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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 | |
| **KS2 – Tier 3 -  *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 3** | Accessing Prior Knowledge:  **Can you demonstrate an understanding of a variety of techniques (including proportion) when producing an observational drawing?** | Accessing Prior Knowledge:  **Can you demonstrate an understanding of shading and tone through the creation and choice of colours and tone within your painting?** | | Accessing Prior Knowledge:  **Can you create a sculpture, giving reasons for choice of materials and techniques?** |
| Acquiring & Attempting Subject Knowledge:   * Demonstrate a wide variety of ways to make different marks with dry and wet media. * Manipulate and experiment with the elements of art: tone, pattern, texture, form, space, colour, shape, curved and straight lines to show movement. * Observe and use a variety of techniques to show the effect of light coming from different directions on a shape an object. * Work in a sustained and independent way from observation, experience, and imagination * Demonstrate accurate proportion * Produce increasingly detailed preparatory sketches for painting and other work. | Acquiring & Attempting Subject Knowledge:   * Name secondary, tertiary and complementary colours and know how to mix them. Use them to represent mood, movement, and detail. * Use brush choice and application for precise details, varying tools depending on the intended impact. * Use preliminary drawings when composing a picture. * Create imaginative work from a variety of sources, including those researched independently. * Develop and explain their own personal style. * Be able to suggest ways they could extend their work. | | Acquiring & Attempting Subject Knowledge:   * Plan a sculpture through independent research and labelled sketches, drawing or other preparatory tasks. E.g., producing a maquette. * Use and name a range of tools and techniques used in clay work. * Work from observation, experience and imagination to create an abstract sculpture and those which represent something observed. * Begin to build with increasing stability (e.g. use of moulds and armatures.) * Combine visual & tactile qualities. * Modify and evaluate their work using an art vocabulary. |
| **Focus artists Cycle A** | Edwin Landseer  Frida Kahlo  Leonardo Da Vinci  Salvador Dali (painting/sculpture)  Kendra Haste (sculpture) | | | |
| **Focus artists Cycle B** | Johannes Vermeer  Georgia O’Keefe  Henri Rousseau  Edgar Degas (painting/sculpture)  Robin Wight (sculpture) | | | |
|  | Applying Essential Knowledge:  **Can you produce detailed drawings, demonstrating a range of techniques?** | Applying Essential Knowledge:  **Can you plan and create a piece, meaningfully choosing colour and technique for effect?** | | Applying Essential Knowledge:  **Can you create a stable sculpture combining different qualities and techniques?** |
| Additional vocabulary | Scale, smudge, tone, line, image, light/dark, layering, overlay, perspective, element, shape, colour, texture, form, expression | Layers, vibrant, viewfinder, movement, purpose, shape, colour, form, modify, review | | Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, framework, armature, texture |
| Impact evidence:   * Pupil knowledge * Sketch books * Class floor books * Displays * Finished pieces | | | | |