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| **Substantive knowledge** Our curriculum enables pupils to:* Understand concepts, themes and genres
* Acquire and apply knowledge and skill
* Develop vocabulary
 | **Disciplinary knowledge**Our curriculum supports pupils to:* Develop their artistic ability through taught drawing, painting and sculpting skills
* Learn about artists and their work
* Evaluate and analyse creative work
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| **KS2 – Tier 1 -  *all children will access KS2 Tier 1 at least once; skills will be developed through different focused artists in Cycle A and Cycle B.***  |
| **Key themes** **Key vocabulary** | **Drawing** | **Painting** | **3D** |
| **Tier 1**  | Accessing Prior Knowledge: **Can you control lines, detail and pattern for effect?**  | Accessing Prior Knowledge: **Can you create washes to create mood?**  | Accessing Prior Knowledge: **Can you use texture, technique, and materials to create basic 3D structures?** |
| Acquiring & Attempting Subject Knowledge:* Experiment with different grades of pencil and other implements.
* Plan, refine and alter their drawings as necessary – in sketchbook
* Use shading to show light and shadow
* Use different media to achieve variations in line, texture, tone, colour, shape and pattern and scale.
* Begin to refine use of proportion and scale.
* Make initial sketches as a preparation for painting.
* Make informed choices in drawing including paper and media
* Identify the and draw the effect of light and shadow on a surface/object/people
* Use research to inspire drawings from memory and imagination
 | Acquiring & Attempting Subject Knowledge:* Create a background using a wash then add detail
* Use a range of brushes to create different effects.
* Explore a variety of techniques to introduce mood and feeling to their paintings; use tone and brush strokes to create mood and feeling
* Use initial sketches from drawing phase to scaffold painting process
* Independently create all the colours they need
 | Acquiring & Attempting Subject Knowledge:* Create and combine shapes to create recognisable and abstract forms
* Include texture that conveys feelings, expression or movement, adding materials to provide interesting detail.
* Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
* Develop basic weaving techniques (eg, yarn, string, strips of recycled paper or carrier bags)
* Experiment with tearing, cutting and layering paper to create different effects
* Make informed choices about chosen techniques
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| **Focus Artists Cycle A** | Vincent Van Gogh(painting and sketching) David Hockney Rene Magrite (sketches) John Miller (paintings) Anthony Caro (sculpture) |
| **Focus Artists Cycle B** | Pablo Picasso (Guernica - sketching) Paul KleePete McKee Edouard Manet Shiela Girling (sculpture) |
|  | Applying Essential Knowledge:**Can you demonstrate an understanding of light and shadow in your drawings?**  | Applying Essential Knowledge:**Can you use brush strokes and tone to create mood and feeling?**  | Applying Essential Knowledge:**Can you combine and manipulate materials using a variety of techniques?** |
| Additional Vocabulary | Line, flowing line, thickness, pattern, texture, shape, colour combination, form, space, density, control, proportion, direction, tone, soft and hard, draft, rework, light, shade, sketch, technique, evaluate, develop, shading, experiment, observe, review, revisit, marks, contour, tonal quality, pencil control | colour families, palette, stroke, light/dark, pattern, texture, shape, colour, form, space, density, mood, wash | Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, technique |
| Impact evidence: * Pupil knowledge
* Sketch books
* Class floor books
* Displays
* Finished pieces
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