

Term/ Week	Knowledge, Skills and Understanding (KSU)							
	Topic/Lesson content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p>Exploring the Natural World (People and Communities)</p> <p>Pupils to express an understanding of their world through Art. Can pupils demonstrate an understanding of the similarities and differences between themselves and others? Pupils develop their painting and modelling skills using a range of resources. Teaching could include self and family portraits, hand/foot prints, sculptures of familiar places etc.</p> <p><b>Skills developed:</b></p> <p>Painting</p> <p>Modelling</p> <p>Fine motor</p>	<p>Exploring our Environment</p> <p>Focus on autumn leaves as an inspiration for artwork. Pupils will explore their local environment and develop their observational skills. They will also develop their drawing skills and work towards creating autumn leaves using wax crayons.</p> <p><b>Skills developed:</b></p> <p>Observation</p> <p>Drawing/Fine motor</p> <p>Colouring</p>	<p>Improving the environment</p> <p>Focus on the wildlife in our local environment. Provide opportunities to observe and identify wildlife outdoors. Use different art forms to portray animals such as minibeasts in their habitat. Pupils develop their design and production skills using a range of materials.</p> <p><b>Skills developed:</b></p> <p>Observation</p> <p>Fine motor skills</p> <p>Design and creative skills</p>	<p>Welcome to S64</p> <p>Represent the surrounding area of Milton School (S64) through a range of art forms. Compare old photographs to present day, observe the architecture of the local area and use a range of materials to create drawings, paintings and/or sculptures.</p> <p><b>Skills developed:</b></p> <p>Observation</p> <p>Fine motor</p> <p>Design and creative skills</p>	<p>Tourism and Landmarks</p> <p>Develop pupils' awareness of tourist attractions across Europe through art, focusing on architectural landmarks. What makes these landmarks so attractive to people? Learn about the work of a great architect e.g. Stephen Sauvestre (architect of the Eiffel Tower) and use a range of materials to create drawings, paintings and/or sculptures of such architecture.</p> <p><b>Skills developed:</b></p> <p>Observation</p> <p>Fine motor</p> <p>Creative</p> <p>Understanding of famous architecture</p>	<p>Crime and punishment</p> <p>Refer to the period in time that is being focused on in History lessons – represent the common crimes and punishments of that time through various art forms. How would those being punished have felt at the time? Portray the emotions of these people through art. Use a range of materials, such as pencils, charcoal and paint to illustrate ideas in this unit.</p> <p><b>Skills developed:</b></p> <p>Observation</p> <p>Fine motor</p> <p>Design/creative</p>	<p>The Four Countries of Britain</p> <p>Develop pupils' understanding of Britain and its four countries through Art. Observe the countries' flags and/or landmarks and portray these through various art forms e.g. pupils could develop their understanding of the welsh dragon and design/construct this using a range of materials.</p> <p><b>Skills developed:</b></p> <p>Observation</p> <p>Fine motor</p> <p>Design/creative</p>	

	Term 2	<p><b>Exploring materials</b></p> <p>Pupils enjoy exploring a wide range of materials, such as paints, play dough and textiles. Pupils express thoughts, ideas and feelings relating to the current topic through Art using a variety of resources.</p>	<p><b>The Queen's Crown</b></p> <p>Pupils design and create a queen's crown, orb and sceptre. Pupils use drawing, painting and sculpture to share their concepts and ideas before putting their designs into practice using a wide range of materials. Pupils engage in discussion regarding the most suitable materials for each object and evaluate the effectiveness of their creations.</p>	<p><b>Significant Explorers</b></p> <p>Choose an explorer as a focus of your art unit. Represent their experience as an explorer using a range of techniques including colour, pattern, texture, line, shape, form and space. Pupils could sculpt a famous finding of this explorer or illustrate their exploration through painting for example.</p>	<p><b>How does the weather affect our lives?</b></p> <p>Use art and design techniques to portray geographical locations such as hills, mountains and forests. Whilst developing an understanding of climate, think about the use of colour and tone to illustrate different weather conditions.</p>	<p><b>How do volcanoes affect the lives of people?</b></p> <p>Represent key human and physical features of a volcano through Art. Use a range of materials to create a volcano and express ideas and understanding through drawing, painting and/or sculpture.</p>	<p><b>Where is the Indus Valley?</b></p> <p>Analyse the architecture of the Indus Valley. Portray this through art forms such as drawing, painting and sculpture in order to improve mastery. Create decorations associated with the Indus Valley, focusing on the patterns that were used. Design/create forms of jewellery such as necklaces and bangles and/or other items popular amongst the Indus Valley people.</p>	<p><b>A non-European country</b></p> <p>Use art to represent and express understanding of a non-European country's culture. This could be related to architecture, visual arts, ceramics or festivals for example. Use sketchbooks to develop a range of ideas and record observations whilst improving mastery of art and design techniques such as drawing, painting and sculpture.</p>
	Term 3	<p><b>Exploring the World (The World)</b></p> <p>Pupils develop their ability to use tools and materials to express their understanding of the world around them. This could include painting/sculptures of their school, home, families etc.</p>	<p><b>Going to the seaside</b></p> <p>Pupils use their developing knowledge of the seaside to draw, paint and create sculptures of common seaside features (such as the beach, sea, big wheel etc). Pupils also develop their designing skills by creating postcards using a range of art techniques.</p>	<p><b>Look at London and capital cities around the world</b></p> <p>Pupils use their developing understanding of London and other major cities to draw, paint and create sculptures/products related to these places using a variety of materials.</p>	<p><b>The Romans</b></p> <p>Pupils use their increasing understanding of the Romans to design and create Roman clothing, jewellery and weapons using a wide range of materials.</p>	<p><b>Traders and Raiders – The Vikings</b></p> <p>Pupils use their increasing understanding of the Vikings to design and create Viking clothing, jewellery and weapons using a wide range of materials. Pupils become familiar with Viking art styles, such as Oseberg, Borre, Jellinge, Mammem, Ringerike and Urnes.</p>	<p><b>Ancient Greece</b></p> <p>Pupils develop their understanding of Ancient Greek art forms, including the archaic and classical periods. Pupils also become familiar with ancient Greek sculpture. Painting and/or pottery and develop their ability to incorporate Greek styles in their art work.</p>	<p><b>European Artists</b></p> <p>Pupils develop their understanding of famous artists from around Europe and focus on the work of one specific artist. Are their similarities in each piece of their artwork? What messages are they trying to convey? Pupils use their increased knowledge and understanding to create a piece of art work in the same style.</p>

Resources:

Sketchbooks, paint, clay, brushes, wax crayons, materials e.g. card, sketching pencils, glue spreaders.

Useful subject links:

Art is part of integrated studies and therefore all art schemes of work are closely linked to the topics being covered in Geography and History. The use of materials to design and create also links to Design and Technology.