

Art & Design
Catton Grove Primary School

Substantive Knowledge
Disciplinary Knowledge
Conceptual Knowledge
Procedural Knowledge

• EYFS		
• Unit of Work	• Statutory Guidance:	• Unit End Points:
•	Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.	Children can: • Explore different materials freely, to develop their ideas about how to use them and what to make • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills

• Year 1		
• Unit of Work	• NC Expectations:	• Unit End Points:
• Spirals	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Children can: • Control lines with the movement of their drawing tool (how fast/slow and how much pressure they apply). • Compare the work of artist Molly Haslund and Ancient Kolam drawings. • Use different drawing tools. • Spot the difference between drawing tools (graphite, soft pencil and handwriting pens). • Make choices of colour used in their work. • Talk about what they like about their work and what they will try next time.

• Exploring Watercolour	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Children can: • Compare the work of Paul Klee and Emma Burleigh. • Understand the different watercolour methods used (wash, wet on wet, wet on dry and mark making). • Name and use primary colours. • Begin to understand how colours mix to make secondary colours.
• Making Birds	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Children can: • Mix two or more media together. • Fold, tear, crumple and collage paper to transform from 2D to 3D. • Understand how to make a sculpture balance and stand. • To know of artist Andrea Butler. • Choose a variety of materials when making a sculpture. • Share what was successful with their work.

• Year 2		
• Unit of Work	• NC Expectations:	• Unit End Points:
• Explore And Draw	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Children can: • Understand how artists Hassan Hajjaj and Alice Fox use exploring and collecting skills with their art. • Use a range of different media when drawing (graphite, wax crayon and pencil). • After exploring their environment, talk about the items they have collected and why. • Reflect on their own work and the work of others, discussing what we are good at and what we might do differently next time.
• Expressive Painting	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Children can: • Understand how Marela Zacarías and Charlie French use expression within their paintings. • Recognise primary colours and mix secondary colours. • •

• Stick Transformation	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Children can:

Year 3		
Unit of Work	NC Expectations:	Unit End Points:
Gestural Drawings With Charcoal	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	understand and apply the terms gestural drawing (a loose form of sketching to capture your subject's form and movement) and chiaroscuro (contrasts of light and shade) know of Laura McKendry and Edward Degas and discuss their varying uses of charcoal mark-make with charcoal through a range of gestural movements including drawing from the finger, hand, elbow and shoulder utilise charcoal to create chiaroscuro (contrasts of light and shade) understand that charcoal is generally best used for large scale pieces of artwork due to its thickness develop the concept of shading through applying pressure and gestural movements
Paint, Cloth, Thread	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	understand and apply the terms mixed media (art where more than one medium (material has been used), thread (a long thin strand used for sewing or embroidery), fabric/cloth (woven material made from wool, cotton or other materials) and stitches (a loop of thread used in sewing and embroidery) know of Alice Kettle and Hannah Rae and some of their contributions to mixed media develop the concept of shading through choice of sketching pencils (H=hardness, B=softness) create a range of marks with drawing implements by analysing the technique and impact of others through the use of a view finder thread a needle, mark-make by creating stitches and finish off the thread use a range of painting techniques to paint on canvas (long/short brush strokes, dabbing, diluting paint to create wash)
Telling Stories Through Drawing and Making	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	know of Inbal Leitner and Rosie Hurley and discuss how they use their sketchbooks to develop characters and refine ideas know of Quentin Blake as an illustrator and his exaggerated illustrative techniques analyse, sketch and annotate illustrations to form a sculpture plan create a sculpture using clay and modelling tools (spoons, wires, knives) apply colour theory to artwork (e.g. primary, secondary, tint, tone & colour matching, add PVA to paint to make glossy)

		This unit's endpoints are subject to change as may shift from clay to mod-roc for next academic year and will then impact on Year 4's mod-roc progression.

Year 4		
Unit of Work	**NC Expectations:**	**Unit End Points:**
Storytelling Through Drawing	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	Children can: • manipulate charcoal (and other drawing implements) using a range of techniques to create particular effects (e.g. rubbing, holding like pencil, brushing/smudging, using rubber to lift marks) • analyse illustrations and consider the materials, techniques and intended effects artists have used • justify their own choice of materials and techniques in regards to the intended effect on the audience • know and recognise the key features of comics (borders, gutters & panels) • understand and apply the term composition (the way you lay out elements of your work) • know of Laura Carlin and Shaun Tan and discuss some of the techniques they use in their illustrations • consider composition of a piece of 2D artwork
Exploring Still Life	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	Children can: • understand and explain the difference between traditional (established long ago) and contemporary (modern) still life artists • to know of Paul Cezanne (traditional) and Hilary Pecis (contemporary) and explain their contributions to still life artwork • analyse artwork and objects in order to recreate them using observational drawing skills (focusing on individual elements e.g. shape, line, colour and shading) • apply colour theory to artwork (e.g. primary, secondary, tertiary, tint, tone & graded wash) • manipulate paintbrushes and paints using a range of techniques to create particular effects (e.g. flat wash, graded wash, lifting off, stippling)
Festival Feasts	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	Children can: • manipulate materials using a range of techniques to create sculptures (e.g. rolling, stuffing, scrunching, layering, concertina, cutting) • understand and apply the terms sculpture (a 3-D piece of artwork), mod-roc (‘modelling rock’) and armature (an internal support for your sculpture) • effectively use mod-roc to cast materials and cover an armature • analyse sculptures and other objects to identify materials and techniques that were used to create them

		• know of Claes Oldenburg (Giant BLT) and Mechelle Bounpraseuth (foods of her youth) and explain their contributions to sculptural artwork • consider composition and layering of individual sculptures and sculptural collections

Year 5		
Unit of Work	NC Expectations:	Unit End Points:
Typography and Maps	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to know the layout of fonts is called typography. • to see how other artists work with typography and share thoughts on their work using appropriate vocabulary (Louise Fili - New York Artist, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory) • to make drawings appear visually stronger by working over maps or newspaper to make marks stronger (Use of 4B pencils to make 'strong' marks). • to use shading techniques to produce light and shade when using art pencils. • to use art pens to add definition and detail to artwork. • to create their own typography and combine it with other visual elements to make artwork. • to use typography skills and artistic design choices to create pictorial maps for a final display piece (Visual Impact, Pictorial Maps, Identity, Symbols) • to share work with the class, reflect upon what was successful and give useful feedback on the work of their peers (Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences).
Land and Cityscapes	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to see how artists respond to land and city scapes in various ways and use inventive mixed media combinations (compare the artists and identify things which might be of interest to them in their own work). • to respond to the work of artists through class discussion and record in sketchbooks (Senses, Spirit, Energy, Capture). • to explore working outside sketchbooks, bringing a "sketchbook way of a thinking" to larger sheets of paper (focus on local Norfolk locations). • to use skills of making gestural marks working in mixed media (using water colour, poster paint, acrylic, charcoal and art pens) to create energetic land and cityscapes. • to share their journey and discoveries with others and reflect upon what they have learnt (Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences).
Dream Big Or Small	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to know that artists have a responsibility to design buildings to make the world a better place. • to explore domestic architecture which is aspirational and large, and explore the Tiny House movement. • discuss how both these ways of designing might affect our lives. • use sketchbooks to collect, record and reflect ideas and thoughts (use sketching techniques to create 2D and 3D drawings in sketchbooks). • to use form, structure, materials and scale to design innovative buildings justifying choices. • to build architectural models to test ideas (designing, measuring, cutting and sticking using foam board and cardboard). • to respond to the work of their classmates, sharing thoughts about their work in relation to the architecture they looked at during the project (Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences).

Year 6		
Unit of Work	NC Expectations:	Unit End Points:
2D Drawing To 3D Making	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to use sketchbooks to record and reflect, collecting the ideas and approaches that other artists use. • to learn two key techniques that support seeing and drawing: 1) using negative space and 2) the grid method. • to add texture and form to simple outline shapes. • to understand that structure and balance can make a 2D drawing become a 3D object (using the paper as a collage material) • transform two dimensional surfaces using line, mark making, value, shape, colour, pattern and composition to help create artwork. • to display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work (Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences).
Exploring Identities	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity and record their thoughts and observations in sketchbooks through visual note taking. • to create a series of portraits drawings of their peers using a variety of drawing materials. • to work digitally or physically to create a layered portrait to explore aspects of their identity, thinking about line, shape, colour, texture and meaning. • to share completed work with classmates, articulate feelings about the journey and outcome. Listen to feedback from classmates and respond.
Take A Seat	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks. • to explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks. • to use a wide variety of materials to manipulate and construct 3D ‘doodles’ in response to making prompts. • to use the Design Through Making technique to make a model of a chair which expresses an aspect of their personality. • to reflect on their own work and the work of others, think about what they have been successful at and what they might do differently next time.