EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

EYFS						
Unit title	**Moody Monsters**	**In The Deep Dark Woods!**	**Unique Snowflake**	**On The Farm**	**Heroes**	**Nature Detectives**
Key learning	Colour exploration To Colour….	Natural art/ Charcoal bears Autumn Floor Textiles	Exploring materials Icy art World in a Matchbox	Access Art- duckling, form and texture Textured book covers	Top Tips for Cardboard Creations	Access Art- Shells: Observational and Imaginative Drawing
Knowledge	Using senses to answer questions: What does colour smell like? What does colour feel like?	In this seasonal textile activity students will create an autumn floor on fabric. Using a variety of different materials on calico as well as use new techniques such as wax resist.	"World in a Box" activity enables children creative freedom resulting in fantastic autobiographical artwork	Newly hatched ducklings are the inspiration for a collection of paintings	Children will utilise our ethos of design through making, working with materials to learn about the properties as they go	Observational and imaginative drawing when looking at sea shells and pebbles. The aim of the activity is to engage with these contrasting drawings methods and to compare and observe the results
Skills	Colour recognition, fine motor skills, nurture curiosity, open mindset	Colour recognition, explore line, mark making, explore shape, hand eye co-ordination, dexterity, fine motor skills, nurture curiosity, open mindset	Explore shape, modelling, hand eye co-ordination, dexterity, fine motor skills, nurture curiosity, creating narrative	Colour recognition, mark making, explore shape, hand eye co-ordination, dexterity, fine motor skills, nurture curiosity, open mindset	Explore shape, modelling, hand eye co-ordination, dexterity, fine motor skills, nurture curiosity, open mindset	Colour recognition, explore line, mark making, explore shape, hand eye co-ordination, dexterity, fine motor skills, nurture curiosity, open mindset
Assessment	Knowledge of primary and secondary colours to answer questions.	Knowledge of wax resist technique	Autobiographical artwork	Painting techniques	Collaborative pieces using mixed media	Observational and imaginative skills
Prior learning	Colour names	Leaf rubbing	Creative experiences linked to story telling	Mark making with paint	Construction activities	Observational skills
Key vocabulary	Primary, secondary, mixing, brush strokes	Wax resist, calico, impression	Collage, sticking, texture, colour	Texture, paint consistency- thick, thin, watery	Attach, construct, build, cut	Line, form, colour, texture
National Curriculum links	EAD, CL, UW, PD	PD, UW, CL, EAD	PD, UW, CL, EAD	PD, UW, CL, EAD	PD, UW, CL, EAD	PD, UW, CL, EAD, M

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

Year One						
Unit title	**This is our home!**	**Toys!**	**Animals and their home**	**All aboard!**	**All around the world!**	**Let's Explore**
Key learning	**Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks		**Inspired by Flora & Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.		**Playful Making** Exploring materials and intention through a playful approach.	
Knowledge	• That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others.		• That artists can be inspired by the flora and fauna around them. • That we can use careful looking to help our drawing, and use drawing to help looking. • That we can use a variety of materials to make images, and that the images we make can become imaginative. • That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.		• That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration. • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical.	
Skills	Drawing, Collage, Sketchbooks		Drawing, Collage, Sketchbooks		Sculpture, Drawing	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

Assessment	Children are introduced to sketchbooks as a place of personal exploration, and enabled to make a sketchbook or personalise a bought sketchbook.		Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials.		children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.	
Prior learning	Observational and Imaginative Drawing		Autumn Floor Textiles			
Key vocabulary	Pattern, Structure, Movement, Growth, The Human Body, Sound		Handwriting pen, Graphite, Oil pastel, Paper & Collage		Transformation & Invention, Construction Materials	
Key people	Molly Haslund: Outdoor Drawings		Eric Carle, Joseph Redoute, Jan Van Kessel		Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett	
National Curriculum links	Science: Uses language to support understanding of concepts of growth, human body and natural forms. Maths: Explores pattern, symmetry. PSHE: Peer discussion, collaboration		English: Explore The Very Hungry Caterpillar, or books illustrated in similar style. Geography: Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas. Science: Identify common and wild plants, insects, food chains, life cycle, living and decay. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.		Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc. Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction. Science: Uses language to support understanding of properties and manipulation of materials. PSHE: Collaboration, responsibility to the	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

					planet.	

Year Two						
Unit title	**The four seasons**	**Fire, Fire!**	**Where does food come from?**	**Our wonderful world!**	**We're all going on a seaside holiday!**	**Our Local Heroes**
Key learning	**Explore & Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills			**Exploring the World** Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	**Be An Architect** Exploring architecture and creating architectural models.	
Knowledge	• That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.			• When we make mono prints we use mark making to create one off prints. • When we make mono prints we create an impression of a drawing. • That we can generate playful narratives and inventions through drawing. • That we understand that using a range of marks will generate different effects when creating mono prints. • That we can create creative responses to different stimuli and make the work our own.	• That architects design buildings and other structures which relate to our bodies and which enhance our environment. • That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. • That we can use drawing as a way to help us process and understand other people's work. • That we can use digital tools such as drones and film to inspire us. • That we can use our imaginations to make	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	• We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.				architectural models to explore how we might design buildings relating to a particular need or stimulus. • That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials	
Skills	Drawing, Sketchbooks, Collage			Printmaking (Mono Print), Drawing, Collage	Architecture, Drawing, Sketchbooks, Collage, Making	
Assessment	Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.			In both sessions pupils develop drawing and mark making skills.	Explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model.	
Prior learning	Drawing, Collage, Sketchbooks			Knowledge of wax resist technique	Exploring materials and intention through a playful approach.	
Key vocabulary	Natural Forms, Seasonal Changes, Patterns, Symmetry, Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist			Natural and Manmade Forms, Invention, Graphite pencils, Oil Pastels, Carbon Paper	Construction Materials, Habitat, Community, Culture, Purpose	
Key people	Rosie James, Alice Fox			Xgaoc'o X'are, Leonardo Di Vinci	Hundertwasser, Zaha Hadid, Heatherwick Studios	
National Curriculum links	Geography: Adapt to explore habitats. Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation,			English: Link to English by asking children to draw upon their own experience for narratives. Geography: Adapt to explore habitats,	Geography: Adapt to explore habitats, cities, towns and villages, ports & harbours. History: Make houses inspired by the	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	repetition. Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing. PSHE: Peer discussion, Collaboration.			continents. Maths: Use language to develop understanding of symmetry (peeling back monoprints). Science: Animals, trees, materials. PSHE: Peer discussion. Collaboration.	architecture of different ages or cultures, for example buildings damaged during the Great Fire of London. Maths: Use language which supports understanding of Measuring, 2D/3D shapes. Science: Explore properties of materials e.g. make your architecture waterproof, rough, smooth? PSHE: Collaboration, Peer Discussion, Ethnic Identity, Different Religions (architecture representative of).	

Year Three						
Unit title	**Stone age – Yaba! Daba! Doo!**	**Careful Climate**	**Oh I do like to be beside the seaside.**	**Where on Earth are we?**	**Roaming Romans**	**Bronze vs Iron**
Key learning	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance.		**Cloth, Thread, Paint** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.		**Telling Stories Through Drawing & Making** Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
Knowledge	• That when we draw we can use gestural marks to make work.		• That artists can combine art and craft using painting and		• That we can take inspiration from other Art forms such as film and literature and make	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	• That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.		sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.		work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.	
Skills	Drawing, Sketchbooks		Painting, Sewing, Drawing, Sketchbooks		Drawing, Sculpture, Sketchbooks	
Assessment	Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.		Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.		Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.	
Prior learning	Drawing, Sketchbooks, Collage		Drawing, Collage, Sketchbooks		Sculpture, Drawing	
Key vocabulary	Cave art, Movement, Human Body, Relationship of Body to		Fabric (Calico), Paint, Thread		Paper, Drawing Materials, Modelling & Construction	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	Place Charcoal, Paper, Body				Materials (Modroc, clay, plasticine etc).	
Key people	Heather Hansen, Laura McKendry, Edgar Degas		Alice Kettle, Hannah Rae		Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	
National Curriculum links	Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal".		Geography: Adapt to create imagery which explores symbols on maps. History: Adapt to create portraits of significant individuals from history. Maths: Pattern, repetition, pictorial representation, 2D/3D shapes. Science: Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns. PSHE: Peer discussion.		English: Link to "character" books such as Roald Dahl's Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making. Science: Materials, animals, micro habitats. Maths: 2D/3D shapes, measuring, weight. PSHE: Responsibility to the planet, collaboration, peer discussion.	

Year Four						
Unit title	**Road trip!**	**Ancient Egyptians**	**Splish! Splash! Splosh!**	**Shake, rattle and roll**	**Lets preserve**	**Court is in session**
Key learning	**Storytelling Through Drawing** Explore how artists create sequenced drawings to share and tell stories. Create accordian books or		**Exploring Pattern** Exploring how we can use colour, line and shape to create patterns, including repeating patterns		**Sculpture, Structure,** Inventiveness & Determination What can artists learn from nature?	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	comic strips to retell poetry or prose through drawing.					
Knowledge	• That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery.		• That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes.		• That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

Skills	Drawing, Sketchbooks		Drawing, Collage, Design		Drawing, Sketchbooks, Sculpture	
Assessment	There is then a choice of two projects: the first explores the creation of an accordian book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.		Children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage.		Pupils apply knowledge by looking at how birds build nests then make experimental drawings and build sculpture?	
Prior learning	Autobiographical artwork		Observational and Imaginative Drawing		Sculpture, Drawing	
Key vocabulary	Drawing Materials, Paper		Paper, Pens, Paint		Various Drawing Materials, Construction Materials	
Key people	Laura Carlin, Shaun Tan		Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont		Marcus Coates	
National Curriculum links	English: Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice. History: Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras. Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing. PSHE: Supports Collaboration, Peer Discussion.		History: Focus on patterns from your chosen ancient civilisation. Maths: Measuring, symmetry, tessellation/repeated patterns, orientation. Science: Look at patterns in the structure of fruits or plants, reflections and shadows. Music: Use music and sound when doing mindful drawing as part of this pathway.		Geography: Link with birds and migration via the North and South hemisphere. Science: Language to support understanding of materials, habitats. PSHE: Supports responsibility to the planet, Collaboration, Peer Discussion.	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

Year Five						
Unit title	**What did the Anglo Saxons leave behind?**	**Out of this World! Could we travel through space?**	**Yikes! The Vikings are Coming!**	**Is change a good or a bad thing?**	**How did the Ancient Greeks change the world?**	**It's a mystery!**
Key learning	**Typography & Maps** Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps		**Mixed Media Land & City Scapes** Explore how artists use a variety of media to capture spirit of the place.		**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model.	
Knowledge	• That when designers work with fonts and layout it is called Typography. • That we can use the way words look to help us communicate ideas and emotions. • That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.		• That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. • That artists often work outside (plein air) so that all their senses can be used to inform the work. • That as artists we are able to experiment with materials, combining them to see what happens. We can feel		• That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. • That we can make creative choices which both serves ourselves as individuals and the communities we belong to.	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

			free and safe to take creative risks, without fear of getting things "wrong". • We can share our artistic discoveries with, and be inspired by each other. • We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.		• That we can use form, structure, materials, and scale to design innovative buildings. • That we can build architectural models to test out our ideas and share our vision.	
Skills	Typography, Drawing, Collage, Sketchbooks		Painting, Drawing, Sketchbooks		Architecture, Drawing, Sketchbooks	
Assessment	Create their own visual and three dimensional maps		Puipils take creative risks, explore and experiment, without the pressure of having to "produce" an end result.		Build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.	
Prior learning	Architecture, Drawing, Sketchbooks, Collage, Making		Painting, Sewing, Drawing, Sketchbooks		Architecture, Drawing, Sketchbooks, Collage, Making	
Key vocabulary	Identity, Environment, Habitat, Pencil, Pen, Paper		Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper		Foamboard, Ink, Card	
Key people	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny		Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones		Shoreditch Sketcher, Various Architects	
National Curriculum links	Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps. History: Create maps inspired by your chosen ancient civilisation topic e.g. an		Geography: Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping. Science: Local habitat, Environmental changes.		Geography: Opportunity to talk about issues surrounding climate change to inform the type of houses you make, and the materials you use. History: Changes in Britain – How	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	Anglo Saxon settlement or village. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.		PSHE: Responsibility to the planet, Collaboration, Peer Discussion.		architecture has changed from your chosen civilisation topic. Design a bomb shelter inspired by WW2? Maths: Measuring, 2D and 3D shapes, symmetry, angles. PSHE: Responsibility to the planet, Collaboration, Peer Discussion	

Year Six						
Unit title	**Amazing Amazon**	**Ancient Islamic Civillization**	**Warning, Warning**	**Lets go on a Journey**	**Is our future bright?**	**WW 1 vs WW2**
Key learning	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome		**Activism** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about		**Brave Colour** Exploring how artists use light, form and colour to create immersive environments.	
Knowledge	• That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark		• That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • That artists acting as activists often use print because it allows them to duplicate and distribute their message. • That a carefully chosen image can be a powerful way to communicate as		• That as humans we react emotionally to colour. • That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. • That we can use colour in a brave and inventive way, trying new colour	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art

	making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.		it is direct and crosses boundaries of language. • That through art as activism we can come together.		combinations and exploring the relationship between colour and form. • That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.	
Skills	Drawing, Sculpture, Graphic Design, Collage, Sketchbooks		Printing, Collaging, Drawing		Installation Art, Sketchbooks	
Assessment	Graphic design/packaging		Posters or zines, using using collage, print and drawing		Pupils use sketchbooks throughout to record, test and reflect	
Prior learning	Typography, Drawing, Collage, Sketchbooks		Typography, Drawing, Collage, Sketchbooks		Observational and Imaginative Drawing	
Key vocabulary	Card, Paper, Drawing materials.		Paper, Pen, Paint		Paper, Card, Paint, Light	
Key people	Lubaina Himid, Claire Harrup		Luba Lukova, Faith Ringgold, Shepard Fairey		Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	
National Curriculum links	English: Create characters inspired by literature. History: Create characters inspired by theme. Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points. PSHE: Collaboration, Peer Discussion.		History: Look at the messaging from WW2 posters. Science: Environmental changes, deforestation. PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.		Science: Light, shadows. PSHE: Collaboration, Peer Discussion.	

EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – Art