

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Verbal response The same means something identical with or similar to another. (YR Sum)</p> <p>Different means not the same as each other. (YR Sum)</p>	<p>Painting A landscape is an area of land as you can see it, including all man-made and natural features.</p> <p>A seascape is a picture, painting or photograph showing a view of the sea.</p> <p>Verbal response An opinion is a view or judgement about something, that isn't based on facts or knowledge.</p> <p>Sculpture A sculpture is a 3D piece of art.</p>	<p>Painting Seascapes (Y2 Sum)</p> <p>Verbal response Opinion (2 Sum) - thinking about a particular artist and what they like or dislike about their work.</p> <p>Opinion (Y3) – thinking about likes and dislikes about their own work.</p>
Disciplinary knowledge	<p>Verbal response I can explain what is the same and different about two paintings. (YR Sum)</p>	<p>Painting I can create a seascape by mixing the correct colours in the style of an artist, such as Hokusai or Katie Wyatt.</p> <p>Verbal response I can give my opinion about a seascape that has been created by an artist.</p> <p>Sculpture I can create a sculpture using recyclable materials, in the style of artist Michelle Reader.</p>	<p>Painting I can use bold colours to create a piece of Pop Art. (Y2 Aut)</p> <p>Verbal response I can give an opinion about a seascape, saying what I like or dislike about it and why. (Y2 Sum)</p> <p>I can say what I like or dislike about a piece of work I have created. (Y3)</p>

Culture and Diversity - which helps pupils to develop enquiring minds about the wider world.

Artists from different countries, genders and periods of time are focused on within art.

Artists: Hokusai, Japan (1760 – 1849); William Turner, United Kingdom (1755 – 1851); Claude Monet, France (1840 – 1926); Winslow Homer, America (1836 – 1910); Ivan Aivazovsky, Russia (1817 – 1900); Katie Wyatt, United Kingdom (1974 – present); LS Lowry, United Kingdom (1887 – 1976); Michelle Reader (1975 – present)

Environment and Community - which helps to instil in our pupils a respect for our environment and for our local and wider communities.

Children are taught how to use different materials without creating waste and damage for the environment. Recycled materials are also reused within art.

Eco: focus on how seascapes have changed over time due to the impact of plastic pollution. Focus on a sculpture artist who uses recyclable resources to produce artwork to demonstrate how items can be reused. Children can use plastic to create different sculptures.

Creative arts and physical development - which helps our pupils to express themselves and excel as holistic learners.

Children are able to express themselves in art. They can take ideas from artists and each other to produce work in their own style. Children are also able to work as a team, creating large scale pieces of art in the outdoor environment.

Physical development: An opportunity for children to develop their writing within art.

Learning to learn – which helps pupils to concentrate and focus and build resilience as learners.

Artistic knowledge and skills are often used as a mindfulness strategy and is something children can learn to use independently. Development of mark making will also support their writing and drawing, which can be used in all areas of the curriculum.

Across the curriculum: History – artists are added to the classroom timeline and children explore what time period was like when the artists were alive and how that has influenced their work. Oracy – children can use 'because' to provide a reason for their opinion, as practised in oracy sessions.

Books: The Great Wave: A Children's Book Inspired by Hokusai