

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Painting What is a landscape/seascape? (Y1 Sum; Y2 Spr) What is an opinion? (Y1 Sum)</p> <p>Sculpture A sculpture is a 3D piece of art.</p> <p>Verbal response Talking about artwork – what is the same or different. Same means something identical or similar to another. Different means not the same as each other. (YR Sum)</p>	<p>Painting A seascape is a picture, painting or photograph showing a view of the sea.</p> <p>Sculpture A sculpture is the action of making a 3D statue by modelling when using clay.</p> <p>Clay is a stiff, sticky material that can be moulded into different shapes.</p> <p>Verbal response An opinion is a view or judgement about something, that isn't based on facts or knowledge.</p>	<p>Sculpture Modelling with clay requires special tools and moisture, so that the clay does not dry out. (Y3 Sum)</p> <p>Coiling is a technique using round, snake-like strips of clay, wound around on top of one another to form bowls or other hollow shapes. (Y3 Sum)</p>
Disciplinary knowledge	<p>Verbal response I can give my opinion about a seascape that has been created by an artist. (Y1 Sum)</p> <p>Sculpture I can create a sculpture using recyclable materials, in the style of artist Michelle Reader.</p>	<p>Verbal response I can give an opinion about a seascape, saying what I like or dislike about it and why.</p> <p>Sculpture I can join two pieces of clay together using slip as 'glue' or by scoring and can mould it into different shapes.</p>	<p>Sculpture I can join clay properly using simple modelling tools. (Y3 Aut)</p> <p>I can use long, thin pieces of clay to make a bowl by placing them on top of each other and then smoothing them together with my fingers. (Y3 Sum)</p> <p>Verbal response I can talk about a piece of work I have created and explain why I like it. (Y3 Aut/Spr/Sum)</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: Kurt Jackson, United Kingdom (1961 – present); Antony Gormley, United Kingdom (1950 – present); Pierre-Auguste Renoire, France (1841 – 1919);

Joaquin Sorolla, Spain (1863 – 1923); Peder Severin Kroyer, Norway (1851 – 1909)

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 seashores and seascapes have changed over time, due to climate change and plastic pollution. Demonstrate this using different pieces of art over time.

Community: Trip to Weston-Super-Mare – the children could create a seascape while on the beach or take photographs to create one when back in school.

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 together.

Physical development: Using fine motor skills and control to join two pieces of clay together and to mould it into different shapes.

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: Oracy – to provide an opinion and an explanation to support it, using 'because'.

Books: Stone Girl, Bone Girl: The Story of Mary Anning by Laurence Anholt – to collect more ideas for seascapes in a different style.