

St. Benedict's Primary School
Art and Design
KNOWLEDGE AND SKILLS BUILDER

Art and Design element from the National Curriculum –
 Become proficient in drawing, painting, sculpture and other Art, Craft and Design techniques

Phase	Context for learning	Knowledge and Skills
EYFS	<p>Reception Topic Spring 1 Animals Context – Elmer Big Question – Are all animals wild? Context – Develop a wide range of art and design techniques in using colour, texture line and shape.</p>	<p>Skills Create simple representations of events, people and objects. Chooses particular colours to use for a purpose Knowledge Draw and paint animal figures using a range of different materials.</p>
KEY STAGE 1	<p>Year 1 Autumn 1 ILP Enchanted Woodlands Big Question – Who lives in a woodland? Context – All creatures great and small - colour mixing Programmes of Study Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills Identify and use paints in the primary colours. Knowledge The primary colours are red, yellow and blue.</p>
	<p>Year 1 Summer 1 Paws, Claws and Whiskers Big Question – Context – Pets – Line drawing Programmes of Study Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills Use soft and hard pencils to create different types of line. Knowledge 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.</p>
	<p>Year 1 Summer 1 Paws, Claws and Whiskers Big Question – Context – Animal experts – Favourite animals Programmes of Study Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills Identify and use paints in the primary colours. Knowledge The primary colours are red, yellow and blue.</p>
	<p>Year 2 Autumn 2 Land Ahoy Big Question– Context – Boats – Sketching boats Programmes of Study Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Knowledge 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</p>

		paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.
	<p>Year 2 Autumn 2 Land Ahoy Big Question– Context – Pirate flags Programmes of Study Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills Use the properties of various materials, such as clay or polystyrene, to develop a block print. Knowledge A block print is made when a pattern is carved or 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.</p>
	<p>Year 2 Spring 1 Muck, Mess and Mixtures Big Question– What impact does heating and cooling have on materials? Context – Colour mixing and application Programmes of Study Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills Identify and mix secondary colours. Knowledge The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p>
<p>Skills Knowledge</p>	<p>Year 3 ILP Autumn 1 Heroes and Villains Big Question – What is the difference between a hero and a villain? Context – Historical heroes and heroines – clay work Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Create a 3-D form using malleable or rigid materials, or a combination of materials. Knowledge 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.</p>
	<p>Year 3 ILP Autumn 2 Predators Big Question - Where do predators fit into the food chain? Context – Flying predators – In flight! / Parasites – Collage creations Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use nature and natural forms as a starting point for artwork. Knowledge Nature and natural forms can be used as a starting point for creating artwork.</p>
	<p>Year 3 Spring 1 Tremors Big Question – What causes tremors on earth? Context – Bodies of Pompeii Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Knowledge Artists draw, paint or sculpt human forms in active poses.</p>
	<p>Year 3 Spring 1 Tremors Big Question – What causes tremors on earth? Context – Volcanoes – Model making</p>	<p>Skills Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>

<p>Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Knowledge 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.</p>
<p>Year 3 Spring 2 Mighty Metals Big Question – How do different forces effect metals? Context – Metals – Embossing in foil Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use and combine a range of visual elements in artwork. Knowledge Visual elements include colour, line, shape, form, pattern and tone.</p>
<p>Year 3 Spring 2 Mighty Metals Big Question – How do different forces effect metals? Context – A friend for the iron man Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Create a 3-D form using malleable or rigid materials, or a combination of materials. Knowledge 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.</p>
<p>Year 3 Spring 2 Mighty Metals Big Question – How do different forces effect metals? Context – Fantastic physicists – Decorative metal work Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use and combine a range of visual elements in artwork. Knowledge Visual elements include colour, line, shape, form, pattern and tone.</p>
<p>Year 3 Summer 1 Scrumdiddlyumptious! Big Question – Context – Using our senses- Observational drawing Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use and combine a range of visual elements in artwork. Knowledge Visual elements include colour, line, shape, form, pattern and tone.</p>
<p>Year 3 Summer 2 Tribal Tales Big Question – Context – Weaving and knotting Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Knowledge 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.</p>
<p>Year 4 ILP Autumn 1 I am Warrior!</p>	<p>Skills</p>

<p>Big Question - Why were the Romans so successful? Context – Meet the Warrior Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Use clay to create a detailed 3-D form. Knowledge 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.</p>
<p>Year 4 ILP Autumn 1 I am Warrior! Big Question - Why were the Romans so successful? Context – Boudica – Sketching poses/ 3-D modelling Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. Knowledge Art can be developed that depicts the human form to create a narrative.</p>
<p>Year 4 ILP Autumn 1 I am Warrior! Big Question - Why were the Romans so successful? Context – Gladiators – Mosaics Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. Knowledge Art can be developed that depicts the human form to create a narrative.</p>
<p>Year 4 ILP Autumn 1 I am Warrior! Big Question - Why were the Romans so successful? Context – Everyday life – Artistic activities Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
<p>Year 4 ILP Autumn 2 Potions Big Question - What is the difference between a solid, liquid and gas? Context – Curious Alice - Perfume bottles Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use clay to create a detailed 3-D form. Knowledge 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.</p>
<p>Year 4 ILP Autumn 2 Potions Big Question - What is the difference between a solid, liquid and gas? Context – Make and investigate – Wax work Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
<p>Year 4 ILP Spring 1 Traders and Raiders Big Question - Where did the Anglo Saxons settle and why? Context – The settled Saxons – Anglo-Saxon patterns Programmes of Study</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge</p>

	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
	<p>Year 4 ILP Spring 1 Traders and Raiders Big Question - Where did the Anglo Saxons settle and why? Context – The plundering Vikings – Gods and goddesses Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Combine a variety of printmaking techniques and materials to create a print on a theme. Knowledge Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</p>
	<p>Year 4 ILP Spring 1 Traders and Raiders Big Question - Where did the Anglo Saxons settle and why? Context – Trade fair Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
	<p>Year 4 ILP Summer 1 Misty Mountain Sierra Big Question - Context – Mountain Models Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Choose an interesting or unusual perspective or viewpoint for a landscape. Knowledge Art can display interesting or unusual perspectives and viewpoints.</p>
	<p>Year 4 ILP Summer 1 Misty Mountain Sierra Big Question - Context – Living things – Adi weaving Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use a range of stitches to add detail and texture to fabric or mixed-media collages. Knowledge Stitches include running stitch, cross stitch and blanket stitch.</p>
	<p>Year 4 ILP Summer 1 Misty Mountain Sierra Big Question - Context – Maps, plans and diagrams – Contour weavings Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
	<p>Year 4 ILP Summer 2 Blue Abyss Big Question - Context –Under the sea! – Observational drawing Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
	<p>Year 4 ILP Summer 2 Blue Abyss</p>	<p>Skills</p>

	<p>Big Question - Context –Oceanic layers Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
	<p>Year 4 ILP Summer 2 Blue Abyss Big Question - Context – Deeper and deeper – Clay creatures Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use clay to create a detailed 3-D form. Knowledge 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.</p>
	<p>Year 4 ILP Summer 2 Blue Abyss Big Question - Context – Seashore sculptures Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. Knowledge Art can be developed that depicts the human form to create a narrative.</p>
	<p>Year 4 ILP Summer 2 Blue Abyss Big Question Context – Another world – Pattern and form Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Represent the detailed patterns found in natural phenomena, such as water and weather. Knowledge Natural patterns from weather and water are often used as a subject matter.</p>
	<p>Year 4 ILP Summer 2 Blue Abyss Big Question Context – 3D Art exhibition (Step 11)/ Wonders of the deep – Seascapes and oceans art gallery Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Develop techniques through experimentation to create different types of art. Knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p>
UPPER KEY STAGE 2	<p>Year 5 ILP Autumn 1 Stargazers Big Question: What happens when there is no gravity? Context – Phases of the Moon Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Add text or photographic samples to a print. Knowledge Some artists use text or photographic images to add interest or meaning to a print.</p>
	<p>Year 5 ILP Autumn 2 Off with her Head! Big Question: Context – Courtly capers – Miniature portraits</p>	<p>Skills Explore and create expression in portraiture. Knowledge</p>

	<p>Programmes of Study Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>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.</p>
	<p>Year 5 ILP Autumn 2 Off with her Head! Big Question: Context – Costumes and jewellery/ Strictly Tudors! – Life-size Henry! Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Knowledge Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p>
	<p>Year 5 ILP Spring 1 Beast creator Big Question: Context – Deadly critters – Darwin’s drawings/ Life cycles – Mixed media collage/ Entomologists ending – Fascinating fact file Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Knowledge Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p>
	<p>Year 5 ILP Summer 1 Pharaohs Big Question: Context – The discovery – Tomb artefacts/ Everyday life – Making jars and containers and Hieroglyphics/ The Pharaohs – creating names/ Egyptian funeral preparations (Step 5 and 7) Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Knowledge Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p>
	<p>Year 5 ILP Summer 2 Allotment Big Question: Context – Plant reproduction – tints and shades Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Mix and use tints and shades of colours using a range of different materials, including paint. Knowledge A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p>
	<p>Year 6 ILP Autumn 1 A child’s war Big Question: Context – Street party (Step 4 and 8) Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Knowledge 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.</p>
	<p>Year 6 ILP Autumn 2 Blood heart</p>	<p>Skills</p>

	<p>Big Question: Context – Heartbeat-Modelling the heart Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Knowledge A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p>
	<p>Year 6 ILP Autumn 2 Blood heart Big Question: Context – Blood-Blood red artwork Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Create innovative art that has personal, historic or conceptual meaning. Knowledge In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p>
	<p>Year 6 ILP Spring 1 Frozen Kingdom Big Question: Context – Amazing phenomena – Photography! Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Create art inspired by or giving an environmental message. Knowledge Environmental art addresses social and political issues relating to natural and urban environments.</p>
	<p>Year 6 ILP Spring 1 Frozen Kingdom Big Question: Context – Amazing phenomena – Paintings of the Northern lights Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Draw or paint detailed landscapes that include perspective. Knowledge Perspective is the art of representing 3-D objects on a 2-D surface.</p>
	<p>Year 6 ILP Spring 1 Frozen Kingdom Big Question: Context – Animals and food chains- Artwork of the Inuit Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use the work of a significant printmaker to influence artwork. Knowledge Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p>
	<p>Year 6 ILP Spring 2 Darwin’s Delights Big Question: Context – Meeting Mr Darwin – Creating a sketchbook Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Knowledge 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.</p>
	<p>Year 6 ILP Spring 2 Darwin’s Delights Big Question: Context – Island adventures – Sketching plants and flowers</p>	<p>Skills Use the work of a significant printmaker to influence artwork. Knowledge</p>

	<p>Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p>
	<p>Year 6 ILP Spring 2 Darwin's Delights Big Question: Context – In Darwin's drawers – Shell sketches Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use line and tone to draw perspective. Knowledge 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).</p>
	<p>Year 6 ILP Summer 1 Hola Mexico! Big Question: Context – Lets party – Mexican style – Day of the Dead skulls/The ancient Maya – Maya stelae/Adios amigos! – Big art! Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Knowledge A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p>
	<p>Year 6 ILP Summer 2 Gallery Rebels Big Question: Context – The Impressionist techniques/colour wheels Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use colour palettes and characteristics of an artistic movement or artist in artwork. Knowledge 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.</p>
	<p>Year 6 ILP Summer 2 Gallery Rebels Big Question: Context – Express yourself – Painting self-portraits Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Knowledge 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.</p>
	<p>Year 6 ILP Summer 2 Gallery Rebels Big Question: Context – Creating gallery exhibits – step 2</p>	<p>Skills Create innovative art that has personal, historic or conceptual meaning. Knowledge</p>

	<p>Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p>
	<p>Year 6 ILP Summer 2 Gallery Rebels Big Question: Context – Creating gallery exhibits – step 5 Programmes of Study Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Skills Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Knowledge A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p>