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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 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) |
| **Focus artists Cycle A** | JMW Turner  Kid Acne  Sean Durkin  Louise Bourgeois (sculpture) | | | |
| **Focus artists Cycle B** | Thomas Gainsborough  Romero Britto  L.S. Lowry  Alberto 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 | | | | |