul style="list-style-type: none"> Understand how to modify an image on a computer to achieve the best quality print. Understand that camera settings such as flash, can be changed to best capture an image in low light conditions. 	<p>Collage (linked to the Roman Empire)</p> <p>Revisit learning from Year 2 Autumn 1</p> <ul style="list-style-type: none"> Understand the vocabulary based on the visual and tactile elements. Understand that mood, feeling, movement and areas of interest can be created using different media. 	<p>Printing (linked to Launceston and how it has changed in 100 years and its effect on the environment)</p> <p>Revisit learning from Year 2 Spring 2</p> <ul style="list-style-type: none"> Understand the processes used to produce a simple print. 		<p>Painting (linked to Types of Settlements)</p> <p>Revisit learning from Spring 2</p> <ul style="list-style-type: none"> Know which primary colours make secondary colours. Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. Use more specific colour language e.g. tinge, tone, shade and hue.

Skill Progression		<p>Photography and digital skills (linked to comparison of water sources) <i>Revisit learning from Year 2 Summer 2</i></p> <ul style="list-style-type: none"> ▪ Modify an image on a computer to achieve the best quality print. ▪ Change the camera settings such as flash, to best capture an image in low light conditions. ▪ Use zoom to best frame an image and photograph from dynamic viewpoints. ▪ Can create a motif in lines and shapes, copy and paste to create a simple repeat pattern ▪ Use a digital camera and combine a photo with drawing in a paint program. ▪ Animate a simple sequence of marks over several frames to make a time-based presentation/ animation. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Select and record from first-hand observation, experience and imagination. 	<p>Collage (linked to the Roman Empire) <i>Revisit learning from Year 2 Autumn 1</i></p> <ul style="list-style-type: none"> ▪ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. ▪ Experiment with creating mood, feeling, movement and areas of interest using different media. ▪ Use the natural / town environment as a stimulus for a mixed media work to convey meaning. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Question about starting points and select ideas to use in their outcomes. <p>Evaluating and Developing Outcomes</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' approaches. ▪ Adapt their outcomes according to their views 	<p>Printing (linked to Launceston and how it has changed in 100 years and its effect on the environment) <i>Revisit learning from Year 2 Spring 2</i></p> <ul style="list-style-type: none"> ▪ Printing including marbling, silkscreen and coldwater paste. ▪ Explore lines, marks and tones through monoprinting on a variety of papers to create an image. ▪ Explore images and recreate texture in a Collagraph print using e.g. corrugated card, string, press print ▪ Explore colour mixing through printing, using two coloured inks a roller and stencil or press print. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the roles and purposes of artists and designers, working in different times. 		<p>Painting (linked to Types of Settlements) <i>Revisit learning from Spring 2</i></p> <ul style="list-style-type: none"> ▪ Make and match colours with increasing accuracy. ▪ Choose paints and implements appropriately. ▪ Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes. ▪ Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the roles and purposes of artists working in different times. <p>Georgia O'Keeffe Frida Kahlo</p>
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			<i>and describe how they might develop it further</i> Mark Bradford			
Meta Cognition						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		<p>Creativity: We are Artists (Fusing geometry and art) <i>Revisit learning from Autumn 1</i></p> <ul style="list-style-type: none"> ▪ Develop an appreciation of the links between geometry and art. ▪ Become familiar with the tools and techniques of a vector graphics package. ▪ Develop an understanding of turtle graphics. ▪ Develop some awareness of computer generated art, in particular fractal-based landscapes. 	<p>Drawing (linked to a local history study – study over time on locality) <i>Revisit learning from Year 3 Spring 2</i></p> <ul style="list-style-type: none"> ▪ Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. ▪ Can convey tonal qualities well, showing good understanding of light and dark on form. <p>Painting <i>Revisit learning from Year 4 Summer 2</i></p> <ul style="list-style-type: none"> ▪ Demonstrate a secure knowledge about primary and secondary colours, warm and cold complementary and contrasting colours. ▪ Work with a variety of sources including those 		<p>3D form (linked to Mayan Civilisation) <i>Revisit learning from Year 3 Summer 1</i></p> <ul style="list-style-type: none"> ▪ Describe the different qualities involved in modelling, sculpture and construction. ▪ Apply knowledge of different techniques to expressive scale, weight or a concept. 	<p>Photography and Digital skills (linked to North/South America) <i>Revisit learning from Year 4 Autumn 2</i></p> <ul style="list-style-type: none"> ▪ Understand how to take and assemble a sequence of photos to make a flick book and give impressions of movement. ▪ Understand how a paint programme to develop virtual designs for a painting, print or 3D work.

			<i>researched independently.</i>			
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Skill Progression		<p>Creativity: We are Artists (Fusing geometry and art) Revisit learning from Autumn 1</p> <ul style="list-style-type: none"> Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. Plan/paint symbols, forms, shapes and composition when exploring the work of other artists/cultures informing their painting (Escher, Riley and traditional Islamic artists). 	<p>Drawing (linked to a local history study – study over time on locality) Revisit learning from Year 3 Spring 2</p> <ul style="list-style-type: none"> Develop ideas using different or mixed media, using a sketchbook. Plan and complete extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece. Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Confidently and strongly use charcoal/pastels in response to light and dark, shadows and well-lit areas. Select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately 		<p>3D form (linked to Mayan Civilisation) Revisit learning from Year 3 Summer 1</p> <ul style="list-style-type: none"> Develop skills in using clay including slabs, coils and slips. Make a mould and use plaster safely. Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages Recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface. <p>Exploring and Developing Ideas Revisit learning from LKS2 and build in relation to different contexts and wider knowledge of artists,</p>	<p>Photography and Digital skills (linked to North/South America) Revisit learning from Year 4 Autumn 2</p> <ul style="list-style-type: none"> Plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images. Create simple images on photographic paper by placing shapes and materials on paper and fixing. Take and assemble a sequence of photos to make a flick book and give impressions of movement. Use a paint programme to develop virtual designs for a painting, print or 3D work. Confidently create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting. Animate a simple sequence of drawings/ photos to make a time-based presentation with sound. <p>Exploring and Developing Ideas</p>
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			<p>represent from observation.</p> <ul style="list-style-type: none"> ▪ Select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose. ▪ Plan/paint symbols, forms, shapes and composition when exploring the work of other artists/cultures informing their painting (Clara Peters Fernand Leger, and Philip Greene). <p>Painting Revisit learning from Year 4 Summer 2</p> <ul style="list-style-type: none"> ▪ Create shades and tints using black and white. ▪ Choose appropriate paint, paper and implements to adapt and extend their outcomes. ▪ Carry out preliminary studies, test media and materials and mix appropriate colours. ▪ Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. 		<p>craftspeople and designers</p> <ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times (El Greco, Philip Greene) Mayan art and pottery. 	<p>Revisit learning from LKS2 and build in relation to different contexts and wider knowledge of artists, craftspeople and designers</p> <ul style="list-style-type: none"> ▪ Question about starting points and select ideas to use in their outcomes.
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			<ul style="list-style-type: none"> Plan/paint symbols, forms, shapes and composition when exploring the work of other artists/cultures informing their painting (Renoir, and Philip Greene). <p>Yinka Shonibare</p> <p>Evaluating and Developing Outcomes</p> <p>Revisit learning from LKS2 and build in relation to different contexts</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' outcomes. Adapt their outcomes according to their views and describe how they might develop it further. 			
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Meta cognition						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<p>Collage (linked to World War Two: Blitz skyline silhouettes, exploring art work created of the Blitz and Remembrance Day collage) <i>Revisit learning from Year 4 Spring 1</i></p> <ul style="list-style-type: none"> Understand there are a variety of techniques, including drawing, painting and printing. 		<p>Textiles (linked to The changing power of the monarchs: Using a range of textiles to create portraits of Monarchs) <i>Revisit learning from Year 3 Autumn 1</i></p> <ul style="list-style-type: none"> Aware of the different sizes of fabrics and materials. Understand sewing techniques for specific purposes. Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours. 		<p>Printing (linked to Post War – Decades. Study of Andy Warhol: Pop Art) <i>Revisit learning from Year 4 Spring 2</i></p> <ul style="list-style-type: none"> Explain a few techniques including the use of poly-blocks relief, mono and resist printing. Choose the printing method appropriate to the task. Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper). 	
Skill Progression	<p>Collage (linked to World War Two: Blitz skyline silhouettes, exploring artwork created of the Blitz and Remembrance Day collage)</p>		<p>Textiles (linked to The changing power of the monarchs: Using a range of textiles to create portraits of Monarchs) <i>Revisit learning from Year 3 Autumn 1</i></p>		<p>Printing (linked to Post War – Decades. Study of Andy Warhol: Pop Art) <i>Revisit learning from Year 4 Spring 2</i></p> <ul style="list-style-type: none"> Familiar with layering prints. 	

	<p>Revisit learning from Year 4 Spring 1</p> <ul style="list-style-type: none"> ▪ Embellish a surface using a variety of techniques, including drawing, painting and printing. ▪ Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water. <p>Exploring and Developing Ideas</p> <p>Revisit learning from LKS2 and build in relation to different contexts and wider knowledge of artists, craftspeople and designers</p> <ul style="list-style-type: none"> ▪ Question and make thoughtful observation about starting points and select ideas to use in their outcomes. <p>Carol White</p>		<ul style="list-style-type: none"> ▪ Select and use contrasting colours and textures in stitching and weaving. ▪ Use specified sewing techniques for specific purposes. ▪ Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact. ▪ Dye fabrics and use tie-dye techniques to control and create a fabric image. <p>Exploring and Developing Ideas</p> <p>Revisit learning from LKS2 and build in relation to different contexts and wider knowledge of artists, craftspeople and designers</p> <ul style="list-style-type: none"> ▪ Select and record from first-hand observation, experience, imagination and explore ideas for different purposes. ▪ Explore the roles and purposes of craftspeople working in different times. <p>www.blackmonarchy.com</p>		<ul style="list-style-type: none"> ▪ Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone. ▪ Explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint poly – blocks. ▪ Recreate a scene and detail remembered, observed or imagined, through collage relief ‘collagraph’ printing. ▪ Design prints for a purpose e.g. fabrics, book covers, wallpaper or wrapping paper. <p>Exploring and Developing Ideas</p> <p>Revisit learning from LKS2 and build in relation to different contexts and wider knowledge of artists, craftspeople and designers</p> <ul style="list-style-type: none"> ▪ Explore the roles and purposes of artists 	
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Meta Cognition						