

Art & Design Curriculum – What will the children actually learn?

Key Threshold Concepts (Substantive Knowledge)

When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our Art & Design lessons children are taught the key threshold concepts (substantive knowledge) below:

- i) Develop ideas
- ii) Take inspiration
- iii) Master Practical Skills

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

Topic Specific Milestones

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific ‘Milestones’ for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate Art & Design vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working on these milestone targets. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestone 1 (Year 1 & 2)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Milestone 1

Develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Key Threshold Milestone 1 (Year 1 & 2)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.)

Class name: _____

Year groups: _____

Academic year: _____

Milestone 1

Master practical skills

Paint

- Use thick and thin brushes.
- Mix primary colours to make secondary colours.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

Drawing

- Draw lines of different sizes and thicknesses.
- Colour (own work) neatly, following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Print

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

Textiles

- Use weaving to create a pattern.
- Join materials using glue and/ or a stitch.
- Use plaiting.
- Use dip dye techniques.

Digital media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.



Effects



Techniques



Media and materials



Colour theory



Milestone 1 vocabulary

Vocabulary	Definition
alter	To change
arrange	To place or move things into a position, usually to make them look attractive or tidy
artisan	Someone whose job requires skill with their hands
artist	Someone who draws or paints pictures or creates sculptures as a job or a hobby
brush	An object with a large number of bristles or hairs fixed to it. You use brushes for painting, for cleaning things, and for tidying your hair
carving	Cutting a substance such as wood or stone to make an object, shape or design
classic	Of high quality and well known; also describes work by Ancient Greeks and Romans
collage	A picture that has been made by sticking pieces of coloured paper and cloth onto paper
create	To invent or design (a new product or process)
cut	To use a knife or a similar tool to divide something into pieces, or to mark it or damage it
designer	A person whose job is to design things by making drawings of them

Vocabulary	Definition
develop	To cause to become advanced. A skill may be developed to a high standard by practise
digital media	Using technology to communicate with large numbers of people, such as websites, software and smartphones
dot	A very small round mark, for example, one that is used as a full stop or as a decimal point
effect	Something that produces a particular impression
experiment	The trying out of a new idea or method to see what it is like and what effects it has
explore	To think about an idea or suggestion or comment on it carefully and in detail
glue	A sticky substance used for joining things together, often for repairing broken things
join	To fix or fasten two things together
line	A long thin mark that is drawn or painted on a surface
materials	The equipment needed for an activity
method	A particular way of doing something



Milestone 1 vocabulary (continued)

Vocabulary	Definition
modern	To do with present or recent times, new and using the latest ideas or equipment
moulding	Changing a soft substance such as clay into a particular shape or into an object
object	Anything that has a fixed shape, that you can touch or see, and that is not alive
paint	A coloured liquid that you put onto a surface with a brush to make it look attractive or that you use to produce a picture
pattern	How lines or shapes are arranged, especially a design in which the same shape is repeated in the same way
plaiting	Twisting hair, rope or materials over and under each other to make one thick length
primary colours	Basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow and blue
print	A piece of clothing or material with a pattern printed on it, or the pattern itself
sculpture	A work of art that is produced by carving or shaping stone, wood, clay or other materials
secondary colours	Colours formed by mixing two primary colours
shading	Dark areas or patches in a picture or on an object
shadow	Darkness in a place caused by something blocking the light. It is seen as a dark shape on a surface or in a picture

Vocabulary	Definition
sort	To separate things into different groups or places so that you can do different things with them
stitching	A row of stitches that have been sewn in a piece of cloth or the process of using a needle and thread to join two pieces of cloth together
technique	Skill and ability in an artistic, sporting or other practical activity that you develop through training and practise
textile	Any type of fabric or cloth, especially ones that have been woven
texture	The way something feels when you touch it, for example how smooth or rough it is
thickness	The distance through an object or between the opposite sides
tinge	A colour that is softened or lightened by a small amount of another colour, usually white
tones	Lighter, darker or brighter shades of the same colour
tool	Any instrument or piece of equipment that you hold in your hands and use to do a particular kind of work, e.g. spades, hammers and knives
visual	Something such as a picture, diagram or piece of film that is used to show or explain something
weaving	Making a fabric by crossing threads over and under each other

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 – Years 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Art and Design <small>(see Chris Quigley: Art & Design Curriculum Companion for topic details)</small>	Portraits i) Artist Spotlight: - Thomas Gainsborough In the dark of night i) Artist Spotlight: - Artemisia Gentileschi	Food i) Artist Spotlight: - Paul Cezanne Time for play i) Artist spotlight: - Georges Seurat	Love for landscapes i) Artist Spotlight: - John Constable At the seaside i) Artist spotlight: - Claude Monet	In the jungle i) Artist spotlight: - Henri Rousseau Dreams and nightmares i) Artist spotlight: - William Blake	Weather i) Artist Spotlight: - J.M.W. Turner The beauty of flowers i) Artist spotlight: - Georgia O'Keeffe	Ancient Art i) Artist Spotlight: - The Mesopotamians Scenes of the sea i) Artist spotlight: - Ivan Aivazovsky

The Assessment Tracker documents below outline what children will learn within each topic

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Portraits

Pupils:													
Targets:													
Children can/know/explain/understand:													
What are the two main styles of portrait painting?													
Why is the artist Rembrandt different from most artists? (He mastered both styles)													
What are three of the main features that artists usually try to capture when they produce a portrait? (likeness, personality and mood)													
What styles did Andy Warhol experiment with to create his celebrity portraits? (painting, photography and printing)													
Copy the style of Andy Warhol to create a portrait of a famous person.													
Why might a person prefer to have an "idealised" form of themselves painted for a portrait? (Discuss recent use of airbrushing by celebrities in digital media).													
In which ways do the portraits of Rembrandt and Warhol differ and how might they be described as similar?													

Topic specific vocabulary:

feature	Renaissance	realist	Pop artist	idealised	mastered	perfect
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: Thomas Gainsborough

Pupils:													
Targets:													
Children can/know/explain/understand:													
What advice did the artist Joshua Reynolds give to Thomas Gainsborough about using colour?													
Compare and contrast Gainsborough's use of colour with that of another artist you have studied. Which do you prefer and why?													
How did Gainsborough practise art when he was a young boy?													
Copy Gainsborough's method of practising by drawing or painting your own miniature self-portrait.													
What is a background wash? Copy this technique before painting a portrait.													
Experiment with the techniques of using a light brush and fluid brushstrokes.													
In which ways are the painting techniques of Thomas Gainsborough and Claude Monet similar and different?													
Experiment with the effect of creating a portrait of a person who is sitting in a dark place with a torch shining on their face.													
Do you agree with Gainsborough that this helps you to see and copy the tones, shape and contour of the face?													

Topic specific vocabulary:

merchant	opposite	harmonious	miniature	self-portrait	adjustments	washes	fluid	contours
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: In the Dark of Night

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why does the contrast of light and dark create a powerful effect?													
Children can explain that jungle paintings are similar to paintings of the night in their use of contrasting colours to make main features stand out.													
Explore the techniques of adding a different coloured paint to a wet wash. Explain the effects that can be created.													
Use the misting technique to create the effect of stars.													
Copy the technique of flicking yellow paint from the bristles of a brush to show light.													
List some of the things expressive artists preferred to use instead of painting real scenes and people e.g. colours, tones and mood.													
Explain why Van Gogh's "The Starry Night" is an example of an expressive style of art.													
Find evidence of how artists have used light colours to symbolise hope, comfort or happiness.													

Topic specific vocabulary:

fantasy	dim	visible	depth	mist	expressive	tones	symbolise
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: Artemisia Gentileschi

Pupils:													
Targets:													
Children can/know/explain/understand:													
Who was Artemisia Gentileschi?													
When was the Baroque art style popular? What might you see in a typical painting from the Baroque period?													
Explain why Gentileschi's painting of "The Annunciation" was special even though many artists had painted this religious story before.													
Why was it important to Gentileschi to paint Mary as being brave and strong? (Link to her own life experiences)													
Compare and contrast Gentileschi's use of light and dark with that of another artist you have studied.													
What did Gentileschi want people to feel when they looked at the women she painted? How did she use her paintbrush to achieve this?													
Copy Gentileschi's brush stroke technique to paint somebody looking brave and powerful.													
Do you agree with people who believe that Gentileschi's art had a strong, lasting impact that helped women in later years to be treated equally to men?													

Topic specific vocabulary:

distinct	career	heroic	brilliant	natural	bold	popular
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join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Food

Pupils:													
Targets:													
Children can/know/explain/understand:													
What is contemporary art?													
Find out about the work of contemporary artist Carl Warner. Create your own picture in his style.													
Compile a summary of how artists from different periods have used food in different ways to produce their artwork.													
Experiment with different fruits and vegetables to create a portrait of a friend in the style of Giuseppe Arcimboldo.													
Explain why a Baroque artist was more likely to paint scenes of wealth and rich people rather than poor families and their homes.													
Do you agree that portraits painted by Thomas Gainsborough, that you have already studied, show how he was influenced by artists from the Baroque period?													
Johannes Vermeer used the effect of sunlight to bring dull objects to life. Copy his technique of using small brush strokes and small dots to show the effect of sunlight on the objects in your painting.													

Topic specific vocabulary:

still life	rich colours	portrait	Baroque	Post-Impressionist	contemporary	lavish
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: Paul Cezanne

Pupils:													
Targets:													
Children can/know/explain/understand:													
What type of artist was Paul Cezanne?													
Explain how Paul Cezanne developed his art style through spending time with other famous artists.													
What type of brushstrokes did Cezanne use to create shapes and apply layers of colour?													
Why did Cezanne's techniques often take a very long time and lead to much of his work remaining unfinished?													
What effect did Cezanne hope to create with his use of thick layers of paint, colour and simple solid shapes?													
Create you own painting of a basket of apples in the style of Paul Cezanne.													
Why did some people describe Cezanne's still life paintings as dull and boring?													
Always, sometimes, never: Do you think that the work of artists becomes more popular after they have died, just like it did for Paul Cezanne?													

Topic specific vocabulary:

represent	canvas	layers	broad	imitate	dynamic	abstract
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Time for play

Pupils:													
Targets:													
Children can/know/explain/understand:													
What is meant by the term "empathy?"													
Explain how the facial expressions depicted on a person can give you clues about their emotions and the type of leisure activity they are enjoying.													
Create you own art showing people at play, with facial expressions depicted that help the viewer to feel empathy.													
What was unusual about how L.S Lowry painted people in his art?													
Find out more about the main features of L.S. Lowry's painting "Britain at play."													
What kinds of things might you see in a typical Victorian painting showing a higher class event?													
Compile a list of techniques you have found out about that artists use to depict movement in their art.													
Explore the use of straight and curved lines in your own art to show people moving around while at play.													

Topic specific vocabulary:

pastimes	empathy	leisure	prosperity	class	social	repetitive	freeze-frame
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: George Seurat

Pupils:													
Targets: Children can/know/explain/understand:													
Who was George Seurat and which style of art did he create?													
Create you own artwork in the style of Seurat – use pointillism.													
What did Seurat find out about the colours of shadows? Which colours did he use when painting shadows? (the opposite to the colours he used for sunlight)													
Explain how Seurat makes the viewer feel that some people are sad and others are happier in his painting Sunday Afternoon.													
Describe where the people in Seurat's painting Sunday Afternoon are.													
How has Seurat shown these people enjoying their leisure time?													
How has Seurat shown a contrast between the hot sun and cooler shade?													
Taking inspiration from Seurat, create your own piece of art in which some people look happier and others sadder.													

Topic specific vocabulary:

complex	criticise	pixels	experts	banks	contrast
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

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join	line	materials	method	modern	moulding	object	paint	pattern
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Love for landscapes

Pupils:													
Targets:													
Children can/know/explain/understand:													
Copy the steps suggested in the curriculum companion to create your own piece of landscape art. List these steps or tips in your art book.													
Explain why many 18th-century English artists dedicated their lives to painting landscapes.													
Name some famous artists well known for creating landscapes.													
Compare and contrast the landscape art of John Ndambo with that of John Constable.													
Suggest reasons why the colours chosen by John Ndambo are so important.													
Use Ndambo's colour choices and landscape features to create your own African landscape.													
Why is the sky an important part of a landscape picture?													
Give examples of how the sky can be painted in different ways to create different effects.													
Why do artists not see people as an important part of a landscape picture?													

Topic specific vocabulary:

imaginary	speciality	dedicating	appreciate	apply	blend	definition	ominous	vastness
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: John Constable

Pupils:													
Targets: Children can/know/explain/understand:													
How did John Constable start his landscape pictures and what did he use to do this?													
How did Constable continue his work once he was happy with his sketch?													
Paint two landscape pictures: one with a preliminary sketch, one without. Compare and contrast your finished pieces.													
Describe the features you can see in Constable's The Hay Wain painting.													
Explain how Constable's The Hay Wain makes people feel that the English countryside is calm and peaceful.													
What did most artists before John Constable use for colour in landscape art? What did Constable prefer to use and why? Which do you prefer?													
What effect did Constable's use of white tinting have? Why did this make the picture seem more real and alive?													
Copy Constable's use of white tinting to make water appear more real in your own picture.													

Topic specific vocabulary:

rural	preliminary	composition	idyllic	illuminate	impression
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: At the seaside

Pupils:													
Targets:													
Children can/know/explain/understand:													
What is Impressionism and when did it first start?													
Which country did the first Impressionists come from?													
Who were some of the famous French Impressionists?													
Why do Impressionist artists choose not to paint things in a realistic way?													
What did Romantic artists like to show in their art?													
Name some famous artists who used the seaside as inspiration for their artwork.													
Compare and contrast a seaside painting by Turner (Romantic style) and one by Edgar Degas (Impressionist style). Which do you prefer and why?													
Suggest reasons why artists might choose to use different warm or cool colours when creating seaside artwork.													
Compare and contrast the colours used in the seaside paintings of the Impressionists with those in the jungle paintings of Rousseau.													
Experiment with mixing other materials with paint to change the texture when painting the sea or the sand.													
Explore how changing the speed of brushstrokes can change the look of the movement of the sea.													

Topic specific vocabulary:

inspiration	Impressionist	Romantic	shimmering
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: Claude Monet

Pupils:													
Targets: Children can/know/explain/understand:													
Who was Monet and which artist inspired him to paint?													
Which materials did Monet experiment with when he was learning to paint?													
How did Monet learn to paint the effect of light?													
Where did Monet usually paint?													
What are the similarities and differences between how Claude Monet and William Blake experimented when they were learning to be an artist?													
Why did Monet and other Impressionist artists paint the same view or object over and over again?													
Why did Monet often use thick dabs and blobs of paint?													
What did Monet's critics think when they saw his use of thick dabs and paint blobs?													
Explain why the brushstroke techniques of Claude Monet and Georgia O'Keeffe are very different.													
Copy Monet's use of vibrant colours in your own seaside artwork.													
Suggest reasons why a critic would have described Monet's painting The Beach at Trouville as looking unfinished.													
Give examples of how sunlight has been captured in this painting.													

Topic specific vocabulary:

founder	exhibited	critic	mentor	deliberately	vibrant
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: In the jungle

Pupils:													
Targets:													
Children can/know/explain/understand:													
Suggest how an artist could create a range of different emotions using the weather and the animals in a jungle painting.													
Examine a range of paintings of jungle animals. Describe how the way the animals have been painted make you feel different emotions.													
Experiment with using different natural materials to create a jungle collage background.													
Suggest materials that could be used to create a furry texture for animals in a jungle collage.													
What is meant by 'contrast' when thinking about colours?													
Which jungle features might provide complementary colours to the greens of the leaves and undergrowth?													
How could you use your hands to create a pattern effect for jungle artwork? (Dip the palm of your hand into different shades of green paint and make a patterned effect for the background to your jungle artwork).													
Why would you use different shades of green for this pattern effect?													

Topic specific vocabulary:

surrounded	lush	exotic	foreground	background	contrast
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: Henri Rousseau

Pupils:													
Targets: Children can/know/explain/understand:													
Who was Henri Rousseau?													
Summarise the processes Rousseau used to successfully create jungle paintings even though he never went to an actual jungle himself.													
What was unusual about the way that Rousseau created his paintings?													
Copy Rousseau's layering technique with your own jungle painting.													
Find out more about the art style of Pablo Picasso, who greatly admired Rousseau's work.													
Why are Rousseau's animals and plants not very realistic?													
Why did he paint the animals and plants in this way?													
How can we tell Rousseau's paintings of gibbon monkeys are not realistic?													

Topic specific vocabulary:

naive	botanical	illustrations	imagination	specimens	enlarging	unique	exaggerating
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Dreams and Nightmares

Pupils:													
Targets:													
Children can/know/explain/understand:													
Name some famous artists who have been inspired to create art by their dreams.													
Why are dreams important for many Surrealist artists?													
What does the word 'medium' mean when thinking about the subject of art?													
Copy some of these artists by quickly creating a piece of art based on a dream.													
Why do sculptors often use texture?													
Create a list of questions you would ask the girl in the Dream sculpture by Jaume Plensa.													
Explain why you think Plensa made this sculpture so big.													
Why do you think Plensa's Dream sculpture is more effective because the girl's eyes are closed?													
Predict what effect it would have if Plensa had created the sculpture with the girl's eyes wide open.													
Create two pieces of 'dream art': one created quickly without planning – in an automatic way; the second one planned and sketched first. Justify to a friend which one you think is more effective.													

Topic specific vocabulary:

Surrealism	spontaneity	meditation	automatic	medium	combination	recognise
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: William Blake

Pupils:													
Targets: Children can/know/explain/understand:													
Suggest reasons why Blake was considered to have an adventurous attitude to creating art.													
Explain how Blake started creating his pictures.													
Copy Blake's technique of drawing in pen first and then painting afterwards with small brushstrokes.													
Compare and contrast Blake's painting technique with that of other artists you have studied. Which other artists do you know who draw an outline first before painting?													
Explain how Blake has made the old, bearded man appear powerful in his painting The Ancient of Days.													
Explain to a friend how Blake has used contrasting colours effectively in this painting.													
Create two paintings to show your dreams. Draw an outline for one of the paintings using pen or pencil but paint the second piece without an outline. Evaluate both paintings. Which do you think is more successful and why?													

Topic specific vocabulary:

visions	experimenting	engraving	adventurous	outline	silhouette	solid
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Weather

Pupils:													
Targets: Children can/know/explain/understand:													
Explain why the colours chosen by an artist to paint weather conditions is so important.													
Describe the use of warm and cool colours by Paul Signac in his painting The Red Buoy.													
Experiment with different shades of warm and cool colours to create artwork that gives the effect of either very hot or very cold weather. Explain your reasons for your colour choices.													
What weather scenes might an artist paint to create a feeling of fear? Sketch two weather pictures to make someone feel happy and sad.													
Fast brushstrokes are effective for painting stormy clouds. Explain how this technique is like the strong winds that can create stormy clouds. Copy this technique for painting different types of cloud in your own weather scene.													
Always, sometimes, never? Pictures of sunny weather make people feel happy and pictures of rainy weather make people feel sad.													

Topic specific vocabulary:

portray	recede	temperature	drama	balance	horizontal	billowing
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: J.M.W. Turner

Pupils:													
Targets:													
Children can/know/explain/understand:													
When was the Romantic art period?													
What things did Romantic artists think were important to show in their art?													
Why is Turner described as the first modern artist?													
Explain how Turner has used his style to make the steam boat look like it is struggling in the storm.													
Copy Turner's style using charcoal, crayon or paint to show stormy clouds in a weather scene.													
What did Turner use to help create mood and atmosphere?													
Investigate using different objects, in the way Turner used a palette knife, to apply paint to create a textured surface. Recommend the best object you used to create texture and explain your choice.													
How did Turner use colour to show how light reflects on water? Copy the way Turner used colour to create a 'shimmering' effect.													
Compile a list of reasons why you think a famous art critic said that Turner's "Snow Storm - Steam Boat off a Harbour's Mouth" was 'the grandest statement of sea-motion, mist and light, that has ever been put on canvas'.													

Topic specific vocabulary:

landscape	significant	Romantic	expressive	influenced	critic	palette knife	textured
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: The beauty of flowers

Pupils:													
Targets:													
Children can/know/explain/understand:													
Name some famous artists who are well known for being inspired by flowers.													
How did William Morris create his art?													
Why did Ancient Egyptian artists create art showing flowers?													
How did Van Gogh want people to feel when they looked at his Sunflowers painting?													
Which flowers were once used to represent death and sorrow?													
Give reasons why red carnations and red roses are used in art.													
Explain the differences between the reasons for painting a fresh flower and a wilting flower.													
Create your own artwork showing flowers to make people feel a particular emotion. Explain why you chose your flower(s).													
Describe how Quinn created his The Rush of Nature sculpture.													
Copy Quinn's use of materials to create your own large flower sculpture.													

Topic specific vocabulary:

significance	contaxt	symmetrical	base	sorrow	themes	wilting
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist Spotlight: Georgia O’Keeffe

Pupils:													
Targets:													
Children can/know/explain/understand:													
How did O’Keeffe develop her art to express her emotions and feelings?													
In the style of Georgia O’Keeffe, explore, through creating charcoal sketches, the way in which you can show your emotions and feelings.													
What was the most striking feature of O’Keeffe’s paintings?													
Why was the way Georgia O’Keeffe mixed her paints was considered unusual? Experiment with this mixing technique and copy O’Keeffe’s painting techniques to produce a painting of flowers.													
In which ways do O’Keeffe’s use of brushstrokes compare and contrast to the way Claude Monet used a paintbrush?													
Suggest reasons why light colours create the effect of flowers appearing fresh and alive.													
Investigate the impact of painting flowers close up and compare this to painting flowers from a distance. Summarise your findings.													

Topic specific vocabulary:

pioneer	unique	simplifying	charcoal	abstract	encouraged	striking	vivid	tactile
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
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technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Ancient art

Pupils:													
Targets:													
Children can/know/explain/understand:													
What types of art did ancient civilisations produce?													
Compare and contrast the materials used by artists in ancient civilisations with those used by artists today.													
List some of the ancient civilisations that were well known for producing art that is still admired today.													
Why is the art produced by these ancient civilisations considered to be the starting point of art history?													
Create a timeline of ancient civilisations known for producing art and label with examples of the types of art they were particularly expert at producing.													
How did artists in ancient times show emotion in their art (as artists still do today)?													
Copy the way artists in ancient civilisations told a story of love or tragedy, e.g. using facial expressions, in your own piece of art.													
How did artists in ancient civilisations use sharp stones and shards of pottery? What is an etching?													
Describe a typical paintbrush used by ancient civilisations.													
Make your own 'ancient' paintbrush by using a stick & making one end frayed. Use your brush to produce a painting & compare this with the same painting using a paintbrush.													

Topic specific vocabulary:

advanced	approximately	architecture	ornaments	tragedy	shards	etchings	frayed
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
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Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: The Mesopotamians

Pupils:													
Targets:													
Children can/know/explain/understand:													
What is a Babylonian kudurru?													
What were the main ways in which Mesopotamian artists produced their art?													
Use the Sumerians style of mosaics to create a portrait of a person or a picture of an animal.													
Why did Mesopotamian artists get better at making sculptures during this period? What is a kiln?													
How did Mesopotamian artists use styluses?													
What are the connections between the way in which Ancient Mesopotamians created sculptures and the methods used by modern sculptors?													
Why did Mesopotamian artists sometimes change the features of the people they were depicting in their art?													
How did they make their statues of kings seem powerful and god-like?													
Copy the Mesopotamian artists by creating a piece of art to show a friend looking powerful, like a Queen/King or god.													
Do you agree that the way in which Ancient Mesopotamian artists depicted their kings in art is similar to how some later artists painted 'idealised' portraits? Justify your answer with examples of portraits you have studied.													

Topic specific vocabulary:

governments	tablets	murals	elaborately	trading	mosaics	honour	kiln	styluses
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Scenes of the sea

Pupils:													
Targets:													
Children can/know/explain/understand:													
Give examples of how artists in the time of Ancient Egypt and China created art showing the sea.													
When was the Dutch Golden Age? What was a common feature of maritime artwork during this period?													
Name some famous artists who have created famous seascapes (Turner and Monet)													
Who was Katsushika Hokusai? Describe the art style of Japanese seascape artist Katsushika Hokusai.													
Imagine you were an artist creating a seascape to make people feel fear or sadness. Which features would be seen in your picture? Create a seascape based on these ideas.													
What is a primary colour?													
What is a secondary colour?													
Explore the use of complementary colours to create a bright, warm contrast.													
Investigate examples of seascapes to find out whether all seascape artists use complementary colours in their work.													

Topic specific vocabulary:

seascape	glassy	scrolls	maritime	naval	nation	primary colour	secondary colour
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
join	line	materials	method	modern	moulding	object	paint	pattern
plaiting	primary colours	print	sculpture	secondary colours	shading	shadow	sort	stitching
technique	textile	thickness	tint	tones	tool	visual	weaving	

Art & Design: KS1 – Assessment tracker: Year 1 & 2

Topic: Artist spotlight: Ivan Aivazovsky

Pupils:													
Targets:													
Children can/know/explain/understand:													
Describe what you can see in Aivazovsky's painting The Ninth Wave.													
Why has Aivazovsky used 'brilliant' colours for some parts of the painting?													
What is the reason for this painting being called The Ninth Wave?													
Explain how Aivazovsky has used colour effectively to show the sunrise in this painting. Explore his use of colour to create your own picture of the sun reflecting on the sea.													
How does he create the effect of hope for the people who have been shipwrecked in this picture?													
Summarise the reasons why Aivazovsky's use of colour, light and shadow might make people think deeply about his paintings.													
What processes did Aivazovsky typically work through before he did any painting?													
Why did Aivazovsky not sketch any ships before painting them?													
Copy Aivazovsky's processes by sketching a horizon line and any clouds or cliffs before painting a seascape picture.													
Explain how and why Aivazovsky's use of colour changed as he got older. (romantic period followed by realist period)													

Topic specific vocabulary:

scholarship	worthy	flotsam	traditional	series	desperately	menacing	horizon
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

alter	arrange	artisan	artist	brush	carving	classic	collage	create
cut	designer	develop	digital media	dot	effect	experiment	explore	glue
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technique	textile	thickness	tint	tones	tool	visual	weaving	

Key Threshold Milestone 2 (Year 3 & 4)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.)

Class name: _____

Year groups: _____

Academic year: _____

Milestone 2

Develop ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Take inspiration from the greats

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Key Threshold Milestone 2 (Year 3 & 4)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Milestone 2

Master practical skills

Paint

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Sculpture

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

Drawing

- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

Digital media

- Create images, video and sound recordings and explain why they were created.



Effects



Techniques



Media and materials



Colour theory



Milestone 2 vocabulary

Vocabulary	Definition
accurate	Free from mistakes or errors; precise
adapt	To change something to make it more suitable for a purpose or situation
annotate	To add notes to written work or a diagram, often to explain it
back stitch	A strong sewing stitch made by starting the next stitch at the middle or beginning of the one before
blocks	Large solid pieces of material such as wood or stone, often used to cut or chop on
colling	Winding into a series of loops or into the shape of a ring
collect	To bring together a number of things from several places or from several people
cross hatching	Shading or hatching with two or more sets of parallel lines that cross one another
cross stitch	An embroidery stitch made by two stitches forming a cross
distinctive	With a special quality or feature that makes the thing easily recognisable and different from other things of the same type
dye	A substance made from plants or chemicals that is mixed into a liquid and used to change the colour of something such as cloth or hair

Vocabulary	Definition
elaborate	Very complex due to having lots of different parts or a detailed artistic design
feeling	An impression or mood; atmosphere
hardness	How strong or firm something is
hatching	Fine, parallel or crossed lines drawn or engraved to show shading
influenced	Persuaded or affected by somebody or something
layers	Pieces of materials or substances that cover a surface or that are between two other things
mix	To stir or shake two substances together, or combine them in some other way, so that they become a single substance
montage	A piece of art that consists of several different items or materials that are put together, often in an unusual combination
mood	The way you feel at a particular time or the impression you get from something like a painting
mosaic	A design or decoration that consists of small pieces of coloured materials such as glass or stones
movement	Changing position or going from one place to another



Milestone 2 vocabulary (continued)

Vocabulary	Definition
notable	Important, interesting or famous
original	Not a copy of something; a new idea or thing
overlapping	Extending or covering two things so they lie partly over each other
palette	A flat piece of wood or plastic on which an artist mixes paints or a range of colours used by an artist
patterned	Arranged as or decorated with lines and shapes that are often repeated at regular intervals
plain	Entirely of one colour and without any pattern, design or writing
precise	Exact and accurate in all its details
quilt	To stitch together two pieces of fabric with a thick padding or lining between them
recognisable	Easily identified or recognised
recordings	Things that have been recorded, such as discs, films or written notes
refine	To improve by making small changes

Vocabulary	Definition
replicate	To make or be a copy of; reproduce
resources	The materials, money and other things that a group or person has and can use to do things properly
rough	Uneven and not smooth
sketch	A drawing that is done quickly without a lot of details. Artists often use sketches as a preparation for a more detailed painting or drawing
smooth	Without roughness, lumps or holes
striking	Very noticeable or impressive; unusual, outstanding, remarkable
style	The way in which something is done
tessellation	The laying or arranging of shapes so that they fit together exactly
washes	Background layers of thinly applied colour
watercolour	Coloured paints, used for painting pictures, which you apply with a wet brush or dissolve in water first

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Art and Design <small>(see Chris Quigley: Art & Design Curriculum Companion for topic details)</small>	The Renaissance i) Artist Spotlight: - Leonardo da Vinci Cityscape art i) Artist Spotlight: - Camille Pissarro	Abstract art i) Artist Spotlight: - Wassily Kandinsky Myths and legends i) Artist spotlight: - Peter Paul Rubens	Animals i) Artist Spotlight: - Rosa Bonheur Family life i) Artist spotlight: - Rembrandt	Impressionism i) Artist spotlight: - Pierre-Auguste Renoir All work and no play i) Artist spotlight: - L.S. Lowry	Art deco i) Artist Spotlight: - Tamara de Lempicka Symbolism i) Artist spotlight: - Edvard Munch	Royalty i) Artist Spotlight: - Hans Holbien the Younger A journey into space i) Artist spotlight: - Robert McCall

The Assessment Tracker documents below outline what children will learn within each topic.

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: The Renaissance

Pupils:													
Targets:													
Children can/know/explain/understand:													
Name four famous Italian Renaissance artists and two who were not Italian.													
What type of art was Albrecht Dürer particularly known for?													
Where and when did the Renaissance period start?													
Describe the term 'humanism' and its significance during this period.													
Summarise the concept of 'realism' and suggest reasons why this was important during the Renaissance period.													
How did Renaissance artists create the effect of their art being lifelike?													
Imagine you are a Renaissance artist. Create a piece of art using a realist style.													
What was typical about how people were painted during this period?													
Explain the terms 'depth' and 'perspective'.													
Explain how an artist would create a fresco painting.													
Give an example of a fresco painting that was created during the Renaissance period and can still be seen today.													
Explore the technique of painting onto a wet surface, like a fresco painting. Discuss with a friend how successful this was and compare it to painting on a dry surface.													

Topic specific vocabulary:

Renaissance	humanism	knowledgeable	classical	realism	depth	perspective	frescos	permanent
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Leonardo da Vinci

Pupils:													
Targets:													
Children can/know/explain/understand:													
What inspired da Vinci as a young boy?													
List some of the things that da Vinci became very talented at.													
Compile a list of the media and materials that he was talented at using.													
What technique did da Vinci use to sketch a body?													
Why did da Vinci throw his silhouettes from the tops of buildings?													
Draw two human bodies: one copying da Vinci's technique, the other without the initial sketch outline. Suggest reasons why da Vinci may have found his technique effective?													
Imagine you are da Vinci and explain how keeping so many sketchbooks helped you to become a talented artist.													
Give examples of how da Vinci experimented with paint.													
How did da Vinci make his own oil paints?													
What is the sfumato technique which da Vinci used to paint the Mona Lisa?													
Experiment with the sfumato technique to try and create a similar effect of mystery or sombreness as seen in da Vinci's Mona Lisa.													
How did da Vinci make the Mona Lisa appear pale?													

Topic specific vocabulary:

anatomy	trunk	silhouette	potential	expand	ground	pigment	tempera	sfumato	sombreness
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Cityscape art

Pupils:													
Targets:													
Children can/know/explain/understand:													
List some famous artists well known for creating cityscapes.													
Suggest reasons why there are fewer examples of artists inspired to create cityscape art the further you go back in history.													
Research the cityscape art of a famous artist who lived before the 20th century.													
Explain the differences between a photorealist and hyperrealist picture.													
Use a photograph of part of the outside of the school building to create a piece of art that is as close to the style of photorealism as you can make it.													
What first inspired Yvonne Jacquette to create her cityscapes?													
How did flying more regularly help Jacquette to be a better artist?													
Imagine you are flying in a plane. Copy Jacquette's style by drawing your own imaginary aerial landscape.													
What effect does the precise style of Richard Estes have in his photorealist paintings?													
Explain what you would not be able to see in an inanimate painting.													
Summarise the ways in which the photorealist painting Columbus Circle Looking North by Richard Estes have a clean and realistic effect.													

Topic specific vocabulary:

urban	skylines	photorealism	hyperrealism	aerial	formations	inanimate	distort
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Camille Pissarro

Pupils:													
Targets:													
Children can/know/explain/understand:													
Describe the key features of Camille Pissarro's painting The Boulevard Montmartre at Night.													
Develop the use of perspective by sketching a street scene outside your school.													
How does Pissarro paint the people to create the effect of busy crowds in this painting?													
Describe how Pissarro applied the paint to add to this effect.													
What are the connections between this painting by Pissarro and the style of L.S. Lowry in terms of how the artists paint people?													
Copy Pissarro's style of applying paint using dashes and smears to create an effect of busy crowds in a city scene.													
Compare and contrast Pissarro's techniques used to create a busy cityscape with the techniques used by Richard Estes to create his inanimate cityscapes.													
Copy the brushstroke technique of Pissarro to show movement in your cityscape art.													
How did Pissarro paint the different types of artificial light?													
Experiment with colour to show the contrast between a dark sky and the artificial lights within a cityscape.													

Topic specific vocabulary:

vulgar	pointillism	perspective	abstract	patchwork	artificial	intense
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Abstract Art

Pupils:													
Targets: Children can/know/explain/understand:													
List some of the common features of abstract art.													
When and where did abstract art become popular?													
What do abstract artists often paint when using the 'colour field' style?													
Why do you think some people describe abstract art as having been produced in a random way? Justify your answer with specific examples													
Name at least two American abstract artists.													
Compare and contrast Henry Moore's abstract sculptures with the realist sculptures created during the Renaissance period													
Why do abstract artists often use strong contrasting colours?													
Name the contrasts to the following terms: dark, cool, transparent, chromatic.													
Explore the impact of the use of chromatic and grey contrasts when creating a piece of abstract art.													
What technique did Jackson Pollock use instead of brushstrokes?													
Why do some abstract artists use the technique of action painting?													
Copy Jackson Pollock's painting technique to create a piece of abstract art.													

Topic specific vocabulary:

random	geometrical	outline	contrasts	transparent	chromatic	physical
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Wassily Kandinsky

Pupils:													
Targets:													
Children can/know/explain/understand:													
Explain and justify how the five processes described in Kandinsky's essays show that he believed that art was about freedom.													
Explore ways of sketching and colouring shapes using repetition to create amplification.													
Which three shapes did Kandinsky regularly use to convey emotions?													
Which shape did Kandinsky use to show anger and aggression?													
Why did Kandinsky often use square shapes?													
Choose a set of different shapes to show different emotions. Explain your choices.													
Find evidence of how other abstract artists have used shapes to convey emotion.													
Compare and contrast the effect of painting on wood, canvas and glass.													
Explore the impact of using gouache paint. Experiment with different amounts of glue to create different effects.													
What are the main features of Kandinsky's painting Yellow, Red, Blue?													
What is meant by the term 'spectrum'?													
Copy Kandinsky's use of yellow, red and blue and different shapes to create an abstract painting													

Topic specific vocabulary:

pioneer	harmonise	chord	spiritual	trend	amplification	spectrum	hues	gouache
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Myths and Legends

Pupils:													
Targets: Children can/know/explain/understand:													
Name some examples of artists who have been inspired by myths and legends.													
What sorts of things might these artists have painted when inspired by myths, legends or folk stories?													
Research the work of Alessandro Botticelli to find out what kinds of myths or legends he painted.													
Compare and contrast the style of Renaissance artists and that of the Pre-Raphaelites. Summarise the key differences between the two styles.													
Copy the style of Joan Jonas and the types of media and materials she used to produce your own piece of visual art to depict a well-known fairy tale.													
Name some typical characters in fairy tales that you could try to depict in a painting.													
Copy the suggested techniques to create your own fingerprint fairy-tale character.													

Topic specific vocabulary:

myths	legends	moral	Pre-Raphaelite	frustrated	props	relics
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Peter Paul Rubens

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why is Rubens described as a prolific artist?													
Summarise the importance of Rubens' eight-year stay in Italy in relation to his later career as an artist.													
What did Rubens use to produce his many drawings?													
Why did Rubens only need a small number of colours on his palette?													
Create your own painting inspired by a myth or legend, using up to four different colours. Experiment with colour mixing so that your painting has a range of bright colours.													
How did Rubens create lighting tones?													
How did Rubens direct the viewer's eye to the main feature of the painting?													
Use Rubens' lighting effects by painting a dark background which lightens at the top or bottom.													
Name some typical colours used by Rubens in his paintings.													
Why did Rubens like to fill his paintings with colour?													
Experiment with applying more layers of colour to the main feature of your painting to make it more prominent.													

Topic specific vocabulary:

Baroque	prolific	aristocratic	dynamic	flushed	mineral	dramatise	prominent
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Animals

Pupils:													
Targets:													
Children can/know/explain/understand:													
Give examples of the materials Ancient Egyptian artists used to create art like Bastet, the sculpture of a cat goddess.													
How does Megan Coyle create her art? Copy the ideas of Megan Coyle to create a collage of an animal.													
How did Stone Age artists create art depicting animals?													
Create a timeline to show different periods in history when art depicting animals was popular. Add detail to the timeline to provide examples of this art.													
What is meant by a 'mythical' animal? Copy the ideas of medieval artists to sketch your own example of a mythical animal.													
List three key tips for painting animal fur.													
Why should artists think about the direction of the animal fur?													
Copy these techniques to paint your own animal with fur.													

Topic specific vocabulary:

source	livestock	domestic	originally	layered	mythical	fascination	values	strands
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
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original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Rosa Bonheur

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why did Rosa Bonheur prefer to paint outside?													
What things did Bonheur study as a younger artist to help her create the effect of true likeness when painting animals?													
What does Bonheur's masterpiece The Horse Fair depict?													
Experiment with Bonheur's use of a gradual change in the lightness or darkness of colour to create the illusion of 3D.													
Copy the sketching techniques of Bonheur before creating your own animal painting. Explain why it may help an artist to sketch something several times before painting it.													
Why does Bonheur credit her mum for her successful art career?													
Sketch your own animal alphabet in the same way that Bonheur's mother did when teaching her daughter.													
Summarise the reasons why Rosa Bonheur's mother and father were an important part of her development as an artist.													

Topic specific vocabulary:

motion	anatomy	masterpiece	gradual	illusion	form	commitment	credited
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Family Life

Pupils:													
Targets:													
Children can/know/explain/understand:													
Summarise the differences between how Victorian families and the families from modern times are typically seen in the work of artists.													
Who was Henry Walton?													
What was the name of his painting of a family scene created in 1786?													
What do we know about Henry Walton's later career in art?													
How did Walton create a low-key effect in this painting?													
Why might Walton have been asked to create this low-key effect?													
Copy Walton's use of colour to produce your own low-key example of family life.													
Explain how Susan Lordi is able to use faceless sculptures but still depict the love and connection in a family.													
Create your own faceless sculptures and develop ways to depict family love and togetherness.													

Topic specific vocabulary:

convenient	motionless	low key	uninspiringly	superior	rustic	resin	cast
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Rembrandt

Pupils:													
Targets:													
Children can/know/explain/understand:													
Give examples of how Rembrandt's early life was important in the process of becoming a talented artist.													
Why do you think being an apprentice can be so significant to someone developing a talent?													
What have experts closely looked at to help them date Rembrandt's Family Group painting? How has this helped them to date the painting?													
Research the earlier work of Rembrandt to discover how his techniques might have changed over time.													
How would you describe most of the colours used by Rembrandt?													
What is chiaroscuro and why is it effective when painting people?													
Copy Rembrandt's mastery of chiaroscuro by using strong light and heavy shadow in your own family picture to emphasise the faces.													
What techniques did Rembrandt use to show texture?													
Copy this technique by using thick layers of paint and then using a soft brush on top while your paint is still wet.													
Explain how Rembrandt was both restrained and unrestrained when working on the same painting.													

Topic specific vocabulary:

etchings	complications	apprentice	commissioned	chiaroscuro	restrained
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Impressionism

Pupils:													
Targets:													
Children can/know/explain/understand:													
Summarise the reasons why Impressionism was very different from the art created in Europe before this period.													
Give two reasons why Alfred Sisley's painting The Bridge at Sèvres is typical of the Impressionist style. Describe the features of this painting.													
How did they cope with rapidly changing weather and the passing of time? Copy the quick style of Impressionists to capture the current light and weather in an outdoor scene.													
How is broken colour different from mixing colours on a palette?													
Describe the terms hatching, crosshatching and stippling.													
Practise using hatching and stippling to develop the 'broken colour' effect.													
Compare your use of the three methods to create the 'broken colour' effect. Explain which one was most successful and give the reasons why.													
What is the impasto painting technique?													
Describe what using this technique might look like when the paint is dry.													
Explain how the impasto technique links to the way Impressionism attempts to capture movement and life.													

Topic specific vocabulary:

impression	optically	hatching	linear	cross hatching	stippling	impasto	essence
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Pierre-Auguste Renoir

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why were Renoir's teenage years painting porcelain significant?													
Describe how Renoir used a palette knife.													
How was Renoir meticulous?													
Describe the scene within Renoir's masterpiece Dance at Le Moulin de la Galette.													
Give examples of how this painting showed Renoir's talent as an artist.													
How does Renoir show the effect of light in this painting?													
How did Renoir use colour to emphasise the features at the foreground of his pictures?													
Copy Renoir's use of colour by producing your own picture showing a person or object prominent in the foreground.													
Do you agree that the best way to emphasise a feature in the foreground of a piece of art is to use bold, complementary colours?													
What did Renoir famously say that linked art with emotion?													
Describe the emotions of the characters in his painting Dance at Le Moulin de la Galette.													

Topic specific vocabulary:

porcelain	meticulous	graphite	canopy	foreground	subtle	charm
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: All work and no play

Pupils:													
Targets:													
Children can/know/explain/understand:													
What is meant by 'genre painting'?													
Explain why this could be confusing.													
Give two examples of a period in history when 'genre painting' was popular.													
List some of the features you might see in a genre painting.													
What does Ford Madox Brown's painting Work show?													
Imagine you are one of the characters in Madox Brown's Work painting. Summarise what you are doing and how you are feeling.													
Name some artists who have produced famous art that shows people at work.													
How do these artists help people discover more about social history?													
Give two examples of how an artist might use body language to show emotion.													
How might a person be feeling if they are shown with slumped shoulders or a lowered head?													
Copy artists like Madox Brown by using body language to show the different emotions of people in a painting.													

Topic specific vocabulary:

social	peasant	bustling	genre	classes	navvies	flourish	precise	gesture
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
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original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
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Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: L.S. Lowry

Pupils:													
Targets:													
Children can/know/explain/understand:													
Describe how Lowry would quickly draw his initial sketches.													
Give examples of typical features of Lowry's paintings.													
Explain how Lowry's paintings provide evidence of how his art was influenced by the industrial area in which he lived.													
Why is Lowry's colour palette described as restricted?													
List the five colours used by Lowry.													
Choose one of Lowry's colours and explain how it may have been used.													
Using five similar colours to Lowry's palette, create your own original painting showing workers in an industrial town.													
Why did he draw many of his matchstick people leaning forward with their heads down?													
What was the effect of Lowry filling a painting with so many matchstick people?													
Replicate the use of 'matchstick people' and experiment with body shapes to give the effect of people looking tired or determined.													
What technique did Lowry often use to create tones? How did he then vary the depths of the tones?													
Copy Lowry's techniques to create your own tones within a piece of art.													

Topic specific vocabulary:

industrial	initial	rough	restricted	opaque	earthy	tinting	charcoal	smear
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
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original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Art Deco

Pupils:													
Targets:													
Children can/know/explain/understand:													
When did Art Deco artists and designers become popular?													
Name three designers who were well known for using the Art Deco style.													
Research the work of a designer famous for using the Art Deco style. How do their designs reflect this style?													
When was Cubism a popular art style?													
How did Cubist artists create the effect of 3D on a flat canvas?													
Which other art style, in addition to Art Deco, did Cubism influence?													
Explore the Cubist style by sketching a person or object and breaking the picture up into different shapes.													
Which natural materials were popular when creating Art Deco-styled art?													
What effect did Art Deco designers want their products to create?													
Copy the Art Deco style by creating your own design using simple streamlined shapes.													

Topic specific vocabulary:

geometric	aluminium	jade	chrome	sleek	streamlined	traditional	sophistication
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
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original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
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Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Tamara de Lempicka

Pupils:													
Targets:													
Children can/know/explain/understand:													
How did Tamara de Lempicka's childhood help her to become an artist?													
Why was moving to Paris a significant moment in the development of her art style?													
What did de Lempicka say she wanted to achieve with her art?													
Describe the features of de Lempicka's self-portrait Tamara in a Green Bugatti.													
What did de Lempicka want to capture through this self-portrait?													
How did she want women to feel when looking at this painting?													
Create your own version of de Lempicka's self-portrait by changing features to reflect life today.													
Why did Art Deco become less popular in the 1940s and 1950s?													
Why did de Lempicka change her style of art at this time?													
Describe how she changed and developed a new style.													
How were de Lempicka's portraits similar to those painted by Pablo Picasso?													
Why was this portrait style different from the portraits created by other portrait artists?													
Copy de Lempicka's techniques to paint your own Art Deco-style portrait.													

Topic specific vocabulary:

distinctive	biography	exposed	luminous	independence	empowered	Expressionism	simplifying
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Symbolism

Pupils:													
Targets:													
Children can/know/explain/understand:													
In which century did Symbolist artists become famous?													
Name three different French Symbolist artists.													
Describe the features of Odilon Redon's The Crying Spider.													
What media and materials did Redon use to create his noirs?													
Why might Redon have used the spider's body as a symbol?													
Explain the possible symbolic link between Redon's crying human face and the spider's body.													
Why is the colour black often used in Symbolism?													
What reasons did Redon give for using the colour black?													
Sketch a drawing copying the symbolist style, using charcoal or a black crayon/pencil to depict something sad or a nightmare.													
Organise a table to summarise the use of common symbols and their meanings. Include reasons why you think the objects represent these ideas.													
Why might the condition of an object change the idea it is symbolising?													
Choose your own objects to include in a Symbolist picture and explain to a friend why you have chosen them.													

Topic specific vocabulary:

personal	obscure	transition	noirs	lithography	hollow
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Edvard Munch

Pupils:													
Targets:													
Children can/know/explain/understand:													
How did Edvard Munch use his personal life to influence the themes of his art?													
Why did Munch think his personal tragedies and illnesses were 'necessary' to him?													
What do many people think The Scream symbolises? Describe what you can see in the picture.													
What personal experience inspired Munch to create this (The Scream) example of Symbolist art?													
Compare and contrast the five different versions of The Scream that Munch created (see Wikipedia). Which version do you prefer and why?													
Experiment with the use of flowing lines to symbolise the following emotions: fear, happiness, bravery, anger, despair.													
Copy the brushstroke technique and use of flowing lines developed by Gauguin and Munch in your own version of The Scream.													
List the media and materials Munch used to create his five different versions of The Scream.													
Explore and discover the effects of overlaying different media and materials in your own piece of art.													

Topic specific vocabulary:

psychological	suffering	garish	lithograph	adopted	bounding	woodcut	overlaid
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Royalty

Pupils:													
Targets:													
Children can/know/explain/understand:													
Summarise the key differences between the three types of portraits often (state, formal, and popular portraits) used to paint kings and queens.													
Suggest reasons why a king or queen would prefer a state or formal, rather than a popular portrait, to be painted of them.													
When did portrait sets of kings and queens become popular?													
Explain how somebody in the Tudor period might have sequenced the display of their royal paintings.													
Why did artists use bold colours when painting royal portraits during the Tudor period?													
Give some examples of the media and materials often used to create artwork of royalty.													
Why might a painter be proud to be chosen to paint a portrait of the queen?													
Why was Queen Elizabeth I usually painted with a white face?													
Produce a portrait using colour to contrast a person's features in a similar way to that used by painters of Queen Elizabeth I.													

Topic specific vocabulary:

pomp	ceremony	aristocracy	chronological	allegiance	striking	lavish
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Hans Holbein the Younger

Pupils:													
Targets:													
Children can/know/explain/understand:													
How did Holbein the Younger usually start the process of painting a portrait?													
What did he often use to sketch with?													
Give an example of the tiny details that Holbein would paint.													
What is tempera?													
Explore the use of chalk, pencil and ink to draw the outline of a person's facial features.													
Which technique was Holbein considered to be expert at? (Limning) Describe this technique.													
Summarise the reasons why some critics believe Holbein's miniature portrait Jane Small is a masterpiece.													
Why did Holbein and other painters of this time paint many opaque layers on top of each other?													
Copy Holbein's use of colour to create the effect of darkness and light.													
What do most art critics agree about when evaluating Holbein's paintings?													
Why are some critics not very positive about Holbein's precise and realistic style?													

Topic specific vocabulary:

epidemic	precise	silverpoint	tempera	miniatures	limning	masterpiece	mournful	aloof	vacant
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: A journey into space

Pupils:													
Targets:													
Children can/know/explain/understand:													
What might a Space or Astronomical artist depict in their art?													
Compare the lunar landscapes painted by Lucien Rudaux with photographs of the moon's real landscape. Give reasons why people say his work is accurate.													
Research the work of Chesley Bonestell to discover why people were disappointed with the real surface of the moon compared to his paintings													
How are Space artists different from artists who use science fiction and fantasy as their inspiration?													
What do Space artists find difficult when producing their art?													
Create your own piece of Space art through representing the features of space realistically.													
Sketch your own space drawing in the style of fantasy/science fiction. Explain the key differences between the two pieces of art.													
What inspired Hardy to become a space artist?													
How did doing lots of research help Hardy to be a successful Space artist?													
Copy Hardy's source of inspiration by looking at natural objects in the night sky and painting an accurate representation of them.													

Topic specific vocabulary:

astronomical	emerged	lunar	flourished	technical	compositional
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Art & Design: KS2 – Assessment tracker: Year 3 & 4

Topic: Artist spotlight: Robert McCall

Pupils:													
Targets:													
Children can/know/explain/understand:													
What makes Robert McCall's artwork particularly unusual?													
Why do you think McCall's mural The Space Mural – A Cosmic View took him so long to create?													
Describe some of the features of this famous mural.													
How did McCall's art style begin to change in the 1960s? What did he try and show in these paintings which represented his beliefs about the future?													
Compare and contrast an example of McCall's realistic space art, created when working for NASA, with one of his pieces of conceptual art created for the entertainment industry.													
Why do many people praise and appreciate McCall's art?													
Create your own Space art to make people feel optimistic about the future. Explain why you have chosen the features in your art.													
Summarise the reasons why McCall prefers to use bright, vivid colours rather than too much black when creating Space art.													

Topic specific vocabulary:

NASA	conceptual	storeys	optimism	humanity	glorious	seductive
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

accurate	adapt	annotate	back stitch	blocks	coiling	collect	cross hatching	cross stitch	distinctive	dye
elaborate	feeling	hardness	influenced	layers	mix	montage	mood	mosaic	movement	notable
original	overlapping	palette	patterned	plain	precise	quilt	recognisable	recordings	replicate	resources
rough	sketch	smooth	striking	style	tessellation	washes	watercolour			

Key Threshold Milestone 3 (Year 5 & 6)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Milestone 3

Develop ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketchbook.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Take inspiration from the greats

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Key Threshold Milestone 3 (Year 5 & 6)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.)

Class name: _____

Year groups: _____

Academic year: _____

Milestone 3

Master practical skills

Paint

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing, based on ideas from other artists.

Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Sculpture

- Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

Drawing

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Print

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

Digital media

- Enhance digital media by editing (including sound, video, animation, still images and installations).



Effects



Techniques



Media and materials



Colour theory



Milestone 3 vocabulary

Vocabulary	Definition
abstract	Using shapes and patterns rather than showing people or things
acrylic	A paint or colour containing an artificial material called acrylic fibre or acrylic resin
animation	The process or technique of making things like figures and objects appear to move or be alive
ceramic	Clay that has been heated to a very high temperature so that it becomes hard
convey	To communicate information or feelings so that they are known or understood by others
enhance	To improve the quality or attractiveness of something
expression	Communication of ideas and feelings through music, painting, etc
extend	To make something longer or bigger; to stretch or broaden the meaning of something
fluent	Flowing or moving smoothly or easily; able to do something smoothly and expressively
frameworks	Structures that form a support or frame for something

Vocabulary	Definition
grasp	To understand something that may be difficult to understand or need thought
interpretation	An opinion about what something means or shows; a particular view of an artistic work
lifelike	Appearing very like the person or thing that it is supposed to represent
mimic	To take on the appearance of or closely resemble something
perspective	The right impression of the size and position of objects
proportion	The correct relationship in size or number between different things or parts
provoke	To encourage the reaction of feelings in a person
qualities	Distinguishing characteristics, properties, or attributes – of a good or high standard
stability	The state of being stable, steady or fixed
tactile	Pleasant or interesting to touch

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Art and Design <small>(see Chris Quigley: Art & Design Curriculum Companion for topic details)</small>	A study of surrealism i) Artist Spotlight: - Salvador Dali The power of love i) Artist Spotlight: - Auguste Rodin	The explosion of pop art i) Artist Spotlight: - Andy Warhol Capturing conflict i) Artist spotlight: - Paul Nash	Futurism i) Artist spotlight: Umberto Boccioni Cultural tradition in art i) Artist spotlight: - Richard Kimbo	Exploring expressionism i) Artist spotlight: - Henri Matisse Keeping it real i) Artist spotlight: - Gustave Courbet	Art and fashion i) Artist Spotlight: - Piet Mondrian The art of anatomy i) Artist spotlight: - Albrecht Durer	Art and religion i) Artist Spotlight: - El Greco Amazed by architecture i) Artist Spotlight: - Zaha Hadid

The Assessment Tracker documents below outline what children will learn within each topic.

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: A study of Surrealism

Pupils:													
Targets:													
Children can/know/explain/understand:													
Name at least three famous Surrealist artists.													
Who is now considered to be the first Surrealist and what was he famous for?													
In which decade did Surrealism begin and when was Surrealist art considered to be at its most popular?													
Explain to a friend why the famous Surrealists produced art that was difficult to understand.													
Why might Paul Klee's painting Around the Fish be considered as typical of surrealism?													
Compile a list of questions you would want to ask Paul Klee about his Around the Fish painting.													
How do some Surrealists give greater emphasis to the main objects painted?													
How did Max Ernst use colour to represent the weather?													
Copy Ernst's use of colour to represent the weather using a Surrealist style.													
What is the effect of using automatism in art?													
Why did André Masson use the substance gesso?													
Copy Masson's use of gesso by throwing different materials onto the paper/canvas.													

Topic specific vocabulary:

subconscious	logically	crescent	abyss	stylised	enigmatic	emphasis	automatism	gesso
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Salvador Dalí

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why was Dalí angry about the Spanish Civil War?													
How did Dalí show this anger in the painting <i>Autumnal Cannibalism</i> ?													
Summarise the main features of Dalí's painting <i>The Persistence of Memory</i> , and explain what you think the main objects represent.													
What does Dalí say inspired him to paint melting clocks?													
List three different materials that Dalí used to paint on.													
Summarise the techniques used most frequently by Dalí when painting.													
Give three examples of animals that Dalí used. What do they symbolise?													
Choose three everyday objects and describe what you would use them to symbolise and why.													
Create your own painting in the style of Dalí.													

Topic specific vocabulary:

persistence	Civil war	irrelevant	unconscious	distorted	horizon
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: The power of love

Pupils:													
Targets:													
Children can/know/explain/understand:													
Name some famous artists who have used love as inspiration for their art.													
Summarise the reasons why art and love can be a perfect match.													
Who was Gustav Klimt? Name a famous piece of art he created that was inspired by love.													
How does Klimt create the emotions of warmth, delight and passion in his painting The Kiss?													
Copy Klimt's idea to depict the immortality of love between two people in your own painting.													
What symbols might you use to show enduring love?													
Why are hearts and roses often used as symbols of love?													
Develop your own symbols for love in a piece of artwork. Explain why you have chosen the symbols you have used.													
Why might an artist use the colour yellow when depicting love?													
What colour might be used to depict unconditional love?													
Copy frequently used colours to depict a certain mood in your piece of love-inspired art.													

Topic specific vocabulary:

insight	perspectives	captivate	immortality	enduring	irresistible	unconditional	purity
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Auguste Rodin

Pupils:													
Targets:													
Children can/know/explain/understand:													
What did Rodin focus on when creating his sculptures?													
How did Rodin create the effect of emotion through his sculptures?													
Why was Rodin's style not immediately accepted by art critics?													
Summarise the reasons why Rodin's style was different from traditional sculpture.													
How did Rodin ask his models to pose?													
Why did Rodin create multiple plasters of his original sculptures?													
Copy Rodin's technique with your own clay model by recombining the parts you have sculpted into a new sculpture.													
How did Rodin develop his passion for sculpture?													
Why is Rodin's sculpture The Kiss seen by many as such an important piece of art?													
What does this marble sculpture depict?													
Why do some people believe Rodin sculpted the couple with their lips not touching?													
Find out more about the story that inspired Rodin's sculpture The Kiss.													

Topic specific vocabulary:

renowned	individuality	interplay	fine-tuned	compositions	craftsperson
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: The explosion of Pop art

Pupils:													
Targets:													
Children can/know/explain/understand:													
Where and when did Pop artists become popular?													
List some famous American and British Pop artists.													
Summarise the reasons why Pop artists were inspired to create their style of art.													
Compare and contrast the inspiration and focus of Pop art in the UK and America.													
How did Roy Lichtenstein use a comic strip to create his In the Car painting?													
How did Lichtenstein create the effect of tension?													
Copy Lichtenstein's inspiration by using part of a comic strip to create your own Pop art.													
Why were printing techniques popular with Pop artists?													
Describe the technique of silkscreen printing.													
What was different about Roy Lichtenstein's preferred printing technique?													
Explore and develop the use of your own printing technique to create a piece of work in the style of a Pop artist.													

Topic specific vocabulary:

commercial	icons	elite	masses	Dadaism	ridiculed	silkscreen
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Andy Warhol

Pupils:													
Targets: Children can/know/explain/understand:													
Compare the two views expressed about Warhol's use of repeated images and how this relates to emotion. Which view do you agree with and why?													
Why did Warhol use vibrant colours when producing his prints of Marilyn Monroe?													
What did Warhol suggest by using silver and black for one of his Marilyn Monroe prints?													
Copy Warhol's style to create your own artwork using a modern celebrity.													
What is a tertiary colour?													
Why did Warhol use multiple tertiary colours?													
Create your own piece of Pop art inspired by Warhol's use of unusual and unrealistic tertiary colours for colouring the image you have chosen.													
What sorts of things inspired Warhol?													
What intrigued Warhol and influenced his use of repeated products?													
What sort of products might Warhol use if he were alive today?													

Topic specific vocabulary:

distinguished	banal	mundane	portfolio	vivacious	tertiary colours	multiple	intrigued
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Capturing conflict

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why is the focus of Copley's painting The Death of Major Peirson typical of war artwork of that time?													
Describe the impact of the use of colour in this scene.													
Why is the image of the Union Jack symbolic?													
Find out more about the war art of Charles Bell. Explain how his images show the harsh reality of war.													
Compare and contrast the features of war art created before the 20th century and that which was produced more recently.													
Copy the style of war art that you think is more important in your own painting capturing conflict.													
What is an official war artist?													
List some notable official war artists.													
Name two ways in which official war artists might capture Britain at war.													

Topic specific vocabulary:

glorified	documenting	Union Jack	harsh	deeds	official	home front
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Paul Nash

Pupils:													
Targets:													
Children can/know/explain/understand:													
How did Paul Nash show an element of Surrealism in his early artwork as a child?													
Which artists provided early inspiration for Nash?													
How did Nash's own experiences of war impact on his style of art?													
List some of the materials that Nash used to create artwork.													
Why did Nash use a mirror when painting?													
How did Nash mix his oil colours?													
Describe the features of the painting Totes Meer.													
Why do you think Nash described the planes as 'enchanted monsters'?													
Copy the style of Nash to create your own Surrealist painting of the war, using images in an unfamiliar situation to convey and evoke emotion.													
Give two ways in which his Totes Meer painting symbolises hope.													
Why did Nash paint remnants of planes in this piece of art?													
Choose your own symbols of hope in your painting and explain why you have used them.													

Topic specific vocabulary:

macabre	iconic	brooding	disillusionment	enchanted	remnants	atrocities
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Futurism

Pupils:													
Targets:													
Children can/know/explain/understand:													
What were the two key techniques used by Futurists to express speed and motion?													
What is divisionism?													
Copy the technique of divisionism in your own example of a Futurist picture													
Experiment with using blurring and repetition in combination with very thin brushstrokes to show speed and motion in your own Futurist painting.													
Which aspects of modern life did Futurists often celebrate in their work?													
What kinds of emotions did this celebration of modern life create?													
Summarise how Futurist art quickly became popular and then quickly lost its appeal.													
List some famous Italian Futurist artists.													
Name some artists from other countries who were inspired by Italian Futurists.													
Why is Giacomo Balla's Street Light painting a significant piece of Futurist art?													
What effect does Balla create by depicting the moon in this painting?													
Explain how Balla's use of colour helps to create the effect of powerful electric light in the painting Street Light.													

Topic specific vocabulary:

denunciation	innovative	reassuring	phenomenon	threadlike	divisionism	stippled	segments	nationalistic
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Umberto Boccioni

Pupils:													
Targets:													
Children can/know/explain/understand:													
What were Boccioni's early influences when he started as an artist?													
What were the two key aspects of Boccioni's artwork in his last six years of his life?													
Why is Boccioni described as one of the most influential Futurist artists?													
Describe the features of Boccioni's masterpiece sculpture.													
Why did Boccioni consider other artists stupid and how did he attempt to show this with his own sculpture?													
Copy Boccioni's idea of showing a series of movements in one sculpture													
What types of materials did Boccioni advocate using in his Manifesto of Futurist Sculpture?													
Experiment with some of Boccioni's advocated materials in your own Futurist sculpture.													
Give examples of some of the common features of Boccioni's Futurist paintings.													
What were the effects of the use of these features in his paintings?													
How and why did Boccioni use lines in the style of Cubism?													
Create your own clay sculpture using contorted poses to give the effect of dynamism and movement.													

Topic specific vocabulary:

rebellious	dynamism	manifesto	sensations	derived	synthesise	advocated	theories	contorted	animate
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Cultural tradition in art

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why have many cultures used art to tell stories?													
How did some cultures create feelings of pride and strength in their art?													
How did the Ancient Mayans express emotions through their art?													
What is folk art?													
What may inspire a folk artist to produce his/her artwork?													
How do folk artists develop their artistic talent?													
Describe the features of the example of Indian folk art shown.													
What are the typical inspirations and themes of Indian folk art?													
Describe how an older piece of Indian folk art was typically produced.													
Experiment with the materials used by Ancient Indian folk artists to create your own piece of art in the style of Madhubani art.													
Give an example of a common feature of cultural art that has been used across different cultures around the world.													
Describe the types of patterns that may be repeatedly used.													
Produce your own coloured repeating pattern in a piece of art.													

Topic specific vocabulary:

customs	insight	heritage	formal	epic	flora	fauna	tribal
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Richard Kimbo

Pupils:													
Targets:													
Children can/know/explain/understand:													
Give examples of materials that may be used in the batik process.													
Why do batik artists use a wax or a similar substance during the process?													
What is often used by African batik artists instead of wax?													
How did Richard Kimbo develop his skills to create batiks?													
Why do you think places like the Paa Ya Paa Gallery are important to keep cultural traditions alive?													
What does Kimbo say was his initial inspiration for creating batiks to sell?													
What was Nelson Mandela well known for wearing?													
Why did the shirts he wore become known as Madiba shirts?													
Copy the style of a Madiba shirt to sketch your own coloured batik clothing design.													
Describe Kimbo's use of colour in the example of a batik he created.													
List the features of the batik that represent African culture.													
Develop your own batik design in the style of Kimbo to create a dramatic scene from a bustling African location.													

Topic specific vocabulary:

batiks	originated	canting	Swahili	calling	occupation	clan
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Exploring Expressionism

Pupils:													
Targets: Children can/know/explain/understand:													
What are the key features of any style of Expressionist art?													
What was Fauvism?													
How did artists like Henri Matisse and André Derain produce their artwork?													
Why did Expressionist artists not worry about using realistic colours?													
Give two examples of how an Expressionist artist uses colour to create a particular emotion.													
Copy the Expressionist use of colour in your own art and describe how your colours evoke an emotion or symbolise something.													
Who or what was The Bridge?													
What did members of this group want to achieve?													
Describe the features of Kirchner's painting <i>Street, Dresden</i>													
What is a typical feature of an Expressionist sculpture?													
How did Expressionist sculptors make their subjects look less realistic?													
Why did they choose to do this?													
Copy this style with your own sculpture of a person's face by exaggerating certain features.													

Topic specific vocabulary:

mystical	Fauvism	determined	instinct	intellect	communal	prominent	elongating
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Henri Matisse

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why was Matisse's mother an important part of his artistic development?													
Who was Gustav Moreau?													
Give examples of the art styles that Matisse developed during his career.													
How was Matisse's painting Woman with a Hat an example of Fauvism?													
Describe the features of this painting.													
Using Matisse's unnatural colour choices as inspiration, develop your own Fauvist style portrait.													
Give examples of complementary colours used by Matisse in this painting.													
Why did Matisse choose to use these complementary colours?													
Compare and contrast the use of colour by Henri Matisse with that of the Pop artist Andy Warhol.													
Copy Matisse's use of bold, complementary colours in your own Expressionist painting.													
What did Matisse call his collage technique?													
List the techniques he used to create a collage.													
Copy the techniques of Matisse to create your own Expressionist collage.													

Topic specific vocabulary:

honour	vibrant	allegedly	chaotic	embolden	adjusting
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Keeping it real

Pupils:													
Targets: Children can/know/explain/understand:													
What did Realist artists typically depict in their artwork?													
Name some famous French Realist artist.													
Find out more about the work and style of a French Realist artist.													
Describe the typical Realist features of The Gleaners by Jean-François Millet.													
Why did many art critics criticise paintings like this?													
What were many of the art critics afraid of?													
How did Realist painters depict the peasants and workers in their art?													
Describe why the emotions felt when looking at such characters were different for different classes of people.													
Copy the depiction of peasants or lower class workers in your own artwork in the style of a Realist artist.													
Why did the colours chosen by Realist artists often result in a bleak-looking scene?													
Describe the types of colours that were typically used to paint the characters in the scenes.													
Copy the colour choices used by Realists when developing your artwork in the style of Realism.													

Topic specific vocabulary:

naturalistic	High Art	stylistic	gleaning	glorified	revolt	overturned	stark	bleak
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Gustave Courbet

Pupils:													
Targets:													
Children can/know/explain/understand:													
What was Courbet one of the first artists to depict in his art?													
How was Courbet convinced to pursue his passion for art?													
Give examples of how Courbet taught himself to paint.													
Summarise the reasons why Gustave Courbet's art was not popular and was criticised during his lifetime.													
Why did Courbet often paint his main character from the back?													
Experiment with Courbet's style of depicting the main character from the back to draw the viewer into the scene.													
Describe the brushstroke techniques of Courbet.													
Why do you think critics used words such as 'ugly', 'vulgar' and 'crude' to describe his paintings?													
Copy Courbet's use of rough and visible brushstrokes, as well as using your thumb to apply paint in your own Realist painting.													
How did Courbet get the viewer to focus on the main character even when they were painted with dark tones?													
Copy Courbet's effect of using lighter tones in the background and darker tones for the main features in the foreground.													

Topic specific vocabulary:

vulgar	crude	replicated	consistently	persisting	insistence
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Art and fashion

Pupils:													
Targets:													
Children can/know/explain/understand:													
Name some famous artists who have had their artwork designs used by fashion designers													
Give an example of an artist who has collaborated with a fashion designer.													
What style of art is Victor Vasarely famous for creating?													
Describe the key features of Op art.													
Why is colour theory important for Op artists?													
Why might somebody find looking at Op art confusing or disturbing?													
What features of Expressionist art have inspired fashion designers?													
Name two famous fashion designers who have used the effects of Expressionist art for their clothing collections.													
Develop your own example of a fashion design using features of Expressionism including vivid colours and dramatic forms.													
Why is colour theory important for fashion designers to consider?													
List some examples of complementary colours that are considered to be good combinations for fashion.													
Copy the use of the suggested optimal complementary colour combinations in your own sketches for clothing designs.													

Topic specific vocabulary:

collaborations	backdrop	optical	disorientating	static	perception	kinetic	optimal
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Piet Mondrian

Pupils:													
Targets: Children can/know/explain/understand:													
• Compile a list within a table to summarise the different media and materials Mondrian regularly used and how he used each of them.													
• List three styles of art that influenced Piet Mondrian's development as an artist.													
• How did Mondrian's discovery of Cubism influence his style?													
• Describe the key features of Mondrian's style which he called neo-plasticism.													
• Why is Mondrian's painting Composition C with Red, Yellow and Blue typical of his style?													
• Describe how Mondrian thought about his choice and location of colour.													
• Use Mondrian's design as inspiration and change the location of colours and lines for different effects.													
What important effects did Mondrian try to create with his artwork?													
• Which two features did Mondrian continually explore with his designs?													
• What changes did he make to the lines he used within his designs?													

Topic specific vocabulary:

plane	neo-plasticism	eliminating	non-essentials
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: The art of anatomy

Pupils:													
Targets: Children can/know/explain/understand:													
Name two significant periods in history when artists have been particularly interested in human anatomy.													
Give examples of why artists may be interested in human anatomy.													
Name two famous Ancient Greek sculptors.													
How did Andreas Vesalius use the skills of an artist in his work?													
Which two things helped Ancient Greek sculptors to get better at their art?.													
What were Ancient Greek sculptors particularly concerned with when sculpting the human body?													
Describe the features of Myron's masterpiece sculpture													
What is meant by the artistic use of the term 'wireframe'?													
Why would you draw oval shapes when using this technique?													
Copy the four listed processes for the ball and-socket technique to draw an example of the human body.													

Topic specific vocabulary:

mechanics	proportions	dissection	anatomist	physician	acquired	poise	wire-frames
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Albrecht Dürer

Pupils:													
Targets:													
Children can/know/explain/understand:													
Give examples of how Dürer became well known for his art.													
What aspect of his artistic talent did he demonstrate in his Four Books on Human Proportions?													
Experiment with Dürer's use of mathematical shapes to sketch your own examples of a human body. Discuss with a friend the usefulness of this process.													
Why has Dürer's Praying Hands been admired by so many people?													
Give examples of how he made the hands so realistic and detailed.													
Copy Dürer's level of detail when drawing and painting your own hands.													
List some of the materials and tools that Dürer would have used when carrying out his woodcutting technique.													
What are the two ways in which the ink could be transferred?													
Copy Dürer's printing technique using a soft wood and printing ink to produce an anatomical image.													
Which modern-day computing process is Dürer credited for inventing? (ray tracing)													
Why do computer graphics designers use ray tracing and how does it help them to choose colours?													

Topic specific vocabulary:

master	meticulous	volume	foreshortening	topography	contours	gouges	chisels	brayer	printing press
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Art and religion

Pupils:													
Targets:													
Children can/know/explain/understand:													
Summarise the common features seen within Islamic art and explain why they are often used by artists.													
Copy these typical features in your own Islamic art design.													
Name some examples of religious symbols used in art that are specific to a particular religion.													
What spiritual themes could be represented by light and darkness in a piece of religious art?													
Give three examples of materials that are used in the process of making stained glass windows.													
What is the effect of the light coming through the window on the images and themes depicted?													
Copy this effect with your own stained glass window by testing out different materials (e.g. tissue paper, sweet wrappers).													
Why is the colour choice by an artist significant in religious art?													
Develop your own design for a piece of art to reflect spiritual themes. Use appropriate colour choices for the theme you have chosen.													

Topic specific vocabulary:

sacred	affirmation	infinite	crescent	panes	sincerity
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: El Greco

Pupils:													
Targets:													
Children can/know/explain/understand:													
What was El Greco's artistic style influenced by?													
Why did he lengthen and distort the figures he painted?													
Summarise the reasons why El Greco's art was not truly appreciated until after his death.													
Copy El Greco's technique for preparing to draw figures by arranging clay models.													
Explain why the techniques used by El Greco showed that he cared deeply about the finished piece of art despite the unusual appearance of the figures he painted.													
What does El Greco's famous painting The Adoration of the Shepherds depict?													
Describe the features of the painting.													
How does El Greco create the effect of an amazing event being witnessed?													
Create your own spiritual painting which uses similar effects to El Greco's painting The Adoration of the Shepherds in order to evoke feelings of wonder.													
What main effect did El Greco's style of art create?													
How did the way he depicted the human form help to achieve this effect?													
How did he use colours to achieve this effect?													

Topic specific vocabulary:

adoration	Mannerism	resonated	mystic	coarse	ecstatic	psychological
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Amazed by architecture

Pupils:													
Targets:													
Children can/know/explain/understand:													
List some famous architects and artists inspired by architecture.													
Why is the work of architects from ancient civilisations significant?													
How has studying architecture helped artists to develop their own talent?													
What did American artist Dan Rice say about the three forms of visual art?													
How can architecture trigger an emotion?													
Summarise examples of emotions that may be felt when looking at the architecture of a memorial and explain why you might feel this way.													
Give two reasons why a material might be selected for a building project.													
Choose different materials to build your own structure, thinking about how the material is both structurally and aesthetically suitable.													
Who was Canaletto and what was his link with London?													
What techniques did he use to paint buildings?													
Why did he choose not to sketch or do any underdrawing before painting?													
Create your own painting of a building using Canaletto's techniques as inspiration.													

Topic specific vocabulary:

skyscrapers	specialise	memorials	structural	aesthetic	crisp	underdrawing
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile

Art & Design: KS2 – Assessment tracker: Year 5 & 6

Topic: Artist spotlight: Zaha Hadid

Pupils:													
Targets:													
Children can/know/explain/understand:													
Why has Hadid's style influenced later architects?													
How did Hadid's designs lead to buildings that are considered dynamic and dramatic?													
Why was Hadid referred to as a 'starchitect'?													
Summarise the reasons why Hadid has been described as the 'queen of the curve'.													
How did Hadid draw her initial designs?													
What did some engineers think when they saw some of her initial designs?													
Explain why many of Hadid's designs might be considered to be futuristic.													
Copy Hadid's drawing technique to design a building with no overlap and sharp points at the corners.													
Summarise why the design of the London Aquatics Centre is particularly suitable for the purpose of the building.													
Why did Hadid believe architecture and emotion are linked?													
Why might some of Hadid's buildings cause people to feel nervous and uncertain?													
Copy Hadid's style by sketching a design for a building that might make people feel nervous about entering.													

Topic specific vocabulary:

posthumously	futuristic	compromised	angular	enhanced	generation	persistent	undulating	venture
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

abstract	acrylic	animation	ceramic	convey	enhance	expression	extend	fluent	frameworks
grasp	interpretation	lifelike	mimic	perspective	proportion	provoke	qualities	stability	tactile