LAKESIDE
PRIMARY ACADEMY

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas (Taught throughout each unit across the year)	Learning intention	Design and make art to express ideas. Look at artwork made by other artists and designers. Investigate stimuli that you can see, hold, touch and hear. Explore materials without a pre-defined outcome.	Select the best materials and techniques to develop an idea. Generating ideas through exploration of materials.	Use and combine a range of visual elements in artwork by Looking at a variety of types of source material and understand the differences. Sketch books: Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.	Develop techniques through experimentation to create different types of art. Use sketchbooks to record their observations and use them to review and revisit ideas	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Use sketchbooks to record their observations and use them to review and revisit ideas. Begin to feel a sense of ownership about the sketch book.	Create innovative art that has personal, historic or conceptual meaning. Using sketchbooks to record their observations and use them to review, refine, revisit and explore ideas and techniques.
	Knowledge	Realise that ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Recognise that ideas can be generated through doing as well as thinking.	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	Visual elements include colour, line, shape, form, pattern and tone. Ideas translate and develop through different medium	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
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Evaluating (Taught throughout each unit across the year)	As a class	Enjoy listening to others views about artwork made by others	Begin to express and share an opinion about art work.	Confidently express and share an opinion about art work.	Think about why the work was made, as well as how.	Share your response to the artwork. Including opinions, techniques and how it was made.	Discuss and ask questions about process, technique, idea or outcome.
	Small groups	Share work to others in small groups, and listen to what they think about what you have made.	Share work to others in small groups, and listen to what they think about what you have made. When looking at creative work express clear preferences and give some reasons.	Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself.	Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself.	Share work to others in small groups, and listen to what they think about what you have made. Present work in retrospect, ie to class, assembly or parents.	Share work to others in small groups, and listen to what they think about what you have made. Present work in retrospect, ie to class, assembly or parents.

	Individually	Talk to a peer or teacher about the art work made and share what you have enjoyed during the process, and what you like about the end result.	Talk to a peer or teacher about the art work made and share what you have enjoyed during the process, and what you like about the end result.	Discuss problems which came up and how they were solved. Think about what you might try next time.	Discuss problems which came up and how they were solved. Think about what you might try next time.	Share how other artists/artwork inspired you and how your work fits onto larger context.	Share how other artists/artwork inspired you and how your work fits onto larger context.
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Whole school art week focus (Drawing/ sketching?) Pencil, ink, charcoal and pen.	Learning intention	Represent famous land mark using different pencil techniques.	Use pencil techniques to create observational drawings.	Draw features of landscape from memory, imagination or observation, with some attention to detail. Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	LI-will take place during art weeks.	Create a drawing with close attention to detail, adding tone and texture using pencil, or colour using watercolour paint.	To create portrait types drawing using drawing techniques and skills.
	Knowledge/ Skills	(Bright Lights and Big City.) Use soft and hard pencils to create different types of line and shape. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of lines include zigzag, wavy, curved, thick and thin.	Use pencil to create different patterns, textures and lines, and explore shape, form and space. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. (Wriggle and Crawl-Observational drawing)	Add tone to a drawing by using linear and cross hatching, scumbling and stippling. Hatching, cross-hatching and shading are techniques artists use to add texture and from. Urban Pioneers	Use the properties of pen, ink and charcoal to create a range of effects in drawing. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Beast Creator Develop independent and detailed drawings. Use observational skills and a sketchbook to collect and develop ideas. Use different techniques for purposes ie shading, hatching and blending. Begin to develop an awareness of composition, scale and proportion i.e foreground, middle ground and background.	Use line and tone to draw perspective. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
Human Form	Learning intension		Represent the human form, including face and features, from observation, imagination or memory.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as		Explore and create expression in portraiture.	Use distortion, abstraction and exaggeration to create interesting effects in

				pencil, charcoal, paint and clay. (Through the ages)		(Peasants, Princes and pestilence)	portraiture or figure drawing. (ID- Family resemblance)
	Knowledge		A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. A drawing, painting or sculpture of a human face is called a portrait.	Artists draw, paint or sculpt human forms in active poses		A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.	In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
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Landscapes	Learning intension	Draw or paint a place from memory, imagination or observation. Look at the shapes that are used to make up a landscape and use these to create their drawings. (Bright, Lights, Big City- Drawing from memory)		Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. Add tone to a drawing by using linear and cross hatching, scumbling and stippling. (Urban Pioneers- Urban Landscapes)	Choose an interesting or unusual perspective or viewpoint for a landscape. (Misty Mountain Winding River- Mountain painting using warm/cold colours)		
	Knowledge	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Artists often use basic shapes to initially create their designs and then add in the detail.		An urban landscape is a piece of artwork that shows a view of a town or city. View finders can be used to zoom in and focus on adding details to a small area. Hatching, cross-hatching and shading are techniques artists use to add texture and form.	Art can display interesting or unusual perspectives and viewpoints.		
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Paint	Learning intension		Identify and mix secondary colours. Revisit colour mixing and understand relationships of primary and secondary colours and apply to a project.	Experiment different effects and textures. Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. (Misty mountain, Winding River- See	Mix and use tints and shades of colours using a range of different materials, including paint. (Beast Creator- Darwin's drawings focus on this	

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			(Muck, Mess and Mixtures)	(Scrumdiddlyumptious – Fruit observational paintings for calendars- use of contrasting colours)	companion Project Vista, focus on painting not computer designs)	skill rather than line drawing).	
	Knowledge		The primary colours are red, yellow and blue. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Effects can be created using blocking in colour, washes, thickened paint. A range of scales can be created using smaller or larger paint brushes.\n\nExamples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	
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Printing	Learning intention	Make simple prints and patterns using a range of liquids including ink and paint.\n\n(Paws, Claws and Whiskers- animal patterns)			Make a two-colour print.\n\nUse Batik to create a piece of art work.\n\nUse layering media/such as wax and inks.\n\n(Blue Abyss- Batik fish)		Use the work of a significant printmaker to influence artwork.\n\nCreate and use stencils.\n\n(Frozen Kingdom- Inuit art)
	Knowledge	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.			Different printmaking techniques include Batik.\n\nBatik is a method (originally used in Java) of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.		Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.\n\nA stencil is created to support the printmaker.
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Malleable Materials/3D	Learning intention	Manipulate malleable materials in different ways to create an effect.	Create a 3-D form using malleable or rigid materials.			Use clay to create a detailed 3-D form. (Pharaohs- Making clay amulets)	Create a 3-D form using malleable materials in the style of a significant

		(Dinosaur Planet- Making clay dinosaur eggs and fossils)	Cut and join pieces of clay together. (Muck, Mess and Mixtures- making clay models of themselves)				artist, architect or designer. (Blood heart- clay heart)
	Knowledge	I realise that malleable materials include rigid and soft materials, such as clay and salt dough. Begin to build knowledge of what different materials and techniques can offer the creative individual. Malleable materials can be manipulated by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Malleable materials, such as clay are easy to change into a new shape. Clay can be moulded by pulling bit from the main ball of clay. It can also be cut and joined back together using slip.			Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.
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Textiles (linked to DT units)	Learning intension		Explore different finishing techniques to add details to fabric. (Coastline- puppets)		Explore different sewing and finishing techniques to add details to fabric. (Traders and raiders- Money Wallets)	To use different stiches to decorate their products. (Stargazers)	
	Knowledge		Use finishing techniques including painting, fabric crayons, stitching, adding sequins and buttons.		Use the following stitches to join fabric together: back stitch, over sewing, blanket stich or running stitch. Use finishing techniques including applique and cross stitch.	Stitches can be used to decorate products. These include stem stitch, satin stitch chain stitch and the lazy daisy stitch.	
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Collage	Learning intention	Use textural materials, including paper and fabric, to create a simple collage. (Paws, Claws and Whiskers- Creating animal print collages)	Create images from a variety of media. Arrange and glue materials to different backgrounds.				

			(Muck, Mess and Mixtures- food landscapes)				
	Knowledge	Collage is an art technique where different materials are layered and stuck down to create artwork.	Collages can be created using a variety of media e.g. photocopies material, fabric, crepe paper, magazines. Materials can be grouped for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Materials can be based on the image, texture or shape they are trying to make.				
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Significant people, artwork and movements	Learning intension	Describe and explore the work of a significant artist. (Enchanted Woodland- Andy Goldsworthy) (Brightlights, Big City- Stephen Wiltshire)	Explain why a painting, piece of artwork, body of work or artist is important. (Magnificent Monarchs-Hans Holbein) (Muck, Mess and Mixtures-Kurt Schwitters and Henri Matisse)	Work in the style of a significant artist, architect or designer. (Urban Pioneers-Banksy and Adam Klodzinski) (Scrumdidliumptious-Andy Warhol)	Explain the significance of art, architecture or design from history and create work inspired by it. (Blue/Abyss or Misty Mountain Winding River – Georgia O'Keefe)	Investigate and develop artwork using the characteristics of an artistic movement. (Stargazers-Kurt Schwitters)	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. (Frozen Kingdom companion project- Inuit Mixture of Inuit Artisits Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona)
	Knowledge	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas	The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.

			of the artist or the artist created a large body of work over a long period of time.				