

Town Farm Endpoint Document

What we want our pupils to know, understand and remember at the end of each year

Curriculum Subject: ART AND DESIGN

The Town Farm Art curriculum is built on the three domains of art knowledge:

Practical Knowledge
Theoretical Knowledge
Disciplinary Knowledge

PRACTICAL KNOWLEDGE 'Developing technical proficiency'	THEORETICAL KNOWLEDGE 'The cultural and contextual content that pupils learn about artists and artwork'	DISCIPLINARY KNOWLEDGE 'Thinking like an artist'	KEY VOCABULARY
EYFS Greg Botterill's Drawing Club – used to develop children's imaginative responses, fine motor skills and language.			
Know how: - To manipulate and use clay tools to develop form and texture. - To make observational drawings. - To draw themselves and people they know.	Know that: - To describe the similarities and differences between artworks. - There are similarities and differences between artworks and describe these.	Know how: - To select the appropriate brush and tool – e.g. small brush for a small surface area to paint. - To talk about what they have created and justify their choices.	- Work of Artists – Imagine That! - Animal Print Pattern – from different culture and the environment. - Yayoi Kusama: Making an Artwork Inspired by Yayoi Kusama Video Lesson

• To draw animals and imagined creatures. • To cut using scissors. • To stick using PVA glue. • To mix two primary colours together to create a new colour. • To use tools in different ways to create form and texture. • To use clay to create 3D artwork.	• Artwork has different textures and describe these. • People who create artwork are called artists. • Artwork can be 3-dimensional and is called 'sculpture'. To know that these artists are called sculptors. • There are well-known artists and talk about their artwork.		• Pattern, colour, mixing, primary colour, name primary colours. • Pattern, repeating pattern. • Artist, Sculptor • Same, similar, different • Textures: rough, smooth, soft, hard, bumpy, fluffy, sticky, silky, slippery, prickly
YEAR 1			
WHO WAS JOAN MIRÓ?			
JOAN MIRÓ Know how: • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To use symbols and shapes within their work	Know that: • Joan Miró was an artist, who made paintings and sculptures. • Use the language of art and design to talk about how Miró's work developed and changed over time, commenting on the different styles, materials	Know how: • To compare their own work to the work of their classmates, and the work of Joan Miró, by discussing similarities and differences in techniques, colours, shapes, materials, design, and subject matter.	• Joan Miró, painting, Magical Realism, realistic, colour, size, life, home, myself. • Surrealism, realistic, colour, size, line, straight, vertical, horizontal, diagonal, curved, wiggly, zigzag, spiral, dotted, shape, geometric, organic, irregular, symbol, harlequin, carnival, automatic drawing, pictorial language, dream, imagination.

- To use their imaginations to create drawings, paintings and sculptures. - To use materials and tools effectively, such as using sculpting tools to add detail to a sculpture.	used, and the use of colour and size.	To talk about the colours, shapes, and marks that they have used, and to identify at least one way in which their work is similar to Joan Miró's and one way in which it is different.	- colour, shape, geometric, organic, irregular, line, simple, bold, Livres d'Artiste, artist's books, printing, printmaking, woodcut, relief printing, objects, materials, illustration. - Sculpture, clay, Surrealist, Surrealism, bronze, metal, model, bright, colourful, combination, elements, design. - Miró, sculpture, Surrealist, materials, bronze, clay, slip, rolling, pulling, pinching, squeezing, tools, details, sculpting, holes, hollows, joining, techniques, monumental, exhibited. - Acrylic paint, details, sculpture, Surrealist, clay, tools, techniques, colour, bright.
HOW CAN WE MAKE A NATURE SCULPTURE?			
NATURE SCULPTURES Know how: - To make a clay model of a natural object. - To draw an observational drawing of a natural object.	Know that: Antony Goldsworthy is a British artist, who creates sculptures using natural materials.	Know how: To compare sculptures to the work of Andy Goldsworthy, noting similarities and differences	- Sculpture, statue, model, work, work of art, 3-D. - Natural, natural materials, nature. - Land art - Collage

• To make land art • To choose natural materials for a land art sculpture. • To choose how they want to arrange their sculpture • To use scissors safely and with increasing precision. • To cut and stick different materials to create a collage.	• Use the language of art and design to talk about Goldsworthy's work, commenting on the different styles, materials used, and the shapes, patterns and forms observed. • Natural art sculptures should not damage the environment and understand ways to ensure this does not happen.	• To discuss their work, including things that they like and things that they could improve.	
WHAT IS A PORTRAIT?			
PORTRAITS Know how: • To draw a self-portrait with key features evident. • To draw with an awareness of symmetry and proportion. • To use colours to portray emotions in a portrait, choosing warm colours to convey happiness and cold colours to convey sadness. • To cut and stick different materials to make a collage. • To use watercolours to create a background.	Know that: • Picasso was a famous artist who painted portraits. • Picasso's Blue Period was when he painted mostly in shades of blue. • There are differences between a realistic portrait and an abstract portrait. • Cubism is so-called because the items represented in the artworks look like they are made out of cubes and other geometrical shapes.	Know how: • To compare famous portraits with each other, noting similarities and differences in style, colour and medium. • To discuss their work, including things that they like and things that they could improve. • Colours can evoke emotions.	• Portrait, self-portrait, memorialize, subject, materials, realistic, detailed, features. • Warm colours, cold colours, emotions, compare, portrait, Picasso, Blue Period. • Collage, abstract, cubist, cubism, materials, realistic, features. • Watercolours, line drawing, watercolour wash, sweep, dab, background. • Line drawing, detail, movement, simple line, monochrome.

• To sweep watercolour paint across the page. • To dab the paintbrush on the page to create a pattern. • To draw a moving person from a photograph, using only lines. • To use straight or curved lines in drawing. • To use oil pastels to add bright colours to a repeated image. • To use unrealistic colours in a portrait.	• Paul Klee was a famous artist who used watercolours in his portraits. • A line drawing is created using only simple lines. • Andy Warhol made portraits of famous people and often used repeated images and bright colours.	• Pop Art, unrealistic, repeated image, pattern, oil pastels, portraits, famous, iconic.
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PRACTICAL KNOWLEDGE ‘Developing technical proficiency’	THEORETICAL KNOWLEDGE ‘The cultural and contextual content that pupils learn about artists and artwork’	DISCIPLINARY KNOWLEDGE ‘Thinking like an artist’	KEY VOCABULARY
YEAR 2			
HOW CAN WE MIX COLOURS?			
COLOUR CHAOS Know how: • To cut and stick different materials to make a collage. • Mix primary colours to create secondary and tertiary colours. • Mix colours to create tints and shades. • To mix colours to create warm and cool shades.	Know that: • Piet Mondrian was an abstract artist whose artwork uses mostly primary colours with black lines and white spaces. • Mark Rothko was an abstract artist whose artwork uses mostly mixed colours. • Paul Klee was an abstract artist whose artwork uses mostly tints of colours. • Jackson Pollock was an abstract artist who invented ‘Drip painting’. • Robert Delaunay was an abstract artist who used warm and cool colours. • Wassily Kandinsky was the first abstract artist to paint	Know how: • To talk about the that colours, shapes, and marks they have used, and to identify at least one way in which their work is similar to an artist’s and one way in which it is different. • Colours can evoke emotions.	• Primary colours, Piet Mondrian, abstract art. • Secondary colours, Mark Rothko. • Neutral colours, tints, Paul Klee. • Jackson Pollock. • Warm colours, cool colours, Robert Delaunay. • Wassily Kandinsky.

	just colours and shapes, not things. To talk about the colours, shapes, and marks that Mondrian, Rothko, Klee, Pollock, Delaunay and Kandinsky used in their artwork.		
WHO WAS LS LOWRY?			
LS LOWRY Know how: - To mix paint from Lowry colours. - To paint a seascape. - To make observations and draw simple buildings. - To draw simple matchstick figures. - To use perspective. - To use scissors safely and effectively	Know that: - Lowry was a British painter, famous for his industrial landscapes and matchstick figures. - Lowry often used pencil, charcoal and pen. - Lowry only used 5 colours in his paintings.	Know how: - To compare two of Lowry's paintings, noting similarities and differences in content, style, colour and medium. - Artists create perspective so that they can show things that are close and things that are far away. - To discuss their work, including things that they like and things that they could improve.	- LS Lowry, industrial, landscape, gallery, charcoal, pencil, paint, drawing, painting. - Perspective. - Factory, terraced houses. - Matchstick figures. - Collage.
LANDSCAPES AND CITYSCAPES Know how: To use colour, texture, pattern, line, shape, form, and space to create	Know that: Claude Monet was a French painter, famous for founding	Know how: To describe the work of at least two artists, identifying one similarity and one	Impressionism, Claude Monet, founder, garden, lily pond, outdoors, landscape, scene, light, seasons, bold brushstrokes, bright colours.

landscapes and cityscapes in a range of materials, drawing on their own experiences and imagination. • To create Impressionist painting in the style of Monet. • To create Post-Impressionist painting in the style of Van Gogh. • To create a Neo-Impressionist collage in the style of Metzinger.	the French Impressionist movement. • Monet used colours to capture changing light. • Van Gogh was a Dutch artist who was a Post-Impressionist painter. • Van Gogh's paintings are famous for his use of bright colours and bold brushstrokes in his work. • Van Gogh's painting style changed over time. • Jean Metzinger painted lots of landscapes, using large brushstrokes and vivid colours. • Metzinger was one of the founders of the 'Cubism' movement.	difference between their work. • To identify the types of brushstroke/ paint effects used in paintings. • To discuss their work, including things that they like and things that they could improve. • To choose colours for effect.	• Landscape, cityscape, building, pastels, colour, light, reflection, stormy, sunset, shape, sky, clouds, Impressionism, Etretat, Waterloo Bridge, Charing Cross Bridge, Houses of Parliament, smudge. • Vincent van Gogh, Post-Impressionist, artist, oil paint, bright, bold, brushstrokes, colours, style, light, acrylic paint, daytime, marks. • Neo-Impressionism, Jean Metzinger, painting, landscape, cityscape, brushstrokes, similarities, differences, colour, colourful, bright, vibrant, mosaic, style, squares.
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PRACTICAL KNOWLEDGE ‘Developing technical proficiency’	THEORETICAL KNOWLEDGE ‘The cultural and contextual content that pupils learn about artists and artwork’	DISCIPLINARY KNOWLEDGE ‘Thinking like an artist’	KEY VOCABULARY
YEAR 3			
WHO ARE FAMOUS EUROPEAN ARTISTS?			
EUROPEAN ART AND ARTISTS Know how: • To draw the features of a building, including windows and doors. • To produce a drawing that shows I have looked many times at the object. • To create a collage based on the works of Le Corbusier. • To use a rubber softly and heavily to make light and dark (tone) marks on their portrait.	Know that: • Ansem Kiefer is an artist who uses the themes of bombed, broken, ruined buildings that he saw as a child at the end of WWII. • Michaelangelo famously painted the ceiling of the Sistene Chapel. • Le Corbusier was a French architect whose design style changed as he became older. • Rembrandt was a Dutch painter famous for his emotive portraits. • Coco Chanel was a French fashion designer. • Salvador Dali was an enigmatic artist and performer.	Know how: • To use a sketchbook. • To look back at previous drawings and use them to influence their current work. • To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. • Use artistic vocabulary to describe what they observe.	• Decay, destruction, ruined, damaged. • Ceiling, Sistene Chapel, grind, plaster, Florence, fresco. • Rectangular, concrete, terrace, architect, 2D shape vocabulary. • Portrait, light, dark, tone, shadow. • Brim, peak, buckle, edging, trimmings and decorations. • Surrealist, moustache, props, events.

HOW CAN WE DRAW AND SCULPT A BODY?

BODIES

Know how:

- To produce an observational drawing.
- To use charcoal to show light and dark tone.
- To draw the details of a person carefully.
- To make a maquette.
- To make a 3D model in wire and clay.

Know that:

- Julian Opie is a British artist who draws simplified images of the human body.
- Henry Moore is a British artist, famous for his bronze body sculptures.
- A maquette is a model of something that will be made.
- Giacometti was a Swiss artist who created sculptures of the human form.
- Vivian Westwood is a British fashion designer.

Know how:

- To use a sketchbook.
- To look back at previous drawings and use them to influence their current work.
- To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc.
- Use artistic vocabulary to describe what they observe.

- Shape, outline, colour.
- Line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth
- Terracotta, army, China, maquette, outline.
- Shape, form, structure.
- Pleat, fold, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole, headband, fashion, designer.

HOW ARE PORTRAITS DIFFERENT TO ANCIENT EGYPTIAN FACES?

ANCIENT EGYPT

Know how:

- To produce observational drawings in pencil, charcoal and pen, adding detail.
- To use clay tools.
- To mix and select colours.

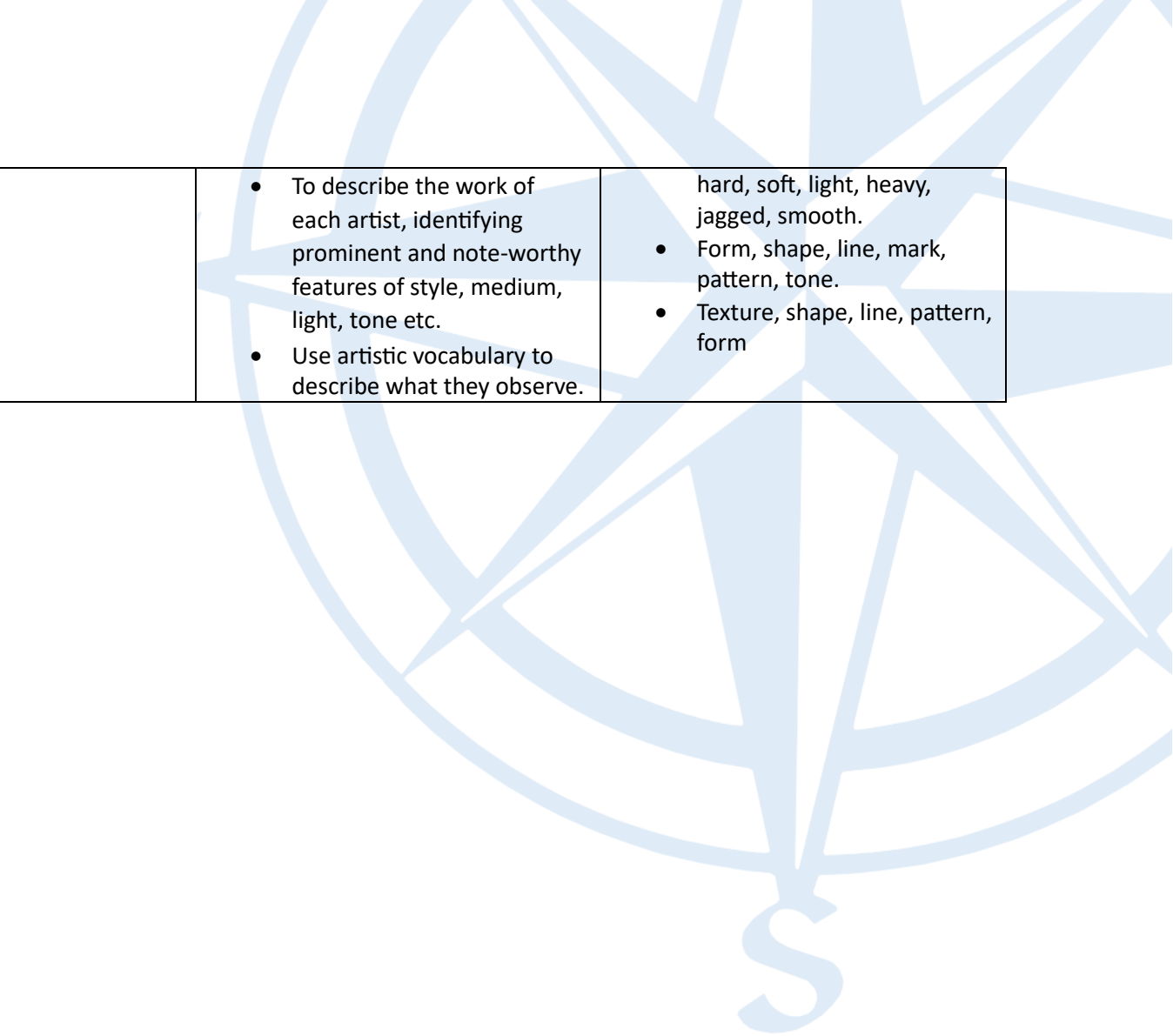
Know that:

- David Hockney is a British artist who produced portraits
- Leger
- Man Ray
- Egyptian art

Know how:

- To use a sketchbook.
- To look back at previous drawings and use them to influence their current work.

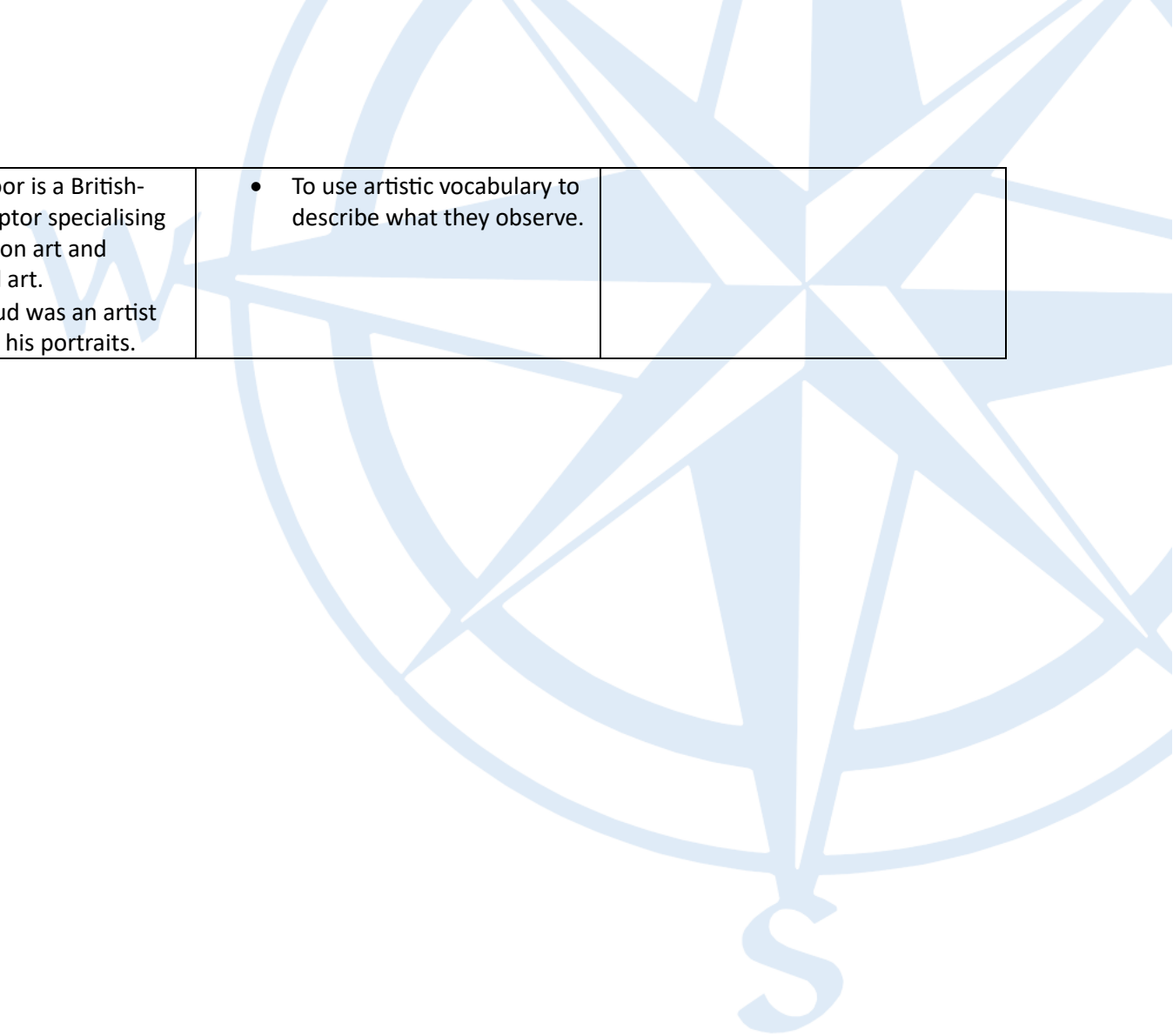
- Line, pattern, texture, form, eyelashes, nostrils, eyebrows, scars, freckles, piercings, hairs, wrinkles, blemishes, ears, creases, self-portrait
- Line, pattern, tone, smudge, blend, mark, self-portrait,



To make a 3D model using clay and papier-mâché.		- To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. - Use artistic vocabulary to describe what they observe.	hard, soft, light, heavy, jagged, smooth. - Form, shape, line, mark, pattern, tone. - Texture, shape, line, pattern, form
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PRACTICAL KNOWLEDGE 'Developing technical proficiency'	THEORETICAL KNOWLEDGE 'The cultural and contextual content that pupils learn about artists and artwork'	DISCIPLINARY KNOWLEDGE 'Thinking like an artist'	KEY VOCABULARY
YEAR 4			
HOW ARE INSECTS DEPICTED IN ART?			
INSECTS Know how: - To produce an observational drawing, showing that they have looked many times at the original. - To choose appropriate colours to represent an insect. - To make a 3D model of an insect using papier mâché.	Know that: Louise Bourgeois was an artist who was famous for her giant sculptures of spiders.	Know how: - To use a sketchbook. - To look back at previous drawings and use them to influence their current work. - To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. - To use artistic vocabulary to describe what they observe.	- Line, texture, pattern, form, thorax, abdomen, head, antennae, wings. - Shape, tone. - Colour
WHO LIVES IN THE RAINFOREST?			
DELIGHT Know how: To make observational drawing of leaves (Week 1)	Know that: The rainforest ecosystem works as a balance,	Know how: To apply formal elements such as line, shape, form,	Observational drawing, tracing, symmetry, perspective, layering, repetition, 3D modelling, curation.

and tracing techniques for birds (Week 2). - To creating dioramas (Week 3) and sculpting insects (Week 5) using recyclable materials. - To add detail, texture, and patterns to birds and insects (Weeks 4 and 5). - To present and curate their work for a final exhibition (Week 6).	including its layers, biodiversity, and the role of plants, birds, and insects. - It is important to protect rainforests and their influence on art and culture. - Rainforest animals use patterns and colours for survival, such as camouflage and attraction.	space, texture, colour, and pattern throughout the scheme. - Use sketchbooks to record, refine, and review ideas. - To use and understand technical terms, enabling them to critically evaluate and describe artwork.	- Canopy, understorey, emergent, biodiversity, ecosystem, conservation. - Texture, vibrant, contrast, adaptation, pattern, detail.
WHO ARE FAMOUS BRITISH ARTISTS?			
BRITISH ARTS AND ARTISTS Know how: - To draw illustrations which tell story. - Make a portrait. - Paint with colour - To paint a section of a Gainsborough painting that will become part of a whole Gainsborough image. - To create a version of a memory - To create an abstract painting using warm colours.	Know that: - Paula Rego is an artist who was famous for illustrator who tells stories through her pictures. - Thomas Gainsborough was an artist who was famous for his light-coloured traditional paintings. - Sonia Boyce is an artist who is famous for her paintings in bold patterns and bright colours. - Howard Hodgkin is an artist who creates abstract paintings in bright colours.	Know how: - To use a sketchbook. - To look back at previous drawings and use them to influence their current work. - To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. - To compare portraits by the same artist: Discuss the images, looking for similarities and differences	- Storytelling, Portugal, women, folk tales. - Light, colour, foreground, middle ground, background, Suffolk. - Pattern, Afro Caribbean, colour, memory. - Portrait, texture, colour. - Abstract, emotion, warm. - Shape, form, touch, taste, hear, see, smell, senses, sensory.



	• Anish Kapoor is a British-Indian sculptor specialising in installation art and conceptual art. • Lucien Freud was an artist famous for his portraits.	• To use artistic vocabulary to describe what they observe.	
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PRACTICAL KNOWLEDGE ‘Developing technical proficiency’	THEORETICAL KNOWLEDGE ‘The cultural and contextual content that pupils learn about artists and artwork’	DISCIPLINARY KNOWLEDGE ‘Thinking like an artist’	KEY VOCABULARY
YEAR 5			
HOW ARE BIRDS DEPICTED IN ART?			
WILDLIFE: BIRDS Know how: • To produce observational drawings using different media. • To draw patterns based on their own observations. • To apply a papier mâché technique. • To make textures in clay. • To make a 3D model.	Know that: • Brancusi was a Romanian artist whose sculptures reflect birds in flight. • Richard Sweeny is a British artist whose sculptures of animals are often made of paper.	Know how: • To use a sketchbook. • To look back at previous drawings and use them to influence their current work. • To make observations about different forms and compare shapes. • To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. • To use artistic vocabulary to describe what they observe.	• Line, Pattern, Texture, Form, Tone • Hard, soft, light, heavy, jagged, smooth
HOW ARE PLANTS AND FLOWERS DEPICTED IN ART?			

PLANTS AND FLOWERS Know how: • To produce an observational drawing, drawing details carefully. • To press hard and lightly to create different marks with a pencil • To use a hammer to create print effects • To create printing effects by choosing tools for effect. • To arrange patterns using different leaves. • To shape and join paper to resemble plants. • To use own drawings as ideas for sculptural work.	Know that: • Rousseau was a French artist famous for his colourful jungle paintings. • India Flint is an artist famous for creating environmentally-friendly fabric dyes. • Alexander Calder and David Oliveira were artists famous for wire sculptures.	Know how: • To use a sketchbook. • To look back at previous drawings and use them to influence their current work. • To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. • To compare portraits by the same artist: Discuss the images, looking for similarities and differences • To use artistic vocabulary to describe what they observe.	• Line, texture, pattern, form, structure, petal, flower, leaf, trunk, stem, bud, stamen, anthers, pollen. • Hard, soft, light, heavy, jagged, smooth • Hapa-Zome, hammering, pattern, shape, effect, colour, dye.
WHO ARE FAMOUS SOUTH AND CENTRAL AMERICAN ARTISTS?			
SOUTH AND CENTRAL AMERICAN ART Know how: • To sculpt clay. • To make a dream catcher. • To draw in colour. • To ink a collagraph evenly and make prints of it.	Know that: • Frida Khalo was a Mexican artist famous for her flamboyant style and her self-portraits. • Mondrian and Torres Garcia were artists who had a	Know how: • To use a sketchbook. • To look back at previous drawings and use them to influence their current work.	• Polio, self-portrait, tram, cast • Mondrian, grid, earthy, ancient, culture, Joaquin Torres Garcia • Dream catcher, murals, textiles, fantasy, wealthy, expelled, weave. • Mural, fresco, The Aztecs.

	similar painting style and used symbols in their work. • Leonora Carrington was a Mexican artist famous for her dream-like paintings. • Diego Rivera was a mural painter. • Beatriz Milhazes is a Brazilian collage artist and painter who uses very colourful materials to create pictures. • Carlos Paez Vilaro was a Uruguayan abstract artist.	• To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. • To compare the works of Mondrian to Torres Garcia: Discuss the images, looking for similarities and differences • To use artistic vocabulary to describe what they observe.	• Tropical, Brazil, clashing, texture, collagraph, overlap • Uruguay, Candombe, carnival, poverty, mural, ancient.
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PRACTICAL KNOWLEDGE ‘Developing technical proficiency’	THEORETICAL KNOWLEDGE ‘The cultural and contextual content that pupils learn about artists and artwork’	DISCIPLINARY KNOWLEDGE ‘Thinking like an artist’	KEY VOCABULARY
YEAR 6			
WHO ARE FAMOUS NORTH AMERICAN ARTISTS?			
NORTH AMERICAN ART Know how: • To draw a picture in the style of an artist. • To create a collage in the style of an artist. • To create a floor painting in the style of an artist. • To make a house using building blocks, showing some of the shapes of Frank Lloyd Wright architecture. • To create collage with photography in the style of an artist.	Know that: • John Singer Sargent was an artist famous for his full-length portraits. • Ansel Adams considered to be one of the greatest American photographers. He is famous for his incredible black and white images of the West of America, including Yosemite National Park in California. • Helen Frankenthaler was an abstract painter and printmaker. • Frank Lloyd Wright was an architect who believed in making buildings that fit in with their surroundings. • Jean-Michel Basquiat was an artist whose work was	Know how: • To use a sketchbook. • To look back at previous drawings and use them to influence their current work. • To make observations about different forms and compare shapes. • To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. • To use artistic vocabulary to describe what they observe.	• Portrait, oil painting, enormous. • Landscape, Yosemite, photographer, California, conservation. • Abstract, absorb, colour. • Skyscraper, architect, flamboyant, inspired, geometric • Gray’s Anatomy, graffiti, Hip Hop, Punk, athletes, prophets, warriors, policemen, musicians, kings, words, letters, numbers, pictograms, logos, map symbols, diagrams, skull • The Impressionists, private, wealthy, Degas.

	heavily influenced by graffiti. • Mary Cassatt was a painter and printmaker who is famous for making pictures of women's lives, and pictures of mothers with their children.		
HOW ARE FRUIT AND VEGETABLES DEPICTED IN ART?			
FRUIT AND VEGETABLES Know how: • To produce an observational drawing in charcoal. • To use different strokes to create different textures and effects. • To use observational skills to create a clay model. • To create colour images using pencil and paint based on close observational work. • To create a fabric image which are based on close observational work.	Know that: • Carl Warner is a British photo-landscape creator who uses fruit and vegetables. • Caravaggio was an Italian still-life painter whose works are famous for being ultra-realistic. • Michael Brennand-Wood is a British textile artist whose work features fruit and vegetables and plants.	Know how: • To use a sketchbook. • To look back at previous drawings and use them to influence their current work. • To describe the work of each artist, identifying prominent and note-worthy features of style, medium, light, tone etc. • To compare works by the same artist: Discuss the images, looking for similarities and differences • To use artistic vocabulary to describe what they observe.	• Line, pattern, tone, smudge, blend, mark, self-portrait, hard, soft, light, heavy, jagged, smooth. • Texture, shape, line, pattern, form. • Line, pattern, texture, form, shape, tone, structure, veins, seeds.

HOW ARE FISH DEPICTED IN ART?

FISH

Know how:

- To produce an observational drawing in pen and coloured pencils.
- To produce a print image which is based on close observational work.
- To produce a sculpture / lantern.

Know that:

- Hokusai was a Japanese painter who painted silks and woodblocks and is famous for his pictures of the sea.

Know how:

- To use a sketchbook.
- To look back at previous drawings and use them to influence their current work.
- To describe the work of the artist, identifying prominent and note-worthy features of style, medium, light, tone etc.
- To use artistic vocabulary to describe what they observe.

- Line, texture, pattern, form, shape.
- Shape, form, light, structure, lantern, parade.
- Japan, silk, wood block.