Art Progression At Alderman Cogan's CE Primary Academy

Intent	At Alderman Cogan's we want to give all our children the best possible start in life academically, as citizens and as lifelong learners. Above all, we want them to be highly literate and able to have all the learning necessary to help them to thrive in a complex, changing and competitive world.
	We want all our students to be ambitious for themselves and about their futures. We will provide the pathways and support for them to realise their ambitions, *'through a Christian lens'.* Our Art and Design curriculum encapsulates creative thinking as well as creativity. It embraces evaluative processes, self-improvement and self-expression. Experimentation is greatly encouraged and through discussion and evaluation, the children become equipped to ask exploratory questions, develop their critical thinking and form opinions on their own work and that of others. This alongside our 'Cogan Learning Goal' equips our children for their transition into secondary school and empowers them to become creative, confident and evaluative artists.
	Our Art and Design curriculum will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our curriculum teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones throughout Nursery, Foundation, Key Stage One and Key Stage Two to allow pupils to expand on previous learning. This allows them to evaluate and analyse creative works using the language of art, craft and design.
Substantive Knowledge in Art	The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design as they develop skills and knowledge. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At the end of Key Stage Two, children of Alderman Cogan will be able to work independently to take action and refine their technical and craft skills in order to improve their mastery of materials and techniques.
Disciplinary Knowledge in Art	Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.

EYFS building the foundations for Art:

Nursery

Throughout their time in the Early Years, children develop their artistic flare through working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. The teaching of art is embedded throughout the Early Years and plays a huge part in everyday life and provision in both Nursery and Reception. Children leave Nursery and enter Reception ready to tackle the new Art and Design challenges ahead with many opportunities to develop their drawing and painting skills through using drawing and painting for a purpose. They are aware that different media causes a different effect and they are beginning to learn how to use it. They are exposed to a wide range of music, songs and rhymes and know a variety of these. They know that technology can be fun and are beginning to understand that it can have a purpose. Children are free to use their imaginations and will take part in simple pretend play as well as engaging in small world play.

Early Years are building the foundations for success in the Art National Curriculum through **Expressive Arts and Design**, **Physical Development, Communication and Language, Personal, Social and Emotional Development and Understanding the World.**

Materials Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.	**Painting** Explore colour and the application of paint through a range of tools
Drawing Use marks to create the human form from observation, imagination or memory. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns	**Technical Knowledge** A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Know the primary colours are red, yellow and blue. Different types of line include bumpy, zigzag, curvy and dotty

EYFS building the foundations for Art:

Reception

Throughout their time in the Early Years, children develop their artistic flare through working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. The teaching of art is embedded throughout the Early Years and plays a huge part in everyday life and provision in both Nursery and Reception. Children build on the knowledge that they have learnt in Nursery and prepare for Year 1 through re-visiting and refining their Art and Design skills and knowledge. They can paint and draw with increasing accuracy and they know how to hold a pencil and handle tools with care. They know that some colours can be changed by mixing. They set goals and discuss what they want to achieve and confidently choose means to create/make what they want to. They can use technology with increasing control to achieve a desired effect. Children play freely; expressing their imagination and re-creating life events through role-play scenarios and small world play.

Children explore the foundations of Art, ready for future success beyond the EYFS, through their development of Expressive Arts and Design, **Physical Development and Understanding the World.**

Materials Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. (EAD, PHY) Papers and fabrics can be used to create art, including tearing, cutting and sticking. (EAD, PHY) Cut, tear, fold and stick a range of papers and fabrics (EAD, PHY)	**Painting** Use primary and other coloured paint and a range of methods of application (EAD, PHY)
Drawing Represent different parts of the human body from observation, imagination or memory with attention to some detail. (EAD, UW) Select appropriate tools and media to draw with (EAD, PHY)	**Technical Knowledge** A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth (UW) Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. (UW, EAD) Different types of line include thick, thin, straight, zigzag, curvy and dotty (EAD) A painting of a place is called a landscape. (EAD, UW)

Disciplinary knowledge						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring & Developing Ideas:	Record and explore from first-hand experience and imagination. Ask about starting points. Analyse creative work using the language of art, craft and design. Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.	Record and explore from first-hand experience and imagination. Ask about starting points. Analyse creative work using the language of art, craft and design Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.	Record and explore from first-hand experience and imagination. Ask about starting points. Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms. Analyse creative work using the language of art, craft and design.	Record and explore from first-hand experience and imagination. Ask about starting points. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Analyse creative work using the language of art, craft and design.	Explore, select and record from first-hand experience and imagination. Ask about starting points. Analyse creative work using the language of art, craft and design. Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.	Record and explore from first-hand experience and imagination. Ask about starting points and explore ideas and processes for various purposes. Explore the roles and purposes of artists, craftspeople and designers. Understand historically and culturally the development of art forms. Analyse creative work using the language of art, craft and design.
Evaluating & Developing Work:	Develop ideas, test things out and identify what might be changed. Think critically about your work and that of others e.g. impact, feelings.	Develop ideas, test things out and identify what might be changed in current work or developed in future work Think critically about your work and that of others e.g. impact, feelings	Develop ideas, test things out and identify what might be changed currently or developed in the future Think critically about your work and that of others e.g. impact, feelings	Develop ideas, test things out and adapt work by describing how to develop it further. Compare ideas, methods and approaches in your own work and others work	Develop ideas, test things out and identify what might be changed. Think critically about your work and that of others e.g. impact, feelings	Develop ideas, test things out and identify what might be changed. Think critically about your work and that of others e.g. impact, feelings. Adapt work and describe how it might be developed further.

Art							
Nursery	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human form							
A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth.	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	A drawing, painting or sculpture of a human face is called a portrait.	Artists draw, paint or sculpt human forms in active poses.	Art can be developed that depicts the human form to create a narrative.	A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.	In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
Use a variety of marks to represent the human form, from observation, imagination or memory.	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.	Explore and create expressions in portraiture.	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Vocabulary							
	body part, human body, pose, eye, face, feature, hair, smile	collage, expression, feature, portrait, self-portrait	portrait, pose, posture	abstract, figurative, human figure, human form, manikin, photography, pose, sculpture, unposed	3-D, feature, figurine, human form, statue, statuette	expression, Expressionist, facial feature, portrait, portraiture, self-portrait	expression, Expressionist, facial feature, portrait, portraiture, self-portrait
Generation of ideas							
		Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Artists use sketching to develop an idea over time.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
		Communicate their ideas simply before creating	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to	Create a series of sketches over time to	Review and revisit ideas and sketches to improve	Gather, record and develop information from

		artwork.		communicate an idea or experiment with a technique.	develop ideas on a theme or mastery of a technique.	and develop ideas.	a range of sources to create a mood board or montage to inform their thinking about a piece of art.

Vocabulary						
		communicate, explore, describe, explore, share, communicate, compose, discuss, explore, imaginative, unique	describe, discuss, explore, investigate, sketch, colour, form, pattern, shape, sketch, visual element, represent, sketch	colour mixing, layering, palette, sketchbook, translucency, watercolour paint, describe, motif, sketch, colour swatch, information, observation, observational drawing, perspective, sketch, sketchbook, study, viewpoint, design, sketch, swatch	colour mixing, layering, palette, sketchbook, translucency, watercolour paint, design, sketch, colour, combine, shade, sketch, tone	improve, practise, refine, sketchbook, sketching, technique	digital mood board, montage, mood board, colour, form, montage, observation, pattern, shape, discussion, experimentation, exploration, information, inspiration, montage, research, annotation, colour swatch

Evaluation						
		Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
		Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine artwork in light of constructive feedback and reflection.
		dislike, evaluate,like, practice, success, feedback, discuss, evaluate, opinion	evaluate, practice, successful, analyse, different, dislike, evaluate, like, similar, discuss, evaluate, improve, success, feedback,	colour mixing, layering, palette, sketchbook, translucency, watercolour paint, observe, sketch, describe, motif, colour swatch, information observation, observational drawing, perspective, viewpoint	colour mixing, layering, palette, sketchbook, translucency, watercolour paint, design, combine, shade, sketch, tone	discussion, evaluate, feedback, improve, discussion, forum, reflect, critique, improvement, success, approach, evaluate, evaluation, idea, method, compare	discussion, evaluate, feedback, improve, progress, reflect, change, evaluate, improve, result adaptation, evaluation, exhibition

Malleable materials							
	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.
	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Use clay to create a detailed or experimental 3-D form.	Create a relief form using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
	cut, roll, pat, squish, squash, join	3-D, form, layer, clay, tools, smooth, shape, rolling, pinching, twist	clay, dough, imprint, malleable material, pattern, tools, rolling, kneading, shape.	3-D, clay, coil, form, roll, sculpture, create, patterns, join, modelling, clay, coils, slips, malleable.	3-D form, carving, clay, cross-hatch, join, score, sculpting, sculpture, shape, slabbing, smoothing, texture, twist wire frame, construct, surface patterns, join, modelling, clay, coils, slips, malleable.	cast, flatten, imprint, mould, piece-mould casting, plaster, press, push, silicone, tissue paper, intricate patterns, textures, malleable, clay, coils, slips, coils, slips, materials, sculptures	3-D form, carve, soapstone, intricate patterns, textures, malleable, clay, coils, slips, slabs, coils, slips, materials, sculptures
Paper and fabric							
Paper and fabric can be cut and torn and joined together using glue.	Papers and fabrics can be used to create art, including tearing, cutting and sticking.	Collage is an art technique where different materials are layered and stuck down to create artwork.	Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	Stitches include running stitch, cross stitch and blanket stitch.	Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.	Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.

Use a variety of paper and fabric to make images.	Cut, tear, fold and stick a range of papers and fabrics.	Use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Make and use paper to explore traditional crafting techniques.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
				Vocabulary			
smooth, rough, bendy, hard, weave, in, out, over, under	glue, sticking, materials, mosaic, collage rough, smooth, soft, hard,	glue, sticking, paper	crepe paper, magazines, sort, group, colour, fold, crumple, tear,	tearing, overlapping and layering	tearing, overlapping and layering, visual.	Mixed media, texture, colour, contrast, bold, subtle	Mixed media, texture, colour, contrast, bold, subtle, impact.

Paint

The primary colours are red, yellow and blue.	The primary colours are red, yellow and blue.	The primary colours are red, yellow and blue.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.
Explore colour and application of paint using a range of different tools.	Use primary and other coloured paint and a range of methods of application.	Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
				Vocabulary			
red, yellow, blue, purple, green etc hands, feet, fingers paint	primary colours when mixed (red and blue make purple) Paint Brushes: thin, fat, medium, thick Features: head, arms, legs, hands, feet	sponges, brushes, colour, mix. brushes, thick, thin, medium, bristle Primary and secondary	colour; mixing, primary colours, primary shades, tones, techniques, layering	primary, secondary, mix, shades, experiment, effects, textures, blocking, washes, layering,	mix, effects, primary secondary and complementary colours, watercolours, imagination	contrast, light shade, complementary colours, texture, depth.	contrast, light shade, complementary colours, texture, depth, expression, represent.

Printing

		A print is a shape or image that has been	A block print is made when a pattern is carved or	A two-colour print can be made in different ways,	Different printmaking techniques include	Some artists use text or printed images to add	Printmakers create artwork by transferring

		made by transferring paint, fabric paint, ink or other media from one surface to another.	engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.	such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	monoprinting, engraving, etching, screen printing and lithography.	interest or meaning to a photograph.	paint, ink or other art materials from one surface to another.
		Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.	Combine a variety of printmaking techniques and materials to create a print on a theme.	Add text or printed materials to a photographic background.	Use the work of a significant printmaker to influence artwork.
Vocabulary							
		print, inks, experiment, shape, colour.	Hard, soft,sponge, rollers, printing.	repeating patterns. printing blocks, texture, pattern.	repeating patterns. printing blocks, texture, pattern.	relief or impressed, overlays, layers, depth,	relief or impressed, overlays, layers, depth,
Pencil, ink, charcoal and pen							
Different types of line include bumpy, zigzag, curvy and dotty.	Different types of line include thick, thin, straight, zigzag, curvy and dotty.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.	Hatching, cross-hatching and shading are techniques artists use to add texture and form.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).

Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Select appropriate tools and media to draw with.	Use soft and hard pencils to create different types of line and shape.	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Use line, tone or shape to draw observational detail or perspective.

Vocabulary							
draw, pencil, pen	portrait, chalk, oil pastel, mark make, line, circle, shapes, pencil grip, pinch your pencil	line, thick, thin, wavy, straight, portrait	soft, hard, pattern, shape, detail, bold, wavy, straight, oval, long, curvy..	form, shape, shading, depth, proportion, shadow	observation, tone, form, texture, patterns, shapes contrast, shading, hatching, blending, realistic	observation, tonal contrast, mixed media, shading, hatching, blending, foreground, middle ground, background, smudge	observation, tonal contrast, mixed media, shading, hatching, blending, stencilling technique composition: perspective, single focal point, horizon, composition, scale,

Landscapes							
	A painting of a place is called a landscape.	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	A landscape is a piece of artwork that shows a scenic view.	An urban landscape is a piece of artwork that shows a view of a town or city.	Art can display interesting or unusual perspectives and viewpoints.	Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.	Perspective is the art of representing 3-D objects on a 2-D surface.
	Draw or paint a place from observation or imagination.	Draw or paint a place from memory, imagination or observation.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, collage, paint or photograph an urban landscape.	Choose an interesting or unusual perspective or viewpoint for a landscape.	Use a range of materials to create imaginative and fantasy landscapes.	Draw or paint detailed landscapes that include perspective.

Vocabulary							
	land, landscape, scene, sea, seashore, seaside, sky	building, cityscape, feature, street, urban, urban landscape	building, cityscape, feature, street, urban, urban landscape	city, cityscape, town, urban landscape	atmospheric perspective, landscape, scenery	cityscape, coastal, landscape, colour, depth, fantasy landscape, horizon, landscape, light, middle ground, mid space,	cityscape, coastal, landscape, colour, depth, fantasy landscape, horizon, landscape, light, middle ground, mid

						outline, perspective, real landscape, scale, shade, sky, tint, tone	space, outline, perspective, real landscape, scale, shade, sky, tint, tone
Significant people, artwork and movements							
		Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.	The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
		Describe and explore the work of a significant artist.	Explain why a painting, piece of artwork, body of work or artist is important.	Work in the style of a significant artist, architect, culture or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
Vocabulary							
		Blue Marilyn by Andy Warhol

My Grandparents; My Parents and Me by Frida Kahlo

Portrait of Dora Maar by Pablo Picasso

Portrait of Gerda by Ernst Ludwig Kirchner

Self-Portrait as a Tehuana by Frida Kahlo

Back in Brooklyn; City Day – City Night by James Rizzi

Happy Town by James Rizzi

3-D sculpture | Baroque, Cubism, Dutch Golden Age, Expressionism, Fauvism, Mannerism, modern art, Pop Art, Post-Impressionism, Renaissance, still life

Hans Holbein the Younger | Coming from the Mill by LS Lowry

Coming Out of School by LS Lowry

Family Group by LS Lowry

Going to Work by LS Lowry

The Arrest by LS Lowry

artist, industrial urban, landscape, LS Lowry, botanical art, contemporary, illustrate, illustrator, Katie Scott, traditional, mosaic, Roman mosaic | A Meadow in the Mountains: Le Mas de Saint-Paul by Vincent van Gogh

Mountains at Collioure by Andre Derain

Road before the Mountains; Sainte-Victoire by Paul Cezanne

Tahitian Mountains by Paul Gaugin

View of Toledo by El Greco

Wanderer above the Sea of Fog by Caspar David Friedrich | Sorrow of the King by Henri Matisse

Merz pictures by Kurt Schwitters

Ai Weiwei

Andy Goldsworthy | Another Call from Africa by Turgo Bastien

Forever Free by Edmonia Lewis

Nelson's Ship in a Bottle by Yinka Shonibare

No Woman; No Cry by Chris Ofili

Peter's Sitters 3 by Hurvin Anderson

Students Aspire by Elizabeth Catlett

The Banjo Lesson by Henry Ossawa Tanner

The Fontenelles at the Poverty Board by Gordon Parks |

							The Harp by Augusta Savage Vanishing Point 7 by Barbara Walker

Project Ideas							
Painting - self portrait Mark making Collage	Drawing/Painting - Self Portrait Starry Night - collaging, paint, chalk Observation drawings	**Rain and Sunrays** This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.	**Flower head** This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.	**Ammonite** This project teaches children about artistic techniques used in sketching, printmaking and sculpture.	**Animal** This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.	**Taotie** This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.	**Distortion and abstraction** This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting.

Cogan Cultural Capital Opportunities							
Send a piece of artwork to a care home	Send a piece of artwork to a care home	Create a piece of artwork for an elderly person in a care home	Messy session with materials.	Create a model of the Roman Coliseum.	Create a piece of art work for St. Aidans, our local church.	Make something to sell at the Christmas Fayre	Visit an Art Gallery.