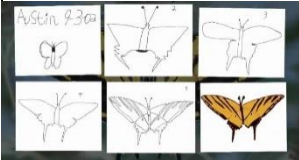




Art and Design Curriculum Progression Map

Year group	Key S skills and K knowledge Drawing	Key V ocabulary	Links to Faith and Values Values Artists Quran
<p style="text-align: center;">Year 1</p>	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>-Know how to use pencils to create lines of different thickness in drawings.</p> <p>-Know how to correctly hold and use tools for drawing, using a pincer grip.</p> <p>-Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted.</p> <p>-Develop the control of the pencil for detail in their pictures.</p> <p>-Know how to use charcoal and pastel to produce basic shapes when drawing.</p> <p>Skills</p> <p>-Observe the shapes of bodies and begin to draw them more accurately.</p> <p>-Know that a face is comprised of different shapes, observe these in isolation and practise drawing these.</p>	<p>Pencil, pencil grip, lines, shapes, straight, curved, wavy, dashed, dotted, zig-zag, looped pattern, look closely.</p>	<p>Creation of Allah – use art as an opportunity to develop an admiration for Allah’s creation. Elude to the idea that it is so difficult to replicate the beauty of Allah’s nature thus illustrating how great he must be as a creator/designer/fashioner. Link to names of Allah (e.g. Al-Khaliq = The creator; Al-Musawwir = the fashioner)</p> <p>Link to value of gratitude for what Allah has created and the inspiration he has given us.</p> <p>Shapes – link to Islamic geometric art that is often used in mosques. Basic shapes are used to develop this art including circles, squares, stars and other polygons.</p> <p>Muslim Artist: Mehdi Moutashar – combines western and Islamic geometric art. Children could spot what shapes they can see. Compare to general Islamic geometric art.</p>
<p style="text-align: center;">Year 2</p>	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>- Know how to use charcoal, pencil and pastel to create art.</p> <p>-Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line</p>	<p>Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape, detail, observe, close looking, face, features</p>	<p>Portraits (Drawing people) – link to values of respect for the diversity and differences amongst people that Allah has created. Quranic verses of relevance include 30:22 “And of his signs is the creation of the heavens and the earth, and the variety of your languages and your colours; verily there are signs in this for the learned.”</p> <p>Excellence – story of Austin’s butterfly. Keep trying to observe more carefully and improve the accuracy of your drawing. Never give up.</p> 

	<p>-Know how to begin to add pattern and texture by adding dots and lines.</p> <p>- Know how to select and use lines for different purposes - spiral, vertical and horizontal lines.</p> <p>-Begin to understand that there are different grades of pencil and they make different marks.</p> <p>-Know how and why to select and use three different grades of pencil when drawing</p> <p><i>Skills</i></p> <p>-Draw for a sustained period, focusing on details on an object</p> <p>-Draw bodies, beginning to consider proportion.</p> <p>-Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other.</p> <p>-Control the types of marks made with a range of media – pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk.</p>		
<p>Year 3</p>	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p>-Know how to show basic facial expressions (happiness, sadness) in art and observe the composition and proportion of a range of people’s different facial features.</p> <p>-Know how to use different grades of pencil to shade and to show different tones and texture.</p> <p>-Know that H pencils are lighter and B pencils are darker.</p> <p>-Know how to apply the techniques of hatching and cross hatching when drawing.</p> <p><i>Skills</i></p> <p>- Begin to use the side of the pencil to add shading to detail.</p> <p>-Begin to use shape and colour to represent reflection.</p> <p>-Plan, refine and alter their drawings as necessary.</p>	<p>Pencil hatching, cross-hatching, effects, different pencil densities, texture, lighter, darker, shadow, depth, facial features.</p>	<p>Portraits (Drawing people) – link to values of respect for the diversity and differences amongst people that Allah has created. Quranic verses of relevance include 30:22 “And of his signs is the creation of the heavens and the earth, and the variety of your languages and your colours; verily there are signs in this for the learned.”</p>


	<p>- Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes - Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas.</p>		
<p>Year 4</p>	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p>-Know how to show facial expressions in sketches and paintings. -Know how to use marks and lines to show texture. - Know how to use line, tone, shape and colour to represent reflection. -Know when to use cross-hatching, hatching and contour hatching.</p> <p>Skills -Alter and refine drawings and describe the changes using the appropriate art vocabulary. -Explain the effect of different pencils. -Evaluate their work and make appropriate changes, using their sketchbooks to develop ideas.</p>	<p>Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe</p>	<p>Portraits (Drawing people) – link to values of respect for the diversity and differences amongst people that Allah has created. Quranic verses of relevance include 30:22 "And of his signs is the creation of the heavens and the earth, and the variety of your languages and your colours; verily there are signs in this for the learned."</p>
<p>Year 5</p>	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<p>Pencil, effect, light, pencil hatching, shading, cross hatching, stumping, smudging, stippling, lighter shading effects, pressure, darker shading effects, pressure, angles, light hatching effects, contour hatching,</p>	<p>Calligraphy</p> <ul style="list-style-type: none"> Can be linked to developing control in using a pencil and other materials and how to organize line, tone and shape. Muslim Artist: Shafiq-Uz-Zaman Khan famous calligrapher that is the head of restoring art at Masjid An Nabawi.

	<ul style="list-style-type: none"> • Know how to use shading to create mood and feeling. -Know how to represent body language when drawing. • Know how to organise line, tone, shape and forms in movement. -Know how to apply the techniques and specific vocabulary of stumping, smudging and stippling -Identify the differences between hatching, cross-hatching, contour hatching, smudging and stumping and stippling and discuss when it is suitable to choose a particular technique. <p><i>Skills</i></p> <ul style="list-style-type: none"> • Experiment by using marks and lines to produce texture. -Work in a sustained and independent way from observation, experience and imagination. -Create a plan in sketchbooks and annotate this with opinions, thoughts and feelings. -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works -Start to develop their own style using tonal contrast and mixed media. 		
<p>Year 6</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • <i>To create sketch books to record their observations and use them to review and revisit ideas</i> • <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <p>- Know that holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this.</p> <p>-Know that light can affect the appearance of people and objects from different directions.</p> <p>-Know that shadows add depth and dimension to drawn objects</p>	<p><i>Dashing, feathering, scumbling, embossing, angles, pressure, silhouette, depth, dimension, blending, movement, depth, shadow, hatching, cross-hatching, contour hatching, stippling, stippling, smudging</i></p>	<p>Calligraphy</p> <ul style="list-style-type: none"> • Can be linked to developing control in using a pencil and other materials. • Muslim Artist: Sayyid Kasim Gubari – ottoman artist known for poetic writing and calligraphy. Has decorated a number of important buildings including the calligraphy decoration on the dome and the quranic verses throughout the Blue Mosque in Istanbul.

-Identify the differences between all drawing techniques and their appropriateness to the task and media e.g. hatching, cross-hatching, contour hatching and stippling.
-Discuss when it is suitable to choose a particular technique.
-Identify the differences between pencil grades and select for effect when producing sketches.
-Know that other media (charcoal, pastel, chalk) can be applied in a range of ways to create different effects (e.g. dashing, feathering, scumbling, blending, smudging)

Skills

-Use shading and perspective to create form and texture.
-Observe the positions of people in action.
-Develop ideas using different or mixed media.
- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Year group	Key skills and knowledge Painting	Key vocabulary	SHINE & Links to faith
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>- Know that red, yellow and blue are the primary colours. -Know how to make green, orange and purple by combining primary colours. - Know what happens when white and black are added to primary colours. - Know that different sized paintbrushes make different strokes and lines. -Know that before the brush is added to a new colour, excess water needs to be blotted. -Know that if 2 wet paint colours are next to each other they will run into each other.</p> <p>Skills</p> <p>-Explore paintbrushes of different thicknesses to produce lines of different widths -Begin to explore watercolours and the effect it gives within the continuous provision -Explore paint mixing within the continuous provision. -Experiment with printing technique using block printing and a range of classroom resources to see the type of pattern they create -Make rubbings -Make repeated patterns and recognise these in the environment</p>	<p>Paint, primary, secondary, colour names, blot, brush, grip, mix</p>	<p>Using and mixing colours</p> <p>16:13 "And (Also) whatever he has produced for you on the earth of different colours; verily there is a sign in this for people who take advice."</p> <ul style="list-style-type: none"> Verse is telling us about the varieties of colours being a sign of the power and wisdom of Allah. We mix the colours but it is Allah that has created that colour, brought that colour into existence. <p>Repeated patterns</p> <ul style="list-style-type: none"> Islamic geometric art often used in mosques and are based on mathematical shapes and thought to encourage spiritual contemplation (E.g. circles have no end and are infinite and therefore help people to contemplate that Allah is infinite; repetition again gives the idea of the infinite nature of Allah) Repetition is a prominent feature of Islamic art. It is called arabesque and is meant to represent the infinite nature of god. Children could create a repeated pattern using printing:  <ul style="list-style-type: none"> Artists: Rania Mousa – creates paper artwork by using repeating patterns inspired by Islamic geometry.

Year 2

NC Pupils should be taught:

- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- Know how to mix secondary colours from the primary colours
- Know how to create tints by adding only white
- Know how to create shade by adding only black
- Know that a 'hue' is the term for the name of the primary and secondary colours without tints or shades added
- Know how to create brown with paint
- Know that colours can elicit an emotional response; some colours are 'warm' colours and some colours are 'cold' colours. Make conscious colour choices when painting
- Know that water can be mixed with primary or secondary colours to dilute colour and create a wash.
- Understand that when working with paint that sometimes an artist needs to produce the piece of work in stages to allow the paint to dry before adding on the next colour.
- Understand how a wash can be applied over other media e.g. wax, oils to make a resist image

Skills

- Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick
- Explore using different types of paint – poster, powder and water colour
- Mix colours to match a picture
- Choose and use the correct paintbrush when adding detail.
- Explore how to print using a range of objects for effect. Use the block printing technique to work in the style of contemporary artists.
- Design patterns of increasing complexity and repetition.
- Press print using tiles to create repeating patterns. Explore how designers and printmakers can repeat the same pattern or can use techniques such as layering in their work.


Tints, shades, hues, primary colours, secondary colours, thickness of brush, poster paint, powder paint, water colour, wash, warm colours, cold colours, opaque, transparent, runny

Using and mixing colours

16:13 "And (Also) whatever he has produced for you on the earth of different colours; verily there is a sign in this for people who take advice."

- Verse is telling us about the varieties of colours being a sign of the power and wisdom of Allah.
- We mix the colours but it is Allah that has created that colour, brought that colour into existence.

<p>Year 3</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • <i>To create sketch books to record their observations and use them to review and revisit ideas</i> • <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <p><i>-Know that when you add grey to a colour you make a tone.</i></p> <p><i>-Know how to use the primary colours and secondary colours to make all secondary and tertiary colours.</i></p> <p><i>-Know the different types of paint and their properties – poster paint, powder paint and water colours.</i></p> <p><i>-Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued and softer</i></p> <p><i>-Know some of the complimentary colours and how to apply them in their art (e.g. yellow and purple, green and red)</i></p> <p><i>-Know what complimentary colours are and what happens when they are mixed together.</i></p> <p><i>Skills</i></p> <p><i>-To apply knowledge of colour mixing the primary and secondary colours to produce shades appropriate to the task.</i></p> <p><i>-Explore with poster paint and water colours and select which to use appropriate to the desired artistic effect.</i></p> <p><i>-Describe colours by objects e.g. sunshine yellow, raspberry pink</i></p> <p><i>-Carry out resist printing techniques including marbling</i></p>	<p><i>Tone, effects, textures, complimentary colours, bold, vibrant, subdued, muted, softer.</i></p>	<p>Using and mixing colours</p> <p>16:13 “And (Also) whatever he has produced for you on the earth of different colours; verily there is a sign in this for people who take advice.”</p> <ul style="list-style-type: none"> - Verse is telling us about the varieties of colours being a sign of the power and wisdom of Allah. - We mix the colours but it is Allah that has created that colour, brought that colour into existence.
<p>Year 4</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p>	<p><i>Blurred lines, straight lines, texture, blend, tints, shades, tones, primary, secondary, tertiary colours.</i></p>	<p>Flesh colour - link to values of respect for the diversity and differences amongst people that Allah has created. Quranic verses of relevance include 30:22 “And of his signs is the creation of the heavens and the earth, and the variety of your languages and your colours; verily there are signs in this for the learned.”</p>

	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p>-Know how to mix flesh colours on hands and faces. -Know how to use colours to reflect mood in artwork. -Know that paint can be applied in different ways (using the paintbrush) to create straight lines and detail (e.g. side and tip of the brush) -Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture. -Know and explain the different types of paint have on a painting. -Know which tools and materials to use to make blurred and straight lines.</p> <p><i>Skills</i></p> <p>-Use primary colours to make secondary and tertiary colours effectively and apply when painting. -Blend with water colours. -Explore how blurred lines a can be achieved by painting. -Mix and use tints, shades and tones.</p>		
<p>Year 5</p>	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p>-Know that colours are named using the root primary colour - i.e. blue-green, red-purple -Identify a focal point in a painting -Explain how to colour match. -Explain how colour can create a focal point.</p>	<p>Harmonising colours, contrasting colours, hues, tints, shades, root primary colour, tonal contrast, stippling, smudging, primary, secondary and tertiary colours, acrylic paint, splattering, underpainting, layering, washing.</p>	<p>Muslim Artist: Sughra Rababi - famous young female painter that was the first woman to win all India Painting Competition award. Donated proceeds from her sales to support humanitarian causes. (Her paintings range so please be selective in choosing the art you show) This example could be used to talk about use of colour to create a focal point and colour match.</p> 

	<p>-Explain the difference between complimentary and contrasting colours (acrylic).</p> <p>-Know which type of paint works most effectively when stippling.</p> <p>-Know how to use smudging techniques when painting.</p> <p>-Know how to use acrylic paint.</p> <p><i>Skills</i></p> <p>-Use complimentary and contrasting colours.</p> <p>-Use stippling technique learnt using pencil and apply to using paint.</p> <p>-Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task.</p> <p>-Apply the techniques of stippling, washing, splattering, under painting and layering when using acrylic paint.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p> <p>-Explore printing on fabric, selecting the appropriate printing technique.</p>		
<p>Year 6</p>	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <p>-Know, from creating a colour wheel, about harmonising colours, contrasting colours and hues.</p> <p>-Know the effects that colours have on each other and can elicit and portray different moods and emotions.</p> <p>-Begin to know how paintings are created (composition).</p> <p>-Explain how to create atmosphere and light effects with paint.</p>	<p>Complimentary colours, harmonious colours, hues, colour wheel, root primary colour moods, emotions, reflecting, light effects, composition, tints, shades, tones, hues, scumbling, acrylic paint, oil paint, blending, glazing, alla prima.</p>	<p>Eric Ravilious – modern British combat artist, Combat Art</p> <p>Picasso cubism – too look at alongside Muslim Artist: Maqbool Fida Husain – artist known for bold, vibrantly coloured narrative paintings in a cubist style.</p> <p>Muslim Artist: Shakir Ali – famous artist that used cubism techniques. Used red as his dominant colour and often used a bird as a symbol of personal freedom.</p> <p>Romero Britto – pop art movement – plants</p> <p>Freda Kahlo – painter of self-portraits</p> <p>Torres-Garcia - Naïve Art</p>

- Explain colour and paint choices for creating atmosphere and light effects.
- Know which works of art have used complimentary and harmonious colours and understand how to work in this style.
- Know how to use oil paint to create artwork.
- Know how to apply the technique of scumbling when painting.

Skills

- Use shading and perspective to create form and texture.
- Observe the positions of people in action.
- Develop ideas using different or mixed media.
- Use primary colours to create secondary and tertiary colours and vary shades and tones effectively.
- Mix and use tints, shades and tones effectively.
- Use scumbling technique over dry paint and wet paint and understand the difference in outcomes.
- Use the skills of scumbling, glazing, wet on wet (*alla prima*), blending when working with oil paints.
- Be familiar with layering prints.
- Be confident with printing on paper and fabric.

Year group	Key skills and knowledge Sculpture	Key vocabulary	SHINE & Links to faith
Year 1	<p><i>NC Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>To use a range of materials to design and make products</i> <p><i>-Know how to cut, roll and coil materials</i> <i>-Know that patterns can be incorporated into their product.</i> <i>-Know that texture can be used for effect.</i> <i>-Know that clay dries out and becomes harder to manipulate, so needs to be kept damp.</i> <i>-Know how to make an imprinted piece of art by rolling, rubbing, stamping</i> <i>-Know how to create and arrange shapes appropriately.</i> <i>-Know how to make models using balls of paper, tubes and masking tape, using tissue paper to cover.</i> <i>-Know how to slot card together.</i></p> <p><i>Skills</i></p> <p><i>-Use the appropriate amount of glue for a medium</i> <i>-Describes textures of materials</i></p> <p><i>-Use a variety of techniques e.g. weaving, binka to represent what they see</i></p>	<p><i>Cut, roll, coil, patterns, texture, texture words to describe, clay, dry, imprint, roll, rub, stamp, shapes, arrange, models, structures, sculpture, slot, cut, damp</i></p>	<p>Clay Reflect on how difficult it is to mould the clay with such detail and precision and how magnificent Allah must have been to create each of us differently – 15:26 "And certainly we created man of raw clay, of black mud moulded."</p>

Year 2

NC Pupils should be taught:

- *To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.*
- *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- *To use a range of materials creatively to design and make products*

-Know that collages can be made by sticking onto a background to develop a picture, form or function.

-Know that when clay dries out it's form cannot be changed.

-Know how to use tools and everyday objects to add texture to clay.

-Know how to use a variety of reclaimed objects to create a sculpture of an identified object (robots, lighthouses) using observation.

-Know how to fold, tear, crumple and overlap papers.

-Know how to strengthen models by adding newspaper to boxes.

Skills

-Develop texture for effect.

-Arrange materials before gluing into place.

-Create textured collage from a variety of media.

Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange

Clay

Reflect on how difficult it is to mould the clay with such detail and precision and how magnificent Allah must have been to create each of us differently – 15:26 "And certainly we created man of raw clay, of black mud moulded."

Muslim Artist: Zubin Jhaveri – paper based sculptor and designer creates Islamic geometric paper sculptures.

<p>Year 3</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>To create sketch books to record their observations and use them to review and revisit ideas</i> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <p><i>-Know how to join two pics of clay using the hatching technique.</i></p> <p><i>-Know that a coiling method can be used to make a pot.</i></p> <p><i>-Know that materials need to be selected carefully based on their properties for strength and effect.</i></p> <p><i>-Know that a sketchbook can be used to collect ideas.</i></p> <p><i>-Know that overlapping, tearing, folding and layering creates images and represents textures.</i></p> <p><i>Skills</i></p> <p><i>-Plan, design and make models.</i></p> <p><i>-Use papier mâché to mould to the shape of the related artefact.</i></p> <p><i>-Experiment with a range of media (overlapping, layering etc).</i></p> <p><i>-Join clay adequately and work independently.</i></p> <p><i>-Construct a simple clay base for extending and modelling other shapes.</i></p> <p><i>-Name the tools and materials they have used.</i></p> <p><i>-Develop skills in stitching, cutting and joining</i></p>	<p><i>Architecture, materials, style, shape, purpose, 3D landmark replica, papier-mâché, wire, wood, card, strength, effect, newspaper, glue, solid form, malleable, artefact, additional layers, tissue paper, painted finish, poster paint, properties, effect, overlap, tear, fold, layer, image, texture, represent</i></p>	<p>Clay Reflect on how difficult it is to mould the clay with such detail and precision and how magnificent Allah must have been to create each of us differently – 15:26 "And certainly we created man of raw clay, of black mud moulded."</p>
<p>Year 4</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>To create sketch books to record their observations and use them to review and revisit ideas</i> 	<p><i>Clay, natural materials, rolling, stretching, pressing, pulling, clay, sculpture, manipulate, form, air dried clay. Join, hatching, tools, texture, slip water, finish, patterns, texture, form, nets, 3D shapes, models, marquettes, draft, scale model, sculpt, construct</i></p>	<p>Clay Reflect on how difficult it is to mould the clay with such detail and precision and how magnificent Allah must have been to create each of us differently – 15:26 "And certainly we created man of raw clay, of black mud moulded."</p>

	<ul style="list-style-type: none"> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <p><i>-Know that a sketchbook can be used to collate ideas and begin a planning process.</i></p> <p><i>-Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form</i></p> <p><i>-Know how to care for equipment and use them safely.</i></p> <p><i>-Know how to produce more intricate patterns and textures.</i></p> <p><i>-Know how to use nets to make 3D shapes to use in models.</i></p> <p><i>-Know that colour can be added once papier mache is dry</i></p> <p><i>-Know that an armature can be used to build upon papier mache</i></p> <ul style="list-style-type: none"> <i>Skills</i> <p><i>-Cut complex shapes from different mediums.</i></p> <p><i>-Decorate, coil and produce marquettes (rough draft or scale model)</i></p> <p><i>-Make informed choices about the 3D technique chosen.</i></p> <p><i>-Show an understanding of shape, space and form.</i></p> <p><i>-Plan, design, make and adapt models.</i></p> <p><i>-Talk about their work, understanding that it has been sculpted, modelled or constructed</i></p> <p><i>-Match the tool to the material</i></p> <p><i>-Combine skills more readily</i></p> <p><i>-Choose collage or textiles as a means of extending work already achieved</i></p>		
<p>Year 5</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>To create sketch books to record their observations and use them to review and revisit ideas</i> 	<p><i>Modroc, man-made material plaster, bandage, papier mache, smoother, smoothing, better finish, join, finishing, sculpture, manipulate, form, irreversible, texture, detail, twisting, rolling, designer, material, famous sculptures, recent, modern, ancient, secure, recycled, physical texture, visual texture, mix, marquettes, draft, scale, model</i></p>	<p><i>Donna Bramall – Recycled Sculpture – Local Artist, work that has been inspired by this</i></p> <p><i>Andy Warhol – Pop Art, printmaker</i></p> <p>Clay Reflect on how difficult it is to mould the clay with such detail and precision and how magnificent Allah must have been to create each of us differently – 15:26 “And certainly we created man of raw clay, of black mud moulded.”</p>

	<ul style="list-style-type: none"> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <p><i>-Know that a sketchbook can be used to collect ideas, plan and refine them.</i></p> <p><i>-Know that recycled, natural and manmade materials can be used to create sculptures.</i></p> <p><i>-Know the joins needed to assemble</i></p> <p><i>-Know the difference between a physical and visual texture.</i></p> <p><i>-Know how to secure work to continue at a later date.</i></p> <p><i>Skills</i></p> <p><i>-Decorate, coil and produce maquettes (rough draft or scale model)</i></p> <p><i>-Develop skills in using clay including slabs, coils, slips etc.</i></p> <p><i>-Use a range of media to create a collage.</i></p> <p><i>-Use recycled, natural and man-made materials to create sculpture.</i></p> <p><i>-Join fabrics in different ways including stitching</i></p> <p><i>-Use different grades of needle and threads</i></p> <p><i>-Plan a sculpture through drawing and other preparatory work.</i></p> <p><i>-Explore using Modroc as a means of making a simple 3D sculpture.</i></p>		
<p>Year 6</p>	<p><i>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>To create sketch books to record their observations and use them to review and revisit ideas</i> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <p><i>-Know that a sketchbook can be used to collect and record visual information from different sources.</i></p>	<p><i>Modroc, man-made material, plaster, bandage, smoother, better finish, smoothing, joining, finishing, manipulate, form irreversible, texture, detail, twisting, rolling, combine, combination, armature, foundation, glaze, polish</i></p>	<p><i>Sculpture with wire – Alexander Calder. Using wire to make moving sculptures (mobiles)</i></p> <p><i>Mayan Masks – how to finish work</i></p> <p>Muslim Artist: Ahmed Albahrani – famous Iraqi artist known for his large-scale public artwork used</p>

-know that work can be finished in different ways: glaze, paint, polish

-Know that work can be constructed around armatures (wire frame) or over constructed foundations using materials such as Modroc.

-Know how to work in a safe and organised way.


-Know how to combine pattern, tone and shape

Skills

-Use a sketchbook to plan how to join parts of the sculpture.

-Recognise sculptural forms in the environment: furniture, buildings

-Create models on a range of scales

Year group	Key skills and knowledge Craft and Design	Key vocabulary	SHINE & Links to faith
Year 1	<p>NC Pupils should be taught: <i>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> -Know that they can describe what they see Know that they can have an opinion about the work of an artist -Know that artists use colours for a reason Know that Pop Art is a style of art uses bright colours and is modern art Skills Can ask questions about a piece of Art</p> <ul style="list-style-type: none"> Select a favourite piece of art and say why it is their favourite. 	<p><i>Different, same,, materials, comparison collection</i></p>	
Year 2	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <i>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <i>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> <p><i>Know that they can comment on how artists have used colour, pattern and shape</i> <i>Know that an architect is a person who designs a building</i> <i>Know that abstract art does not attempt to show objects or people accurately.</i> <i>Know that their opinion of a piece of art is personal and that it may differ to someone else's opinion.</i></p> <p>Skills <i>Say how they think the artist made the piece of work</i> <i>Observe a range of buildings with different architectural features around the world and explore creatively.</i></p>	<p><i>Architect, architecture, structure, abstract, contemporary, image, foreground, back ground, artist, printmaker, craftsperson, sculpture, sculptor</i></p>	<p>Abstract Art</p> <p>Muslim Artist: Ismail Gulgee – started off painting portraits before turning to abstract art basing his work on Islamic Calligraphy.</p> <p>Islamic Architecture around the world</p> <ul style="list-style-type: none"> Taj Mahal India) – iconic Islamic architecture Alhambra (Spain) – decorated with carvings, calligraphy and coloured tiles as well as geometric stalactite designs (recurring pattern in Islamic architecture). Great Mosque of Samarra (Iraq) – iconic cone shaped minaret with a spiralling ramp. Blue Mosque (Istanbul) Friday Mosque (Esfahan) – four iwan design first appeared here and later became a norm in Iranian mosques. Pink Mosuqe (Iran) – stained glass window. <ul style="list-style-type: none"> Children could make a stained glass window in that style 

<p>Year 3</p>	<p><i>NC aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> <i>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i> <p><i>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>About great artists, architects and designers in history.</i> <p><i>Know how to compare the work of different artists, looking at similarities and differences of colour and emotion it evokes.</i></p> <p><i>Know that art can be from different historical periods</i></p> <p><i>Know the role of architects</i></p> <p><i>Skills</i></p> <p><i>Explain some of the features of art from historical periods</i></p> <p><i>Begin to justify their opinions of pieces of art</i></p>	<p><i>Evaluate, compare, improve, adapt, style, similarities, differences, features, emotion, opinion, inspiration layering hidden meaning</i></p>	

<p>Year 4</p>	<p><i>NC aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> <i>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i> <p><i>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>About great artists, architects and designers in history.</i> <p><i>Know how to identify the techniques used by different artists</i> <i>Know how different artists developed their specific techniques</i> <i>Know that their opinions of a piece of work can be justified, discussing the emotion, colour and feeling of a piece of work</i> <i>Know that impressionist art was a 19th Century painting movement whereby artists represented scenes or objects with an emphasis on light, movement and different brush strokes.</i></p> <p><i>Skills</i> <i>Begin to recognise when art is from other cultures</i> <i>Say which artist they would like to meet and why</i> <i>Observe a range of famous European buildings with different architectural features.</i></p>	<p><i>collate reaction impact adhesive pulp inscription brittle</i></p>	<p>Look at architectural features of European mosques</p> <ul style="list-style-type: none"> - Alhambra (Spain) - Muslim Artist: Sayyid Kasim Gubari – ottoman artist known for poetic writing and calligraphy. Has decorated a number of important buildings including the calligraphy decoration on the dome and the quranic verses throughout the Blue Mosque in Istanbul.
<p>Year 5</p>	<p><i>NC aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> <i>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i> <p><i>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>About great artists, architects and designers in history.</i> <p><i>Know that an artist's style can be replicated</i></p>	<p><i>complementary contrasting proportion perspective horizon panoramic</i></p>	

	<p><i>Know how to compare the work of different artists, looking at similarities and differences of colour and emotion it evokes., discussing their opinion of the techniques used.</i></p> <p><i>Know how artwork should be treated</i></p> <p><i>Know why the artist made the choices for medium, style or techniques</i></p> <p><i>Know that the pop art movement was is from 1950 onwards.</i></p> <p><i>Know some artists who work in that style</i></p> <p><i>Skills</i></p> <p><i>Use specific techniques used in an artist's style to replicate the style</i></p> <p><i>Explain what the artist is trying to say about the subject matter</i></p>		
<p>Year 6</p>	<p><i>NC aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> <i>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i> <p><i>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>• About great artists, architects and designers in history.</i> <p><i>Know that art can be abstract, and that the artist is trying to convey a message</i></p> <p><i>Know the qualities and styles of their own work, in relation to an artist.</i></p> <p><i>Know that SURREALISM movement happened between 1920 – 70, that combined things in surprising ways.</i></p> <p><i>Know some artists who worked in this movement.</i></p> <p><i>Know the artists' impact on the world</i></p> <p><i>Know the artists' movement and period</i></p> <p><i>Skills</i></p> <p><i>Explain the style of art used and how it has been influenced by an artist</i></p> <p><i>Understand what an artist is trying to achieve in any given piece of art</i></p> <p><i>Talk about the social or historical significance of the artwork</i></p> <p><i>Discuss the main themes of the artwork</i></p> <p><i>Compare the artwork to other artwork by the same artist or of other artists</i></p> <p><i>Explain their emotional response to the artwork</i></p>	<p><i>Abstract, message, artist, craft maker, designer, architect, style, social, historical significance, themes tonal contrast impressionism eccentric reclusive interpretation iconic grade batik implementation mass-produce market-share on-trend</i></p>	<p>Muslim Artist – Wijdan Ali – Jordanian painter. Demonstrates the abstract potential of traditional Arabic Calligraphy. Most of her themes revolve around tragedy mainly of the Arabic Islamic world such as the battle of Karbala.</p> <ul style="list-style-type: none"> - Could be used to demonstrate abstract artists trying to convey a message, social or historical significance of art work, themes of artwork, comparison between art pieces or other artists, emotional response to art. <p>Muslim Artist: Shakir Ali – famous artist that used cubism techniques. Used red as his dominant colour and often used a bird as a symbol of personal freedom.</p>

