

Art and Design Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Lesson coverage for Art and Design

Lesson 1 – Knowledge organiser and vocabulary

Lesson 2 – Research the artist

Lesson 3 – Learn the skill

Lesson 4&5 – Practise the skill

Lesson 6 – Apply the skill

End of topic – LBQ and uploads final piece to SeeSaw.





Curriculum Coverage

| | Drawing | Painting | Printing | Textiles | Collage | Sculpture |
|--------|---------|----------|----------|----------|---------|-----------|
| EYFS | ✓ | ✓ | | | ✓ | ✓ |
| Year 1 | ✓ | ✓ | ✓ | ✓ (DT) | | |
| Year 2 | ✓ | ✓ | | | ✓ | ✓ |
| Year 3 | ✓ | ✓ | ✓ | ✓ (DT) | | |
| Year 4 | ✓ | ✓ | | | ✓ | ✓ |
| Year 5 | ✓ | ✓ | ✓ | ✓ (DT) | | |
| Year 6 | ✓ | ✓ | | | ✓ | ✓ |

Using Sketchbooks

KS1:

Use their sketch books to express feelings about a subject and to describe their likes and dislikes

Make notes in their sketch books about techniques used by artists

Suggest improvements to their work by keeping notes in their sketch books

LKS2:

Use their sketch books to adapt and improve their original ideas

Make notes in their sketch books about techniques used by artists

Sketch books contain detailed notes, quotes and explanations about their art work

UKS2:

Sketch books are used to compare their methods to those of others and keep notes

Sketch books are used to combine graphics and text based research of commercial design to influence the layout of their sketch books

Sketch books are used to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations



Overview of Art Content

EYFS Nursery

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-------------------------------------|-----------|---------------------------------|--|-----------------------|---|
| Art Skill – drawing underpins every other skill | Drawing/ Artist focus | Sculpture | Painting | Collage | Drawing/ Artist focus | Sculpture |
| Suggested outcome | Self portraits and family pictures. | | Under the sea animal paintings. | Use junk modelling to create a train or bus for the classroom. | | Go on a summer walk and create a collage stick. |

Reception

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|--|---|
| Art Skill – drawing underpins every other skill | Drawing/ Artist focus | Sculpture | Painting | Collage | Drawing/ Artist focus | Sculpture |
| Artist linked to skill | Henri Rousseau | Brendan Jamison | Frank Bowling | Joan Miro | Henri Rousseau | Brendan Jamison |
| Suggested outcome | <ul style="list-style-type: none"> - My first self-portrait - Drawings of those familiar to me/my family - Autumnal wreaths - Hedgehog Clay modelling | <ul style="list-style-type: none"> - Playdough Sculptures - Firework painting and cutting – fine motor - Christmas Card for residents of card home - Rangoli patterns - Repeated pattern print – wrapping paper - Snowflakes cutting - Use 2Paint to create firework display | <ul style="list-style-type: none"> - Exploring texture and paint - Winter craft - Retrieval – Primary Colours - Colour mixing | <ul style="list-style-type: none"> - Plant observation drawings - Chick Craft - Food Art - Whole Class Collaborative collage.- saving our planet from plastic | <ul style="list-style-type: none"> - Minibeast observational drawings/sketches - Animal collage - Animal patterns - Creating fossils | <ul style="list-style-type: none"> - Castle painting - Fantasy sketches - Castle design and build - Our last self-portrait in Reception - Design our own princess/pirate |



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Key Stage 1

Year 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|----------|---------------|-------------------|--------------------------|----------|
| Art Skill – drawing underpins every other skill | Drawing/Artist focus | | Painting | Textiles – See DT | Printing | |
| Artist linked to skill | Kandinsky – sketch book cover | | David Hockney | James Fox | Anni Albers | |
| Suggested outcome | Drawing and painting in the style of Kandinsky | | Landscapes | | Printed 1960's wallpaper | |

Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|----------|------------------------|----------|-------------------------------|--------------------------------|
| Art Skill – drawing underpins every other skill | Drawing/Artist focus | | Sculpture | | Painting | Collage |
| Artist linked to skill | Paul Klee – sketch book cover | | Andy Goldsworthy | | Iris Scott | Jesse Treece |
| Suggested outcome | Drawing and painting in the style of Paul Klee | | Mask using paper mache | | Paintings using skills learnt | Collage using irregular shapes |



Lower Key Stage 2

Year 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|----------|------------------|-------------------|--|----------|
| Art Skill – drawing underpins every other skill | Drawing/Artist Focus | | Painting | Textiles – See DT | Printing | |
| Artist linked to skill | Georgia O’Keefe – sketch book cover | | Henri Matisse | Coco Chanel | Salvador Dalí | |
| Suggested outcome | Drawing and painting in the style of Georgia O’Keefe | | Urban landscapes | | Printed piece of work using own printing block | |

Year 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|----------|-----------------------------------|----------|-------------------|----------------------|
| Art Skill – drawing underpins every other skill | Drawing/Artist Focus | | Collage | | Painting | Sculpture |
| Artist linked to skill | Claude Monet – sketch book cover | | Beatriz Milhazes | | L.S Lowry | Thutmose |
| Suggested outcome | Drawing and painting in the style of Monet | | Mosaic (paper and regular shapes) | | Landscape artwork | Sculpture using clay |



Upper Key Stage 2

Year 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Art Skill – drawing underpins every other skill | Drawing/Artist focus | | Painting | Textiles – See DT | Printing | |
| Artist linked to skill | Vincent Van Gogh | | 'Am I not a man and a brother?' Artwork | Faith Ringgold | Andy Warhol | |
| Suggested outcome | Drawing and painting in the style of Vincent Van Gogh | | Painting linked to current affairs issue | | Relief Printing | |

Year 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Art Skill – drawing underpins every other skill | Drawing/Artist focus | | Painting | | Sculpture | Collage |
| Artist linked to skill | Pablo Picasso | | Frida Kahlo | | David Oliveira | Sonia King |
| Suggested outcome | Drawing and painting in the style of Pablo Picasso | | South-American inspired artwork | | Mod-rock or wire | Mosaic using tiles (inc grouting or fixing) |



EYFS – Expressive Arts & Design

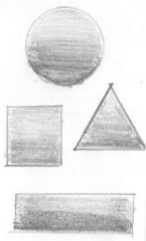
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| 3 & 4 Year Olds | <p><u>Physical Development</u></p> <ul style="list-style-type: none">• Know the names of key tools and resources, e.g. glue and scissors, and what they are used for.• Know the correct grip to use when holding scissors, pencils and other one-handed tools <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none">• Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.• Know how to connect pieces together such as Lego or bricks.• Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for.• Know what they want to and could make, and which materials would work well.• Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas |
| Reception | <p><u>Physical Development</u></p> <ul style="list-style-type: none">• Know techniques to help them move carefully and with control.• Know the names of a range of tools.• Know how to hold and use a range of tools for a desired outcome, e.g. tape and glue used to build a structure.• Know the safety rules when using certain tools, resources and equipment. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none">• Know the names of different feelings.• Know that art and design can inspire feelings and emotions, and vice versa.• Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.• Know that they can return to and build on their previous learning, and know who to ask for help when needed.• Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.• Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills |
| Early Learning Goals | <p><u>Physical Development</u></p> <ul style="list-style-type: none">• Know how to use a range of small tools, including scissors, paintbrushes and cutlery. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none">• Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Know that they can share their creations, explaining the process they have used. |



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| Term: | EYFS – Autumn 1 | Key Text(s): | |
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| Unit Title: | Drawing <u>National Curriculum objectives:</u> <ul style="list-style-type: none"> • Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park. • Know how to connect pieces together such as Lego or bricks. • Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for. • Know what they want to and could make, and which materials would work well. • Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas | | |
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| <u>Key Vocabulary for the Unit:</u> Light: pale in colour Dark: not pale or light in colour. Gradient: changes from one colour to another Tone: the shade of a colour. Shade: the degree of darkness of a colour. | | | |
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| | Linked Artist Knowledge: Henri Rousseau | Pencil | Shape & Form | Shape and Texture |
|---------------|---|--|---|---|
| EYFS Expected | Pupils should be taught: <ul style="list-style-type: none"> • Henri was born in France on the 21st May 1844. • Rousseau was a self-taught painter and he did not become a full time artist until he turned 49. • Some of his most famous paintings include Tiger in a Tropical Storm and The Hungry Lion Throws Itself on the Antelope. | Pupils should be taught: <ul style="list-style-type: none"> • Hold a pencil effectively – using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. | Pupils should be taught: <ul style="list-style-type: none"> • Recognise and name 2D shapes: circle, triangle, square, and rectangle.  | Pupils should be taught: <ul style="list-style-type: none"> • Make marks using a pencil or pencil crayon. • Explore with the marks they make, exploring pressure and texture. |



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| | <ul style="list-style-type: none">• Many of his paintings were jungle scenes but he never actually went to a jungle. He used pictures and illustrations in books for his inspiration. | | <ul style="list-style-type: none">• Identify shapes in their environment e.g. "my paper is a rectangle." | |
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| Term: | Y1 – Autumn 1 | Key Text(s): | |
| Unit Title: | <p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their 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 learn 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. <p>Context for Study:</p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> Know the names of different feelings. Know that art and design can inspire feelings and emotions, and vice versa. Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. Know that they can return to and build on their previous learning, and know who to ask for help when needed. Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills | | |

Key Vocabulary for the Unit:

Light: pale in colour

Dark: not pale or light in colour.

Gradient: changes from one colour to another

Tone: the shade of a colour.


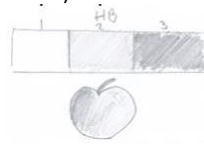
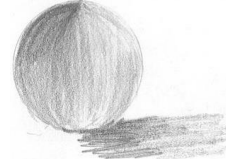

Shade: the degree of darkness of a colour.

| | Linked Artist Knowledge: Wassily Kandinsky | Pencil | Shape & Form | Shape and Texture |
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| Year 1 Expected | Pupils should be taught: | Pupils should be taught: <ul style="list-style-type: none"> Know gradients of pencils. | Pupils should be taught: | Pupils should be taught: |


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| | <ul style="list-style-type: none"> • Kandinsky was born in Moscow, Russia • He was born in 1866. • He was one of the most important artists of the 20th Century. • He expressed feelings through colour and shape. • He started abstract art | <ul style="list-style-type: none"> • Know how to create tone using pencil to give 2D shapes depth, shaded light and dark. | <ul style="list-style-type: none"> • Know how to draw around 2D shapes to then be able to draw free hand: circle, triangle, square, rectangle. • Replicate shapes they see in real life. | <ul style="list-style-type: none"> • Know how to use pencil to create pattern and texture. |
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| Term: | Y2 – Autumn 1 | Key Text(s): | | |
| Unit Title: | <p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their 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 learn 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. <p>Context for Study:</p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> Know the names of different feelings. Know that art and design can inspire feelings and emotions, and vice versa. Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. Know that they can return to and build on their previous learning, and know who to ask for help when needed. Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills | | | |
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| <p>Key Vocabulary for the Unit:</p> <p>dimension: size as measured in length, width, or depth.</p> <p>tone: the shade of a colour.</p> <p>patterns: an arrangement of shapes, lines, letters, numbers, or colours that can be repeated or used again and again.</p> <p>textures: the feel or look of a surface.</p> <p>perspective: the way things are seen from a particular point of view.</p> | | | | |
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| | <p>Linked Artist Knowledge:</p> <p>Paul Klee</p> | <p>Pencil</p> | <p>Shape & Form</p> | <p>Shape and Texture</p> |
| Year 2 Expected | Pupils should be taught: | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know gradients of pencils. | Pupils should be taught to: | Pupils should be taught: |

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| | <ul style="list-style-type: none"> • Paul Klee was born on 18th December 1879 in Bern, Switzerland. • In 1911 Paul Klee became friends with Wassily Kandinsky. • He produced the work <i>Ad Parnassum</i> in 1932, one of his most well-known paintings. • He finished more than 9000 pieces of art in his lifetime. • Paul Klee was involved in World War 1, but he never served on the front line. |  <ul style="list-style-type: none"> • Know how to create detail drawings of textures and patterns. • Know how to add dimension to draws using tone and value to create form (3D effect)  | <ul style="list-style-type: none"> • Replicate shapes free hand: circle, triangle, square rectangle.  <ul style="list-style-type: none"> • Know how to make accurate shapes of objects from still life with awareness of space. • Replication a drawing which shows 1 point perspective. | <ul style="list-style-type: none"> • Know how to use pencil to create pattern and texture.  |
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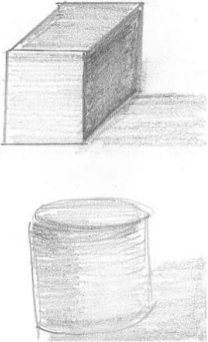



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| Term: | Y3 – Autumn 1 | Key Text(s): |  |
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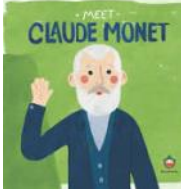
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| Unit Title: | <p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and to use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay) • About great artists, architects and designers in history <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. | | |
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| <p>Key Vocabulary for the Unit:</p> <p>value: how light or dark something is.</p> <p>smooth: not rough or even</p> <p>rough: not smooth or having an uneven surface</p> <p>fine: very thin or narrow</p> <p>heavy: of great density; thick or substantial</p> | | | |
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| | Linked Artist Knowledge: | Pencil | Shape & Form | Shape and Texture |
|--|--------------------------|--------|--------------|-------------------|

| | Georgia O'Keefe | | | |
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| <p>Year 3 Expected</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Georgia O'Keefe was born on 15th November 1887 in Wisconsin, United States. At the age of ten, Georgia O'Keefe knew she wanted to be an artist and she started to have lessons with Sara Mann, a watercolour painter. <ul style="list-style-type: none"> She was inspired by the scenery of New Mexico As she got older, O'Keefe started to lose her central vision. She still had peripheral vision and she continued to produce artwork (pencil and charcoal drawings and pottery). Her most well-known work features objects enlarged and painted as if viewed through a magnifying glass | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know which pencils create which tone & value. <div style="text-align: center;">  </div> Know how to add dimension to drawing using tone and value to create and enhance form. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know how to use tone and value to create 3D form: cuboid, cube. <div style="text-align: center;">  </div> See and draw shapes accurately to give form, from observation. Know how to draw with 1 point perspective. | <ul style="list-style-type: none"> Know how to use pencil to create pattern and texture: fine feather, heavy feature, smooth scales, rough scales, spiny scales, fish scales. <div style="text-align: center;">  </div> |



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| Term: | Y4 – Autumn 1 | Key Text(s): |  |
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| Unit Title: | <p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their 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 learn 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. <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. |
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Key Vocabulary for the Unit:
purpose: a reason or plan that guides an action; design or goal.
detail: all the particulars of something considered together.

| | Linked Artist Knowledge: Claude Monet | Pencil | Shape & Form | Shape and Texture |
|--------------------|--|--------------------------|-----------------------------|-----------------------------|
| Year 4 Expected | Pupils should be taught: | Pupils should be taught: | Pupils should be taught to: | Pupils should be taught to: |

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| | <ul style="list-style-type: none"> • Claude Monet was born on 14th November 1840 in Paris, France. • Monet suffered with cataracts. In 1923 he had surgery to remove them from his eyes. The works he painted when he had cataracts are more red than the ones he painted after his operation. • Claude Monet was the founder of the impressionist movement. He was focused on capturing movement and changing light and colour in his paintings, and was less concerned with realism. • Paintings by Claude Monet now sell for tens of millions of pounds. He produced more than 1000 individual paintings during his career. • He is probably most well-known for his series of paintings of water lilies | <p>Know which pencil to choose for the purpose needed.</p> <p>Know how to shade 3D objects.</p> <ul style="list-style-type: none"> • Know how to add dimension to draws using tone and value to create form (3D effect) | <ul style="list-style-type: none"> • Know how to use tone and value to create a variety of 3D forms. <ul style="list-style-type: none"> • Draw 1 point perspective. • Replication a drawing which shows 1 point perspective. | <ul style="list-style-type: none"> • Know how to use pattern and texture in finer detail over larger areas for purpose. |
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| Term: | Y5 – Autumn 1 | Key Text(s): |  | |
| Unit Title: | <p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their 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 learn 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. <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. | | | |
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| <p>Key Vocabulary for the Unit:</p> <p>depth: the condition or quality of being deep.</p> <p>mood: the way a person feels at a certain time.</p> <p>enhance: to improve or add to the quality, value, or attractiveness of.</p> | | | | |
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| | <p>Linked Artist Knowledge:</p> <p>Vincent Van Gogh</p> | <p>Pencil</p> | <p>Shape & Form</p> | <p>Shape and Texture</p> |



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| <p>Year 5 Expected</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none">• Vincent van Gogh was born in the Netherlands, on 30th March 1853.• Van Gogh started to work on drawings from an early age. He started to paint with oil paints in 1883.• He was only 37 years old when he died.• He only sold one painting while he was alive, <i>The Red Vineyard</i>.<ul style="list-style-type: none">○ Today Vincent Van Gogh is one of the most famous artists in the world and his work | <p>Pupils should be taught:</p> <ul style="list-style-type: none">• Know the correct tool to draw with a purpose for tone & value.• Know to use tone and value to create shade and depth to a drawing. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Know how to use tone, texture, pattern and value to create mood and feeling.• Draw 2 point perspective. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Know how to use pattern and texture within a piece of work to enhance details: brick, tiles, scales, wood. |
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| Term: | Y6 – Autumn 1 | Key Text(s): |  |
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| Unit Title: | <p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their 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 learn 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. <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. |
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Key Vocabulary for the Unit:

form: form connotes something that is threedimensional and encloses volume, having length, width, and height, versus shape, which is twodimensional, or flat. A form is a shape in three dimensions, and, like shapes, can be geometric or organic.

emotion: being able to get the feelings across to the viewer

| | Linked Artist Knowledge: Pablo Picasso | Pencil | Shape & Form | Shape and Texture |
|--------------------|---|--------------------------|-----------------------------|-----------------------------|
| Year 6 Expected | Pupils should be taught: | Pupils should be taught: | Pupils should be taught to: | Pupils should be taught to: |



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| | <ul style="list-style-type: none">• Pablo Picasso was born in Malaga, Spain on 25th October 1881.• His father started to train Pablo in drawing techniques and oil painting from the age of seven.• Picasso was a painter, sculptor, print-maker and poet.• During his career he completed more than 1800 paintings, sculptures, 2500 ceramic works, and 10000 drawings.• Several of Picasso's works have been sold for more than \$100 million dollars. | <p>Purposeful selection of medium to show:</p> <ul style="list-style-type: none">• Tone• Value• Form• Shape• Space• Texture• Pattern | <ul style="list-style-type: none">• Know how to draw a range of 3D shapes: cuboid, cube, pyramid, cylinder, sphere.• Create mood and emotion in drawings through choices of tone, form, value.• Draw with a range of perspectives. | <ul style="list-style-type: none">• Know how to create mood and emotion in drawings through tone, form, value. |
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