<u>EYFS</u>

EYFS Expressive Arts & Design	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	**(Real-life superheroes in our school) What is printing?** **Printing**	(What happens when I go to sleep?) How does van Gogh paint? **Painting** (van Gogh)	
Component Questions (components to be explored throughout the unit)	CQ1: What is printing? CQ2: What objects can be used to print? CQ3: What marks are made with different objects? CQ4: What do I think about my print?	CQ1: What do I think of van Goghs' paintings? CQ2: What colours will I use to create a nighttime painting? CQ3: How do I hold my brush to make brush strokes? CQ4: What different strokes can I make with my brush? CQ5: How do these strokes work together?	
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Say how to make a print ✓ Give an example of an object that can be used to print ✓ How do my marks look different? ✓ Identify what I like about my print ✓ Vocab check: print, stamp, object, press, mark	Children who are **secure** will be able to: ✓ Say how van Gogh's painting makes me feel ✓ Name the colours yellow and blue as key colours ✓ Demonstrate how to hold a paint brush ✓ Know how to clean a brush ✓ Create straight and swirly lines using a paintbrush ✓ Use straight and swirly lines to make a nighttime painting. ✓ Vocab check: brushstroke, thick, thin, colour, swirl, copy/mimic	

Art Enquiry Questions and Assessment Checkpoints

	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	(Are we there yet?) **How can materials be used to make art?** Collage – exploration (Alfed Wallis)		(Can I find a star fish in the woods?) **What is a collage?** Collage – application (Henri Matisse)
Component Questions (components to be explored throughout the unit)	CQ1: Who is Alfred Wallis? CQ2: How does this art make me feel? CQ3: How do different materials look next to each other? CQ4: What colours should I choose? CQ5: What ways can I place my material? CQ6: Can I create artwork in the style of Alfred Wallis?		CQ1: Who is Henri Matisse? CQ2: How can artwork tell a story? CQ3: How does a colour make me feel? CQ4: What colours look good together? CQ5: How can I stick items carefully?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Say what they see in a given piece of artwork ✓ Give a personal viewpoint on art ✓ Describe different materials and how they look/feel ✓ Select materials and colours that are linked to a specific theme ✓ Rotate flip and arrange materials deliberately ✓ Show progress in selecting and arranging materials with a purpose		Children who are **secure** will be able to: ✓ Give a personal viewpoint on art ✓ Identify primary colours and associate them with feelings ✓ Relate artwork to their own experiences (reading books) ✓ Select colours deliberately ✓ Improve accuracy of sticking and placement of materials ✓ Reflect on the success of a piece of artwork ✓ Vocab check: artist, primary colour, feelings, accurate

	✓ Vocab check: artist, materials, combine, collage, layers, glue		

Art Enquiry Questions and Assessment Checkpoints

Year One

Year 1	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	**What are primary colours?** **Painting** (Kandinsky)	**What is dip dye?** **Textiles** (Marian Clayden)	**How do I combine mark marking with collage?** **Collage**
Component Questions (components to be explored throughout the unit)	CQ1: What are primary colours? CQ2: What happens when you mix primary colours? CQ3: What marks do different paintbrushes make? CQ4: Who is Kandinsky? CQ5: How do you paint a circle? CQ6: How do you make a Kandinsky painting?	CQ1: Who is Marian Clayden? CQ2: What does dip dye look like? CQ3: How is dip dye made? CQ4: How do you scrunch material? CQ5: What can I use as dye? CQ6: What happens when I add dye to material?	CQ1: What colours are animals from around the world? CQ2: How can I group different materials? CQ3: How can I use my hands to create texture? CQ4: How are oil pastels different to pencils? CQ5: What is a colour palette? CQ5: How can I combine material and pastels to create a GFoL landscape?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Identify the three primary colours ✓ Mix two primary colours and describe what they see ✓ Make lines using different paintbrushes and describe what they see (thick, thin) ✓ Recall that Kandinsky is a famous painter ✓ Paint a circle (joining accurately) ✓ Describe what a Kandinsky circle painting looks like ✓ Paint a circle within a circle with accuracy	Children who are **secure** will be able to: ✓ Recall that Marian Clayden is a designer ✓ Describe dip dye using artistic vocabulary (bright, pale, wavy, smudge, pattern, bright) ✓ Recall 3 things needed to make a dip dye (material, dye and elastic bands) ✓ Identify elastic bands as the best way to secure material	Children who are **secure** will be able to: ✓ Make observations of things (nature, fire, ice), commenting on colour and texture ✓ Group materials into a) colours and b) textures ✓ Use different techniques to alter the texture of a given material ✓ Make simple marks with oil pastels ✓ Describe how oil pastels are different to pencil/pen

Art Enquiry Questions and Assessment Checkpoints

	Vocab check: mix, primary, secondary, shade, abstract, shape	Identify a resource that is an effective dye; Explain what they see and how it was made; Vocab check: pattern, dip dye, absorb, scrunch, secure	Create a simple colour palette for fire; Create a mixed-media piece of artwork the GFoL; Vocab check: landscape, texture, arrange, tear, collage
	Spring 2	**Summer 1**	**Summer 2**
Lead Enquiry Question (Composite Outcome)	How do you create patterns using pencil? **Drawing**	How do you make a repeating print? **Printing**	What is 3D sculpture? **Sculpture**
Component Questions (components to be explored throughout the unit)	CQ1: What shapes and patterns can I see in nature? CQ2: How can I make different sized lines using pencils, pens, chalks? CQ3: What shapes and lines can I create? CQ4: How can lines and dots add detail to drawings? CQ5: Can I recreate patterns found in nature?	CQ1: What patterns and shapes are repeated in animal prints? CQ2: How do you draw animal prints using simple shapes? CQ3: What shapes do different object print? CQ4: How do I make a good print? CQ5: What colour palette do I need? CQ6: Can I combine my skills to make an animal print?	CQ1: What are 2D and 3D objects? CQ2: What do I think of 3D sculptures? CQ3: How do I draw sea creatures? CQ4: What are the key colours and textures in a jelly fish? CQ5: What materials are best for a jellyfish's body and tentacles? CQ6: What sticking technique is most appropriate for my model?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Identify simple shapes/lines (straight/curved lines, dots, rows,) in images of nature (leaves, stone, sticks etc) ✓ Hold different utensils comfortably and use to make marks	Children who are **secure** will be able to: ✓ Talk about shapes found in animal prints ✓ Create simple animal prints using repeated shapes and lines ✓ Make prints using different objects	Children who are **secure** will be able to: ✓ Describe the difference between 2D and 3D objects ✓ Apply previously learned skills to create simple outline drawing

Art Enquiry Questions and Assessment Checkpoints

	✓ Explore different types of lines ✓ Create dots with precision ✓ Create simple outlines based on objects ✓ Add detail and texture using skills developed ✓ Vocab check: pattern, repeat, symmetrical, natural, design, unsymmetrical	✓ Produce prints that are well pressed and complete ✓ Explain why colours have been chosen ✓ Produce an animal print that mimics that of a chosen animal ✓ Vocab check: print, repeat, accurate, rows, transfer, nature, arrange	✓ Select materials carefully based on form and colour (rigid body, flexible tentacles) ✓ Stick items using different utensils, identifying their preferred method ✓ Combine materials to create a 3D sculpture ✓ Vocab check: 2D/3D, attach, secure, form, texture, combine

Year Two

Year 2	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	**How do you make secondary colours?** **Painting** (David Hockney)	**Who was Pablo Picasso?** **Drawing** (Pablo Picasso)	**How can sculptures mark significant events and people?** **Sculpture**
Component Questions (components to be explored throughout the unit)	CQ1: What are primary colours? CQ2: What is a colour wheel? CQ3: Can I mix secondary colours? CQ4: How do you use a palette? CQ5: What thickness of brush best suits my purpose? CQ6: How do you make tints and shades? CQ7: Can I recreate part of a painting by David Hockney?	CQ1: Who is Pablo Picasso and why is he famous? CQ2: How would I describe Picasso's artwork? CQ3: What is a self-portrait? CQ4: How do I draw my key features? (realistic and Picasso) CQ5: What marks do oil pastels make? CQ6: How do colours reflect emotions? CQ7: Can I make a self-portrait in the style of Picasso?	CQ1: What are sculptures? CQ2: Where can sculptures be found around the world? CQ3: How did the Victorians use sculpture to honour important people? (Sir Edwin Landseer) CQ4: How can clay be manipulated by my hands? CQ5: What are the key parts of the lions of Trafalgar Square? CQ6: How do you carve clay using tools?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Name primary colours ✓ Name secondary colours ✓ Know which colours mix to make secondary ✓ Mix colours successfully to produce a colour wheel ✓ Use a sections of a palette effectively and clean brush between mixing	Children who are **secure** will be able to: ✓ Recall that Pablo Picasso was a famous artist ✓ Give examples of his impact on the world of art ✓ Describe artwork using key vocabulary (abstract, unique, colourful, bright, broken, geometric) ✓ Define "self-portrait"	Children who are **secure** will be able to: ✓ Identify and describe sculpture ✓ Recall a famous sculpture ✓ Explain why sculptures were created during the Victorian era ✓ Manipulate clay to create different shapes e.g. roll, sphere, peak

	✓ Add white and black to create tints and shades ✓ Apply colours in the style of David Hockney ✓ Vocab check: modern, pop art, primary, secondary, tones, tints, colour wheel	✓ Draw facial features in the deliberate style of Picasso ✓ Describe marks made by oil pastels and how they differ from pencil ✓ Suggest colours that represent emotions ✓ Final piece influenced by Picasso's style ✓ Vocab check: inspired, oval, curved, pointed, geometric, expression, cubism	✓ Identify what shapes ✓ Vocab check: sculpture, clay, tools, carve, manipulate, memorial, pinch, roll, slab
	Spring 2	**Summer 1**	**Summer 2**
Lead Enquiry Question (Composite Outcome)	**How do you create texture in drawings?** **Drawing** (Tasmin Dearing)	**What is weaving?** **Textiles**	**What is mixed media?** **Collage**
Component Questions (components to be explored throughout the unit)	CQ1: What textures do I see on Arctic animals? CQ2: What is the difference between abstract and realism? CQ3: How can dots and lines mimic different textures? CQ4: How can distance between lines change how they look? CQ5: How can pressure on pencils change their darkness? CQ6: How can chalk create highlights CQ7: Does my drawing look realistic?	CQ1: What is weaving? CQ2: What do you need to weave? CQ3: What thread is best for weaving? CQ4: How do you create a simple woven piece? CQ5: How can I create a unique pirate sail?	CQ1: What textures, colours and shapes can I see in landscapes? CQ2: How can I change the appearance of materials? CQ3: What effect does overlapping materials create? CQ4: How can I change the appearance of paint? CQ5: What materials can add texture to my work? CQ6: How many techniques can I include in my final piece?

Art Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint	Children who are **secure** will be able to:	Children who are **secure** will be able to:	Children who are **secure** will be able to:
	✓ Describe the texture of different animals ✓ Describe the difference between realism and abstract art ✓ Use dots and lines to replicate textures ✓ Use pressure and chalk to create areas of dark and light ✓ Combine skills to create realistic fur drawing ✓ Vocab check: texture, replicate, realism, tone, light, dark, smooth, wrinkly, bumpy, sharp, stipple	✓ Recall what woven materials have been used for ✓ Say what resources are required for weaving ✓ Explain why one type of thread is better than others for weaving ✓ Create a simple weaved sail ✓ Vocab check: Weave, textiles, thread, push/pull, tie, wool	✓ Talk about the different textures seen in an ocean landscape ✓ Create new materials by painting and ripping ✓ Overlap paper to replicate texture of the sea ✓ Use objects to change appearance of paint (etching with sticks, mixing with sand) ✓ Add additional detail to landscape using printing/rolling/scrunching ✓ Vocab check: mixed media, collage, texturised, rough, distance

Year Three

Year 3	Autumn 1	Autumn 2*	Spring 1
Lead Enquiry Question (Composite Outcome)	**How do you sketch?** **Drawing** **(Leonardo da Vinci)**	**What is digital collage?** **Collage**	**What patterns are found in nature?** **Printing**
Component Questions (components to be explored throughout the unit)	CQ1: Who is Leonardo da Vinci and why are his sketches famous? CQ2: How did Leonardo da Vinci use his sketchbook? CQ3: How do you sketch a simple object? CQ4: What is perspective? CQ4: How do different graphite pencils affect sketching?	CQ1: What is digital artwork? CQ2: What illustration will I recreate? CQ3: What materials and colours will create a striking effect? CQ4: How will I combine digital and physical art? CQ5: How will I arrange my artwork to tell a story? CQ6: How will I ensure my artwork is precise?	CQ1: What patterns exist in macro nature? CQ2: How do lines combine to create patterns? CQ3: What is impress printing? CQ4: What materials can be used for impress printing? CQ5: What materials best suit my pattern? CQ6: How do I minimise background noise of prints? CQ7: How successful was my impress print?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Recall who Leonardo da Vinci was ✓ Give examples of why his work was significant ✓ Describe what da Vinci's sketchbook contained ✓ Explain the purpose of a sketchbook for an artist ✓ Sketch a simple object	Children who are **secure** will be able to: ✓ Describe what makes digital art unique ✓ Create a plan based on an illustration from Stone Age Boy (what will be collage, what will be digital) ✓ Choose colours carefully to match plan	Children who are **secure** will be able to: ✓ Discuss different patterns which are found in nature, identifying key shapes/repeating motifs ✓ Draw simple patterns in sketchbook based on observations ✓ Describe what impress printing is

Art Enquiry Questions and Assessment Checkpoints

	✓ Explain what is meant by perspective and demonstrate this ✓ Explain how different grades of pencil affects the ability to create sketches. ✓ Vocab check: sketch, pressure, still life, background, perspective, shadow, angle	✓ Show evidence of a range of orientations and techniques when sticking ✓ Produce a final piece of work that resembles the original illustration ✓ Vocab check: digital artwork, illustration, combine, composition, layer	✓ Make several different prints using a variety of materials ✓ Explain choice of material and how it best suits purpose ✓ Improve neatness of print with practise ✓ Replicate prints with accuracy and precision ✓ Explain if final piece has been successful ✓ Vocab check: print, impress, printing block, monoprint, replica, clean, precise
	Spring 2	**Summer 1**	**Summer 2**
Lead Enquiry Question (Composite Outcome)	**What is Shading?** **Drawing**	**What are tertiary colours?** **Painting** **(various seascape artists)**	**How do you make a sculpture secure?** **Sculpture**
Component Questions (components to be explored throughout the unit)	CQ1: What is shading? CQ2: Can I create sketches of Egyptian pyramids? CQ3: What leads are best for shading? CQ4: How can rubbers be used to create highlights? CQ5: How do you blend graphite? CQ6: How can I create a 3D drawing?	CQ1: What are tertiary colours? CQ2: How are tertiary colours made? CQ3: Where can I see tertiary colours in seascapes? CQ4: What is a colour palette? CQ5: What colours are needed to paint a seascape? CQ6: How can I expand my palette? (tones, tints and shades) CQ6: How do I combine colours to make a seascape?	CQ1: How are Mayan pyramids structured? CQ2: What smaller parts join to make a Mayan pyramid? CQ3: What tools enable accurate cutting of clay? CQ4: What is 'slip and score'? CQ5 Can I successfully join two pieces of clay? CQ6: How secure is my Mayan pyramid?

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Assessment Checkpoint	Children who are **secure** will be able to:	Children who are **secure** will be able to:	Children who are **secure** will be able to:
	✓ Identify the differences between shading and line work (hatching) ✓ Create a sketch of Mayan pyramid ✓ Shade simple shapes using hard and soft leads ✓ Shade using lines, changing the distance between to alter darkness ✓ Create one Egyptian pyramid using a) shading b) linework ✓ Vocab check: shading, line work, highlights, blending, straight, hatching	✓ Identify tertiary colours ✓ Explain that tertiary colours are made by mixing secondary colours together ✓ Identify tertiary colours in a seascape (distinguish from primary and secondary) ✓ Explain what a colour palette is ✓ Create a colour palette suitable for a seascape ✓ Suggest that adding white or black to a colour can expand a palette ✓ Combine relevant colours to create a seascape ✓ Vocab check: primary, secondary,	✓ Discuss the structure of Mayan pyramids using key vocabulary ✓ Draw a Mayan pyramids as simple parts (guided) ✓ Cut clay into shapes based on plan ✓ Use slip and score technique to attach pieces of clay ✓ Vocab check: structure, wire cutter, clay knife, secure, slip, score

Year Four

Year 4	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	**What are Roman mosaics?** **Collage**	**Who was Vincent van Gogh?** **Drawing**/**Painting** **(van Gogh)**	**Mythical creatures** **Sculpture**
Component Questions (components to be explored throughout the unit)	CQ1: What is a mosaic? CQ2: How is a mosaic different to collage? CQ3: Where are mosaics found in history and modern art? CQ4: How are mosaics designed? CQ5: How do you assemble materials to create a collage?	CQ1: Who was Vincent van Gogh and why is he famous? CQ2: How would I describe van Gogh's style? CQ3: What techniques did van Gogh use? CQ4: What are harmonious colour palettes? CQ5: What are the different properties of oil pastels? CQ6: How do you create a colour wash? CQ7: How do oil pastels and water colours work together?	CQ1: What makes a mythological creature? CQ2: How do tools create different textures in clay? CQ3: What textures will I include in my mythological creature? CQ4: How do I cut clay accurately and delicately? CQ5: Can I secure smaller pieces using 'slip and score'? CQ6: Is my final piece secure and texturised?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Explain that a mosaic is artwork made by arranging pieces of small materials ✓ Give examples of materials used to create collages ✓ Identify how collages differ from mosaics	Children who are **secure** will be able to: ✓ Recall who Vincent van Gogh was ✓ Recall that van Gogh was a post-impressionist artist ✓ Describe van Gogh's artwork using specific vocabulary (monotone,	Children who are **secure** will be able to: ✓ Identify and sketch textures ✓ Select suitable textures ✓ Use tools to create texture in clay, describing what they see ✓ Select the correct tool to cut clay

Art Enquiry Questions and Assessment Checkpoints

	✓ Recall that mosaic were created in ancient civilisations such as Greece and Rome) ✓ Demonstrate how designs must be simplified when creating mosaics ✓ Place materials accurately and deliberately so that they are not overlapping ✓ Vocab check: ceramic, mosaic, align, position, alternate, repeat	abstract, wavy, curved, straight, short, deep, landscape, textured) ✓ Use the colour wheel to identify harmonious colours ✓ Describe how oil pastels repel water ✓ Explain how to create a simple colour wash ✓ Combine oil pastels and water colours to create a deliberate effect ✓ Vocab check: wash, abstract, opaque, highlight, strokes, silhouette, continuous, contour, cool, warm	✓ Roll, knead and cut clay to create body parts ✓ Adhere pieces of clay using slip and score technique ✓ Vocab check: construct, model, slip, score, imprint, etch, impression, slab, coil, malleable, texture, proportion, secure
	Spring 2	**Summer 1**	**Summer 2**
Lead Enquiry Question (Composite Outcome)	**Who is Margaret Godfrey?** **Painting** (Margaret Godfrey)	**What is hatching and crosshatching?** **Drawing**	**What is Pop Art?** **Printing** (Andy Warhol)
Component Questions (components to be explored throughout the unit)	CQ1: Who is Margaret Godfrey? CQ2: How do you create a watercolour wash? CQ3: What colour palette will I need? CQ4: How can the properties of ink introduce movement into artwork? CQ5: How can acrylic paint be layered upon watercolours?	CQ1: What is hatching? CQ2: How does hatching differ from cross hatching? CQ3: How can you shade an object using hatching? CQ4: How can you shade an object using cross hatching?	CQ1: What do I think of Pop Art? CQ2: What is relief printing? CQ3: What images represent European countries? CQ4: What are complementary and harmonious colours? CQ5: How do I create clean and precise prints? CQ6: Is my print inspired by Pop Art?

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Assessment Checkpoint	Children who are **secure** will be able to:	Children who are **secure** will be able to:	Children who are **secure** will be able to:
	✓ Create watercolour washes of differing colours ✓ Create a monotone palette using acrylic and watercolours ✓ Use shapes and lines to create texture ✓ Layer paints to create depth ✓ Produce final piece in style of Godfrey ✓ Vocab check: brush stroke, delicate, movement, translucent, opaque, symbolic, ink, blot	✓ Describe the technique of hatching ✓ Describe the technique of cross-hatching ✓ Create lighter areas using lines spaced further apart ✓ Create mid-tone areas by introducing additional lines ✓ Create dark areas/shadows by using lines that are close together ✓ Shade a simple object using hatching ✓ Shade a simple object using cross hatching	✓ Provide personal responses to Pop Art ✓ Design a simple stamp ✓ Identify complementary and harmonious colours from colour wheel ✓ Create relief print in style of Pop Art ✓ Vocab check: relief print, pop art, vivid, layer, overlay, etch, accurate, repeat

Year Five

Year 5	Autumn 1	Autumn 2**	Spring 1
Lead Enquiry Question (Composite Outcome)	**What is digital art?**	**What is the difference between oil and soft pastels?** **Drawing**	**How do you cross stitch?** **Textiles**
Component Questions (components to be explored throughout the unit)	CQ1: What is digital art? CQ2: What programmes support digital art? CQ3: How can an image be manipulated and edited? CQ4: What colour palette would enhance my digital image? CQ5: How can digital art be combined with traditional art?	CQ1: How do oil and soft pastels differ? CQ2: What is each pastel best suited for? CQ3: How do you apply soft pastels? CQ4: How do you blend soft pastels? CQ5: How do you later and mix soft pastels?	CQ1: What is cross-stitch? CQ2: Can I thread a needle and thread efficiently? CQ3: How do you cross stitch? CQ4: Can I cross stitch without guiding material? CQ5: How can cross stitch combine to make an image?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Explain how the process of creating digital art differs from traditional art ✓ Name a program that supports digital art ✓ Make a change to a photograph (rotating, cropping, changing appearance) ✓ Suggest colours that contrast black and white photographs ✓ Arrange digital artwork deliberately and carefully on traditional art background	Children who are **secure** will be able to: ✓ Identify differences between soft and oil pastels when applied to paper ✓ Suggest uses for each pastel (soft pastels for blending, oil pastels for bright, vivid artwork) ✓ Explain how soft pastels should be used and cared for ✓ Create a gradient from one colour to another ✓ Demonstrate how to mix two colours together ✓ Combine techniques to produce spacescape	Children who are **secure** will be able to: ✓ Identify cross stitch in textile pieces ✓ Successfully thread needle and thread ✓ Produce several lines of cross stitch on guiding material ✓ Produce a cross stitches St Piran's Day flag ✓ Vocab check: embroidered, thread, cross stitch, aligned, needle, eye

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	Spring 2	Summer 1	Summer 2
	✓ Vocab check: camera, software, digital, traditional, edit, crop, alter, contrast		
Lead Enquiry Question (Composite Outcome)	**Who is Rachel painter?** **Painting** (Rachel Painter)	**Who is Leonid Afremov?** **Drawing** (Leonid Afremov)	**How do landscapes differ?** **Collage** (Susan B Schenk)
Component Questions (components to be explored throughout the unit)	CQ1: What do I think about Rachel Painter's artwork? CQ2: What is the difference between poster, acrylic and watercolour paint? CQ3: How can I create texture when applying paint? CQ4: What harmonious palettes are suited to seascapes? CQ5: How can tints and tones develop my palette? CQ6: (Trip – make observational sketches of the coast, labelling colours and palettes) CQ7: Does my final piece reflect Painter's style?	CQ1: What are my personal opinions on Afremov's work? CQ2: How do industrial and natural landscapes differ? CQ3: How can I create vivid colours using oil pastels? CQ4: How does Afremov create highlights and reflections? CQ5: What will my landscape look like (sketch)? CQ6: How can black paint create a contrasting focal point?	CQ1: How do industrial and natural landscapes differ? CQ2: Who is Susan Schenk? CQ3: What palette suits industrial landscapes? CQ4: What is proportion and depth in art? CQ5: How can I combine techniques to create impact? CQ6: How can fine-liners add detail?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Talk about Painter's work using key vocabulary ✓ Use and identify the different in paints	Children who are **secure** will be able to: ✓ Discuss the differences in colour, texture and layout of natural vs industrial	Children who are **secure** will be able to: ✓ Verbally compare natural vs industrial landscapes ✓ Generate industrial palette using black, grey and white

	✓ Apply paint using different tools to create roughness and texture (ocean and land) ✓ Make secondary and tertiary colours ✓ Create tints and tones to expand palette ✓ Create harmonious colour palettes suitable for landscape ✓ Vocab check: impasto, dab, scrape, palette knife, texturised, impressionistic	✓ Use oil pastels to create vivid block colours ✓ Transition between colours carefully ✓ Use white paint/pastel to create highlights and reflections ✓ Include a focal point in final piece (selecting appropriate brush size and paint consistency) ✓ Vocab check: foreground, background, contrasting, contemporary, impressionistic	✓ Sketch buildings that are proportionate and consider depth ✓ Select and alter materials deliberately to contribute to overall appearance ✓ Add subtle (windows, outlines, shadows) details on top of work (charcoal, pencil, fine liners etc) ✓ Vocab check: industrial palette, natural palette, proportion, depth, impact, details

Year Six

Year 6	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	**What is technical drawing?** **Drawing**	**Who is Frida Kahlo?** **Drawing/Painting** **(Frida Kahlo)**	**How can art relay history?** **Drawing** **(Henry Moore)**
Component Questions (components to be explored throughout the unit)	CQ1: What is technical drawing and what is its purpose? CQ2: How does technical drawing differ from other drawing styles? CQ3: What is proportion in drawing? CQ4: What pencils or pens are best suited to technical drawings? CQ5: How do you create a technical drawing?	CQ1: Who is Frida Kahlo and why is she famous? CQ2: What are the key elements of Frida Kahlo's self-portraits? CQ3: What are facial proportions? CQ4: What are my distinguishing features? CQ5: How would Frida Kahlo have painted my portrait?	CQ1: What impact does Moore's artwork have on the viewer? CQ2: What is Moore's drawing style? CQ3: How does the body look in different positions? CQ4: What is monochrome art? CQ5: How can a single colour impact a monochrome piece? CQ5: What arrangement and perspectives will form my final piece?
Assessment Checkpoint	Children who are **secure** will be able to: ✓ Explain the technical drawings are detailed and accurate drawings ✓ Recall that technical drawings are used by architects, mechanics, carpenter, interior designer ✓ Identify key differences between technical drawings and other artwork ✓ Define proportion as the size relationship between different parts of an artwork	Children who are **secure** will be able to: ✓ Recall who Frida Kahlo is and why she is famous ✓ Identify key features of Frida Kahlo's artwork ✓ Recall that facial features must be proportionate ✓ Draw key facial features ✓ Suggest and include items of personal relevance in the background of a self portrait ✓ Vocab check: feminism, vivid, culture, symbolism, personal, expressive, controversial	✓ Contribute to discussions about Moore's significance in WW2 ✓ Replicate Moore's sketches of people ✓ Create sketches of people in different positions, using visual and digital supports ✓ Use chalk and charcoal in unison to create depth and highlights ✓ Include single colour detail in final work (carefully chosen

	✓ Demonstrate proportion in drawing ✓ Identify and explain which drawing tools is best suited to technical drawings ✓ Create a technical drawing with detail and accurate proportions ✓ Vocab check: technical drawing, proportion, construction, exact, precision		✓ Use chalk and charcoal in unison to create depth and highlights ✓ Vocab check: form, position, arrangement, perspective, monochrome, depth
	Spring 2	**Summer 1**	**Summer 2**
Lead Enquiry Question (Composite Outcome)	**What is the human form?** **Sculpture** (Henry Moore)	**Who is Kandinsky?** **Drawing**/**Painting** (Kandinsky)	**Does art influence society?** **Collage** (Banksy)
Component Questions (components to be explored throughout the unit)	CQ1: What is realism and abstract art? CQ2: How has the human form has changed over time (link to evolution)? CQ3: What is a realistic human form? CQ4: How can I change these sketches to become abstract? CQ5: How do you carve and smooth clay? CQ6: Have I provided sufficient base for a stable sculpture?	CQ1: Who is Kandinsky and how did he influence the world of art? CQ2: What are the key features of Kandinsky's artwork? CQ3: How does Kandinsky capture a subject in abstract ways? CQ4: How would Kandinsky have captured the space race? CQ5: What components will I use in my final piece? CQ6: What materials will I use to create my final piece? CQ7: How will these components be arranged?	CQ1: How can artwork contain messages? CQ2: How could art communicate the dangers of pollution? CQ3: What materials would enhance my message? CQ4: How do my materials fit my colour palette? CQ5: How can I combine different tools, resources and techniques for dramatic effect? CQ6: Does my final piece communicate an important message?

Art Enquiry Questions and Assessment Checkpoints

		[Kandinsky Art Lesson | For kids, teachers and parents (youtube.com)](youtube.com)	
Assessment Checkpoint	Children who are secure will be able to: ✓ Use the terms 'abstract' and 'realistic' confidently in discussion ✓ Sketch the human form, considering proportion ✓ Create several sketches of abstract bodies ✓ Use tools and water to smooth and mould clay ✓ Allow for sufficient surface area to support weight of sculpture ✓ Vocab check: realism, sculpture, form, smooth, stale, structure, carve, abstract	Children who are **secure** will be able to: ✓ Recall who Kandinsky was and his contributions to art ✓ Identify key features using specific vocabulary (colourful abstract, geometric, expressive, energetic, random, unique) ✓ Describe how Kandinsky's artwork relates to its name ✓ Suggest items or concepts that would have inspired Kandinsky ✓ Replicate abstract techniques used by Kandinsky ✓ Select resources carefully to produce intended effect (oil pastel, water colour, pencil, acrylic, soft pastels) ✓ Vocab: geometric, abstract, composition, dynamic, rhythmic, innovative	Children who are **secure** will be able to: ✓ Find messages within artwork ✓ Suggest artistic ways to represent global issues ✓ Select materials with purpose, contributing to overall meaning (litter, wrappers, headlines, leaflets) ✓ Show evidence of a range of artistic skills and techniques learned over years (shading, highlights, media choice) ✓ Incorporate collage successfully into final piece ✓ Vocab check: influence, communicate, protest, rebel, graffiti, message, controversial