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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 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.
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| **Focus artists Cycle A**  | Edwin Landseer Frida KahloLeonardo Da Vinci Salvador Dali (painting/sculpture)Kendra Haste (sculpture) |
| **Focus artists Cycle B** | Johannes VermeerGeorgia O’Keefe Henri RousseauEdgar 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
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