ASM Curriculum 22 (single age) with WR Maths

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Human form	AOL: PD AOL: Exp A&D Skill Represent different parts of the human body from observation, imagination or memory with attention to some detail. Core knowledge • A human face has two eyes, a nose and a mouth. Covered x 8	Skill Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features. Core knowledge • A portrait is a drawing, photograph or painting of a face. • A self-portrait is a portrait that someone makes of themselves. • A collage is a picture or pattern made by sticking paper onto another surface. Covered x 4	Skill Represent the human form, including face and features, from observation, imagination or memory. Core knowledge • A drawing of a portrait can be created using line only. It is called a line drawing. • Photographs and sketches can be used to prepare for a portrait. • A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests. Covered x 3	Skill Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Core knowledge • Artists can draw figures using simple, fluid lines and shapes. • A pose is a position a figure takes in order to be photographed, painted or drawn. Covered	Skill Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. Core knowledge • A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media. • Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil. • Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form. • The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past. Covered x 3	Skill Explore and create expression in portraiture. Core knowledge • Expressionism is a style of art aims to express the emotions of the subject rather than physical reality. Covered x 3	Skill Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Core knowledge • Distortion is an alteration to an original shape. • Abstraction refers to art that doesn't depict the world realistically. • Exaggeration is the depiction of something that is larger than in real life. Covered
Creativity	Creation	AOL: PD AOL: Exp A&D Skill Create art in different ways on a theme, to express their ideas and feelings. Core knowledge • Art can be made using lots of different resources. • Artwork can be made in different ways using different resources. Covered x 17	Skill Design and make art to express ideas. Core knowledge • Observation means looking closely at something. • Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). • A print is a shape or pattern made by pressing paint or ink from one surface to another. • A collagraph is a textured block that can be used to make a print. • Observational drawing is when you look closely at something and draw what you see. Covered x 3	Skill Select the best materials and techniques to develop an idea. Broad knowledge Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Covered x 7	Skill Use and combine a range of visual elements in artwork. Core knowledge • A motif is a decorative image or design. • Tesserae are small blocks of stone, tile, glass, or other materials used in the construction of a mosaic. • The visual elements are colour, line, shape, form, pattern and tone. • Artists can focus on one or more visual elements as they create their artwork, however, not all artworks need to emphasise every element every time. • Watercolour paints can create interesting effects including translucency and colour washes. Bolder areas of colour can be created using layering. Covered x 6	Skill Develop techniques through experimentation to create different types of art. Core knowledge • Weaving is a crafting technique used to make decorative and functional fabrics and artworks. • The visual elements of line, pattern and colour are an important part of the weaving process. • Watercolour paint creates a translucent effect called a wash. • Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry). • Colours can be made bolder by layering them or adding less water. • Islamic art uses geometric shapes to make patterns. • The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah. • Composition is a term used to describe the arrangement of the visual elements in a painting. Covered x 10	Skill Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Core knowledge • Sketches that are made with one line that remains on the paper throughout the whole drawing is called a continuous line drawing. • Land art or earth art is art that is made directly in the landscape, by sculpting materials or making structures in the landscape using natural materials such as rocks, twigs and other natural materials. Covered x 3	Skill Create innovative art that has personal, historic or conceptual meaning. Core knowledge • Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues. • Orphism was an artistic movement started by artists Robert and Sonia Delaunay. • Orphism was recognised as an abstract art form inspired by Cubism. Orphism focused on pure abstraction and bright colours. • In conceptual art the idea or concept presented by the artist is considered more important than its appearance or execution. Covered x 5
	Generation of ideas	AOL: Exp A&D Skill Communicate their ideas as they are creating artwork. Covered x 4	Skill Communicate their ideas simply before creating artwork. Broad knowledge Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Covered x 2	Skill Make simple sketches to explore and develop ideas. Core knowledge • A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern. • The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features. • A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern. • The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features. • Ideas and sketches can help an artist to create a final, detailed piece of artwork. Covered x 3	Skill Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Core knowledge • Artists often annotate their sketches to record information about important visual elements. Covered x 4	Skill Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Core knowledge • A sketch, drawing or model can be developed over time. This is a normal part of the artistic process. Covered	Skill Review and revisit ideas and sketches to improve and develop ideas. Core knowledge • An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums. • Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece. Covered	Skill Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art. Core knowledge • Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others. • Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art. • Sketching and premlinary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork. • A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing. Covered x 8
	Evaluation	AOL: Exp A&D Skill Share their creations with others, explaining their intentions and the techniques and tools they used. Covered x 3	Skill Say what they like about their own or others' work using simple artistic vocabulary. Broad knowledge Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Covered x 4	Skill Analyse and evaluate their own and others' work using artistic vocabulary. Broad knowledge Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Covered x 6	Skill Make suggestions for ways to adapt and improve a piece of artwork. Broad knowledge Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Covered x 8	Skill Give constructive feedback to others about ways to improve a piece of artwork. Broad knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Covered x 7	Skill Compare and comment on the ideas, methods and approaches in their own and others' work. Broad knowledge Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Covered x 6	Skill Adapt and refine artwork in light of constructive feedback and reflection. Broad knowledge Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Covered x 6
Materials	Malleable materials	AOL: PD AOL: Exp A&D Skill Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Broad knowledge Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Covered x 45	Skill Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Core knowledge • Clay, dough and plasticine are soft materials and can be rolled, pinched, squashed and flattened. Covered x 2 Skill Manipulate paper and card to create a simple form by cutting, layering and overlapping. Core knowledge • Card and paper can be layered to create a 3-dimensional effect. • 3-dimensional art is not flat like 2-dimensional art. Covered	Skill Press objects into a malleable material to make textures, patterns and imprints. Core knowledge • Soft materials such as clay, dough and plasticine can be used to create a block for printmaking. Covered x 2	Skill Create a 3-D form using malleable or rigid materials, or a combination of materials. Core knowledge • A coil is made by rolling clay to make long rolls which are placed one on top of another. • Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay. • A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger. Covered x 3	Skill Use clay to create a detailed or experimental 3-D form. Core knowledge • An armature is an open framework on which a sculpture is moulded with clay or similar material. • Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins. Covered x 6	Skill Create a relief form using a range of tools, techniques and materials. Core knowledge • Casting is an ancient method to create a sculpture which usually involves melting down a substance such as metal and then pouring it into a mould. The mould is allowed to cool, hardening the metal. Which is then removed from the mould to create a form. • Clay and plaster can be used to replicate the casting technique. • A relief sculpture projects out from a flat surface. • A high-relief sculpture projects significantly from the surface and can sometimes resemble a free standing form. • A low-relief sculpture does not project far from its surface and is visibly attached to a surface. Covered x 3	Skill Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Broad knowledge A 3-D form is a sculpture made by carving, modelling, casting or constructing. Covered
	Paper, fabric, metal and plastic	AOL: PD AOL: Exp A&D Skill Cut, tear, fold and stick a range of papers and fabrics. Broad knowledge Papers and fabrics can be used to create art, including tearing, cutting and sticking. Covered x 8	Skill Use textural materials, including paper and fabric, to create a simple collage. Core knowledge • Collages are made by sticking or joining one material to another. Covered x 3 Skill Manipulate paper and card to create a simple form by cutting, layering and overlapping. Assign	Skill Create a range of forms, shapes and textures using the properties of different types of paper and other materials. Core knowledge • Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. • Textures can be made using materials such as tissue paper, fabric and string. • Forms are created as a three-dimensional object in space. Form is also one of the seven elements of art. Covered x 4	Skill Weave natural or human-made materials on cardboard looms, making woven pictures or patterns. Core knowledge • A loom is a piece of equipment that is used for making fabric by weaving wool or thread or other materials. • An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow. • A warp thread runs vertically in a fabric. • A weft thread runs horizontally in a fabric. Covered	Skill Use a range of stitches to add detail and texture to fabric or mixed-media collages. Core knowledge • Stitches include running stitch, cross stitch and blanket stitch. • Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric. Covered	Skill Make and use paper to explore traditional crafting techniques. Core knowledge • Techniques used in paper craft include, folding, quilling, marbling and decoupage. • Papermaking is the manufacture of paper. Almost all paper today, is made using industrial machinery; however, handmade paper remains a specialised craft. • Hand crafted paper is often made using re-cycled paper. Other items such as seeds, flowers and lettering can be added for decoration. Covered x 2	Skill Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Core knowledge • Materials can be joined by tying, gluing, knotting, twisting and threading. • Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks. • Embellishments such as stitching, glitter, felt and pen work can be added to a mixed media collage to add details and create interesting effects. Covered x 2

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	Paint and colour	AOL: Exp A&D Skill Use primary and other coloured paint and a range of methods of application. Core knowledge • Mixing two colours together will make a new colour. • Mixing white paint to a colour makes a lighter colour. • Mixing black paint to a colour make the colour darker. • When two colour mix they create a new colour. • When two colours mix together they make a new colour. Covered x 16	Skill Identify and use paints in the primary and secondary colours. Core knowledge • The primary colours are red, yellow and blue. • Secondary colours are made by mixing primary colours. • The secondary colours are purple, green and orange. Covered x 4	Skill Name and mix secondary colours. Core knowledge • The secondary colours are orange, purple and green. • A hue is a variation of a colour. • Colours can be used to make patterns. Pattern is one of the visual elements of art. • Patterns can be stripy, dotty or zig-zagged. • The secondary colours are orange, purple and green. • The secondary colours are made by mixing equal amounts of the primary colours. • The colour wheel is a diagram that organises colours and shows their relationships. • A primary colour wheel has three segments to show the primary colours red, blue and yellow. • A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green. • The secondary colours sit between the primary colours from which they are made. Covered x 6 Skill Make, describe and use a range of hues. Core knowledge • A hue is a variation of a colour. • Hues are made by mixing varying amounts of the primary colours. For example, more red than yellow will make a red-orange and more yellow than red will make a yellow-orange. Covered x 2	Skill Identify, mix and use contrasting coloured paints. Core knowledge • Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other. • Contrasting/complementary colours are, red and green, yellow and purple and orange and blue. • Analogous colours are groups of colours that are next to each other on the colour wheel. • Warm colours include red, yellow and orange. • Tertiary colours are made by mixing equal amounts of a primary and secondary colour. • Cool colours include blues, greens and some purples. • Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. • When artists paint using complementary colours, they create a strong contrast which can make objects stand out or create a vibrant effect. Covered x 7	Skill Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Core knowledge • Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue. • Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red. • Analogous colours are groups of colours that are next to each other on the colour wheel. • Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel. Covered x 6	Skill Mix and use tints and shades of colours using a range of different materials, including paint. Core knowledge • A tint is a colour mixed with white. A tint adds creates a lighter version of the colour. An example of a tint is pink. • A shade is a colour mixed with black. A shade creates a darker version of the colour. When mixing a shade, begin with the colour itself then add black one drop at a time. • A tone is a colour mixed with grey. The colour stays the same, only less vibrant. Covered x 3	Skill Use knowledge of colour and colour theory to create art. Core knowledge • The Enchanted Owl by Inuit artist uses striking pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black. • A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. • A tone is a colour mixed with grey. The colour stays the same, only less vibrant. • A shade is a colour mixed with black. • The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras. • Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue. • The Realism movement painted scenes from everyday life using a naturalistic colour palette. • The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks. • In abstract art, colour itself can be the focus of the artwork. • Artist Mark Rothko, used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling. • In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form. • Lucy Arnold is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold. • The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks. • The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras. • Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue. • The Realism movement painted scenes from everyday life using a naturalistic colour palette. • The Expressionism movement distorted images using non-naturalistic blocks of colour. Covered x 7
	Printing	AOL: PD AOL: Exp A&D Skill Make simple prints using a variety of tools, including print blocks and rollers. Covered x 8	Skill Make simple prints and patterns using a range of liquids including ink and paint. Core knowledge • A collagraph is a textured block that can be used to make a print. • A print is a shape or pattern made by pressing paint or ink from one surface to another. • Colours can be mixed directly on a surface by pressing, folding and printmaking. Covered x 3	Skill Use the properties of various materials, such as clay or polystyrene, to develop a block print. Core knowledge • A block is any flat surface used to make a print. • A two colour print is a print which layers two different colours. Covered	Skill Make a two-colour print. Core knowledge • A relief print is a print made by cutting away the print surface so that the image alone appears raised on the surface. The raised area of the printing surface are inked and printed, meaning the areas that have been cut away do not pick up the ink. • Lino printing is a technique used to create a relief print and involves carving away the surface so that the remaining raised alone picks up the ink. • A unit print is when an object is inked and is pressed on a surface to leave an impresssion. Covered x 2	Skill Combine a variety of printmaking techniques and materials to create a print on a theme. Core knowledge • Methods of printing include lino printing, block printing and collography. • A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes. Covered x 2	Skill Add text or printed materials to a photographic background. Core knowledge • A surreal artwork is characterisitcally bizarre and unreal. • A photo collage can include images, words and letters. • Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork. Covered x 2	Skill Use the work of a significant printmaker or printmaking technique to influence artwork. Core knowledge • A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print. • Stencils can be reused if made from a durable material such as card or acetate. Each print will vary slightly due to factors such as colour fade, colour merging and pressure applied to either surface. Covered x 2
	Pencil, ink, charcoal and pen	AOL: PD AOL: Exp A&D Skill Select appropriate tools and media to draw with. Broad knowledge Different types of line include thick, thin, straight, zigzag, curvy and dotty. Covered x 10	Skill Use soft and hard pencils to create different types of line and shape. Core knowledge • Soft pencils make dark lines. • Hard pencils make light lines. • Different types of line include zigzag, wavy, curved, thick and thin. Covered x 2	Skill Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Core knowledge • Shapes are created using a line to create an enclosed two-dimensional space. Shape is one of the seven elements of art. Covered	Skill Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Core knowledge • Hatching is an artistic technique of drawing closely spaced parallell lines to create tonal or shading effects. • Cross hatching is when lines are placed at an angle to one another. • Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading. • Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects. • Cross hatching is when lines are placed at an angle to one another. • Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading. Covered x 2	Skill Use the properties of pen, ink and charcoal to create a range of effects in drawing. Core knowledge • Atmospheric perspective in art creates the illusion of space. • It emphasises the distance between objects. As objects recede into the distance, they become less detailed, lighter in tone, and more blurry. • Objects such as animals can be drawn using simple shapes. The simple shapes help the artist to focus on proportions and the relationships between its features. Covered x 2	Skill Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model. Core knowledge • Techniques for creating areas of light and shade with a pen or pencil include cross hatching, hatching, contour lines and smudging. • Rembrandt (1606-1669) was one of the world's most accomplished artists. In his drawings Rembrandt used pens, chalks, ink and brushes to capture light and shade, form, and shadow. • White chalk on black paper can be used to create areas of light and shade. • Ink wash, white chalk, or pencil can be used to create light and shade. Covered x 4	Skill Use line, tone or shape to draw observational detail or perspective. Core knowledge • Abstraction can be created using basic shapes. • Line is a visual element that can be used to create shapes, shade, detail and texture to a drawing. • In observational drawing, line is the key visual element. Covered x 2
Nature	Natural art	AOL: Exp A&D Skill Use natural materials and loose parts to make 2-D and 3-D art. Broad knowledge Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Covered x 13	Skill Make transient art and pattern work using a range or combination of human-made and natural materials. Core knowledge • Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds and flowers, can be used to make transient art. • Transient art is art that can be moved, changed and cleared away. • The best way to record transient art is by taking a photograph. • Natural materials, such as twigs, moss, pebbles, sand and water can be used to make art. Covered x 4	Skill Draw, paint and sculpt natural forms from observation, imagination and memory. Core knowledge • Natural materials including sand, clay, soil, pebbles and rocks can be used for modelling. • Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned. • Natual objects for drawing can include insects. Insects patterns, shape and colours are often symmetrical. Covered x 3	Skill Use nature and natural forms as a starting point for artwork. Core knowledge • Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines. Covered x 2	Skill Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. Core knowledge • Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore. Covered x 2	Skill Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software. Core knowledge • A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones. • Photographs can be converted to line drawings using graphics software. Covered x 2	Skill Create art inspired by or giving an environmental message. Core knowledge • Environmental art addresses social and political issues relating to natural and urban environments. • Environmental artists use recycled materials to create their art. • The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world. Covered x 3

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Place and space	Landscapes	AOL: PD AOL: Exp A&D Skill Draw or paint a place from observation or imagination. Broad knowledge A painting of a place is called a landscape. Covered x 3	Skill Draw or paint a place from memory, imagination or observation. Core knowledge • A sketch or drawing of a place or space is called a landscape. • Landscape art can include things that are natural and things that are human made. • Stephen Wiltshire, is an artist that makes detailed drawings of places and spaces by memory. • A sketch or drawing of a place or space is called a landscape. Covered x 5	Skill Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail. Core knowledge • A seascape is a piece of artwork that shows a scenic view. • Seascape paintings include *Great Wave Off Kanagawa and Stormy Sea in Étretat* by Claude Monet. Covered x 2	Skill Draw, collage, paint or photograph an urban landscape. Core knowledge • An urban landscape is a picture of a town or city. Covered	Skill Choose an interesting or unusual perspective or viewpoint for a landscape. Core knowledge • A viewfinder is a tool an artist uses to frame a view. • A viewfinder is a tool an artist uses to frame a view. • Composition is a term used to describe the arrangement of the visual elements in a painting. Covered x 2	Skill Use a range of materials to create imaginative and fantasy landscapes. Core knowledge • Landscape paintings have a foreground, a middle ground and a background. • The foreground shows features that are close. The middle ground and background show features in the distance. • When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface. • Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance. Covered x 2	Skill Create landscape art with or without typical perspective. Core knowledge • Landscape paintings have a foreground, a middle ground and a background. • The foreground shows features that are close. The middle ground and background show features in the distance. • When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface. • Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance. Covered x 2 Skill Create landscape art without typical perspective. Core knowledge • Abstract art rejects the typical use of perspective and uses simplified shapes to create its effect. Covered
Comparison	Compare and contrast	AOL: Exp A&D Skill Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Covered	Skill Identify similarities and differences between two or more pieces of art. Core knowledge • Art on a similar theme can be different because of the colours or style the artist uses. • Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork. Covered x 3 Skill Identify and compare different textures. Core knowledge • A texture is the feel or appearance of a surface. Covered x 2	Skill Describe similarities and differences between artwork on a common theme. Core knowledge • Differences in still life art can include style, composition and use of colour. • Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different. • Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. • An artist's use of colour is one way to compare and contrast works of art. • Piet Mondrian is a significant artist who created artwork using blocks of primary colours. • Wassily Kandinsky is a significant artist who created artwork using a range of hues. Covered x 5	Skill Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Core knowledge • Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images. Some mosaics, such as Islamic mosaics are made to portray geometrical patterns. • Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style. • Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can include more simplified graphic or digital representations. • A botanical artist is someone who draws and paints plants and flowers in a realistic style. • Artists and art movement use different approaches to colour in their artworks. This is often to reflect a mood, or feeling, create an effect or reflect a particular art movement, for example Pop art. Covered x 6	Skill Compare and contrast artwork from different times and cultures. Core knowledge • Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere. • The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics • Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms. • Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. • Aboriginal art uses warmer, earthy colours such as chocolate browns, oranges, deep rich reds and some lighter, brighter colours including yellows and creams. These colours represent both the climate and the resources available from the local environment. Covered x 6	Skill Describe and discuss how different artists and cultures have used a range of visual elements in their work. Core knowledge • Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style. • Different types of architectual design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990). • The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years. • A Taotie is an ancient Chinese motif often found on objects such as masks and ritual vessels called dings. • The forms were made with bronze using an ancient technique of piece mould casting. • The Taotie is easily recognised by its characteristic use of lines, patterns and forms. • When making land art, most artists will use materials from the local environment. Some artists will enhance a natural material by adding colour while some artists will use the natural textural or patterned qualities of the original material. • In expressionist art, colour is highly intense and non-naturalistic. The artist's use of brushwork is usually textured. Covered x 6	Skill Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Core knowledge • Art works can be compared by mood, emotional response and meaning as well as more obvious visual elements. • Horizon is the line where the sky meets the land or water within a painting. The height of the horizon will affect the placement of the vanishing point as well as the scene's eye level. • The vanishing point is the place where parallel lines appear to come together in the distance. • Abstract art rejects of three-dimensional perspective, often representing objects on a single, flat plane. Covered x 2
Significance	Significant people, artwork and movements	AOL: Exp A&D Skill Explore artwork by famous artists and talk about their likes and dislikes. Core knowledge • An artist is a person who creates artwork including paintings and sculptures. • An artist is a person who creates artwork. Covered x 2	Skill Describe and explore the work of a significant artist. Core knowledge • James Rizzi was a significant American artist and illustrator. Covered x 2	Skill Explain why a painting, piece of artwork, body of work or artist is important. Core knowledge • Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life. • Hans Holbein the Younger was a significant portrait artist of the Tudor period. • A still life is a composition made up of everyday or unusual objects. • Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse. Covered x 2	Skill Work in the style of a significant artist, architect, culture or designer. Core knowledge • LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form. • *Coming Out of School* is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day. • Katie Scott is an important contemporary printmaker and botanical artist. Covered x 3	Skill Explain the significance of art, architecture or design from history and create work inspired by it. Core knowledge • Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet. • A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses. • Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst. • The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals. • Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture. Covered x 4	Skill Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre. Core knowledge • Pablo Picasso pioneered the use of continuous line drawing. • Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging. • The artistic genre of collage uses cut, torn, folded, crumpled, layered and glued paper to create different visual effects. • Mixed media collage combines paper, fabric and other materials. An artist might also use 3-D objects, such as cogs, buttons, blocks and coins. • Mixed media collage uses a range of different joining methods, including *gluing*, stitching and tying. • Edvard Munch is a significant Expressionism artist. *The Scream* is one of his most familiar works and depicts the artist's feelings of anxiety. • The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes. Covered x 6	Skill Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks. Core knowledge • Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things. • Significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona. • Significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues. • Chris Ofili is a significant black artist whose work portrays messages about black culture and history. • The painting *'No Woman, No Cry'* by Chris Ofili bears a phosphorescent inscription that indicates that the crying woman depicted is Baroness Lawrence of Clarendon OBE, the mother of Stephen Lawrence, who was murdered in an unprovoked racist attack in London in 1993. The photographs inside the tears in this painting are all images of Stephen. • Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley. • Abstraction by shape is a technique artists use to represent objects using shape only. • Guernica (1937) is a large oil painting by Spanish artist Pablo Picasso. • Guernica is one of his best-known art works. It is regarded by many art critics as the most powerful anti-war painting in history. Covered x 6

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