

## West Norfolk Academies Trust (Primary) – Curriculum Map – Art & DT Interim 21/22

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>EYFS Knowledge</b>	<b>Exploring self portraits and line</b> Using pencil, charcoal, pastel and paint to create lines and shapes that are realistic influenced by Picasso, <b>Eardley</b> , Khalo	<b>Weather Painting</b> Mixing colours in palettes to express the weather - raining, sunny, window influenced by Howard Hodgkin	<b>Palaces, Jewels and Crowns</b> Explore simple sculptures by <b>making representations of the palace</b> , crowns and jewelry using card, straws, sticks, bricks, scissors, glue and shiny papers - ready for banquet. <b>Look at Graham children</b> and pics of coronation.	<b>Machinery</b> Observe and draw a real bike wheel with pencils and charcoals. <b>Develop curved and straight lines with skill and control.</b>  Find some loose parts of bolts, screws, bits from machinery to arrange some <b>simple structures with wire and sticks</b>	<b>Plants</b> Collect leaves, natural objects, plants and flowers <b>to make transient sculptural arrangements</b> like Goldsworthy. Use flowers to create a still life in a jar with a cloth to <b>introduce still life drawing</b>	<b>Hokusai - the great wave.</b> <b>Use powder paints</b> to develop confidence with paint and create some BIG wave pictures of the sea. Create fish paintings using watery paints inspired by looking at over the deep blue sea” or “fishes” by Brian Wildsmith
<b>EYFS Vocabulary</b>	Draw, observe, sketch, line, mark making, portrait, self portrait	Paint mixing, paintbrush, brush strokes, palette, water colour, turquoise, navy, scarlet, crimson	Fold, cut, tear, attach, decorate, attractive, create, support, structure, building/palace	Soft pencil, 3b, 6b, careful lines, fast lines, curved, circular, straight attach, combine,	Collect, arrange, compose, observe, still life, disappear,	Powder paint, control, brush size, mixing, watery, thick, consistency
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our EYFS curriculum:</a></i>					
<b>Using art representationally</b>	<i>Look closely when observational drawing, sketching and painting. <a href="#">(Aut 1 - exploring self-portraits to do observational drawings, Sum 1 – introduction to still life with plants)</a></i>					
<b>Using art expressively</b>	<i>Children explore how art can express something and make connections between art. <a href="#">(Sp1 - connections between crown jewels and their expressive representation in art, Sum 2 – link powder paints to the way the sea can be expressed in art, connect to local area and Brian Wildsmith)</a></i>					
<b>Using art outside of expectations</b>	<i>Children understand how art is a creative subject. <a href="#">(Sum 1 – use natural objects and collected leaves etc to create artistic representations in different ways)</a></i>					
<b>Using knowledge of artists and artistic styles</b>	<i>Children can say what they notice about different pieces of art, artists and structures. <a href="#">(Throughout the year different artists are studied eg. Picasso in Aut 1, Howard Hodgkin in Aut 2 which looks at the weather and colour mixing, this is developed in Sum 2 when looking at Brian Wildsmith and his representation of the sea)</a></i>					
<b>Using knowledge of products and materials/ingr</b>	<i>Children problem solve and explore simple products. <a href="#">(Spr 1 – using different materials to represent a palace, Sp 2 – creating simple structures)</a></i>					

<b>edients to make and design</b>						
<b>Year 1 Knowledge</b>	<b>Colour &amp; Line</b>  Colour <b>Warm and Cool Colours</b> Tints and Shades Line Miro's <b>use of Line</b> Klee's use of Line	<b>Paintings of Children</b> <b>William Hogarth, The Graham Children, 1742</b> Pieter Bruegel, Children's Games, 1560 John Singer Sargent, Carnation, Lily, Lily, Rose, 1885-6 Gabriel Metsu, The Sick Child, 1660	<b>DT – Food</b> Preparing dishes Understanding where food comes from-plant or animal? Peel and chop, create a menu	<b>Architecture</b> Introduction to Architecture <b>Architectural Features</b> Designing a Building Understanding	<b>DT- Free Standing Sculptures</b> Strong structures Tall towers Skyscrapers Design a bridge Building bridges	<b>Investigating Sculpture Sculpture</b> Introduction to sculpture, understanding, designing and creating sculpture. A study of Degas' Little Dancer, Henry Moore  <i>Sainsbury's Centre UEA</i>
<b>Year 1 Vocabulary</b>	<b>Primary colours, secondary colours,</b> warm colours, cool colours, tints, shades, brushstroke Drawing Mondrian Van Gogh Monet, Kiro, Klee Straight, zig zag, wavy, curved, Bruegel, mix, warm, cool, tint, white, lighter, shade, black, darker, loop, thick, thin, straight, shape, landscape	artist, <b>children, past, luxury, wealth,</b> message, information, pose, position, line shape, primary, secondary, <b>mix, tint, shade, watercolour, brush size,</b> detail, games/toys, past, today, change, difference, cubism	plants, animals, grains cereals, chop, health, kebab, cutlery, peel, prepare, blend, stock, utensils, ingredients, fillings, menu, starter, main, dessert,	architecture, architect, building design, purpose, state, Houses of Parliament, Westminster Abbey St Paul's Cathedral, Southwark Cathedral feature, purpose, arch dome, pillar, tower gargoyle, stained glass, design, features, sculpture, 3d,2d, length, width depth, material, carve, sculptor material, wax, clay, bronze, cast	Freestanding structure, frame structure, shell structure, stable, buttress, brick bonding, mock-up, tower, skyscraper, bridge, swing, slide, leaning tower of Pisa, Italy, Golden Gate Bridge, San Francisco, The Forth Bridge, Scotland, tent, chair, table, Eiffel tower, France, build, join, construct, strong, test, evaluate, create,tall, storey, level, narrow, wide, structure, stable, suspension, purpose, materials, design, shape, join, frame, rolling, folding, layering, rigid	Sculpture, Sculptor Edgar Degas, Henry Moore,2D,3D abstract, Monument, Angel of the North, <b>mould, shape, monument, statue, scoring, modelling</b>
<b>Disciplinary concepts where knowledge is applied eg. Observed,</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 1 curriculum:</a></i>					

<b>explored, created:</b>						
<b>Using art representationaly</b>	Look closely when observational drawing, sketching and painting and begin to develop their understanding of colours and tone. (Aut 1 – studying Different artists Miro’s use of Line and Klee’s use of Line, this develops the children’s use of line and sketching when observational drawing)					
<b>Using art expressively</b>	Children explore how art can express something and make connections between artistic expression. (Spr 1 – using food to express themselves when they create a menu, Sum 2 – looking at sculpture which includes an enrichment trip to Sainsburys centre)					
<b>Using art outside of expectations</b>	Children understand how art is a creative subject and how it can push boundaries. (Spr 2 and Sum 1 follow on from each other where children learn about architecture and how this can go beyond expectations, in Sum 1 children they design their own structures using a range of creative, structural materials and methods)					
<b>Using knowledge of artists and artistic styles</b>	Children can say what they notice about different pieces of art, artists and structures or look for similarities and differences on a particular theme. (Aut 2 – studying different paintings that include children between 1560-1886 eg. Hogarth, Metsu, Bruegel and children think about how and why they are represented differently)					
<b>Using knowledge of products and materials/ingredients to make and design</b>	Children problem solve and explore simple products before creating their own. (Sum 1 – studying structures before designing a bridge)					
<b>Year 2 Knowledge</b>	<b>Colour, Shape &amp; Texture</b> Primary, secondary, warm and cool colours Monet – tints and shades Klee – Geometric shapes Matisse’s cut outs – organic shapes Visual texture Creating visual texture	<b>DT – Mechanisms &amp; Levers</b> Investigating moving books, Use flaps, sliders, pivots and leavers to make moving parts for book illustrations Attach pages to a cover	<b>Portraits and Self-Portraits</b> Portraits and Self-Portraits Drawing faces accurately Using colour in self-portraits How artists represent themselves Artist Study - Picasso Creating cubist portraits	<b>Still Life</b> <b>An introduction to still life</b> Creating form with tone Drawing a still life using cross-hatching A study of Cezanne Drawing a still life using colour	<b>Murals and Tapestries</b> Recognise a mural (a painting on a wall): Leonardo da Vinci, The Last Supper, 1495-98 Paula Rego, Crivelli’s Garden, 1990 Additionally: William Hogarth, The Pool of Bethesda (1736) and The Good Samaritan (1737), Staircase hallway	<b>DT – Wheels &amp; Axles</b> Prior learning Wheels and Axles Design a Roman Chariot Build a Roman Chariot Evaluate the Chariot design
<b>Year 2 Vocabulary</b>	Primary colours, secondary colours, complementary colours, warm colours, cool colours, tint, shade, geometric shape, organic shape, composition, cut-out,	Slider, lever, movement, slot, pivot, fixed, loose, assemble, specification, criteria, join,	portrait, self-portrait, represent, facial features, profile, eyes, nose, tone, tint, shade, skin tone, colour mixing, represent, detail expression, feelings, emotions, interests,	still life, form, tone, shade, shadow, highlight, mid tone, cast shadow, ross-hatching, tints, shades, pop art, Herculanum	Mural, Sistine Chapel, Rome Genesis, God, Adam, The Pope, fresco, plaster, National Gallery, Crivelli’s Garden, The Visitation, detail,	Wheel, axle, moving vehicle, axle holder, chassis, mechanism, cotton reels, foam covered reels, plastic, wood, card, mdf, dowel, paper sticks, plastic tubing, plastic straw,

	texture, visual texture, Monet, Klee, Kandinsky, Matisse, white, lighter, black, darker, mix, 2d, 2d, corner, feel, rough, smooth, soft, hard, fluffy		line/shape, texture, cubist, cubism		discussion, Tapestry, weave, woven, threads, loom Arras, composition, Milan, Italy, The Last Supper, disciples, composition	cardboard box, Chariot, Gladiator, Circus Maximus, Amphitheatre, construct, build, join, design, purpose, materials, properties, design brief, safety, G-clamp, chassis, ply, materials, design, evaluate, improve, design brief
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	<i>Disciplinary concepts within our planning. Where this can be found in our Year 2 curriculum:</i>					
<b>Using art representationally</b>	<i>Look closely when observational drawing, sketching and painting and begin to compare artists, including comparing with their own work (Spr 1 – looking at self-portraits, this builds on an EYFS unit, in Yr 2 chn develop drawing skills, add colour and compare to artistic representations eg. Picasso)</i>					
<b>Using art expressively</b>	<i>Children explore how art can express something and make connections between artistic expression, including developing use of tone, texture. (Aut 1 – explore colour, shape and texture, focusing on Klee, Kandinsky and Matisse, chn explore how they can create visual texture to express ideas)</i>					
<b>Using art outside of expectations</b>	<i>Children understand how art is a creative subject, it pushes boundaries and has done so throughout history. (Sum 1 demonstrate awe and wonder and how throughout history art has gone beyond expectations eg. tapestries in Sum 1)</i>					
<b>Using knowledge of artists and artistic styles</b>	<i>Children can say what they notice about different pieces of art, artists and structures or look for similarities and differences on a particular theme. (Aut 1 – explore colour, shape and texture, focusing on Klee, Kandinsky and Matisse, children explore how they use texture and how they are similar and different)</i>					
<b>Using knowledge of products and materials/ingredients to make and design</b>	<i>Children problem solve and explore simple products before creating their own. (Aut 2 chn look at moving books and create their own, Sum 2 they apply knowledge of Roman chariots to wheels and axles and make their own chariot)</i>					
<b>Year 3 Knowledge</b>	<b>Ancient Egyptian Art</b> Look at and discuss: The Great Sphinx A bust of Queen Nefertiti Mummy cases: Sarcophagus of King	<b>DT – Textiles</b> Investigate money containers, different stitches, prototypes, sewing a money container	<b>Landscapes</b> Introduction to landscape painting Constable and Turner - Different methods of landscape painting	<b>Mythological Paintings</b> Understand that a mythological work of art depicts characters from a narrative	<b>Architecture</b> Understand architecture as the art of designing buildings Understanding symmetry and a line of	<b>DT – Egyptian Shaduf</b> Levers, Pivots, Pulleys Pop-up Mechanisms A Pop-up Infographic Poster Construction

	<p>Tutankhamun, circa 1323 B</p> <p>Animal gods in Egyptian art: such as Bronze statuette of a cat</p> <p>Find out about: The Rosetta Stone, Ptolemaic Period, 196 BC</p>		<p>Painting in the style of Turner</p> <p>Symmetry in art</p> <p>Goldsworthy and symmetry</p>	<p>Generally classical mythology</p>	<p>symmetry as it applies to building</p> <p>Observe symmetry in the design of buildings</p>	
<p><b>Year 3 Vocabulary</b></p>	<p>Ancient Egyptian, Pharaoh, sculpture, architecture, Pyramid, Sphinx, Nefertiti, Tutankhamun, tomb, Book of the Dead,, sarcophagus, Sphinx, mythical, Cairo, Giza, limestone, carve, bust, Nefertiti , sculpture, limestone, Thutmose, Nile, papyrus, scroll, Ra- god of the Sun, Amun- King of the gods , Anubis- god of mummification, Horus- god of the Sky, Tefnut- Goddess of Rain, Thoth- God of Wisdom</p>	<p>Fabric, seam, gusset, textile, stitch, needle, technique, specification, prototype, embroidery, fastening, evaluate</p>	<p>landscape, seascape, method, sketch, brushstroke, Symmetry, symmetrical, line of symmetry, nature, natural materials, temporary</p>	<p>myth, mythological painting, narrative, characters, setting, classical, Theseus, Ariadne, Minotaur, Minos, Aegeus Crete, Naxos, Pompeii, fresco, maze/labyrinth, Spain, Minotaur, characteristics, line, tone, highlights, shadow, mid-tones, classical, myth, collage</p>	<p>Architect, sculptor</p> <p>The Parthenon, Athena, replica, frieze, carve, form, texture</p> <p>Architect, architecture, line of symmetry, column, pillar, symmetrical, modern, St Paul's Cathedral, Christopher Wren, sketch, features, dome, The Great Stupa, Bilbao, purpose, design, sculptor</p>	<p>Shaduf, Mechanism, lever, system, pivot, counterweight, pulley, catapult, roman catapult, oscilating, reciprocating, ancient Greek pulley system, ancient Egyptian shaduf, load, effort, catapult, foreground, background, box pop-up, reservoir, canals, irrigation, crossbeam, annotations, step by step, cross beam, materials, technique, tool, joining, function</p>
<p><b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b></p>	<p><i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 3 curriculum:</a></i></p>					
<p><b>Using art representatio nally</b></p>	<p><i>Look closely when creating observational artwork (using line, tone, shade, and form) and begin to compare artists. <a href="#">(Aut 1 – developing shade and shadow and children explore shade in different ways eg. Cross-hatching)</a></i></p>					

<b>Using art expressively</b>	Children explore how art can express something and make connections between artistic expression which symbolise and represent different things. (Spr 1 – landscapes and how artists express these differently, chn look at Constable and Turner)					
<b>Using art outside of expectations</b>	Children explore how art is a creative subject and explore this in different periods of history and artistic style/genre. (Autumn1 –Egyptian art Spr 2 – mythological painting)					
<b>Using knowledge of artists and artistic styles</b>	Children find similarities and differences between artists and their styles. (Spr 1 – landscapes and how artists express these differently, chn look at Constable and Turner)					
<b>Using knowledge of products and materials/ingredients to make and design</b>	Children problem solve and explore designs and prototypes and create their own products. (Aut 2 chn sew their own money container, Sum 2 they apply knowledge of Ancient Egypt to build their own shaduf to move water)					
<b>Year 4 Knowledge</b>	<b>Elements of Art: Light</b> Drawing dark and light Painting dark and light Painting a still life with acrylic – ground and underpainting Painting a still life with acrylic – adding tints and shades	<b>Elements of Art: Space</b> Introduction to space and dimensions Exploring space in printing: fore ground, middle ground, background Identifying foreground, middle ground and background Creating foreground, middle ground and background Using colour and detail to show depth	<b>Elements of Art: Design</b> To understand what design is, to know the 7 elements of design, to understand and apply collage, to apply form in 3D, understand line,	<b>DT – Food</b> Seasonality, Food production, Hygiene and recipes, Design make and evaluate a savoury scone	<b>Embroidery and Needlework</b> Pictures from stitches, Embroidery - motifs and emblems, Tapestry, weaving and fabric, Design and create own artwork	<b>DT- Electrical Systems-Bedtime Nightlight</b> Making circuits and switches Building a torch Creating the design Prototype of the light Producing the nightlight
<b>Year 4 Vocabulary</b>	form, tone, shade, shadow, highlights, mid tone, cast shadow, tints, shades, ground, under painting, burnt sienna, yellow ochre, chiaroscuro	space, dimension, height, width, depth, 3d, 2d, foreground, background, middle ground, detail	Design, 2 and 3-dimensional, space, shape, form, line, texture, abstract, foreground, middle and back ground	seasonality, menu, production, recipe, hygiene, design brief, purpose, product, recipe, weigh/ measure, evaluate, audience, consumer	Cross-stitch, thread, embroidery, tapestry, applique, emblem, motif, warp, loom, weft, woven, weaver, cartoon	Series circuit, switch, bulb, crocodile clip, input device, output device, purpose, function, prototype, design criteria, torch, nightlight, circuit, electricity, positive, negative, filament, switch, conductor, wire, battery, switch, reflector, casing,

						user, aesthetics, client, realistic, material, consumer, client, appeal, developments, translucent
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 4 curriculum:</i>					
<b>Using art representationally</b>	Look closely when creating observational artwork (using line, tone, shade, and form) and begin to compare artists. <i>(Aut 1 –looking at light and dark and how this can be achieved using paint, Spr 1 – begin to think about foreground and background in compositions)</i>					
<b>Using art expressively</b>	Children explore how art can express something and make connections between artistic expression which symbolise and represent different things. <i>(Aut 2 - chln explore how art can be used to express space and the solar system)</i>					
<b>Using art outside of expectations</b>	Children explore how art is a creative subject and explore this in different periods of history and artistic style/genre. <i>(Aut 2 - chln explore how art can be used to express space and the solar system and how this can be abstract or paintings can be used to symbolise space)</i>					
<b>Using knowledge of artists and artistic styles</b>	Children find similarities and differences between artists and their styles. <i>(Spr 1 – looking at different elements of design and different styles and how chn can apply these)</i>					
<b>Using knowledge of products and materials/ingredients to make and design</b>	Children problem solve and explore designs and prototypes and create their own products. <i>(Sp 2 – design and cook their own scone, Sum 2 – design and produce their own nightlight)</i>					
<b>Year 5 Knowledge</b>	<b>Islamic Art and Architecture</b> Introduction to Islamic art and architecture Elements of Islamic art Elements of Islamic architecture The Alhambra The Taj Mahal Assessment and tile completion	<b>African Art</b> Malian Antelope Headdresses Study of Malian Antelope Headdresses Benin Plaques Benin Art – Cross cultural Trade Influence Debate about returning the Benin Plaques Assessment and completion of cardboard reliefs	<b>Art of the East</b> Introduction to Chinese art, Chinese Calligraphy, painting, porcelain, Ming ware, Europe and Chinese porcelain	<b>DT – Design an accessory</b> Investigating Textile, Products, Different stitches, Bookmarks Sewing a Victorian Sampler	<b>DT- Moving Toys</b> Animals Prototype of the 3D structure Investigating movement Toy animal design plan Construction of the toy	<b>Prints and Print Making</b> Understand printmaking is an indirect art form Benefits of print making Various print making techniques Recognise the products of printmaking

<b>Year 5 Vocabulary</b>	Islamic art, architecture, mosque, minaret, dome, calligraphy, geometric pattern, vegetal patterns, figural, plaster work, arch, muqarnas	Mali, Bamana, ceremony, headdress, antelope, Chiwara, Mali, Bamana, headdress, aardvark, pangolin, Edo, Nigeria, plaque, relief, cast, mould, brass, symbolic	Dynasty, ink store and stick, calligraphy, rice paper, silk, scroll, design, brushstroke, asymmetrical, ceramic, porcelain, cobalt blue, Ming dynasty and Ming ware, trade, export, cargo	fabric, pattern, seam, tacking, garment, textile, stitch, needle, technique, specification embroidery, working drawing, Victorian sampler, exemplar exemplum	Pulley, gear, axle, frame structure, reinforce, join, innovation, user, purpose, design brief, crank, cam, sketch, movement, model, mechanism, prototype, structure, net, decoration, annotations, surface	Indirect, edition, mono-print, relief (positive) printing, intaglio (negative) printing, screen-printing, stencil, squeegee, relief (positive) printing, wood cut/wood engraving, linocut, block, Intaglio (negative) printing, drypoint/engraving, etching, acid, plate, printing press
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 5 curriculum:</i>					
<b>Using art representationally</b>	Use a range of artistic skills when creating and critiquing observational artwork and compare art/art forms/artists. <i>(Aut 1, 2 and Spr 1 look at Islamic art, African art and art of the Middle East)</i>					
<b>Using art expressively</b>	Children explore how art is connected to symbolism and can express beliefs, cultures, religion and heritage. <i>(Aut 2 - African art and cross cultural trade reference)</i>					
<b>Using art outside of expectations</b>	Children explore how art is a creative subject and influences everything in our life. <i>(Sum 1 – children create a moving toy)</i>					
<b>Using knowledge of artists and artistic styles</b>	Children find similarities and differences between artists and their styles and different cultures and historical periods. <i>(Spr 1 – Art of the East and a comparison between European and Eastern porcelain)</i>					
<b>Using knowledge of products and materials/ingredients to make and design</b>	Children explore designs and prototypes and then problem solve to produce their own products. <i>(Sp 2 – sew their own Victorian sampler, this links to their historical learning about Victorians, Sum 1 – design and make their own toy)</i>					

<b>Year 6 Knowledge</b>	<b>William Morris</b> William Morris and his work Morris Wallpaper – block printing Morris’ houses and companies Morris and the Arts and Craft movement Morris’ writing and the printing press	<b>Renaissance Art and Architecture</b> Renaissance art and architecture Leonardo da Vinci Linear Perspective Michelangelo – The Sistine chapel Florence Cathedral and St. Peter’s Basilica	<b>DT- Control Products-Dyson Engineering</b> What is a design engineer? How do fans work? Sketching the design Cardboard Prototype Construction of the Fan	<b>Genre Painting and Impressionism</b> Manet, Monet, Degas, Renoir Painting depicting ordinary life	<b>The Pre-Raphaelites</b> Introduction to Pre Raphaelite Brotherhood Art & Values, Comparison of Ophelia and Light of the World, still life observations, life drawings	<b>DT – Structures</b> Frames in use, Eiffel Tower, strengthen frames, designing bird feeder, accurate use of tools, measuring cutting, joining.
<b>Year 6 Vocabulary</b>	Designer, decorative arts, stylized, medieval, textiles, woodblock printing, block printing, reduction printing, printing press, textiles, Victorian, gothic, gothic revival, crafts movement, Chaucer, socialist	Medieval, Renaissance, classical, humanism, proportion, anatomy, optics, sfumato, linear perspective, vanishing point, baptistery, campanile, Medici, Basilica, Duomo, in the round, in relief, Michelangelo, Leonardo da Vinci, Raphael, Brunelleschi, dissect, technique, mural, vantage point, horizon line, vanishing point, fresco, plaster, sculptor, Florence, architect, Pope, Vatican city	Open switch, closed switch, output devices, input devices, design brief, innovation, function, purpose, aesthetics, prototype, engineer, system, sketching, prototyping, evaluate, PMI, functionality, velocity, air flow, abstraction, debugging, logic, algorithms, decomposition, specification, iteration, evaluate, function	Impressionism, landscape, portrait, brush strokes, observational, realism, genre painting, light source, en plein air, still life, composition, series, Rococco, romantism, technique, movement	Pre- Raphaelite, Brotherhood, Renaissance, idealism, realism, controversy, represent, realistic, luminescent, allegorical, tertiary colours, compositions, capture,	Annotate, structure, frame, triangulation, design brief, rigidity, prototype, annotated sketches, specification, bench hook, components, fixing, frame, strengthen,
<b>Disciplinary concepts where knowledge is applied eg. Observed, explored, created:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 6 curriculum:</a></i>					
<b>Using art representatio nally</b>	<i>Use a range of artistic skills when creating and critiquing observational artwork and compare art/art forms/artists. <a href="#">(Aut 2 – children develop their understanding of sketching and body proportions when looking at Leonardo di Vinci, they then develop perspective drawing)</a></i>					
<b>Using art expressively</b>	<i>Children explore how art is connected to symbolism and can express beliefs, cultures, religion and heritage. <a href="#">(Sp 2 – looking at Impressionism and how landscapes and everyday life can be expressed – study Renoir, Monet, Manet)</a></i>					

<p><b>Using art outside of expectations</b></p>	<p>Children explore how art is a creative subject and influences everything in our life. (Aut 1 – look at the birth of ‘decorative arts’ and the idea that art can just be because something looks nice and gives you joy, study William Morris and children print their own reduction printing wallpaper)</p>
<p><b>Using knowledge of artists and artistic styles</b></p>	<p>Children find similarities and differences between artists and their styles and different cultures and historical periods. (Sum 1 – children look at a range of Pre-Raphaelite artists and make a comparison between Ophelia and Light of the World)</p>
<p><b>Using knowledge of products and materials/ingredients to make and design</b></p>	<p>Children explore designs and prototypes and then problem solve to produce their own products. (Sp 1 – study Dyson, who comes from Cromer, and children build their own fan)</p>