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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 2 -  *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 2**  | Accessing Prior Knowledge:**Can you demonstrate an understanding of light and shadow in your drawings?**  | Accessing Prior Knowledge:**Can you use brush strokes and tone to create mood and feeling?**  | Accessing Prior Knowledge:**Can you combine and manipulate materials using a variety of techniques?** |
| Acquiring & Attempting Subject Knowledge:* Make informed choices in drawing inc. paper and media.
* Alter and refine drawings and describe changes using art vocabulary
* Use research to inspire drawings from memory and imagination.
* Explore relationships between line and tone, pattern, texture, colour, shape, line, and scale for different effects.
* Draw using accurate proportion and scale.
 | Acquiring & Attempting Subject Knowledge:* Independently create all the colours they need.
* Create mood in their paintings.
* Successfully use shading, tone and brushstrokes to create mood and feeling and express emotion.
* Make meaningful decisions about the use of paint and tools.
* Create preliminary sketches when composing a picture
* Develop and explain personal style
 | Acquiring & Attempting Subject Knowledge:* Explore ideas and collect visual and other information to develop their work
* Show confidence, skill and knowledge making sculptures and models; being able to make informed choices about chosen techniques
* Join clay independently using the appropriate tools
* Work from observation, experience, research and imagination to create abstract sculpture, modify and evaluate as required
* Build increasingly stable structures (eg using pipe cleaners)
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| **Focus artists Cycle A**  | JMW Turner Kid Acne Sean Durkin Louise Bourgeois (sculpture) |
| **Focus artists Cycle B**  | Thomas Gainsborough Romero Britto L.S. LowryAlberto Giacometti (sculpture) |
|  | Applying Essential Knowledge:**Can you demonstrate an understanding of a variety of techniques (including proportion) when producing an observational drawing?**  | Applying Essential Knowledge:**Can you demonstrate an understanding of shading and tone through the creation and choice of colours and tone within your painting?** | Applying Essential Knowledge: **Can you create a sculpture, giving reasons for choice of materials and techniques?** |
| Additional Vocabulary | Line/shape/proportion, Direction, Analysing Images, Composing, Experimenting, Exploring, Linear, Marks, Contour, Colour combination, Flowing line, Tonal quality, Pencil control, Scale, Smudge, Image, Light/dark, Layering, Overlay, perspective | colour families, palette, stroke, light/dark, pattern, texture, shape, colour, form, space, density, mood, wash, layers, Vibrant, viewfinder, movement, purpose, Shape, colour, form | Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, technique, texture |
| Impact evidence: * Pupil knowledge
* Sketch books
* Class floor books
* Displays
* Finished pieces
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