



The T-RF Art Curriculum Coverage Knowledge EYFS F1



	Rhyme Time	Let's Celebrate	People who help us	You can't catch me/Traditional tales	Changes/growing	Our Wonderful world
F1 Expressive arts and design	Development matters: <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i> Other: <i>Makes marks with different resources. Explore colour outdoors. Use own body to explore printing</i>	Development Matters: <i>Show different emotions in their drawings and paintings like happiness, sadness, fear, ect.</i> <i>Explore colour and colour mixing.</i> Other: <i>Explore and experiment with malleable materials. Experiment printing with natural objects.</i>	Development matters: <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</i> Other: <i>Create with moulding materials</i>	Through out the year look at the work of a range of Artists through photos and exploration		
How to support this	<p>Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interests in the meanings children give to their drawings and models. Talk together about these meanings.</p> <p>Offer ample opportunities to mark make freely using paints, pencil crayons ect ensuring a comfortable grip is being used.</p> <p>An Autumn walk to collect colourful objects</p> <p>Resources: Access art – Mark making and sound. Access art – Imaginary landscapes Access art – Collaging with wax crayon rubbings. Access art – hands, feet and flowers.</p>	<p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Talk to children about the differences between colours.</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists work overlap with the children's, for example in details, colour movement or line.</p> <p>Resources: Access art – Explorers Books: Collecting colour. Access art – angry cat, calm cat. Access art – Fruit and veg heads Access art – Transforming objects</p>	<p>Encourage children to draw from their imagination and observation.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Resources: Access art – Movement maps. Access art – Clay pens</p>			
Sticky Knowledge	<p>I know how to use a range of different techniques using different media. Eg brush strokes, colouring, drawing, collaging.</p> <p>I know how to make meaningful marks via a range of techniques.</p> <p>I know how to make closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I know how to use my body for printing effects.</p>	<p>I know how to explore colour and begin mixing two colours to make a secondary colour.</p> <p>I know how to express feelings in drawings.</p> <p>I know how to express feelings through 3D creations.</p> <p>I know there are a range of natural objects I can use to print with.</p>	<p>I know how to make meaningful marks.</p> <p>I know how to use drawing to represent movement or loud noises.</p> <p>I know how to add increasing detail to drawings.</p> <p>I know about an artist and explain my likes and dislikes.</p>			



The T-RF ART Curriculum Coverage Knowledge EYFS F2



	Super Star Me	Families and communities	Once upon a time down on the farm	A Rumble in the Jungle	Pond Life	Where in the world shall we go?
F2 Expressive arts and design	<p>Development matters: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p>Other: <i>Explore and experiment with colour. Explore repeated patterns through print. Can use moulding tools with malleable materials. To explore the work of an Artist (Kandinsky)</i></p>		<p>Development matters: <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p>Other: <i>To use a range of wet and dry media to create artistic effects. Create purposeful art through printing with own body.</i></p>		<p>Other: <i>Explore colour and refine colour mixing. Experiments with design, texture and function. To refine printing techniques with a range of materials. Explore and experiment with the work of Artists (Henri Matisse and Paul Klee)</i></p>	
How to support this	<p>Talk to the children about the differences between colours. Help them to explore and refine their colour mixing – for example ‘How does blue become green?’</p> <p>An Autumn walk to spot and talk about the different colours they can see.</p> <p>Access to playdough within the continuous provision to develop sculpturing skills.</p> <p>Resources: Access art – Explorers Books: Collecting colour. Access art – angry cat, calm cat. Access art – Galaxy painting Access art – Autumn floor textiles Access art – repeat pattern printing rolling. Access art - clay play.</p>	<p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.</p> <p>Resources: Access art - Collaging with wax crayon rubbings Access art – observational and imaginative drawing. Access art – collage streets Access art – hands, feet and flowers.</p>		<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Talk to the children about light and dark colours.</p> <p>Allow children to explore artifacts made from a range of materials. Eg clay pots</p> <p>Resources: Access art – To colour Access art – Galaxy painting Access art – Modroc plasterboard. Access art – Printing with string.</p>		
Sticky Knowledge	<p>I know how to use drawings to plan my designs. I know how to combine materials and techniques to create different textures. I know mixing two colours together make a secondary colour. I know how to manipulate materials to create for a purpose. I know and can recognise the key features of an artist.</p>	<p>I know how to use a range of shapes and colours to draw what I can see. I know how to add more detail to my drawings of people and other objects. I know combining wet and dry media creates different effects.</p>		<p>I know the names of basic primary colours. I know mixing two colours together makes a secondary colour. I know how to mix colours and can talk about what I have created. I know and can explain differences between colours eg light and dark colours. I know how to design and make for a purpose. I know key facts about an artist. I know how to create work based on an artist.</p>		



The T-RF Art Curriculum Vocabulary EYFS



Rhyme Time/Let's Celebrate Super Star Me/Families and Communities	People who help us/You can't catch me-Traditional Tales Once upon a time-down on the farm/A Rumble in the jungle	Changes and growing/Our Wonderful World Pond Life/Where in the World Shall We Go?
<i>Line Draw Shape Shape names Colour Mixing Marks Pencil Shape Rubber Portrait Straight Model Artist Print</i>	<i>Colour Mixing Paint Artists Dip Brush strokes Rubbings Observational drawing Wet dry Painter Print</i>	<i>Colour names Light Dark Match Observational drawing Shape Shape names Model Artist Painter Mould Print</i>



The T-RF Art Curriculum Coverage KS1 Cycle A



Explore and Draw	Be an Architect	Exploring Water Colours	Simple Printmaking
Drawing and Clay Autumn	Sculpture Buildings Links with DT	Painting The World Around us	Printing Africa
Artists Rosie James, Alice Fox	Architect Hunderwasser	Artist Paul Klee, Emma Burleigh	Artists
National Curriculum- Subject Content - Key Stage 1 Pupils should be taught: <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 be 			
<ul style="list-style-type: none"> I Know that artists use the world around them to make art. (wk1) I know we can use the shape of the page, and the way we arrange elements on the page, to create compositions that we like. (wk2) I know we can use the things we find to draw from, using close observational drawing. (Wk 3) I know how to use a wax resist techniques for effect and be inventive with how I use it. (Wk 4 & 5) I know that when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. (Wk 6) 	<ul style="list-style-type: none"> <i>I know that architects design buildings. (wk 1)</i> I know that architecture can be large, incredible buildings, or can be smaller places near where I live. (wk 1) I know the architect Hunderwasser takes inspiration from the environment. I know architects build buildings for a purpose for people to use. (wk 2) I know we can use 'design through making' to connect our imagination, hands and materials 3/4/5/ I know that when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. (Wk 6) 	<ul style="list-style-type: none"> I know that watercolour has special characteristics. (wk 1) I know that we can use the work of artists Paul Klee, Emma Burleigh use watercolour to inspire our own work. (wk 2) <i>I know that by mixing primary colours we get secondary colours. Yr 1 (wk 3)</i> <i>I know that adding white to a colour creates a tint & adding black creates a tone. Yr 1 (wk 3)</i> <i>I know that by mixing different amounts of primary colours and water we can make hues of both primary and secondary colours. Yr 2 (wk 3)</i> I know we can develop our painting by reflecting upon what we see to help develop imagery. (Wk 4) I know that we can develop our paintings by adding small details using a range of media. (e.g. pens and pencils and pastels) (Wk 5) I know that t we can talk respectfully about our own work and the work of others in a peer discussion. (Wk 6) 	<ul style="list-style-type: none"> I know that we can use our bodies as a "plate" from which to "print"(wk1) I know that we can work into prints by overlaying line, shape and colour to experiment with composition. (wk 1) I know we can use textured objects to make prints. (wk 2) <i>I know that we can use plasticine or foam to make an indented relief print. (Wk 3 /4/5)</i> I know that there is a relationship between plate & print:e.g. negative / positive (Wk 3 /4/5) I know that t we can talk respectfully about our own work and the work of others in a peer discussion. (Wk 6)



The T-RF Art KS1 Vocabulary Cycle A



Explore and Draw	Be an Architect	Exploring Water Colours	Simple Printmaking
<p>Explore & Draw: Explore, Collect, Re See, Imagine, Curious,</p> <p>Present, Re-present, arrange, composition</p> <p>Photograph, Focus, Light, Shade, Colour, Pattern</p> <p>Observational Drawing, Close study, Draw slowly, Intention,</p> <p>Pressure, Line, Mark, Page</p> <p>Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil,</p> <p>Mark making, Line, Tone, Shape,</p> <p>Reflect, Present, Share, Discuss, Feedback</p>	<p>Be An Architect: Architect, Architecture, Designer, Maker</p> <p>Model, Scale,</p> <p>Response, Imagination, experience.</p> <p>Three Dimensional, Form, Structure,</p> <p>Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern</p> <p>Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p> <p>Present, Share, Reflect, Discuss, Feedback,</p> <p>Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>	<p>Exploring Watercolour: Watercolour, Brush</p> <p>Wash</p> <p>Wet on dry</p> <p>Wet on wet</p> <p>Mark making</p> <p>Primary colours, secondary colours, Colour mixing Hues tints tones</p> <p>Fluid,</p> <p>Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop</p> <p>Scale</p> <p>Reflect, Share, Discuss</p>	<p>Simple Printmaking: Print, Press, Pressure, Paint</p> <p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p> <p>Artwork, Artist: Printmaker</p> <p>Relief print, Plasticine, Plate, Impression,</p> <p>Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p> <p>Reflect, Discuss, Share, Crit</p>



The T-RF Art Curriculum Coverage KS1 Cycle B



Playful Making	Expressive Painting	Exploring the world through Mono Printing	Flora and Fauna
<ul style="list-style-type: none"> Toys <p>Link with DT – mechanisms</p>	<ul style="list-style-type: none"> Painting The Sky 	<ul style="list-style-type: none"> Printing Rainforest 	<ul style="list-style-type: none"> Pastels Clay / sculpture
Using skills learnt in DT to make a creative sculpture move	<ul style="list-style-type: none"> Artists Vincent Van Gogh Cezanne 	<ul style="list-style-type: none"> Artists Xgaoc'o X'are 	<ul style="list-style-type: none"> Artists Jan van Kessel Anselmus Boëtius de Boodt Erin Anfinson Hannah Borger

National Curriculum- Subject Content - Key Stage 1 Pupils should be taught:

- 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 be

<ul style="list-style-type: none"> This is a short unit . <u>Making a Roller Coaster</u> I know that when we make art in 3 dimensions it is often called sculpture. I know that materials have different properties and some are more suited for a task than others, I know that making sculpture is a partnership between materials, ideas, hands, and tools. I know that a roller coaster has carriages and that they need to be strong and sturdy. I know that we can reflect upon our intention when we see out ideas made physical 	<ul style="list-style-type: none"> I know that expressionist artists often paint emotions like fear, anger. (wk 1) I know that these paintings sometimes don't look like real life & that artists use paint & colour to create exciting gestural and abstract work.(1) I know that by mixing primary colours we get secondary colours. Yr 1 wk 2 I know that adding white to a colour creates a tint & adding black creates a tone. Yr 1 I know that by mixing different amounts of primary colours and water we can make hues of both primary and secondary colours. I know that Van Gogh and Cezanne were expressionist painters . I know they used thick paint & loose brushwork to create expressive work Wk 3 I know that Impasto describes paint that is applied so thickly onto the canvas that it remains raised. Wk 4 I know Van Gogh painted the Starry Night Painting using Impasto wk 5 I know that when we reflect on our work we think about what went well and what we might do differently.wk6 	<ul style="list-style-type: none"> I know that we can make creative responses to different stimuli and make the work our own. (wk 1) I know that if we take our time and look closely we can create small accurate representations of an object. .(wk 2) I know that Xgaoc'o X'are uses mono printing in his work. .(wk 3) I know that his work was inspired by the love of the Kalahari Desert and is based on the rock art created centuries ago by his ancestors .(wk 3) I know that carbon paper can be used to make a mono print, 3 I know that a mono print is a oneoff print.(wk 4/ 5) I know that when we make a mono print we create an impression of a drawing. (wk 4/5) I know that when we reflect on our work we think about what we are good at and what we might do differently next time (wk 6) 	<ul style="list-style-type: none"> I know that artists can be inspired by the flora and fauna around them.(1) I know that if we look closely at an insect or plant we will be able to add lots of detail to our work. (2) I know that we can use a variety of materials to make images and that these can become imaginative.(3) I know that clay and plasticine are malleable and can be re- worked until the artist is pleased with the end result .(4) I know that clay can be joined using a slip. I know that PVA can be a glaze.(5) I know that we can reflect on our own work and the work of others in peer discussion. .(6)
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The T-RF Art KS1 Vocabulary Cycle B



Playful Making (Main focus is DT)	Expressive Painting	Exploring the world through Mono Printing	Flora and Forna
<p>Playful Making: Sculpture, Sculptor, Three Dimensions</p> <p>Respond Response</p> <p>Design Through Making, Playful Making, Explore, Construction, Materials,</p> <p>Invent, Imagine</p> <p>Tools, Construct, Structure, Balance</p> <p>Reflect, Share, Discuss</p>	<p>Expressive Painting: Gestural, Mark making, Loose, Emotion,</p> <p>Personal, Imagination,</p> <p>Impression, Colour, Shape, Texture, Line</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,</p> <p>Surface, Texture, Impasto</p> <p>Brush, Mark making Tools,</p> <p>Abstract, Reflect</p> <p>Detail, Imagine, Intention</p> <p>Still Life,</p> <p>Line, Rhythm, Gesture, Mark</p>	<p>Explore the World Through Monoprint: Close Looking, Pausing, Seeing & Understanding,</p> <p>Listening, Reacting,</p> <p>Mark Making, Pressure, Line, Speed, Fast, Slow,</p> <p>Experiment, Explore, Represent, Impression, Try,</p> <p>Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel</p> <p>Focus, Slow, Careful, Considered, Life size, Scale,</p> <p>Shape, Form, Light, Dark, Shadow,</p> <p>Share, Reflect, Feedback,</p> <p>Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p>	<p>Flora & Fauna: Flora</p> <p>Fauna</p> <p>Line, Shape, Colour, tones, hues, tints</p> <p>Observe, Graphite, Handwriting Pen</p> <p>Oil Pastel, Graphite, Handwriting Pen</p> <p>Collage, Painted paper, cut, tear, arrange, play, composition, elements.</p> <p>Minibeast/Insect</p> <p>Author, Illustrator</p>



The T-RF Art Curriculum Coverage LKS2 Cycle A

Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Roman Busts	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know how to show facial expressions in my artI know that different techniques produce different expressionsI know how a structure needs to be created to hold its shapeI know how to use clay to mould and a variety of tools to engrave a typical Roman bust, further exploring joining techniques and strengthening sculptures	<ul style="list-style-type: none">I know that the Romans used facial expressions to convey powerI know that Roman art was used to display power the power of the empire and armyI know how to compare my own designs and pattern making with those from periods of history – Ancient RomeI know how to identify techniques used by artists



The T-RF Art Curriculum Coverage LKS2 Cycle A

Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Dragon Art	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know shapes can be used at the beginning of the sketching process.I know the names of a variety of painting techniques.Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.	<ul style="list-style-type: none">I know that dragons have been depicted differently in many cultures.I know and can state differences between the Japanese Dragon and the European DragonI know the names of different materials and know why artist select these.I know that a piece of art can orientated as portrait or landscape.
Inspired by the Sea	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know that Shapes of varying sizes and colours can be assembled and adapted and modified.I know how to paint images in unusual shapes, sizes and patternsI know how to use layering to create effectI know how to make objects feel connected in a piece of art	<ul style="list-style-type: none">I know that Eileen Agar was a surrealist artistI know that surrealism a style in art and in which ideas, images, and objects are combined in a dream like way.I know that Eileen Agar used found materials as inspirations for her paintingsI know that a collage is a picture that is made up from different materials



The T-RF Art LKS2 Vocabulary Cycle A



Roman Busts	Dragon Art	Inspired by the Sea
<i>bust</i> <i>sculpture</i> <i>Lineage</i> <i>atrium</i> <i>Ideal</i> <i>reality</i> <i>Flaws</i> <i>Power</i> <i>expression</i> <i>Malleable</i> <i>slip</i> <i>Score</i> <i>Texture</i> <i>evaluate</i> <i>Detail</i> <i>Tone</i> <i>Texture</i>	<i>Portrait</i> <i>Landscape</i> <i>Texture</i> <i>Light</i> <i>Dark</i> <i>Shade</i> <i>Technique</i> <i>Style Background</i> <i>Design</i> <i>Observe</i> <i>Shape</i>	<i>Surrealism</i> <i>Layering</i> <i>Connected</i> <i>Collage</i> <i>Abstract</i> <i>Patterns</i> <i>Found materials</i>



The T-RF Art Curriculum Coverage LKS2 Cycle B



Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Cave Painting	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know techniques to paint with natural materialsI know how to paint and wet and dry surfacesI know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	<ul style="list-style-type: none">I know that cave paintings told a storyI know that Stone Age paint were made out of natural materialsI know that natural colours were used- red, brownI can explore the symbols, forms and compositions of artists and cultures
Henri Rousseau	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art.I know how to sketch ideas based on RousseauI know how to record and sketch observations	<ul style="list-style-type: none">I know that primary colours are colours that cannot be created by mixing other colours. I know that these are red, yellow and blue.I know that secondary colours are colours that are made by mixing each primary colour with one other primary colour. These are orange, green and purpleI know how to use line, tone, shape and colour to paint in the style of Rousseau.I know that the element of a painting closest to you makes up the foreground, the furthest element away from you is the background, and the area in between is the middle ground.	<ul style="list-style-type: none">I know that Henri Rousseau was a French, post-impressionist artistI know that animals featured in Rousseau paintings that were his own version and not true to lifeI know that Rousseau never actually visited the jungle



The T-RF Art Curriculum Coverage LKS2 Cycle B



Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Light and Dark	<ul style="list-style-type: none">• I know how to use sketches to produce a final piece of art• I know how to use my sketchbook to experiment with different textures	<ul style="list-style-type: none">• I know how to use shading to create depth and detail• I know how to use shading to show light and dark• I know how to combine digital images with other media• I know how to use tone to create mood• I know that shadows have equal importance to objects when drawing	<ul style="list-style-type: none">• I know that tone is the relative lightness or darkness of a colour• I know that artists use textures to add depths and detail to their work• I know that art can be used to create 3D images



The T-RF Art LKS2 Vocabulary Cycle B



Cave Painting	Henri Rousseau	Light and Dark
Natural Materials Substances Wet Dry Symbols Forms Surface Scenes Composition Pre-historic Primitive	Foreground Background Middle ground Colour palette Primary colours Secondary colours Tertiary Line Tone Shape Colour Style Post-impressionism Illustrate French primitive	Light Dark Textures Depths Shadows Tone mood



The T-RF Art Curriculum Coverage UKS2 Cycle A



Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
The Scream	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know what warm and cold colours areI know that colour can be associated with moodI know that artists use colour to create an atmosphere or to represent feelings in an artwork,I know that Munch uses colour, line and shape to express feeling.	<ul style="list-style-type: none">I know that Edvard Munch was an expressionist artistI know that expressionism means to express emotional experienceI know that paintings and photos can express emotions



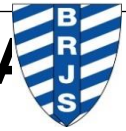
The T-RF Art Curriculum Coverage UKS2 Cycle A



Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Pop Art	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know that Pop art is characterized by vibrant, bright colours.I know Pop artists use tertiary colours.I know that Pop art uses bold outlinesI know what complementary colours areI know that artists use colour to create an atmosphere or to represent feelings.I know what Warhol's blotted line technique is and how to recreate it	<ul style="list-style-type: none">I know what the Pop Art movement is, who Andy Warhol is and the names of some other pop artistsI know that Pop Artists made pictures using images that were popular in the modern world, such as famous celebrities, soup cans, soft drinks and comic booksI know that Warhol used painting and printing to create his art work



The T-RF Art Curriculum Coverage UKS2 Cycle A



Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Environmental Art	<ul style="list-style-type: none">I know how to use a viewfinder to isolate or “crop” a scene within a rectangular areaI know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know the seven elements of artI know that artists use shape and textureI know how to create a sculpture in the style of a given artistI know how to create tonal range with charcoalI know how to create value with charcoalI know how to create texture with charcoalI know how to cross hatch and stipple	<ul style="list-style-type: none">I know that Environmental art is making art out of nature and in nature.I know that Environmental art is also known as land artI know that a key artist is Andy Goldsworthy and David NashI know that ‘Ash Dome’ and ‘Weeping Birch’ are examples of Environmental art



The T-RF Art UKS2 Vocabulary Cycle A



The Scream	Pop Art	Environmental Art
Replicate Still life Emotion Expressionist Facial Expression Varying shades Colour variation Brush stokes Accuracy Colour mix Warm Cold Atmosphere <i>Expressionism</i> <i>Melancholy</i> <i>Agoraphobia</i> <i>Emotion</i> <i>Composition</i> <i>Colour</i>	Imagery icon popular culture consumers Celebrities printing mass-produced advertisements contrast, complementary vibrant blotted line repetition tertiary	Environment Elements, Installation Climate change Social inequality Sculpture Environmentalism Landscape Medium Shape Texture Techniques



The T-RF Art Curriculum Coverage UKS2 Cycle B

Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Inspired by Japan	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know that shading can create an effectI know that the use of colours and angles can create a different moodsI know how to use hatching, cross hatching, solid shading, stippling, bracelet shading and featheringI know how to use scumbling	<ul style="list-style-type: none">I know the influence of Mount Fuji on Japanese artI know that Japanese art work is inspired by Buddhist beliefs of tranquility and beautyI that Hokusai's 'Great Wave' was a series of work and was made using woodblock printing by carving wood.I know that Hokusai was a Japanese artist, painter and printmaker of the Edo period.
Tudor Art	<ul style="list-style-type: none">I know how to use sketches to produce a final piece of art	<ul style="list-style-type: none">I know how correct proportions are important for accurate facial featuresI understand that sketching can create textures (e.g. for fur trims, material detail etc.)	<ul style="list-style-type: none">I know what a self-portrait isI know the key features of Holbein's paintingsI know that artists choose specific symbolic items to represent different things that they feel are important.



The T-RF Art Curriculum Coverage UKS2 Cycle B

Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
NC: To create sketch books to record their observations and use them to review and revisit ideas		NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	NC: To know about great artists, architects and designers in history.
Mixed Media	<ul style="list-style-type: none">• I know how to collect visual information to help develop ideas using sketchbook.• I know how to use sketchbooks to design mixed-media creations.	<ul style="list-style-type: none">• I know that gilding decorative technique used to add thin metallic coatings to paintings, furniture, porcelain and other surfaces.• I know that a Photomontage is a collage work that includes cut or torn-and-pasted photographs or photographic reproductions.	<ul style="list-style-type: none">• I know that mixed media is a combination of different materials• I know that at artists tell stories or show feelings in their artwork.• I know how to interpret a picture and suggest its meaning.• I know how to look closely at a picture and notice details, describing them using the formal elements.• I know that Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives.



The T-RF Art UKS2 Vocabulary Cycle B



Inspired by Japan	Tudor Art	Mixed Media
ukiyo-e m artist Angles Colour mood wood block printing carving	Expressionism/ expressionist Realism Renaissance Line Light Shape Pattern Tone/ tonal perspective Space Form Scale Proportion Annotated sketches Portrait/ portraiture Facial structure	Visual Creation Gilding Photomontage Reproduction Materials Interpret Details Formal elements Abstract