



### Art Core Knowledge

Term	Year 1 Autumn	Year 1 Spring	Year 1 Summer
Unit	Colour	Line	Portraits and Artist Study
Core Knowledge	<ul style="list-style-type: none"> <li>• How feelings/moods can be created using colour and tone.</li> <li>• Know colours which compliment/contrast each other.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Identify and use different lines – straight, zig zag, curved, wavy, organic, thin and thick.</li> <li>☐ Accurately hold a pencil to vary pressure.</li> <li>☐ Explain who Mondrian, Kandinsky and Mackesy is and identify the features of their artwork. To understand how to use technology to create art To be able to plan a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the features of a portrait.</li> <li>• Explain who Frida Kahlo, Picasso and Roy Lichtenstein is and identify the features of their artwork.</li> <li>• To be able to use lines and colour to create a self-portrait.</li> <li>• To understand how pointillism art is created.</li> <li>• To be able to comment on artistic techniques.</li> </ul>

Term	Year 2 Autumn	Year 2 Spring	Year 2 Summer
Unit	Artist Focus – Henri Rousseau	Pattern and Texture	Self Portraits

<p>Core Knowledge</p>	<ul style="list-style-type: none"> <li>• To be able to talk about the life of Henri Rousseau and identify the features of his artwork, comparing that to the work of others.</li> <li>• To understand what composition is.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what mono-printing is.</li> <li>• To understand how printing is used to create pattern.</li> <li>• Explain who Hokusai, Warhol and Kandinsky is and identify the features of their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to accurately map a face based on proportions, and explore different portraits focusing on facial features.</li> <li>• To use line to create identifiable facial features.</li> </ul>
	<ul style="list-style-type: none"> <li>☐ To understand what a landscape is.</li> <li>☐ To be able to paint a background and a foreground.</li> <li>☐ To be able to mix colours, develop our use of brush strokes and use line techniques to create an observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>☐ To know a range of shading techniques and to be able to apply them for impact on a picture.</li> <li>☐ To be able to use line and shading techniques to create an observational drawing.</li> <li>☐ To understand what sculpture is, identify some famous sculptors, and some sculpting techniques.</li> <li>☐ To be able to use coils, slabs and mark making in clay to create a form.</li> <li>☐ To understand what weaving is, and its influence in art (tapestries). To be able</li> <li>☐</li> </ul>	<ul style="list-style-type: none"> <li>☐ To be able to mix colours to accurately represent skin tone.</li> <li>☐ To be able to use mixed media to create a portrait.</li> </ul>

		to use weaving techniques.	
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Term	Year 3 Autumn	Year 3 Spring	Year 3 Summer
Unit	Line	Landscapes	Architecture
Core Knowledge	<ul style="list-style-type: none"> <li>□ To understand what contouring is, and to be able to apply contouring skills.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at landscapes created in a range of mediums.</li> <li>• Explain who Turner, Constable and Salvador</li> </ul>	<ul style="list-style-type: none"> <li>□ To understand what architecture is in its different forms, and the chronology of architecture.</li> </ul>

	<ul style="list-style-type: none"> <li>□ To develop an increasing understanding of line and shading techniques.</li> <li>□ To understand how continuous line drawings are created, identify some famous works and create a continuous line drawing.</li> <li>□ To be able to identify the role that line plays in the work of Katsushika Hokusai.</li> </ul>	<ul style="list-style-type: none"> <li>□ Dali is and identify the features of their artwork. To understand perspective, how it is created and to use it to create a mixed media landscape, a landscape, a background and a foreground.</li> <li>□ To understand what surrealism is. To be able to use line and colour to create a landscape using perspective.</li> </ul>	<ul style="list-style-type: none"> <li>□ To be able to identify and use symmetry.</li> <li>□ To be able to identify the features of classical and modern architecture. To understand what mechanical drawings are, and how they link to architectural design. To understand scale, and use it to build a model.</li> <li>□ To understand the planning process to design and build a scaled model.</li> </ul>
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Term	Year 4 Autumn	Year 4 Spring	Year 4 Summer
Unit	Light	Still life and form	Sculpture
Core Knowledge	<ul style="list-style-type: none"> <li>• To understand how light is used in different media.</li> <li>• To examine artists use of techniques to create light and shadow.</li> <li>• Explain who Caravaggio, Rembrandt and Antoni Gaudi is and identify the features of their artwork.</li> <li>• To develop the use of shading techniques, and</li> </ul>	<ul style="list-style-type: none"> <li>• To know what still life and form is, and the link to construction lines.</li> <li>• To be able to sketch lightly using construction lines.</li> <li>• To understand the history of still life (Fresco murals). <ul style="list-style-type: none"> <li>□ Explain who Paul Cezanne, Van Gogh is and identify the features of their artwork in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To understand what sculpture is, and identify some artists who have created them</li> <li>• To understand the chronology of sculpture.</li> <li>• To understand the features of materials that are suitable for sculpting and to be able to manipulate them.</li> </ul>

	to understand the influence of tone, to		<ul style="list-style-type: none"> <li>To develop a range of sculpting techniques,</li> </ul>
	<ul style="list-style-type: none"> <li>□ create light, shadow and darkness. To understand what 'chiaroscuro' is and identify artworks that use it, and apply this understanding. To understand what a mosaic is, its history and how light is created. To understand the planning process to design and build a mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>□ relation to inanimate objects. To be able to use contouring techniques and shading techniques to add detail to the form, by developing light and shadow.</li> </ul>	<p>experimenting with textural effects.</p>

Term	Year 5 Autumn	Year 5 Spring	Year 5 Summer
Unit	Islamic Art and Architecture	Textiles	Stencils and Print Making

Core Knowledge	<ul style="list-style-type: none"> <li>• To understand the origins and features of early Islamic art, and compare this with other historic artworks and periods.</li> <li>• To be able to explore and create geometric patterns using line and colour.</li> <li>• To understand what linoprinting is, and use textural techniques to create a lino-print.</li> <li>• To understand the origins and features of Islamic</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what embroidery is, and how it is used in art.</li> <li>• To be able to identify and use a needle and thread to create a range of different stitches for different effects to create a design.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what screen-printing is, and how to create texture, light and tone.</li> <li>• Explain who Andy Warhol is, his influence, and identify the features of his artwork, comparing this to the artwork of Roy Lichtenstein, Halifax and Blake.</li> <li>• To be able to use a craft knife to create a stencil.</li> </ul>
	<p>architecture (Taj Mahal, The Alhambra), critiques the design, and compare this with other historic architecture and periods, and its influence in the wider world.</p> <ul style="list-style-type: none"> <li>□ To develop our mechanical drawing skills.</li> <li>□ To understand the planning process to design a modern building.</li> </ul>		

Term	Year 6 Autumn	Year 6 Spring	Year 6 Summer
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Unit	African Artwork	Art in the 20 <sup>th</sup> century – Modernism and Beyond	The Renaissance
Core Knowledge	<ul style="list-style-type: none"> <li>• To understand the spiritual purpose and significance of African art, the cultural changes reflected in African artwork, and make links to art from other cultures.</li> <li>• To be able to identify the design features (geometrical and symmetrical patterns) of and African ceremonial mask.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what modernism is, and what is considered to be art, being able to draw comparisons between modernist movements and key pieces of modernist art.</li> <li>• To understand and use the features of cubism.</li> <li>• To explore a range of art about identify (race and gender) and understand how art can be used to</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify the features of Renaissance art, including the role of the nude, and its influence on art over time, comparing it to other artistic styles.</li> <li>• Explain who Da Vinci and Michelangelo is and identify the features of their artwork.</li> <li>• To be able to accurately use proportions and drawing techniques to</li> </ul>
	<ul style="list-style-type: none"> <li>□ To understand what relief sculpture is and how it's created.</li> <li>□ To understand the planning process to design and build a ceremonial mask as a relief sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>□ spread a social message. To understand what</li> <li>□ installation art is To understand the planning process in order to create a piece of modernist art, and a piece of installation art, with a social message.</li> </ul>	<ul style="list-style-type: none"> <li>□ map out human form (Study of hands and The Creation of Adam). To be able to analyse</li> <li>□ tone, line, colour and composition of a piece of artwork. To explore and critically evaluate Michelangelo's sculptures as a representation of the human form.</li> <li>□ To use a wide range of sculpting techniques to</li> </ul>

			represent the human form.
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