

Appendix 1 – Curriculum Coverage

Year Group	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
3	Rocks and soils – Geodes and Zentangles	William Morris – repetitive patterns	How to use a sketch book and selecting the right pencil – Observational Pointillism - Seurat	Cave paintings - Altamira caves	Sunflower inspired art(Use flowers from the ground) - Van Gough	Egyptian art? TBC Bridget Riley- Op art
Techniques / material used	Patterns texture and depth Watercolours, sand, pencils	Reflecting and repeating patterns Pencils, tracing paper, lino printing on wrapping paper.	Sketching- graded pencils Pointillism- poster paints	Chalk Charcoal Black paper	Paints, wax crayons, oil pastels, chalks and magazines for collage	Pens
4	Autumnal leaves- watercolours	Mosaics- Romans Still life fruit and veg picture for Harvest in Georgia O' Keefe style	Anthony Gormley – link to Iron man body sculptures		Michelangelo- experience painting the Sistine Chapel	Anglo Saxon Art – Illuminated letters (Lindisfarne) Stain glass windows
Techniques / material used	Water colours/ sketching/ collage	Mosaic tiles/ collage Oil pastels/ pencils, blending and shading	Sculpture- paper nets		Graded pencils and paints	Collaging with paper
5	Mayan Masks Diwali lamps	Space art – Peter Thorpe Imaginary planet	Kandinsky	Henri Rousseau's painting 'Surprise (Tropical storm with a tiger)'		Cezanne
Techniques / material used	Modroc- 3D modelling Clay- sculpture	Mark making using Oil pastels.	Mixing colours, creating concentric circles, 3D sculptures, painting using primary colours- Paints and paper	Collage		
6	Hokusai- The great wave Greek Tragedies		WWII art		David Hockney- iPad art (Brushes)	
Techniques / material used					iPad- Brushes	

Appendix 2 – Trainer sketch assessment

Annual Assessment: Spring half term **Task:** Observational drawing of a trainer using only a pencil.

Time allowed: 45 minutes.

Year group	Features	WB	WT	WA	WAB	WSA
Year 3	Line, tone and shade	Unrealistic 2D shape	Object is recognisable and beginning to show elements of texture.	Variety of marks selected to record observations with greater differences in tone (e.g. 3+ shades of light and dark lines).	Some use of sketching and beginning to shade (mostly same shade).	3D drawing beginning to show some detail.
Year 4	Line, tone, shade and texture	2D drawing with very little detail.	Texture has been created by adding some appropriate detail (e.g. cross-hatching).	Lines and marks to create tone.	Shading used to good effect (different shades to create depth).	3D effect with some detail.
Year 5	Line, tone, shade, texture and form	2D drawing with some detail	Texture has been created by showing different surfaces e.g. rough and smooth.	Curved lines of different tones to develop shape.	Technique of shading in different directions to create the illusion of form (3D effect)	3D drawing with some good detail. Shading used to create a 3D effect.
Year 6	Line, tone, shade, texture, form and perspective	2D drawing with some 3D elements.	Texture has been created by showing a variety of different surfaces e.g. bumpy.	Lines show depth of tone, shade and form with curved lines.	Shows a developing awareness of proportion, perspective and depth on a 2D surface.	3D drawing with excellent attention to detail. Very realistic.

*Remember to keep within year group and shade or tick only **one** box - ALL elements below assessment from all year groups **must** be achieved.*

WB: Working Below; **WT:** Working Towards; **WA:** Working At; **WAB:** Working Above; **WSA:** Working Significantly Above