



# Art and Design Curriculum

## EYFS – Year 6

The primary intent for our curriculum

- Children enjoy and appreciate art and design as more than 'background wallpaper' – and from a range of artists and media
- Children know that art is a way to express themselves and creativity
- Children know that they do not have to be a fantastic drawer or painter to be good at art and appreciate other's artwork
- Children will willingly try and create drawings, sculptures and paintings with enjoyment
- Children will be able to select from a range of media in order to create the artwork which they have planned
- Know the key knowledge identified in each unit, so that they have a firm knowledge base by the end of primary school.

The primary intent for our EYFS curriculum.

- To become 'Curiously Creative' by embedding their skills, techniques and knowledge of experiences and artists to represent and complete their dreams.
- To become a little 'Musical Mover' to be able to perform a story, song, poem, rap or rhyme to an audience.
- To be able to discern many instruments, listen attentively to the sounds they make, to talk about music and express their feelings and responses to what they can hear.

## Art and Design Curriculum

	Autumn	Spring	Summer	ELGs
Nursery	<ul style="list-style-type: none"> <li>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>-Explore colour and colour mixing.</li> <li>-Use drawing to represent ideas like movement or loud noises.</li> <li>- Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>	<ul style="list-style-type: none"> <li>-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>-Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>	<ul style="list-style-type: none"> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>-Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	
Reception	<ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li>   <li>-Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>-Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	<p><u>Creating with materials</u>            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used;</li> </ul>

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	Transition	Autumn	Spring	Summer
Year 1	<b>Artist Study:</b> Van Gogh	<b>Beside the Seaside</b> Colour mixing Painting technique	<b>Toy Box</b> Collage	<b>At the Palace</b> Clay
Year 1/2 cycle B	<b>Artist Study:</b> Piet Modarin		<b>London's burning:</b> Artist study, Marianne Mitchell Use of colour	<b>Rolling over the ocean:</b> Collage
Year 3	<b>Artist Study:</b> Giuseppe Arcimboldo		<b>Tremors:</b> Experimenting with colour	<b>The Boy King:</b> Clay, pencil technique
Year 4	<b>Artist study:</b> Andy Warhol	<b>Out in the Wilds:</b> Shade, tone, natural materials.	<b>Out of Africa:</b> Pencil work, range of materials	<b>Rotten Romans:</b> Colour, materials, texture
Year 5	<b>Artist study:</b> Picasso	<b>WWII:</b> Artist study(Henry Moore) Combining techniques and styles		<b>Meet the Greeks:</b> Clay Perspective drawing
Year 5/6 Cycle B	<b>Artist study:</b> Monet	<b>Shaking All Over:</b> Artist and architect study (William Morris) Drawing techniques	<b>Tomorrow's World:</b> Pointillism Styles, different mediums	<b>Land of the rising sun:</b> Weaving Different styles
				<b>Kenya:</b> Drawing
				<b>Rivers and Rainforests:</b> Collage, artist study Henri Rousseau
				<b>1066:</b> Sketchbook work, abstract representations

Art and Design Curriculum

Nursery	Autumn	Cycle 1 – We’re going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper’s Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To complete Autumn art collage  To explore colour mixing with poster paint  To explore and learn printing skills  To draw a person  To introduce observational drawing and draw what they see.		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Collage Stick Cut Mix Paint Colour names of primary colours (red, blue and yellow) Print Draw Observe/Look Imagine Create

Art and Design Curriculum

Nursery	Spring	Cycle 1 – The Gingerbread Man, Kitchen disco, Cleversticks, Sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To make imaginative small worlds with a full range of resources eg a forest, a farmyard, under the sea, a bathroom/kitchen</p> <p>To develop observational drawing</p> <p>To paint or draw Chinese symbols</p> <p>To draw story characters with a face and beginning to add detail</p> <p>To draw a person</p> <p>To make a 3D model</p> <p>To colour mix using powder paint both indoors and outdoors</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Paint</p> <p>Draw</p> <p>Mix</p> <p>Build</p> <p>Stick</p> <p>Detail</p> <p>Colour names of secondary colours (green, orange, purple etc)</p> <p>Imagine</p> <p>Create</p> <p>Observe/Look</p> <p>Symbol</p> <p>3D</p> <p>Model</p>

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Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To paint a person showing a range of emotions</p> <p>To freely create with a wide range of materials, experiment with texture and shape</p> <p>To use mod roc and/or clay to make 2D and 3D models</p> <p>To develop observational drawing</p> <p>To draw a person</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Paint</p> <p>Draw</p> <p>Mix</p> <p>Build</p> <p>Stick</p> <p>Detail</p> <p>Colour names of secondary colours (green, orange, purple etc)</p> <p>Imagine</p> <p>Create</p> <p>Observe/Look</p> <p>Symbol</p> <p>3D</p> <p>Model</p>

## Art and Design Curriculum

Reception	Autumn	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To draw a picture of themselves.		Open ended questioning to prompt deeper discussion. I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Sketch
To draw a worm.			Print
To use potatoes to print.			Create
To use art straws to create a skeleton.			Colour
			Cut
		Stick	Glue
			Scissors
			Pattern
			Straight
			Wavy

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, Little Red Hen, Zog	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To go on a colour hunt.		Open ended questioning to prompt deeper discussion. I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Colour
To explore colour mixing in a variety of ways. Link with Kandinsky and 'Mixed' book.			Mixing
To make stained glass windows with overlapping colours.			Kandinsky
To use imaginations to create finger prints.			Printing
To paint castles.			Stained glass
			Overlapping
			Layers
			Press
			Paint
			Paintbrush
		Palette	Easel
		pot	Apron
			Paper
			Size
			Observing

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Reception	Summer	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard, commotion in the ocean.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>Animal paintings – exploring making colours lighter and darker.</p> <p>To create a collaborative under the sea collage.</p> <p>To create an egg carton ocean habitat.</p>		<p>Open ended questioning to prompt deeper discussion.</p> <p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Colour</p> <p>Lighter</p> <p>Darker</p> <p>Light</p> <p>Dark</p> <p>Mix</p> <p>Shade</p> <p>Collage</p> <p>Cut</p> <p>Stick</p> <p>Glue</p> <p>materials</p> <p>Texture</p> <p>Dry</p>



## Art and Design Curriculum

Colour mixing, painting technique		Topic: Beside the Seaside	Term: Autumn 1	Year: 1
<p><b>Foundations of previous learning:</b>  <u>Physical Development – Fine motor skills</u>                      Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  <u>Expressive art and Design - Creating with Materials</u>                      Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;                      - Share their creations, explaining the process they have used.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To use a range of materials creatively to design and make products.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Begin to collect ideas in sketchbooks. Hold a large paintbrush correctly. Make marks using paint with a variety of tools. Consider consistency when applying paint. To know how to mix primary colours to make secondary colours. Finger print, sponge print and block print to form patterns, experiment with amounts of paint and develop control. Share colour charts to compare variations of the same colour. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel	To experiment using a range of materials to create different effects To use paint brush correctly using different strokes of create different effects To understand the effect of having too much paint on a paint brush To know the primary and secondary colours.	Primary Secondary Sketch Paint brush Paint Mixing Strokes Paper Colour mixing Pattern Line Prints	
	Assessment of Skills	Assessment of Knowledge		
	Finger print, sponge print and block print to form patterns, experiment with amounts of paint and develop control. Mix primary colours to make secondary colours.	I know that primary colours are red, blue and yellow. I know how to hold a paintbrush and use it correctly to create different strokes.		

## Art and Design Curriculum

Collage		Topic: Toy Box	Term: Spring 2	Year: 1
<p><b>Foundations of previous learning:</b>  <u>Physical Development – Fine motor skills</u>                      Use a range of small tools, including scissors, paint brushes and cutlery;  <u>Expressive art and Design - Creating with Materials</u>                      Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;                      - Share their creations, explaining the process they have used.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Begin to collect ideas in sketch books Work from observations and known objects. Make marks using paint with a variety of tools Consider consistency when applying paint Develop collages based on simple drawing, using papers and other materials. Investigate a range of textures through rubbings. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel	To explore a range of collages from different artists To know the methods used to create a collage To know the effect of using different materials in a collage	Blend Mix Observational Effect Chalks Pastels Crayons Line Form Space Pattern Colour Sketch Texture Rubbings Texture Patterns	
	Assessment of Skills	Assessment of Knowledge		
	Make marks using paint with a variety of tools Use observations to create a collage Develop their collage using drawing, papers and other materials Investigate a range of textures through rubbings Use different tools to create their collage	I know that a collage is a collection of different images stuck down on one piece of paper. I know how to use scissors correctly.		

## Art and Design Curriculum

Clay	Topic: At the Palace	Term: Summer 2	Year 1
<p><b>Foundations of previous learning:</b></p> <p><u>Physical Development – Fine motor skills</u></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <p><u>Expressive art and Design - Creating with Materials</u></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <p><u>Understanding the World - The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Begin to collect ideas in sketch books</p> <p>Work from observations and known objects</p> <p>Investigate clay – pinching, rolling, twisting, scratching and coiling and add detail and texture using tools</p>	<p>To draw a range of landmarks from observations.</p> <p>To use clay to create a model of a famous London Landmark.</p> <p>To pinch, roll, twist, scratch and add detail and texture using tools.</p>	<p>Clay</p> <p>Pinch</p> <p>Roll</p> <p>Twist</p> <p>Scratch</p> <p>Coil</p> <p>Model</p> <p>Mould</p> <p>Observation</p> <p>Tools</p> <p>Paint</p> <p>Sketch</p> <p>Draw</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>To show their ideas in sketch books</p> <p>To experiment with clay</p> <p>To use observations to create their landmark</p>	<p>I know how to look at a picture of a building and try and draw it myself.</p> <p>I know how to pinch, twist, roll and scratch clay.</p>	

## Art and Design Curriculum

Artist study (Marianne Mitchell), use of colour	Topic: London's Burning	Term: Autumn 2	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>  <u>Physical Development – Fine motor skills</u>                      Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  <u>Expressive art and Design - Creating with Materials</u>                      Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;                      - Share their creations, explaining the process they have used.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught:  To use a range of materials creatively to design and make products To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, describing the differences and similarities and making links to their own work.	Use imagination to form simple images from given starting points or a description. Describe the work of artwork of artists. Collect natural materials to create a temporary collage (an autumn tree/ the school.) Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Explore the relationship between mood and colour. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces.	To learn about Marianne Mitchell and her work. To understand colour is an attribute of objects that results from the light they reflect. Colour is all around us in nature and the man-made world. To learn to use tone. Understand tone refers to the graduation between light and dark. To know how to make a tone lighter or darker using black and white. To use tone to create atmosphere and mood.	Sketchbook Material Task Artwork Artist Collage Tearing Cutting Layering Effect Shade Primary Secondary Colour Washes
	Assessment of Skills	Assessment of Knowledge	
	Explore the relationship between mood and colour  Create and experiment with shades of colour and name some of these	Marianne Mitchell was an artist who explored colour. Adding white/black paint can change the shade of a colour.	

## Art and Design Curriculum

Collage		Topic: Rolling over the Ocean	Term: Spring 2	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>  <u>Physical Development – Fine motor skills</u>            Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  <u>Expressive art and Design - Creating with Materials</u>            Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;            - Share their creations, explaining the process they have used.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To use a range of materials creatively to design and make products  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Work with a wide range of materials Use imagination to form simple images from a given starting point or a description Begin to form own 3D pieces Collect natural materials to create a temporary collage Develop tearing, cutting and layering paper to create different effects Create and experiment with shades of colour and name some of these Develop an understanding of 2D and 3D in terms of artwork – painting and sculpture Look at sculptures and try to recreate them using everyday objects/materials	To know how to use different materials to make collages. To know how to overlap different textures and materials. To combine different shades of a colour for effect. To know how materials can be re used for a given purpose. To describe what they think or feel about their own and others' work. To explore ideas about collage and use natural and made materials to communicate ideas and meanings in their own images.	Environment Overlapping Sticking Arranging Sculpture Collage Sculpture Circle Hot Cold Sort Select	Stripes Texture Rough Spiky Like Dislike Shiny Dull Rough Smooth Font Capital Develop
	Assessment of Skills	Assessment of Knowledge		
	Develop tearing, cutting and layering paper to create different effects  Look at sculptures and try to recreate them using everyday objects/materials	I have used... because.... (talk about why they used different materials and textures) I like my... because...		

## Art and Design Curriculum

Drawing	Topic: Kenya	Term: Summer 2	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>  <u>Physical Development – Fine motor skills</u>                      Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  <u>Expressive art and Design - Creating with Materials</u>                      Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;                      - Share their creations, explaining the process they have used.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught:  To use a range of materials creatively to design and make products To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, describing the differences and similarities and making links to their own work.	Use imagination to form simple images from given starting points or a description. Work with a wide range of materials. Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Begin to control lines to create simple drawings from observations. Draw on smaller and larger scales. Begin to add detail to line drawings. Colour within the line.	To use a wash to create a background. To use simple lines to create an image of an African animal. To add detail to a drawing using lines.	Sketchbook Material Task Artwork Shade Primary Secondary Colour Washes Control  Background Mood Colour Lines Observations Scale Smaller Larger Detail
	Assessment of Skills	Assessment of Knowledge	
	Begin to add detail to line drawings  Begin to control lines to create simple drawings from observations	A wash is a background of paint and water. I improved my artwork by...	

## Art and Design Curriculum

Experimenting with colour		Topic: Tremors	Term: Autumn 2	Year: 3
<p><b>Foundations of previous learning:</b>            Year 3 children will have created and experimented with shades of colour and be able to name some of these.            Year 4 children will have mixed and matched colours to create palettes to match images.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Mix and match colours (create palettes to match images). Experiment with water colour exploring intensity of colour to develop shades Develop in confidence when adding greater detail and texture to 3D work	To know that when volcanoes erupt the lava is a variety of colours associated with the warm colour palette To know what happens when a volcano erupts and how this can be shown using colour To know that volcanoes are a natural landform with a variety of shapes and colours To know that the type of eruption depends on the type of volcano and this affects the explosion	Mix Water colours Match Texture Shade Surface Artwork Creation Natural Layer Warm Cool Complimentary	
	Assessment of Skills	Assessment of Knowledge		
	Mix and match colours creating palettes to match images Develop in confidence when adding greater detail and texture to 3D work	I have chosen these colours because _____. I know to use bright colours to represent the lava. I know that not all natural landforms look the same so I have chosen to draw my volcano in this shape because _____.		

## Art and Design Curriculum

Clay, Pencil technique		Topic: The Boy King	Term: Spring 2	Year: 3
<p><b>Foundations of previous learning:</b>                      Year 3 children will have developed an understanding of 2D and 3D across painting and sculpture and will have explored the relationship between mood and colour.                      Year 4 children will have experimented with a wider range of materials and will have begun to discuss artistic/visual vocabulary.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Use sketchbooks to record drawings from observation.                      Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).                      Mix and match colours (create palettes to match images).                      Use sketchbooks to record drawings from observations.                      Experiment with a wider range of materials.                      Explore complementary and opposing colours in creating patterns.                      Develop in confidence when adding greater detail and texture to 3D work                      To draw from different perspectives.                      Begin to use artistic/visual vocabulary to discuss work.</p>	<p>To know that scarab beetles are an important form of ancient art.</p> <p>To know how to join clay using the slip and score method.</p> <p>To know that different grades of pencils create different tones.</p>	<p>Adding                      Detail                      Smoothing                      Rubbing                      Clay                      Slip                      Score                      Tool                      Realism                      Intensity                      Grade                      Ancient                      Tones                      Perspective                      Colour                      Pattern</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>To draw from different perspectives.                      Begin to use artistic/visual vocabulary to discuss work.</p>	<p>I joined my clay together using the slip and score method.                      You can create different tones with pencil by using different grades of pencils or layering and using different pencil techniques such as shading, cross-hatching and stippling.</p>		



## Art and Design Curriculum

Collage, Artist study Henri Rousseau		Topic: Rainforests and Rivers	Term: Summer 2	Year: 3
<p><b>Foundations of previous learning:</b>            Year 3 children will have looked at collecting natural materials to create a collage and using paper to create different effects.            Year 4 children will have experimented with a variety of ways to record ideas.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Develop in confidence when adding greater detail and texture to 3D work</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Add a collage to a painted, printed or drawn background to represent the colours and textures associated with the rainforest</p>	<p>To mix textures (rough and smooth, plain and patterned)</p> <p>To know how to use a range of media to create collages</p> <p>To know how to use different techniques, colours and textures when designing and making pieces of work</p> <p>To know the impact of using ceramic mosaic materials and techniques when creating a collage</p> <p>To know how to design an image and use collage to build from initial ideas (creation of layers)</p> <p>To know about Henri Rousseau</p>	<p>Textures</p> <p>Rough</p> <p>Smooth</p> <p>Shiny</p> <p>Transparent</p> <p>Adhesive</p> <p>Overlap</p> <p>Overlay</p> <p>Pattern</p> <p>Shape</p> <p>Collage</p> <p>Henri Rousseau</p> <p>Layers</p> <p>Background</p> <p>Foreground</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Experiment with a wider range of materials</p> <p>To use a range of different techniques for collage in different parts of a piece of artwork</p>	<p>The materials I used to create a collage are _____ because _____.</p> <p>I have used different collage techniques such as cutting, tearing, folding, and layering to create my collage.</p> <p>The colour that I associate with the rainforest is _____ because_____</p>		

## Art and Design Curriculum

Shade, tone, natural materials. , Artist study Roy Harper		Topic: Out in the Wilds	Term: Autumn 1	Year 4
<p><b>Foundations of previous learning:</b>                      Year 3 children will have created and experimented with shades of colour and be able to name some of these.                      Year 4 children will have mixed and matched colours to create palettes to match images.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Develop the range of work recorded in sketch books</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Lighten and darken tones using black and white</p> <p>Experiment with water colour exploring intensity of colour to develop shades</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p>	<p>I know how to mix watercolours to create different tones and shades.</p> <p>I know that some colours are natural and can be mixed to create new colours.</p> <p>I know a range of techniques to improve my drawing skills.</p> <p>I know that different brushes are used for different techniques.</p> <p>I know about Roy Harper (the green man)</p>	<p>Observation</p> <p>Shading</p> <p>Line drawing</p> <p>Detail</p> <p>Sketch</p> <p>Nature</p> <p>Natural resources</p> <p>Manmade</p> <p>Mix</p> <p>Water colours</p> <p>Natural materials</p> <p>Texture</p> <p>Shade</p> <p>Artwork</p> <p>Creation</p> <p>Natural</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Experiment with water colour exploring intensity of colour to develop shades</p> <p>Begin to suggest improvements to own work</p>	<p>I know how to create different tones and shades of colour by mixing watercolours.</p> <p>I know how to improve my drawing skills by using a range of sketch and line drawing skills.</p>		

## Art and Design Curriculum

Pencil work, range of materials		Topic: Out of Africa	Term: Spring 1	Year 4
<b>Foundations of previous learning:</b> Year 3 children will have looked at sculpture and experimented with recreating them using everyday objects. Year 4 children will have experimented with a variety of ways to record ideas.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Develop the range of work recorded in sketch books Experiment with different tones using graded pencils Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Present work in a variety of ways	To know that a range of materials can be used to create an African mask.  To know that different graded pencils create different tones.  To know that I can record and collect ideas for my art work using an iPad.  To know that I can represent my work in a variety of ways.	African mask Traditional Range Materials Graded pencils Tones Record Collect Represent Variety	
	Assessment of Skills	Assessment of Knowledge		
	Develop the range of work recorded in sketch books. Present work in a variety of ways.	I know which materials I want to use to create my product and can explain why. I know that I can use different graded pencils to create different tones.		

## Art and Design Curriculum

Roman shields: Colour, materials, texture		Topic: Rotten Romans	Term: Summer 1	Year: 4
<p><b>Foundations of previous learning:</b>            Year 3 children will have developed an understanding of 2D and 3D across painting and sculpture and will have explored the relationship between mood and colour.            Year 4 children will build upon their use of artistic and visual vocabulary to discuss work and will use the knowledge of complementary and opposing colours to create pattern.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Develop the range of work recorded in sketch books Use a variety of brushes and experiment with ways of marking with them Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Present work in a variety of ways To draw on a range of scales To experiment with different tones using graded pencils	To know that Roman Shields had decorative elements. To know that Roman Shields need to be symmetrical. To know that Roman Shields only use two colours. To know that different materials create different effects. To know that different materials can add detail and texture.	Roman shield Decorative Elements Symmetrical Colour Material Effect Detail Texture	
	Assessment of Skills	Assessment of Knowledge		
	Experiment with different tones using graded pencils Develop artistic/visual vocabulary to discuss work	The key features of a Roman shield are decorative elements, the use of two colours and they need to be symmetrical. To use cardboard and different materials to re-create my Roman shield and add detail and texture using different materials.		

## Art and Design Curriculum

Artist study (Henry Moore), Combining techniques and styles		Topic: WWII	Term: Autumn 1	Year: 5
<b>Foundations of previous learning:</b> Children will have used a variety of medias and tools to create artwork and will be developing in their ability to suggest improvements to their own work.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  About great artists, architects and designers in history.	Select and develop ideas confidently, using suitable materials confidently. Improve quality of sketchbook with mixed media work and annotations. Select own images and starting points for work. Begin to explore possibilities, using and combining different styles and techniques. Use the work of artists to replicate ideas or inspire own work.	I know who Henry Moore is and how he links to WW2. I can use different shades of pencils to create different tones and lines. I know how to blend, smudge and use lines to emphasise specific areas.	Shade Tone Line Henry Moore Blending Smudging Cross hatching	
	Assessment of Skills	Assessment of Knowledge		
	Use the work of artists to replicate ideas or inspire own work Begin to explore possibilities by using and combining different styles and techniques	Henry Moore is an artist who created sketches of the London Underground during World War II. I know how to blend, smudge and use lines to emphasise specific areas.		

## Art and Design Curriculum

<b>Clay, perspective drawing</b>		<b>Topic: Ancient Greeks</b>	<b>Term: Spring 2</b>	<b>Year: 5</b>
<b>Foundations of previous learning:</b> Children will have experimented with a wider range of materials and will have developed in confidence when adding detail to 3D work.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Introduce perspective fore, back and middle ground, investigating proportions Investigate ways of joining clay Use the work of artists to replicate ideas or inspire own work	To appreciate Ancient Greek art To understand how artwork can help historians. To be able to design a pot inspired by Greek pottery. To know what foreground and background are.	Clay Slip Coil Join  Perspective Foreground Background Middle ground proportion	
	Assessment of Skills	Assessment of Knowledge		
	Introduce perspective fore, back and middle ground, investigating proportions Investigate ways of joining clay	I know how to use clay to create a coil pot. I know how to show that objects in the distance are smaller than those in the foreground.		

## Art and Design Curriculum

<b>Sketchbook work, abstract representations</b>		<b>Topic: 1066</b>	<b>Term: Summer 2</b>	<b>Year: 5</b>
<b>Foundations of previous learning:</b> Children will have developed their range of work recorded in sketch books and will have developed their range of artistic/visual vocabulary to discuss artwork.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use first hand observations and different viewpoints to develop more abstract representations Improve the quality of sketchbook work with mixed media and annotations Select and develop ideas confidently selecting suitable materials	I know how to sketch different representations I can improve my sketchbook sketches. I know the different medias I could use.	Sketch Observation Improve Pencil Viewpoint Representation quality	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Use first hand observations and different viewpoints to develop more abstract representations Improve the quality of sketchbook work with mixed media and annotations	I know how to sketch different representations of nature. I can act on advice to improve my sketchbook sketches.		

## Art and Design Curriculum

Architect study (William Morris), Drawing techniques		Topic: Shaking all over	Term: Autumn 1	Year: 5/6 Cycle B
<b>Foundations of previous learning:</b> Children will have experienced studying different styles and artists, using a variety of medias, creating and experimenting with their own work based around the style of an artist				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  About great artists, architects and designers in history.	Experiment with different tones using graded pencils to create shading, stippling and cross-hatching effects Include increased detail within work. Draw detailed portraits with life-like features Create repeated patterns to produce William Morris inspired artwork. Draw still-life pictures with increasing concentration on the specific features of the composition Investigate different styles of art	William Morris was a designer who had a profound effect on architecture by designing and building 'The Red House.' A portrait should show an awareness of proportion. The light on a portrait affects the shade. Apply different amounts of pressure on a pencil will cause different shades. Identify William Morris work by understanding his signature style Understand the techniques used in an artist's work.	Architect William Morris Design Structure cross-hatching stippling Sketch Shade Light Detail Proportion Spacing Portrait Artist Repetition Flora Pattern Sketching Design Symmetry Nature	
	Assessment of Skills	Assessment of Knowledge		
	Experiment with different tones using graded pencils to create shading, stippling and cross-hatching effects Create repeated patterns to produce William Morris inspired artwork.	William Morris was a designer who had a profound effect on architecture. I know how to create and use a sample image and recreate it to form a pattern.		



## Art and Design Curriculum

<b>Styles, different mediums</b>		<b>Topic: Tomorrow's world</b>	<b>Term: Spring 1</b>	<b>Year: 5/6 Cycle B</b>
<b>Foundations of previous learning:</b> Children will have improved the quality of their work in sketchbooks and will be able to develop ideas further with increased confidence.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Investigate different styles of art Include increased detail within work Use a range of variety of mediums to create art work in different styles	To investigate the style of pointillism, identifying the features of pointillism work. To know how to use charcoal to create different effects in their art work.	Pointillism Seurat Watercolour Charcoal Preliminary sketching Effect Evaluate	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Include increased detail within work Investigate different styles of art	I know that pointillism is a technique of painting in which small, distinct dots of colour are applied in patterns to form an image.  I know how to use the style of pointillism within my own work.		

## Art and Design Curriculum

<b>Weaving, different styles</b>		<b>Topic: Land of the rising sun</b>	<b>Term: Summer 1</b>	<b>Year: 5/6 Cycle B</b>
<b>Foundations of previous learning:</b> Children will have experienced using first hand observations and different viewpoints to develop representations that are more abstract.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Weave using paintings as a stimulus Investigate different styles of art Use a range of variety of mediums to create artwork in different styles Include increased detail within work. Create work on a larger scale as a group	Weave using paintings as a stimulus Investigate different styles of art Use a range of variety of mediums to create art work in different styles I know how to weave using wool. I can use different mediums in art to create different styles of work.	Weave Stimulus Wool Loom Frame Wrap	
	Assessment of Skills	Assessment of Knowledge		
	Weave using paintings as a stimulus Use a range of variety of mediums to create artwork in different styles	I know how to weave using wool. I know how to tie off my weaving to create my final product.		

## Subject content

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.