

Cheetwood Community Primary School



Art Skills, Knowledge and Knowledge Categories

Year group	Term	Scheme of Work/ Unit	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
Nursery	Autumn	n/a	<p>Explore mark making by drawing horizontal lines and circular marks (In a variety of contexts such as Squiggle while you Wiggle, Paint a Person)</p> <p>Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker such as crayons, chalk, pencils, paint and felt tips.</p> <p>Use a brush to spread pva glue</p> <p>Tear different textured paper (e.g. card, corrugated paper, tissue paper, sugar paper)</p> <p>Choose and explore a variety of colour medium and colour mixing on a variety surfaces (Child led)</p>	<p>The primary colours are red, yellow and blue</p> <p>A line can be straight or curved</p> <p>A circle is a round shape</p> <p>Marks can be large or small</p>	<p>Generating Ideas</p> <p>Making</p>
	Spring	n/a	<p>Use drawing to represent ideas, like movement when doing Squiggle</p> <p>Draw shorter lines, curves, enclosed circles and lines to make shapes.</p>	<p>Lines can be long or short</p> <p>Shapes can be big or small</p> <p>Scissors are used for cutting paper</p>	<p>Generating Ideas</p> <p>Making</p>

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			Explore mixing primary colours Use scissors to make snips in paper		
	Summer	n/a	Name the secondary colours orange, green and purple Be more selective in choosing colours to achieve a desired effect. Find, collect, arrange and stick material onto a surface to make a picture or pattern. Make a play dough form & manipulate it with fingers to suggest a subject. Use tools with increasing control to support model-making	The secondary colours are orange, green and purple Playdough is a soft material Playdough can be rolled, squeezed or flattened	Generating Ideas Making
Reception	Autumn 1	Kapow Creating with Materials Kapow Drawing: Marvellous Marks	Talk about new creations using a sentence prompt Create a simple observational drawing Practise different art techniques e.g. rubbings, textures, large scale mark making and patterns	There are different types of lines (straight, wavy, zig-zag) Observational drawing means drawing what you can see Different drawing tools make different marks	Generating Ideas Making

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			<p>Draw straight, zig, zag, and wavy lines and some simple shapes.</p> <p>Select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.</p> <p>Print effectively using fine motor skills to grip and press.</p> <p>Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. sausages, balls, thumb pot).</p>	Paintbrushes need to be washed to change colour	
	Spring 1	Kapow Sculpture and 3D: Creation Station	<p>Use modelling tools to cut and shape soft materials eg. playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Paint a 3D model using carefully selected colours.</p>	<p>Sculpture is three-dimensional art</p> <p>Clay and playdough are malleable materials</p> <p>Natural materials can be used to make art</p> <p>Three-dimensional artwork can be painted</p>	<p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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	Summer 2	Kapow Painting and Mixed Media: Paint my World	<p>Explore paint using hands as a tool.</p> <p>Use paint to express ideas and feelings</p> <p>Describe colours and textures as I paint.</p> <p>Talk about what happens when different paint colours mix. (Creating light and dark shades)</p> <p>Create my own art work inspired by famous artists</p> <p>Use different materials, colours, patterns and compositions to make a collage</p>	<p>Natural materials can be used as mark-making tools</p> <p>Figurative art shows real things</p> <p>Abstract art uses shapes, colours and lines to show ideas or feelings</p> <p>Texture describes how something looks or feels</p>	<p>Generating Ideas</p> <p>Making</p>
1	Autumn 1	Kapow! Drawing: Exploring Line and Shape	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Making skills: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern)</p>	<p>Lines can be straight, curved or zig-zag</p> <p>Shapes can be found inside objects</p> <p>Pressure affects how light or dark a line is</p> <p>Tone means light and dark</p> <p>Artists choose materials for different effects</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape)</p> <p>Exploring drawing and combining geometric shapes. (Line, Shape)</p> <p>Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line)</p> <p>Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)</p> <p>Creating an area with a single, consistent tone when colouring/shading. (Tone)</p> <p>Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)</p> <p>Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing:</p>		

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			<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>		
	Spring 1	Kapow! Sculpture and 3D: Paper Play	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Sculpture is three-dimensional art</p> <p>Paper can change from 2D to 3D</p> <p>Paper can be folded, rolled or scrunched</p> <p>Artists choose materials to suit their ideas</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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	Summer 1	Kapow! Painting and Mixed Media Colour Splash	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people</p>	<p>The primary colours are red, yellow and blue</p> <p>Secondary colours are made by mixing two primary colours</p> <p>Red and yellow make orange</p> <p>Yellow and blue make green</p> <p>Blue and red make purple</p> <p>Paint colours can be made darker or lighter in different ways, such as by adding water or mixing with a lighter colour</p> <p>An artist is someone who creates.</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>
2	Autumn 2	Kapow! Craft and Design: Understanding tone and texture	<p>Generating ideas Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills Demonstrating increased control with a greater range of media.</p>	<p>Texture is how something looks or feels</p> <p>Tone means light and dark</p> <p>Shapes can be organic or geometric</p> <p>Composition means how things are arranged on a page</p> <p>Artists use line and tone to show feeling</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Making choices about which materials and techniques to use to create an effect.</p> <p>Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of artists Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing Explaining their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it.</p> <p>Beginning to talk about how they could improve their own work.</p> <p>Talking about how art is made.</p>		
	Spring 2	Kapow!	Generating ideas:	Colours can be mixed to match real-life objects	Art and Artists

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		Painting and Mixed Media: Life in colour	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p>	<p>Collage is made by overlapping materials</p> <p>Figurative art shows real objects</p> <p>Abstract art uses shapes, colours and lines</p> <p>Artists try different combinations of materials</p>	<p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>		
	Summer 2	Kapow! Sculpture and 3D Clay Houses	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills: Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary.</p>	<p>Clay can be joined using slip</p> <p>Relief sculpture stands out from a flat surface</p> <p>Clay can be decorated by pressing or adding pieces</p> <p>Art can be figurative or abstract</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>		
3	Autumn 1	Kapow Drawing: Growing Artists	<p>Generating ideas: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Making skills: Confidently using a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Developing direct observation, for example by using tonal shading and</p>	<p>Tone is created using light and dark</p> <p>Shading helps show form</p> <p>Texture can be real or implied</p> <p>Forms can be organic or geometric</p> <p>Artists use different tools to create effects</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>starting to apply an understanding of shape to communicate form.</p> <p>Evaluating and analysing: Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p>		
	Spring 1	<p>Sculpture and 3D: Abstract shape and space</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Knowledge of artists: Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Evaluating and analysing:</p>	<p>Contrast is created by placing light and dark together</p> <p>Negative space is the space around and between objects</p> <p>Abstract art focuses on shapes and forms rather than realism</p> <p>Sculpture can be viewed from different angles</p> <p>Artists consider how work is displayed</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>		
	Summer 1	<p>Kapow Craft and Design Ancient Egyptian Scrolls</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Patterns can be natural or man-made</p> <p>Symbols are used in art to represent ideas</p> <p>Art from the past gives clues about life at that time</p> <p>Artists use different materials depending on the period</p> <p>Art can have a purpose beyond decoration</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>		
4	Autumn 2	Kapow! Drawing: Exploring tone, texture and proportion	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Making skills: Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness</p>	<p>Proportion is the size relationship between objects</p> <p>Texture can be used to represent different surfaces</p> <p>Composition affects how artwork is viewed</p> <p>Artists use drawing to plan ideas</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>of proportion and being able to create 3D forms.</p> <p>Using growing knowledge of different materials, combining media for effect.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Using subject vocabulary confidently to describe and compare creative works.</p> <p>Evaluating and analysing: Using more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>		
	Spring 2	Kapow! Painting and Mixed Media: Light and Dark	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Making skills:</p>	<p>Adding black creates a shade</p> <p>Adding white creates a tint</p> <p>Tone can be used to create contrast</p> <p>Light affects where shadows appear</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Artists use tone to create a three-dimensional effect</p>	

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	Summer 2	Kapow! Craft and Design: Fabric of nature	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works.</p> <p>Work as a professional designer does by collating ideas to generate a theme.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art.</p>	<p>A motif is the starting point of a repeating pattern</p> <p>Patterns can repeat or change</p> <p>Texture can be used to represent natural surfaces</p> <p>Batik is a fabric decoration technique using wax</p> <p>Designers collect visual ideas to inspire work</p>	

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			Evaluate their work more regularly and independently during the planning and making process.		
5	Autumn 1	Kapow Sculpture and 3D: Interactive installation	<p>Generating ideas Develop ideas independently through research, exploration, and evaluation.</p> <p>Record and refine plans to develop artwork towards a final outcome.</p> <p>Making skills Work with a range of media and techniques with control to achieve different effects.</p> <p>Experiment with and apply techniques used by other artists in their own work.</p> <p>Knowledge of artists Research and discuss the work of artists from a range of disciplines.</p> <p>Explain how cultural and historical contexts influence artistic choices and impact the viewer.</p>	<p>Artists work across different disciplines</p> <p>Art is influenced by cultural and historical context</p> <p>Creative choices affect how viewers respond</p> <p>Art can communicate ideas or emotions</p> <p>Artwork can be evaluated by discussing process and outcome</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Consider how their own creative choices can affect the viewer's response.</p> <p>Evaluating and analysing Discuss and evaluate the processes and outcomes in their own and others' work.</p> <p>Reflect on how effectively art communicates emotion or ideas.</p> <p>Use knowledge of tools, materials, and processes to make refinements and improvements.</p>		
	Spring 1	Kapow Drawing: Depth, emotion and movement	<p>Generating ideas Develop ideas through independent research, exploration, and evaluation.</p> <p>Record and refine plans to progress artwork towards a final outcome.</p> <p>Making skills Use a range of media and techniques with control to create different effects.</p> <p>Experiment with and adapt artistic techniques to achieve specific visual outcomes.</p> <p>Knowledge of artists</p>	<p>Lines can guide the viewer's eye</p> <p>Shading creates depth and form</p> <p>Foreground, midground and background create depth</p> <p>Texture can be created using different techniques</p> <p>Art can express emotion and identity</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Research and discuss artists from a variety of disciplines.</p> <p>Explain how cultural and historical contexts influence an artist's ideas and choices.</p> <p>Apply understanding of artistic intent to make creative choices that impact the viewer.</p> <p>Evaluating and analysing Evaluate artwork by discussing processes, techniques, and outcomes.</p> <p>Reflect on how effectively art communicates ideas and emotions.</p> <p>Use reflection and knowledge of tools, materials, and processes to improve work.</p>		
	Summer 1	Kapow Painting and Mixed Media: Portraits	<p>Generating Ideas Develop ideas independently through research, exploration, and reflection.</p> <p>Record and refine plans and evaluations to progress ideas towards a final outcome.</p> <p>Making Skills</p>	<p>Portraits represent people</p> <p>Artists use colour, tone and texture to show character</p> <p>Art reflects the time and culture it is made in</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>Work with a range of media and techniques with control to create different effects.</p> <p>Experiment with techniques used by other artists and combine media such as drawing, photography, and digital art.</p> <p>Create artwork in a sustained way, revisiting and refining pieces to apply understanding of tone, texture, line, colour, and form.</p> <p>Knowledge of Artists Research and discuss how artists' ideas and approaches are influenced by cultural and historical contexts.</p> <p>Explain how artists use visual choices to create impact and apply similar intent within their own work.</p> <p>Evaluating and Analysing Evaluate and discuss processes and outcomes in their own and others' work.</p> <p>Use knowledge of materials and techniques to refine, improve, and develop alternative solutions.</p>	<p>Artists make visual choices to create impact</p> <p>Artwork can be refined over time</p>	

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6	Autumn 2	Craft and Design: Photo opportunity	<p>Generating Ideas Develop personal starting points for creative outcomes by drawing on prior experience and independent research.</p> <p>Refine and adapt ideas through exploration and experimentation before producing final work.</p> <p>Making Skills Create artwork that shows personal expression and independence in response to a chosen theme or stimulus.</p> <p>Select and combine media, materials, and techniques confidently to achieve intended visual effects.</p> <p>Knowledge of Artists Describe and evaluate how artists' ideas, processes, and materials are influenced by cultural and historical contexts.</p> <p>Recognise how artists use materials, imagery, and form to express emotion, memory, or identity.</p> <p>Understand that art forms such as photography and sculpture evolve as</p>	<p>Photography is an art form</p> <p>Images can be manipulated digitally</p> <p>Photomontage combines multiple images</p> <p>Art can represent memory, identity or emotion</p> <p>Art reflects beliefs and values of its time</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

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			<p>artists explore new ideas and boundaries.</p> <p>Evaluating and Analysing Evaluate their own and others' work, considering context, intention, and impact.</p> <p>Explain how artistic choices can influence viewer response and meaning.</p> <p>Apply knowledge of tools, materials, and processes to refine and improve their work independently.</p>		
	Spring 2	Kapow! Drawing: Expressing Ideas	<p>Generating Ideas Develop personal starting points for artwork through independent research and prior creative experience.</p> <p>Refine and adapt ideas through exploration and experimentation before producing final outcomes.</p> <p>Making Skills Create artwork that expresses personal ideas in response to a chosen theme or stimulus.</p>	<p>One-point perspective creates depth</p> <p>Scale and proportion affect realism</p> <p>Art can communicate social or political ideas</p> <p>Interpretation of art is subjective</p> <p>Artists use symbols to convey meaning</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

Year group	Term	Scheme of Work/ Unit	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>Combine and apply materials, media, and techniques appropriately to communicate intent.</p> <p>Work with focus and perseverance over several sessions to complete sustained artwork, independently or collaboratively.</p> <p>Knowledge of Artists Describe and interpret how artists' ideas, materials, and processes are influenced by cultural and historical contexts.</p> <p>Use understanding of artists' approaches to inform and inspire personal creative work.</p> <p>Evaluating and Analysing Evaluate their own and others' work, considering context, intention, and effectiveness.</p> <p>Discuss how art communicates social, political, or environmental ideas and impacts the viewer.</p> <p>Apply knowledge of tools, materials, and processes to refine and improve their work independently.</p>		

Year group	Term	Scheme of Work/ Unit	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
	Summer 2	Kapow! Sculpture and 3D Making Memories	<p>Generating ideas Develop personal starting points using independent research and prior creative experience.</p> <p>Refine and adapt ideas through purposeful exploration and experimentation before finalising outcomes.</p> <p>Making skills Create artwork that communicates a clear intention in response to a theme or brief.</p> <p>Select, combine, and control media/techniques to achieve intended visual effects.</p> <p>Work in a sustained way over several sessions, revisiting and refining work; collaborate effectively on larger-scale pieces.</p> <p>Apply formal elements (line, tone, colour, texture, shape/form) to improve composition and impact.</p> <p>Knowledge of artists Research, describe, and interpret artists' ideas and processes across</p>	<p>Sculpture can be abstract or representational</p> <p>Assemblage combines found or ready-made objects</p> <p>Materials and composition affect meaning</p> <p>Art can express memories or experiences</p> <p>Artists take creative risks to develop ideas</p>	<p>Art and Artists</p> <p>Generating Ideas</p> <p>Making</p> <p>Evaluating</p>

Year group	Term	Scheme of Work/ Unit	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>disciplines, explaining relevant cultural/historical context.</p> <p>Use insights from artists' approaches to make informed choices of materials, imagery, and form in own work.</p> <p>Evaluating and analysing Give reasoned evaluations of own and others' work, referencing context, intention, and effect on the viewer.</p> <p>Explain how specific artistic choices (composition, media, technique) create impact, and why an artist might use them.</p> <p>Independently trial alternatives and make iterative improvements using knowledge of tools, materials, and processes.</p>		