



**Haresfield CE Primary School**  
**Progression of Knowledge and Skills in Art**  
**Year A – LKS2**

Year	Knowledge				Skills	
<p><b>Year 3</b></p> <p><b>Year 4</b></p> <p><b>Term 1</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>FOCUS:</u> Drawing - Fossils <span style="float: right;"><u>Contributing towards:</u> Detailed Observational Drawing (UKS2)</span></p>				<p><u>Generating Ideas</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.</p>	
	<p><u>Objective</u></p> <p>To observe and draw using different grades of pencil</p>	<p><u>Sticky Knowledge</u></p> <p>Different grades of pencil create different tones. HB is light, 2B is medium, 4B/6B are dark.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Observational drawing</b> – drawing by looking carefully at real objects to capture accurate details</p>	<p><u>Resources</u></p> <p>Provide real fossils or high-quality images/replicas of fossils (ammonites, trilobites, fern imprints, shell fossils). Provide range of pencil grades: HB, 2B, 4B, 6B.                  Demonstrate observational drawing: look carefully at fossil, identify main shape, draw outline lightly with HB, observe details (spiral patterns, ridges, segments), add details with 2B, add darkest areas with 4B/6B.                  Children draw fossils from observation: choose fossil to draw, use light pencil for outline, add details and patterns, use darker pencils for shadows and depth, fill whole page with detailed drawing. Link to Science topic on rocks and fossils. <a href="https://www.nhm.ac.uk/discover/what-are-fossils.html">https://www.nhm.ac.uk/discover/what-are-fossils.html</a></p>		<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p>
	<p>To apply pattern and texture in drawings using mark-making techniques</p>	<p>Repeating patterns like spirals, ridges and segments create visual interest.</p>	<p><b>Stippling</b> – creating texture by making many small dots</p>	<p>Demonstrate creating patterns and textures: spiral patterns (draw from centre outward in spiral), ridge patterns (parallel curved lines), segment patterns (repeated curved sections), stippling (dots for rough texture), hatching (parallel lines for smooth texture), cross-hatching (crossed lines for very rough texture).                  Children to repeat last lesson but use these techniques to create texture, ensuring patterns are accurate and detailed.</p>		<p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.</p>
<p><b>Year 4</b></p>	<p>To evaluate and refine observational drawings</p>	<p>Evaluating artwork helps identify what worked well and what could be improved. Artists refine their work through multiple attempts and adjustments.</p>	<p><b>Refine</b> – to improve and perfect techniques through practice and adjustment</p>	<p>Have all the work from last lesson laid out for children to wander around and look at.                  Discuss as class: Which drawings show the most detail? How has tone been used effectively? Which mark-making techniques create the best textures?                  Children evaluate own work: identify most successful areas, explain techniques used, identify what they would improve.                  Children either make refinements drawings (add more detail, strengthen tone, improve patterns) or start again as a further attempt.                  Mount refined drawings for display with artist statements explaining techniques and choices made.</p>		<p>Apply observational skills, showing a greater awareness of composition. Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p>
<p><b>Year A</b></p>	<p><u>FOCUS:</u> Printing - Nature Patterns <span style="float: right;"><u>Contributing towards:</u> Evolution and Lino Printing (UKS2) <u>Artist focus:</u> William Morris</span></p>				<p><u>Evaluating and Analysing</u></p>	
	<p><u>Objective</u></p> <p>To create a relief printing block and print with two-colour overlays</p>	<p>Repeating patterns are created by printing the same block multiple times. Overlaying colours creates depth and interest.</p>	<p><b>Relief printing</b> – when the raised parts of a block are inked and pressed onto paper.</p>	<p><u>Resources</u></p> <p>Look at William Morris designs: 'Strawberry Thief', 'Willow Bough', 'Acanthus'.                  Discuss: What natural forms can you see (leaves, flowers, birds)? What patterns repeat? How are they arranged?                  Demonstrate creating relief printing block: draw simple natural form (leaf, flower, shell) on polystyrene tile or thick card, press into surface with pencil to create grooves (these will stay white), raised areas will print (these should be the main design), keep design simple with clear shapes.                  Children create printing blocks: choose natural form, draw onto polystyrene/card, press grooves around main shape.                  Demonstrate printing technique: roll ink/paint onto printing block evenly, press firmly onto paper, lift carefully without sliding, repeat to create pattern (in rows, alternating, scattered).                  NOTE: Keep polystyrene blocks for next lesson.</p>		<p>Use more complex vocabulary when discussing their own and others' artwork.                  Discuss art considering how it can affect the lives of the viewers.                  Evaluate their own work more regularly and independently during the planning and making process.</p>
	<p>To evaluate and refine printing techniques inspired by William Morris</p>	<p>Clear prints require the right amount of ink, firm pressure and careful lifting.</p>	<p><b>Overlay</b> – printing one colour on top of another.</p>	<p>Display all prints created. Discuss as class: Which prints have the clearest images? Why? (right amount of ink, firm pressure, careful lifting), Which patterns are most effective? Why? (good spacing, interesting arrangement).                  Show two-colour overlay: use print from last lesson and more indentations and detail by using a pencil to indent more grooves. Choose a second colour and in the same way as last week, print over the top of a print from last week by overlaying. Repeat on another print but overlaying slightly off centre for a different effect.                  Children create repeating pattern prints: add more indentations then print second colour overlapping or slightly off centre to the first from last week.                  Compare to William Morris designs - how are they similar/different? Create artist statement: "I was inspired by William Morris. I created a printing block of [natural form]. I used [colours] because... My pattern shows..."</p>		<p>Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>



Year	Knowledge			Skills														
<p><b>Year 3</b> <b>Year 4</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Drawing - Form and Shape      <u>Contributing towards:</u> Drawing – Perspective and Local Area (UKS2)</p>			<p><u>Generating Ideas</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.</p>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><u>Objective</u></th> <th style="width: 20%;"><u>Sticky Knowledge</u></th> <th style="width: 15%;"><u>Key Vocabulary and Definitions</u></th> <th style="width: 50%;"><u>Resources</u></th> </tr> </thead> <tbody> <tr> <td>To draw 3D forms showing awareness of three dimensions</td> <td>Objects have three dimensions: height, width and depth. Shading shows which side of an object faces the light and which is in shadow.</td> <td><b>3D</b> – having height, width and depth (not flat)</td> <td>Demonstrate drawing 3D forms: Cube (draw square, add parallel lines to show depth, join lines, shade one side darker), Cylinder (draw oval, add parallel lines down, draw second oval at bottom, shade curved surface with graduated tone), Sphere (draw circle, shade darkest on one side, gradually lighter towards light source, leave highlight), Cone (draw triangle, add curved base, shade to show form). Provide 3D objects for observation (boxes, tins, balls, cones). Children practice drawing 3D forms: draw each basic form (cube, cylinder, sphere, cone), add shading to show form, draw from observation (real 3D objects), show where light hits (lighter) and where shadows fall (darker).</td> </tr> <tr> <td>To develop observational drawing skills with different media</td> <td>Different drawing implements create different effects. Charcoal creates soft, smudgy tones. Pencils create controlled, precise lines. Pastels create soft, blendable colours.</td> <td><b>Media</b> – the materials used to create art (plural of medium)</td> <td>Provide range of drawing implements: charcoal (soft, smudgy, good for tone), pencils (controlled, precise, good for detail), chalk pastels (soft, blendable, good for colour), pens (permanent, precise, good for line work), crayons (waxy, bright, good for colour). Demonstrate using each medium to draw same object - show different effects. Children experiment: draw same simple object (mug, apple, box) using each medium, compare results (which shows tone best? Which is most precise? Which is messiest?). Choose favourite medium, create detailed observational drawing using chosen medium.</td> </tr> </tbody> </table>	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	To draw 3D forms showing awareness of three dimensions	Objects have three dimensions: height, width and depth. Shading shows which side of an object faces the light and which is in shadow.	<b>3D</b> – having height, width and depth (not flat)	Demonstrate drawing 3D forms: Cube (draw square, add parallel lines to show depth, join lines, shade one side darker), Cylinder (draw oval, add parallel lines down, draw second oval at bottom, shade curved surface with graduated tone), Sphere (draw circle, shade darkest on one side, gradually lighter towards light source, leave highlight), Cone (draw triangle, add curved base, shade to show form). Provide 3D objects for observation (boxes, tins, balls, cones). Children practice drawing 3D forms: draw each basic form (cube, cylinder, sphere, cone), add shading to show form, draw from observation (real 3D objects), show where light hits (lighter) and where shadows fall (darker).	To develop observational drawing skills with different media	Different drawing implements create different effects. Charcoal creates soft, smudgy tones. Pencils create controlled, precise lines. Pastels create soft, blendable colours.	<b>Media</b> – the materials used to create art (plural of medium)	Provide range of drawing implements: charcoal (soft, smudgy, good for tone), pencils (controlled, precise, good for detail), chalk pastels (soft, blendable, good for colour), pens (permanent, precise, good for line work), crayons (waxy, bright, good for colour). Demonstrate using each medium to draw same object - show different effects. Children experiment: draw same simple object (mug, apple, box) using each medium, compare results (which shows tone best? Which is most precise? Which is messiest?). Choose favourite medium, create detailed observational drawing using chosen medium.	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks for a wider range of purposes for example, drawing, planning.</p> <p><u>Making Skills</u></p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition. Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.</p>				
<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>															
To draw 3D forms showing awareness of three dimensions	Objects have three dimensions: height, width and depth. Shading shows which side of an object faces the light and which is in shadow.	<b>3D</b> – having height, width and depth (not flat)	Demonstrate drawing 3D forms: Cube (draw square, add parallel lines to show depth, join lines, shade one side darker), Cylinder (draw oval, add parallel lines down, draw second oval at bottom, shade curved surface with graduated tone), Sphere (draw circle, shade darkest on one side, gradually lighter towards light source, leave highlight), Cone (draw triangle, add curved base, shade to show form). Provide 3D objects for observation (boxes, tins, balls, cones). Children practice drawing 3D forms: draw each basic form (cube, cylinder, sphere, cone), add shading to show form, draw from observation (real 3D objects), show where light hits (lighter) and where shadows fall (darker).															
To develop observational drawing skills with different media	Different drawing implements create different effects. Charcoal creates soft, smudgy tones. Pencils create controlled, precise lines. Pastels create soft, blendable colours.	<b>Media</b> – the materials used to create art (plural of medium)	Provide range of drawing implements: charcoal (soft, smudgy, good for tone), pencils (controlled, precise, good for detail), chalk pastels (soft, blendable, good for colour), pens (permanent, precise, good for line work), crayons (waxy, bright, good for colour). Demonstrate using each medium to draw same object - show different effects. Children experiment: draw same simple object (mug, apple, box) using each medium, compare results (which shows tone best? Which is most precise? Which is messiest?). Choose favourite medium, create detailed observational drawing using chosen medium.															
<p><b>Term 3</b> <b>Year A</b></p>	<p><u>Focus:</u> Digital Art - Stop Motion Animation      <u>Contributing towards:</u> Drawing/Digital Art – Keith Haring (UKS2)      <u>Artist focus:</u> Aardman animation Sean Charmatz</p>			<p><u>Evaluating and Analysing</u></p> <p>Use more complex vocabulary when discussing their own and others' artwork. Discuss art considering how it can affect the lives of the viewers. Evaluate their own work more regularly and independently during the planning and making process. Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate</p>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><u>Objective</u></th> <th style="width: 20%;"><u>Sticky Knowledge</u></th> <th style="width: 15%;"><u>Key Vocabulary and Definitions</u></th> <th style="width: 50%;"><u>Resources</u></th> </tr> </thead> <tbody> <tr> <td>To understand stop motion animation and plan using storyboards</td> <td>Stop motion animation is created by taking many photographs of objects in slightly different positions. When played quickly, it looks like the objects are moving. Storyboards help plan the sequence of events.</td> <td><b>Animation</b> – making still images appear to move  <b>Storyboard</b> – a sequence of drawings showing what will happen in an animation</td> <td>Show examples of stop motion animation: Wallace &amp; Gromit clips (Aardman), Shaun the Sheep, other stop motion examples. Explain technique: objects are moved tiny amounts between each photograph, hundreds of photos are needed for short animation, 12-15 photos per second creates smooth movement. Look at work of Sean Charmatz (storyboard artist). Demonstrate planning: create storyboard (sequence of drawings showing what will happen), plan simple movement (ball rolling, character waving, object appearing/disappearing), decide how many frames needed. Children plan stop motion animation in groups: choose simple story (object moving across screen, character doing action, transformation), create storyboard (6-8 frames showing key moments), plan what materials needed (plasticine, toys, cut-outs), decide who does what (photographer, mover, director).</td> </tr> <tr> <td>To create a stop motion animation using frame-by-frame technique</td> <td>Small, consistent movements between frames create smooth animation. Keeping the camera still prevents the image from jumping.</td> <td><b>Frame</b> – a single photograph in an animation</td> <td>Demonstrate stop motion technique: set up scene with plain background, position object/character, take photo, move object tiny amount (1-2cm), take photo, repeat many times, keep tablet still – prop into position before starting and keep lighting consistent. Children create stop motion animations in groups: set up scene, take photos following plan (aim for 30-50 frames minimum), move objects small amounts between each photo, work as team (one person moves, one photographs, one checks), save all photos in sequence. Use tablets and simple stop motion apps (Stop Motion Studio, iMotion). Ensure everyone has a role and takes turns.</td> </tr> <tr> <td>To edit and present stop motion animations</td> <td>Editing brings all the frames together to create the final animation. Adjusting timing controls how fast or slow the animation plays.</td> <td><b>Edit</b> – to arrange and refine the final animation</td> <td>Using stop motion software/app, demonstrate editing: import all photos in sequence, adjust timing (speed up or slow down), add title frame at start, add credits at end, add sound effects or music (optional), export as video file. Children edit their animations: import frames in correct order, adjust speed for smooth movement, add title (name of animation, group members), add simple sound effects if time allows, export final animation. Screen all animations for class. Evaluate: What worked well? What was challenging? How could you improve it? What did you learn about animation? Compare to professional Aardman animations - what's similar/different? Create "behind the scenes" display showing storyboards, photos of process, and QR codes linking to finished animations.</td> </tr> </tbody> </table>	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	To understand stop motion animation and plan using storyboards	Stop motion animation is created by taking many photographs of objects in slightly different positions. When played quickly, it looks like the objects are moving. Storyboards help plan the sequence of events.	<b>Animation</b> – making still images appear to move  <b>Storyboard</b> – a sequence of drawings showing what will happen in an animation	Show examples of stop motion animation: Wallace & Gromit clips (Aardman), Shaun the Sheep, other stop motion examples. Explain technique: objects are moved tiny amounts between each photograph, hundreds of photos are needed for short animation, 12-15 photos per second creates smooth movement. Look at work of Sean Charmatz (storyboard artist). Demonstrate planning: create storyboard (sequence of drawings showing what will happen), plan simple movement (ball rolling, character waving, object appearing/disappearing), decide how many frames needed. Children plan stop motion animation in groups: choose simple story (object moving across screen, character doing action, transformation), create storyboard (6-8 frames showing key moments), plan what materials needed (plasticine, toys, cut-outs), decide who does what (photographer, mover, director).	To create a stop motion animation using frame-by-frame technique	Small, consistent movements between frames create smooth animation. Keeping the camera still prevents the image from jumping.	<b>Frame</b> – a single photograph in an animation	Demonstrate stop motion technique: set up scene with plain background, position object/character, take photo, move object tiny amount (1-2cm), take photo, repeat many times, keep tablet still – prop into position before starting and keep lighting consistent. Children create stop motion animations in groups: set up scene, take photos following plan (aim for 30-50 frames minimum), move objects small amounts between each photo, work as team (one person moves, one photographs, one checks), save all photos in sequence. Use tablets and simple stop motion apps (Stop Motion Studio, iMotion). Ensure everyone has a role and takes turns.	To edit and present stop motion animations	Editing brings all the frames together to create the final animation. Adjusting timing controls how fast or slow the animation plays.	<b>Edit</b> – to arrange and refine the final animation	Using stop motion software/app, demonstrate editing: import all photos in sequence, adjust timing (speed up or slow down), add title frame at start, add credits at end, add sound effects or music (optional), export as video file. Children edit their animations: import frames in correct order, adjust speed for smooth movement, add title (name of animation, group members), add simple sound effects if time allows, export final animation. Screen all animations for class. Evaluate: What worked well? What was challenging? How could you improve it? What did you learn about animation? Compare to professional Aardman animations - what's similar/different? Create "behind the scenes" display showing storyboards, photos of process, and QR codes linking to finished animations.	
<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>															
To understand stop motion animation and plan using storyboards	Stop motion animation is created by taking many photographs of objects in slightly different positions. When played quickly, it looks like the objects are moving. Storyboards help plan the sequence of events.	<b>Animation</b> – making still images appear to move  <b>Storyboard</b> – a sequence of drawings showing what will happen in an animation	Show examples of stop motion animation: Wallace & Gromit clips (Aardman), Shaun the Sheep, other stop motion examples. Explain technique: objects are moved tiny amounts between each photograph, hundreds of photos are needed for short animation, 12-15 photos per second creates smooth movement. Look at work of Sean Charmatz (storyboard artist). Demonstrate planning: create storyboard (sequence of drawings showing what will happen), plan simple movement (ball rolling, character waving, object appearing/disappearing), decide how many frames needed. Children plan stop motion animation in groups: choose simple story (object moving across screen, character doing action, transformation), create storyboard (6-8 frames showing key moments), plan what materials needed (plasticine, toys, cut-outs), decide who does what (photographer, mover, director).															
To create a stop motion animation using frame-by-frame technique	Small, consistent movements between frames create smooth animation. Keeping the camera still prevents the image from jumping.	<b>Frame</b> – a single photograph in an animation	Demonstrate stop motion technique: set up scene with plain background, position object/character, take photo, move object tiny amount (1-2cm), take photo, repeat many times, keep tablet still – prop into position before starting and keep lighting consistent. Children create stop motion animations in groups: set up scene, take photos following plan (aim for 30-50 frames minimum), move objects small amounts between each photo, work as team (one person moves, one photographs, one checks), save all photos in sequence. Use tablets and simple stop motion apps (Stop Motion Studio, iMotion). Ensure everyone has a role and takes turns.															
To edit and present stop motion animations	Editing brings all the frames together to create the final animation. Adjusting timing controls how fast or slow the animation plays.	<b>Edit</b> – to arrange and refine the final animation	Using stop motion software/app, demonstrate editing: import all photos in sequence, adjust timing (speed up or slow down), add title frame at start, add credits at end, add sound effects or music (optional), export as video file. Children edit their animations: import frames in correct order, adjust speed for smooth movement, add title (name of animation, group members), add simple sound effects if time allows, export final animation. Screen all animations for class. Evaluate: What worked well? What was challenging? How could you improve it? What did you learn about animation? Compare to professional Aardman animations - what's similar/different? Create "behind the scenes" display showing storyboards, photos of process, and QR codes linking to finished animations.															

Year	Knowledge			Skills																
<p><b>Year 3</b> <b>Year 4</b></p>	<p><u>National Curriculum</u></p>																			
	<p>✓ to develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art                      ✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                      ✓ to evaluate the work of a range of artists, craft makers and designers and making links to their own work</p>																			
<p><b>Term 4</b></p>	<p><u>Focus:</u> Painting - Textured Paint <span style="margin-left: 200px;"><u>Contributing towards:</u> Painting – Ice and Atmospheric Landscapes (UKS2)</span></p>																			
	<table border="1"> <thead> <tr> <th data-bbox="278 470 495 527">Objective</th> <th data-bbox="513 470 795 527">Sticky Knowledge</th> <th data-bbox="813 470 1041 527">Key Vocabulary and Definitions</th> <th data-bbox="1059 470 2309 527">Resources</th> </tr> </thead> <tbody> <tr> <td data-bbox="278 527 513 772"> <p>To create textured paint and understand its effects</p> </td> <td data-bbox="513 527 795 772"> <p>Texture can be added to paint by mixing in materials like sand, flour, glitter or salt. Different materials create different effects.</p> </td> <td data-bbox="813 527 1041 772"> <p><b>Textured paint</b> – paint with materials added to create a rough or interesting surface</p> </td> <td data-bbox="1059 527 2309 772"> <p>Demonstrate creating textured paint: Plain paint (smooth, flat), Paint + sand (rough, gritty texture), Paint + flour (thick, raised texture), Paint + glitter (sparkly, shimmering texture), Paint + salt (crystalline texture when dry), Paint + sawdust (rough, natural texture).                      Children experiment with textured paint: mix small amounts of each combination, test on paper, observe how each looks and feels, note which textures work for which purposes (sand for rough surfaces, glitter for sparkle, flour for thick application).                      Create texture sample board showing each combination with label. Link to 'The Firework Maker's Daughter' - could use for creating magical, textured backgrounds.</p> </td> </tr> <tr> <td data-bbox="278 772 513 1024"> <p>To create atmosphere and mood using textured paint</p> </td> <td data-bbox="513 772 795 1024"> <p>Dark colours and rough textures create dramatic moods. Bright colours and sparkly textures create exciting moods. Thick paint application and expressive brush strokes add energy.</p> </td> <td data-bbox="813 772 1041 1024"> <p><b>Atmosphere</b> – the mood or feeling created in artwork</p> </td> <td data-bbox="1059 772 2309 1024"> <p>Demonstrate creating atmospheric background: choose colours for mood (dark blues/purples/blacks for night sky, bright colours for excitement), mix textured paint (add glitter for sparkle, add sand for rough texture), apply paint thickly with brush or palette knife, create movement with brush strokes (swirls, sweeps, dabs), build up layers for depth.                      Children create textured background for firework scene: mix dark colours for night sky (black, dark blue, purple), add glitter or sand for texture, paint background using thick application, create movement and energy with brush strokes, allow to dry before next lesson. This will be background for firework artwork.</p> </td> </tr> </tbody> </table>	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources	<p>To create textured paint and understand its effects</p>	<p>Texture can be added to paint by mixing in materials like sand, flour, glitter or salt. Different materials create different effects.</p>	<p><b>Textured paint</b> – paint with materials added to create a rough or interesting surface</p>	<p>Demonstrate creating textured paint: Plain paint (smooth, flat), Paint + sand (rough, gritty texture), Paint + flour (thick, raised texture), Paint + glitter (sparkly, shimmering texture), Paint + salt (crystalline texture when dry), Paint + sawdust (rough, natural texture).                      Children experiment with textured paint: mix small amounts of each combination, test on paper, observe how each looks and feels, note which textures work for which purposes (sand for rough surfaces, glitter for sparkle, flour for thick application).                      Create texture sample board showing each combination with label. Link to 'The Firework Maker's Daughter' - could use for creating magical, textured backgrounds.</p>	<p>To create atmosphere and mood using textured paint</p>	<p>Dark colours and rough textures create dramatic moods. Bright colours and sparkly textures create exciting moods. Thick paint application and expressive brush strokes add energy.</p>	<p><b>Atmosphere</b> – the mood or feeling created in artwork</p>	<p>Demonstrate creating atmospheric background: choose colours for mood (dark blues/purples/blacks for night sky, bright colours for excitement), mix textured paint (add glitter for sparkle, add sand for rough texture), apply paint thickly with brush or palette knife, create movement with brush strokes (swirls, sweeps, dabs), build up layers for depth.                      Children create textured background for firework scene: mix dark colours for night sky (black, dark blue, purple), add glitter or sand for texture, paint background using thick application, create movement and energy with brush strokes, allow to dry before next lesson. This will be background for firework artwork.</p>							
Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources																	
<p>To create textured paint and understand its effects</p>	<p>Texture can be added to paint by mixing in materials like sand, flour, glitter or salt. Different materials create different effects.</p>	<p><b>Textured paint</b> – paint with materials added to create a rough or interesting surface</p>	<p>Demonstrate creating textured paint: Plain paint (smooth, flat), Paint + sand (rough, gritty texture), Paint + flour (thick, raised texture), Paint + glitter (sparkly, shimmering texture), Paint + salt (crystalline texture when dry), Paint + sawdust (rough, natural texture).                      Children experiment with textured paint: mix small amounts of each combination, test on paper, observe how each looks and feels, note which textures work for which purposes (sand for rough surfaces, glitter for sparkle, flour for thick application).                      Create texture sample board showing each combination with label. Link to 'The Firework Maker's Daughter' - could use for creating magical, textured backgrounds.</p>																	
<p>To create atmosphere and mood using textured paint</p>	<p>Dark colours and rough textures create dramatic moods. Bright colours and sparkly textures create exciting moods. Thick paint application and expressive brush strokes add energy.</p>	<p><b>Atmosphere</b> – the mood or feeling created in artwork</p>	<p>Demonstrate creating atmospheric background: choose colours for mood (dark blues/purples/blacks for night sky, bright colours for excitement), mix textured paint (add glitter for sparkle, add sand for rough texture), apply paint thickly with brush or palette knife, create movement with brush strokes (swirls, sweeps, dabs), build up layers for depth.                      Children create textured background for firework scene: mix dark colours for night sky (black, dark blue, purple), add glitter or sand for texture, paint background using thick application, create movement and energy with brush strokes, allow to dry before next lesson. This will be background for firework artwork.</p>																	
<p><b>Year A</b></p>	<p><u>Focus:</u> Digital Media – Fireworks <span style="margin-left: 200px;"><u>Contributing towards:</u> Drawing/Digital Art – Keith Haring (UKS2)</span></p>																			
	<table border="1"> <thead> <tr> <th data-bbox="278 1121 495 1178">Objective</th> <th data-bbox="513 1121 795 1178">Sticky Knowledge</th> <th data-bbox="813 1121 1041 1178">Key Vocabulary and Definitions</th> <th data-bbox="1059 1121 2309 1178">Resources</th> </tr> </thead> <tbody> <tr> <td data-bbox="278 1178 513 1451"> <p>To use digital tools to create light effects</p> </td> <td data-bbox="513 1178 795 1451"> <p>Digital art allows creation of effects difficult with paint, like glowing light and bright sparks. Layering colours creates depth and realistic glow effects.</p> </td> <td data-bbox="813 1178 1041 1451"> <p><b>Digital art</b> – art created using computers or tablets</p> </td> <td data-bbox="1059 1178 2309 1451"> <p>Demonstrate using graphics software (Microsoft Paint, Paint 3D, or tablet drawing apps): choose brush tools (different sizes and styles), select bright colours (yellow, orange, red, white, pink, blue), create firework effects (spray tool for sparkles, line tool for streaks, circle tool for bursts), layer colours (bright centre, darker edges), add glow effects using filters/special effects.                      Show how to: control brush size and opacity, layer colours for depth, create starburst patterns, add trails and sparkles.                      Children create digital firework artwork: open graphics software, choose black background, select bright colours, create multiple fireworks using different tools (spray, line, circle), experiment with brush styles (charcoal effect, airbrush, splatter), layer colours for realistic glow, fill screen with firework display.                      Save and print to compare with painted version.</p> </td> </tr> <tr> <td data-bbox="278 1451 513 1696"> <p>To combine painted and digital techniques</p> </td> <td data-bbox="513 1451 795 1696"> <p>Combining different techniques creates unique effects. Layering digital art over painted backgrounds adds depth and interest.</p> </td> <td data-bbox="813 1451 1041 1696"> <p><b>Mixed media</b> – combining different art materials and techniques in one artwork</p> </td> <td data-bbox="1059 1451 2309 1696"> <p>Demonstrate combining techniques: scan or photograph painted textured background from lesson 2, import into graphics software, add digital fireworks on top of painted background, adjust opacity so background shows through, add final details (sparkles, glows, trails).                      OR:                      Print digital fireworks, cut out, collage onto painted background, add painted details around digital elements.                      Children combine their painted backgrounds with digital fireworks: either import background digitally and add fireworks in software, or print digital fireworks and collage onto painted background, add final details with paint or digitally (glitter, extra sparkles, smoke trails), create title for artwork.</p> </td> </tr> <tr> <td data-bbox="278 1696 513 1940"> <p>To evaluate and present mixed media artwork</p> </td> <td data-bbox="513 1696 795 1940"> <p>Mounting artwork on contrasting card makes it stand out. Artist statements explain the techniques and choices made.</p> </td> <td data-bbox="813 1696 1041 1940"> <p><b>Mount</b> – to attach artwork to backing card for professional display</p> </td> <td data-bbox="1059 1696 2309 1940"> <p>Children complete and present firework artwork: add final details and touches, mount on contrasting card for display, create title card with name and medium used ("Firework Display" by [name], mixed media - textured paint and digital art).                      Display all artwork together as "Firework Spectacular" exhibition.                      Evaluate as class: Which techniques created the best firework effects? How did texture add to the atmosphere? What was challenging about combining painted and digital techniques? Which do you prefer - painted or digital fireworks? Why?                      Children write artist statement: "I created a firework display using... The textures I used were... The digital techniques I used were... I am most proud of... Next time I would..."</p> </td> </tr> </tbody> </table>	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources	<p>To use digital tools to create light effects</p>	<p>Digital art allows creation of effects difficult with paint, like glowing light and bright sparks. Layering colours creates depth and realistic glow effects.</p>	<p><b>Digital art</b> – art created using computers or tablets</p>	<p>Demonstrate using graphics software (Microsoft Paint, Paint 3D, or tablet drawing apps): choose brush tools (different sizes and styles), select bright colours (yellow, orange, red, white, pink, blue), create firework effects (spray tool for sparkles, line tool for streaks, circle tool for bursts), layer colours (bright centre, darker edges), add glow effects using filters/special effects.                      Show how to: control brush size and opacity, layer colours for depth, create starburst patterns, add trails and sparkles.                      Children create digital firework artwork: open graphics software, choose black background, select bright colours, create multiple fireworks using different tools (spray, line, circle), experiment with brush styles (charcoal effect, airbrush, splatter), layer colours for realistic glow, fill screen with firework display.                      Save and print to compare with painted version.</p>	<p>To combine painted and digital techniques</p>	<p>Combining different techniques creates unique effects. Layering digital art over painted backgrounds adds depth and interest.</p>	<p><b>Mixed media</b> – combining different art materials and techniques in one artwork</p>	<p>Demonstrate combining techniques: scan or photograph painted textured background from lesson 2, import into graphics software, add digital fireworks on top of painted background, adjust opacity so background shows through, add final details (sparkles, glows, trails).                      OR:                      Print digital fireworks, cut out, collage onto painted background, add painted details around digital elements.                      Children combine their painted backgrounds with digital fireworks: either import background digitally and add fireworks in software, or print digital fireworks and collage onto painted background, add final details with paint or digitally (glitter, extra sparkles, smoke trails), create title for artwork.</p>	<p>To evaluate and present mixed media artwork</p>	<p>Mounting artwork on contrasting card makes it stand out. Artist statements explain the techniques and choices made.</p>	<p><b>Mount</b> – to attach artwork to backing card for professional display</p>	<p>Children complete and present firework artwork: add final details and touches, mount on contrasting card for display, create title card with name and medium used ("Firework Display" by [name], mixed media - textured paint and digital art).                      Display all artwork together as "Firework Spectacular" exhibition.                      Evaluate as class: Which techniques created the best firework effects? How did texture add to the atmosphere? What was challenging about combining painted and digital techniques? Which do you prefer - painted or digital fireworks? Why?                      Children write artist statement: "I created a firework display using... The textures I used were... The digital techniques I used were... I am most proud of... Next time I would..."</p>			
	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources																
<p>To use digital tools to create light effects</p>	<p>Digital art allows creation of effects difficult with paint, like glowing light and bright sparks. Layering colours creates depth and realistic glow effects.</p>	<p><b>Digital art</b> – art created using computers or tablets</p>	<p>Demonstrate using graphics software (Microsoft Paint, Paint 3D, or tablet drawing apps): choose brush tools (different sizes and styles), select bright colours (yellow, orange, red, white, pink, blue), create firework effects (spray tool for sparkles, line tool for streaks, circle tool for bursts), layer colours (bright centre, darker edges), add glow effects using filters/special effects.                      Show how to: control brush size and opacity, layer colours for depth, create starburst patterns, add trails and sparkles.                      Children create digital firework artwork: open graphics software, choose black background, select bright colours, create multiple fireworks using different tools (spray, line, circle), experiment with brush styles (charcoal effect, airbrush, splatter), layer colours for realistic glow, fill screen with firework display.                      Save and print to compare with painted version.</p>																	
<p>To combine painted and digital techniques</p>	<p>Combining different techniques creates unique effects. Layering digital art over painted backgrounds adds depth and interest.</p>	<p><b>Mixed media</b> – combining different art materials and techniques in one artwork</p>	<p>Demonstrate combining techniques: scan or photograph painted textured background from lesson 2, import into graphics software, add digital fireworks on top of painted background, adjust opacity so background shows through, add final details (sparkles, glows, trails).                      OR:                      Print digital fireworks, cut out, collage onto painted background, add painted details around digital elements.                      Children combine their painted backgrounds with digital fireworks: either import background digitally and add fireworks in software, or print digital fireworks and collage onto painted background, add final details with paint or digitally (glitter, extra sparkles, smoke trails), create title for artwork.</p>																	
<p>To evaluate and present mixed media artwork</p>	<p>Mounting artwork on contrasting card makes it stand out. Artist statements explain the techniques and choices made.</p>	<p><b>Mount</b> – to attach artwork to backing card for professional display</p>	<p>Children complete and present firework artwork: add final details and touches, mount on contrasting card for display, create title card with name and medium used ("Firework Display" by [name], mixed media - textured paint and digital art).                      Display all artwork together as "Firework Spectacular" exhibition.                      Evaluate as class: Which techniques created the best firework effects? How did texture add to the atmosphere? What was challenging about combining painted and digital techniques? Which do you prefer - painted or digital fireworks? Why?                      Children write artist statement: "I created a firework display using... The textures I used were... The digital techniques I used were... I am most proud of... Next time I would..."</p>																	

Generating Ideas  
 Generate ideas from a range of stimuli and carry out simple research and evaluation to develop their ideas and plan more purposefully for an outcome.

Using Sketchbooks  
 Use sketchbooks for a wider range of purposes for example, drawing, planning.

Making Skills  
 Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of perspective and being able to create 3D effects.  
 Apply observational skills, showing a greater awareness of composition.  
 Discuss how artists created art in the past and how this influences style in art today, using their own experiences and historical evidence.

Evaluating and Analysing  
 Use more complex vocabulary when discussing their own and others' artwork.  
 Discuss art considering how it can affect the lives of the viewers.  
 Evaluate their own work more regularly and independently during the planning and making process.  
 Discuss and begin to interpret the meaning of artwork, understanding how artists can use artwork to communicate





# Whole School Art Curriculum

