

Art & Design	ADVENT	LENT	PENTECOST
Year 1	Portraits	Sculpture	Seascapes Artist Study
	<p>Van Gogh, Lichtenstein To identify the structure of the human face and head through drawing and painting. Colour theory knowledge</p>	<p>Caro, Kapoor, Hepworth, Giacometti Create 2D and 3D forms from rigid and pliable materials- clay, paper and wire. Cutting and fixing skills</p>	<p>Wallis, Turner Will learn features of a seascape using paint and drawing techniques. Include the horizon when creating a seascape in the style of great artists.</p>
YEAR 2	Still Life Artist Study	African Art	Landscapes
	<p>Matisse, Caulfield To use colour, line and shading for observations. Use paint and collage to explore composition.</p>	<p>Edward Tingatinga Will explore colour and pattern in traditional African art using paint, print, weaving skills and textiles</p>	<p>Van Gogh, Monet, Klee To use horizon and perspective through paint and collage skills to create work inspired by artists</p>
YEAR 3	Renaissance art and icons	Japanese art Artist study	20 th century artists

	<p>Leonardo Da Vinci, Michelangelo Will use paint styles to explore religious art and icons. Anatomical drawing and symbols in diptychs and triptychs.</p>	<p>Katsushika Hokusai The Great Wave off Kanagawa To learn paint skills in colour wash and tints. Use printing to create art- mono and relief prints.</p>	<p>Picasso, Bridget Riley, An introduction to Cubism and abstract Op art styles. Explore monochrome and geometric art styles through paint and collage.</p>
Year 4	Roman Art	South American traditional prints and patterns	Egyptian Art Artist study
	<p>Elisabeth Frink Architecture, Sculpture, Fresco. Clay, mosaics, paint and drawing skills. Will create own art by understanding the Roman art links to 21st century.</p>	<p>Romero Britto, Fernando Llort art style. Will learn that traditional folk colours and pattern can be made through paint, print and collage techniques.</p>	<p>Ala Awaad contemporary mural artist. Will use paint, prints and patterns that tell a story of Ancient Egyptian pyramid tombs and artefacts, cartouche & hieroglyphs</p>
YEAR 5	World War 2	Rainforest Artist Study	Rural and Urban Landscapes

	<p>Nash, Moore, Hepworth. Propaganda posters. Will explore the work of war artists and how they portrayed people and places in art.</p>	<p>Rousseau To use drawing and paint skills to explore mark making, colour wash, tones and shades in the style of Rousseau.</p>	<p>Hockney, Lowry , Constable Will learn Urban & Rural features of famous artists. School views using a viewfinder</p>
YEAR 6	Islamic Art	Mountains Artist Study	Brit Pop 20 th century art
	<p>To explore Islamic influences in religion, architecture and calligraphy using symmetry and traditional geometric patterns and colours.</p>	<p>Cezanne- impressionist art styles in his series of landscapes. Will use tints, tones and shades to create light effects in a landscape.</p>	<p>Hundertwasser, Hamilton and Blake. To use mixed media to create abstract and Pop art style art.</p>

Art and design Programmes of study

Key Stage 1

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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.

Progression of Skills

	Drawing Skills & techniques	Painting	3 D	Collage	Printing	Textiles
EYFS						
YEAR 1	<p>Can make marks, signs and symbols on a variety of papers using a variety of tools and media offered. Will work expressively using marks, lines and curves.</p> <p>Can hold drawing tools correctly to make marks from memory and observation.</p> <p>Explores and experiments shades and pattern with pencils, pastels and charcoal.</p> <p>Uses line to represent objects from memory or imagination in an expressive way.</p>	<p>Can select and use different brushes to explore and make different thicknesses using wet and dry paint techniques.</p> <p>Can spread and apply paint to make a background using wide brushes and other tools.</p> <p>Can investigate mark making using thick brushes, sponge brushes for new effects.</p> <p>Is able to mix own paint to a suitable consistency.</p>	<p>Can handle and manipulate rigid and pliable materials such as clay card and found objects to represent something known and familiar or from imagination.</p> <p>Can model in pliable materials to create basic shapes and forms-bodies/heads and add surface features/ texture.</p> <p>Can respond to sculptures and craft artists to help them create their own work.</p>	<p>Can select a variety of man made and natural materials considering colour, shape and texture.</p> <p>Can select, sort and change materials by cutting and tearing, then combining with mark making and colour to represent an idea.</p> <p>Can use suitable glues, paste and tapes to join a variety of materials.</p>	<p>Can apply colour to a shape or surface to explore printing making single or repeat prints. Using hands, feet, shapes, found or made objects.</p> <p>Can monoprint by marking onto a surface or back of a paper on an inked surface by exploring lines and tones using tools or pressure.</p> <p>Can explore repeat printing patterns using colour and shape</p>	<p>Can select and use a variety of man made and natural materials, e.g. threads, cottons, wool, raffia, paper and natural fibres for a simple task.</p> <p>Can sort and select by colour, line, shape and texture to make and shape fabric and threads for a given task. To secure by glues or simple stitches.</p>

<p>YEAR 2</p>	<p>Can draw carefully from observation, recording shapes and making marks with some care. Uses line and tone to represent things seen, remembered or observed. Can make quick line and shape drawings from observation adding light/dark colours and shades. Begin to use a sketchbook to record what they see, new processes and techniques and develop new ideas and skills.</p>	<p>Can investigate, experiment, mix and apply colour for a purpose- real life, ideas and convey mood. Can apply different paint consistencies and colour, applying paint to suggest a place, time or season. Can select and use primary or secondary colours. Can use warm or cool colour paints.</p>	<p>Can feel, recognise and control surface texture by experimenting with tools on pliable and rigid surfaces. Can use clay to construct a pinch pot or tile adding surface texture, smoothing and joining clay with care. Can use rigid and flexible reclaimed materials to create 3D work using a variety of fixing and joining techniques.</p>	<p>Can sort and use materials by specific qualities, e.g. colour, shape, warm, rigid, flexible and texture. Can select materials for a given task and explore ideas for surface decoration through colour and textures. Can use paste and glues to select and place cut and torn shapes onto a selected surface.</p>	<p>Can take rubbings from textures exploring a variety of surfaces. Can repeat a pattern at random or within a grid using blocks or shapes of their own. Can explore and create patterns and textures with found and made objects both flexible and rigid- sponges, leaves, wood and press print.</p>	<p>Can collect, deconstruct and recycle fabrics and threads for new work. Can cut threads and fabrics, then join by stitching with help. To decorate or embellish with beads, buttons and adhesive. Can weave on a simple loom with paper, threads and fabrics.</p>
<p>YEAR 3</p>	<p>Explores shading using different media to achieve a range of light and dark tones, black and white. Draws familiar things from different viewpoints and combines images to create new ones. Will investigate and experiment with mark making to make drawings that convey meaning. Can use and</p>	<p>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. Can represent things observed, remembered or imagined using colour selecting suitable paint and brushes. Can explore the effect on paint of</p>	<p>Can create textured surfaces using rigid and pliable materials, natural and manmade, using a variety of tools safely. Can construct a structure in 3D before covering the surface in a pliable material, clay, paper mache, to make a form.</p>	<p>Can improve skills of overlapping and overlaying to place objects in front and behind- occlusion. Can experiment with creating mood, feeling and movement adding areas of interest using different media, colour and texture.</p>	<p>Can explore lines, marks and tones through mono printing on a variety of coloured papers to create an image. Can explore colour mixing through printing using two coloured inks a roller and a stencil/ pressprint.</p>	<p>Can weave paper and found materials to represent an image, e.g. a landscape, pattern or texture. Can create a simple loom from found or given materials. Can sort flexible fabric materials to weave onto a 3D</p>

	<p>manipulate a range of drawing tools with control and dexterity from teacher advice, finishing to a high standard.</p> <p>Can draw lines with care, when taking a dot for a walk, learning about scale or perspective.</p> <p>Can use a sketchbook to develop a design over a few stages.</p>	<p>adding water, glue, sand, salt, sawdust and use this is a painting.</p> <p>Can organise their own working area and tidy away.</p>	<p>Can design and make a 3D form as a maquette for a larger imagined piece, selecting suitable materials.</p>	<p>Can interpret stories, music, poems and famous art work by using different media, colour and texture.</p>	<p>Can cut a simple stencil and use this for making printed shapes.</p>	<p>form, God's Eye.</p> <p>Can change the colour or fabric and threads by using natural stain- tea, onion, leaves.</p>
<p>YEAR 4</p>	<p>Uses line, tone, shape and mark making with care to represent things from observation or memory.</p> <p>Uses drawing to design and arrange ideas to compose and plan drawings, paintings or prints.</p> <p>Uses a sketch book to plan and develop ideas, gathering evidence for a creative task.</p> <p>Can use a viewfinder to select a view of an image or view and record in detail what is in the frame.</p> <p>Can make quick studies from</p>	<p>Has knowledge of a colour wheel.</p> <p>Can mix and use primary and secondary colours with the addition of black and white for tones, tints and hues.</p> <p>Can create a painting from designs and research of an artist to show an idea or and emotion.</p> <p>Introduces different types of brushes for specific tasks.</p> <p>Can organise their own working area by setting out and tidying</p>	<p>Can identify and assemble found materials to make a new form, covering with Modroc or paper mache.</p> <p>Can scale a design up to a larger scale and work as part of a group to create a human scale structure or form.</p> <p>Can create a functional form in clay to include a rolled , hand shaped and textured process.</p>	<p>Can fold and cut multiple shapes with scissors and arrange/stick them on a surface for a purpose.</p> <p>Can use the natural and urban environment as a starting point as a stimulus for a mixed media task to create meaning.</p> <p>Can make an abstract or observational textured image from found or given materials.</p>	<p>Can explore images and recreate texture in a Collograph print using , flat and corrugated card, string and pressprint.</p> <p>Can design a complex pattern made up from two or more motifs and print a tiled sequence/ pattern.</p> <p>Can compare own design and pattern making with that of an artist or designer or a familiar</p>	<p>Can use fabric crayons or dye to stain fabric for a task, ironing to make a permanent stain.</p> <p>Can print on fabric using a monoprint block or stencil.</p> <p>Can attach different embellishments, beads, buttons, lace by using straight stitch, running or cross stitch</p> <p>Can explain the difference</p>

	<p>observation to record action or movement with some accuracy. Can draw with coloured media to show description and expression, representing ideas and feeling from observation or imagination.</p>	<p>away.</p>			<p>pattern.</p> <p>Can explain the printed image as a reverse of the print pad, and how some images are not suitable.</p>	<p>between a pin and a needle .</p>
YEAR 5	<p>Can select, use and manipulate a range of drawing tools, showing some mastery of control and dexterity to accurately represent from observation. Can select a view and use a viewfinder to record what is in the frame and create several drawings as visual evidence for a future task. Can develop quick studies from observation recording action and movement, adding greater detail/accuracy later. Can convey tonal qualities in a drawing showing mark making to represent light and dark form. Has used a grid to</p>	<p>Can mix a range of paints using analogue, harmonic and complimentary colours.</p> <p>Can select from different methods to apply colour using a variety of tools and techniques to show mood and emotion.</p> <p>Can use own studies gathered from observation of artists work to help plan their own design using appropriate paint techniques</p> <p>Can organise their own working area by selecting appropriate equipment and</p>	<p>Can explore how an object can be used as a starting point for 3D work with a focus on form, shape, pattern, texture or colour.</p> <p>Can recreate 2D images into 3D looking at a specific area- landscape, figure or animal focusing on form or texture.</p> <p>Can recognise sculpture of the local area and that of famous sculptures using traditional or recycled materials.</p>	<p>Can select and use appropriate cutting tools and adhesives with care to achieve a given outcome/ task.</p> <p>Can embellish a surface using a variety of techniques including drawing, painting, printing with 2D and 3D elements.</p>	<p>Can make connections between own work and patterns in their environment, both natural and manmade,- e.g. curtains, wallpaper, water</p> <p>Can recreate images through relief printing using card and mark making to show line, shape, texture and tone.</p> <p>Can explore colour mixing through printing using two coloured inks, a roller and stencil or press print.</p>	<p>Can select and use contrasting colours and textures in stitching and weaving.</p> <p>Can show an awareness of the natural environment through colour matching and observation of seasonal colours.</p> <p>Can show some confidence in threading a needle and pinning fabrics together. Knows that the start and end of sewing must be secure.</p>

	<p>accurately enlarge a drawing. Builds up drawings and images of whole or part items using various techniques , from card, paper, texture, found items, torn and cut materials</p>	<p>tidying away.</p>				
YEAR 6	<p>Selects appropriate media and techniques to achieve a specific outcome. Plans and completes drawings in a sketchbook to plan a painting, print or 3D work. Can annotate a work of art to record ideas and emotions using this to add drawing and design ideas for future work. Can express their ideas and observations responding to advice from others to improve areas of their design. Can show mastery of using charcoal, pastels and oil pastels to create light and dark and textures. Can use a grid to accurately enlarge a drawing and apply a</p>	<p>Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes and applying paint in layers. Can plan/paint symbols, forms, shapes and composition when exploring art and artists from other cultures. Can show the effect of light and colour, texture and tone on different surfaces. Can use poster, powder and acrylic paints of different consistencies and apply from thick to a colour wash.</p>	<p>Can study 3D work from a variety of styles and cultures to develop their ideas and response to their own and sculptors work. Can make imaginative use of their own ideas to use tools, techniques and media to create their own work .</p>	<p>Can select and use found and recycled materials with other art media and adhesives to assemble and represent a surface or object, e.g. land or water Can embellish decoratively using more layers of found and given materials to create more complex and detailed work.</p>	<p>Can set up own printing area using coloured inks, a roller and stencil or press print and tidy away. Can recreate a scene and detail, from observation, memory or imagination through texture printing or a Collagraph. Can design repeat prints inspired by artists or other cultures. By making one image and using a computer to multiply the image by copying and rotating.</p>	<p>Can control stitching using various needles and threads to produce more complex patterns on different fabrics. Can show some independence in threading a needle and pinning fabrics together. Is able to start and end sewing securely with a knot. Knows what a seam allowance is. Can use plaiting, pinning, stapling, stitching and sewing to decorate and make an image or</p>

	suitable finish.					artefact. Can dye fabrics by painting, printing, dipping or tie-dye techniques to control and create a fabric image.
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