

Art and Design Curriculum Intent Year Overview

Curriculum Intent Statement:

The teaching of Art and Design should engage, inspire and challenge pupils to embrace and develop their creativity. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design based upon a rich and thorough knowledge of artists that influenced our lives today, as well as the knowledge of the skills and techniques they used.

Teaching will be of a high quality and will include technical demonstrations of techniques and relevant artist links. Children will learn about great artists, craft makers and designers. They will also begin to understand the historical and cultural development of different art forms. This knowledge will be used to help inspire their designs, and sketchbooks will show a clear development of ideas and skills throughout the years based on different topics. Children will become proficient over the years in drawing, painting, 3D sculpture, print making and textile related crafts. They will develop techniques in using colour, pattern, texture, line, shape, form and space.

Within Key Stage 2 they will improve their mastery of these techniques and develop a more rigorous understanding of Art and Design. Children will also be able to critically evaluate and analyse their own, others' and important artists' work, using technical vocabulary and aspirations that they have, for high quality outcomes. This will include looking at similarities, differences, techniques used and suggesting possible improvements. The Primary Art and Design Curriculum will provide children with the relevant knowledge and skills required for the subject at KS3 and will instil within them a love of Art and creativity, which they will use throughout their lives.

Year	Topic	Knowledge	Skills	Outcomes
RA	All About Me	<ul style="list-style-type: none"> ➤ Hold a pencil and paint brush correctly. ➤ Name red, blue and yellow as the primary colours. ➤ Know that the primary colours can be mixed to create other colours. ➤ Apply the correct amount of paint. ➤ Clean brushes after each colour and know when to change the 	<ul style="list-style-type: none"> ➤ Begin to use representation through drawing to communicate ideas. ➤ Use lines to enclose a space and then begin to use shapes to represent objects. ➤ Use and begin to control a range of media including fingers, pens, pencils and coloured chinks on different surfaces. ➤ Explore colour and how colour can be changed. 	<p>Art work will take place through daily Continuous Provision following book themes and interests of the children within the setting.</p> <p>Outcomes may include:</p> <ul style="list-style-type: none"> ➤ Self-portraits using pencil/paint with or without a mirror. ➤ Playdough models e.g. food, animals. ➤ Rubbings e.g. leaf or bark rubbings and objects with various textures. ➤ Printing using natural and man-made

		<p>water.</p> <ul style="list-style-type: none"> ➤ Realise tools can be used for a purpose. <p>Key Vocabulary: Primary colours, drawing, painting, rubbings, prints, stencil, constructs.</p>	<ul style="list-style-type: none"> ➤ Use various construction materials and experiment with malleable materials e.g. playdough. ➤ Begin to be interested in and describe the texture of things. ➤ Use available resources to create props to support role play. 	<p>materials.</p> <ul style="list-style-type: none"> ➤ Cards and pictures at various points in the year. ➤ Collage pictures.
RSP	The World	<ul style="list-style-type: none"> ➤ Hold a pencil and paint brush correctly. ➤ Know that the primary colours can be mixed to create other colours. ➤ Apply the correct amount of paint. ➤ Clean brushes after each colour and know when to change the water. ➤ Realise tools can be used for a purpose. ➤ Understand that different media can be combined to create new effects. ➤ Begin to select appropriate resources and techniques for a task. <p>Key Vocabulary: Mix, print, construct, clay, texture, junk modelling.</p>	<ul style="list-style-type: none"> ➤ Begin to use representation through drawing to communicate ideas. ➤ Use lines to enclose a space and then begin to use shapes to represent objects. ➤ Use and begin to control a range of media. ➤ Explore colour and how colour can be changed. ➤ Experiment to create different textures. ➤ Manipulate materials to achieve a planned effect. ➤ Construct with purpose in mind, using a variety of resources. 	<p>Art work will take place through daily Continuous Provision following book themes and interests of the children within the setting. Outcomes may include:</p> <ul style="list-style-type: none"> ➤ Playdough and clay models. ➤ Junk modelling and props to support role play. ➤ Rubbings of objects with various textures and sand drawings. ➤ Printing using natural and man-made materials. ➤ Cards and pictures at various points in the year. ➤ Collage pictures.
RS	Pirates	<ul style="list-style-type: none"> ➤ Hold a pencil and paint brush correctly. ➤ Know that the primary colours can be mixed to create other 	<ul style="list-style-type: none"> ➤ Represent and communicate ideas through drawing. ➤ Use lines to enclose a space and then shapes to represent objects. 	<p>Art work will take place through daily Continuous Provision following book themes and interests of the children within the setting. Outcomes may include:</p>

		<p>colours.</p> <ul style="list-style-type: none"> ➤ Apply the correct amount of paint. ➤ Clean brushes after each colour and know when to change the water. ➤ Understand that different media can be combined to create new effects. ➤ Select appropriate resources, techniques and tools for a task. <p>Key Vocabulary: Experiment, texture, construct, fabric, decorate.</p>	<ul style="list-style-type: none"> ➤ Use and begin to control a range of media. ➤ Explore colour, experimenting with how it can be changed and choosing particular colours for a purpose. ➤ Experiment to create different textures. ➤ Manipulate materials to achieve a planned effect. ➤ Construct with purpose in mind, using a variety of resources. 	<ul style="list-style-type: none"> ➤ Playdough and clay models. ➤ Junk modelling and props to support role play. ➤ Printing using natural and man-made materials. ➤ Cards and pictures at various points in the year. ➤ Collage pictures. ➤ Decorating a piece of fabric. ➤ Artist study.
1A1	Animals Antics	<ul style="list-style-type: none"> ➤ Recognise and name the primary and secondary colours. ➤ Mix a range of secondary colours, moving towards predicting resulting colours ➤ Select the appropriate thickness of paintbrushes needed. ➤ Use tools and equipment safely and in the correct way. ➤ Know the names of the materials, tools, techniques and the formal elements (colours, shapes etc) that they use. <p>Key Vocabulary: Sketch, observe, shade, thickness, pattern, texture, blend, primary, secondary, indent.</p>	<p>Painting</p> <ul style="list-style-type: none"> ➤ Experiment with a variety of media, different brush sizes and tools. ➤ Begin to control the types of marks made with a range of media. ➤ Explore lightening and darkening paint with white and black. ➤ Paint on different surfaces. ➤ Use thick and thin brushes ➤ Mix primary colours to make secondary ➤ Name the primary colours ➤ Mix the correct consistency ➤ Explore different applicators e.g. sponges/flat brushes etc. (or link with spring term printing) <p>Collage</p> <ul style="list-style-type: none"> ➤ Cut out and arrange different materials. 	<p>Painting</p> <ul style="list-style-type: none"> ➤ Painted colour wheel/magic finger sums, created by mixing the primary colours to form the secondary colours. ➤ Using the knowledge of colour mixing children will experiment using different tools e.g. sponges and paint brushes. <p>Collage</p> <ul style="list-style-type: none"> ➤ See DT – arrange fruit salad in the style of Guieseppe Archimboldo

		<p><u>Understanding and Reviewing of Significant Artists Work</u></p> <p>-Understand the techniques that Guiseppe Arcimboldo used in his art work.</p> <p>- know who Guiseppe Arcimboldo is, where he came from and when he lived</p> <p>-To know and name some examples of his art</p>		
1A2		<ul style="list-style-type: none"> ➤ Know that adding pressure to the pencil makes the shading darker. ➤ Know that adding less pressure to the pencil makes the shading lighter. ➤ Understand that sketches should be completed lightly first. <p>Key Vocabulary: Shade, light, dark, texture, line, shape, tone, pattern, bright, bold.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ➤ Experiment with a variety of media: pencil, chalk and charcoal. ➤ Draw from observation. ➤ Draw lines of different sizes and thickness ➤ Begin to produce different patterns and textures. ➤ Draw lines of different sizes and thicknesses to show different tones 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ➤ Experimentation with creating different marks with pencil, chalk and charcoal. ➤ Experimentation with creating different pencil patterns, thickness and textures. ➤ Animal sketch completed in pencil from observation ➤ Drawing of animal using a range of media (pencil, chalk and charcoal) <p>Work of Gary Hodges (pencil artist)</p>
1SP1	Once Upon A Story	<ul style="list-style-type: none"> ➤ Know how to thread a needle ➤ Know what a running stitch is <p>Key Vocabulary: repeated pattern, running stitch, thread, needle, textiles, texture</p> <p><u>Understanding and Reviewing of Significant Artists Work</u></p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> ➤ Begin to identify different forms of textiles. ➤ Begin to identify different types and textures of fabric and materials for collage. ➤ Decorate a piece of fabric. ➤ Thread a needle and attempt stitching. <p><u>Collage</u></p> <ul style="list-style-type: none"> ➤ Cut out and arrange different materials. 	<p><u>Textiles –</u></p> <ul style="list-style-type: none"> ➤ Practice threading a needle and experiment creating a running stitch ➤ Using the skill of collage design a pattern you can imitate again for your final piece (inspired by Janet Bolton) ➤ Experiment with skills the design to decorate a small piece of fabric ➤ Using the skills learnt create a small sock puppet that can be use for story time during

		<ul style="list-style-type: none"> ➤ To know a little about Janet Bolton ➤ Understand the techniques that Janet Bolton used in her art work. 		provision
1 Sp2		DT focus - Design and make a moving picture for a book. (see DT knowledge and skills)		
1S1	Here, Now and the Past and Present	<p>Sculpture –</p> <ul style="list-style-type: none"> • To know that a sculptor is. • To know how a sculptor manipulates malleable materials to create an end product. • Know what a sculpture is and name some examples of sculptures. <p>Painting</p> <ul style="list-style-type: none"> ➤ Mix a range of secondary colours, moving towards predicting resulting colours ➤ Recognise and name the primary and secondary colours. ➤ Select the appropriate thickness of paintbrushes needed. ➤ Use tools and equipment safely and in the correct way. ➤ Know the names of the materials, tools, techniques and the formal elements (colours, shapes, tones etc) that they use. 	<p>Sculpture – (using salt dough) – Miro</p> <ul style="list-style-type: none"> ➤ Use tools and equipment safely and in the correct way. ➤ Experiment with a variety of malleable material such as clay, papier Mache and salt dough. ➤ Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ➤ Impress and apply simple decoration techniques, including painting. <p>Painting</p> <ul style="list-style-type: none"> ➤ Experiment with a variety of media, different brush sizes and tools. ➤ Begin to control the types of marks made with a range of media. ➤ Explore lightening and darkening paint with white and black. 	<p>Sculpture – (using salt dough) – Miro</p> <ul style="list-style-type: none"> -design a sculpture inspired by Miro by creating a collage -Create a sculpture inspired by Miro -Paint the sculpture -evaluate the sculpture

		<p>Key Vocabulary: sculpture, clay, malleable, pinching, kneading.</p> <p>Understanding and Reviewing of Significant Artists Work</p> <ul style="list-style-type: none"> ➤ Understand the techniques that Miro used in his art work. ➤ Know who Miro is, where he is from and the period of time he lived in. 		
1S2		DT focus - Design and make a playground/playground equipment considering materials and purpose. (see DT knowledge and skills)		
2A1	Fire and Ice	<p>Painting</p> <ul style="list-style-type: none"> ➤ Recognise, name and know how to mix the primary and secondary colours. ➤ Begin to name and mix the tertiary colours. ➤ Select the appropriate sized 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media. ➤ Investigate tone by drawing light/dark lines, shapes and patterns. ➤ Explore different pencil gradients. ➤ Experiment with blending. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Experimentation with creating different tones using various pencil gradients. ➤ Pencil sketches of London buildings from before the great fire, with tonal shading. ➤ Exploration of the silhouette animation work by Lottie Reiniger.

		<p>paintbrushes or tools for the work.</p> <ul style="list-style-type: none"> ➤ Know and be able to talk about the materials, tools, techniques and processes they have used. <p>Key Vocabulary: Thickness, gradients, shading, tones, layer, silhouette, tertiary colours</p> <p>Understanding and Reviewing of Significant Artists Work</p> <ul style="list-style-type: none"> ➤ Understand how Lottie Reiniger created silhouette animations. 	<p>Painting</p> <ul style="list-style-type: none"> ➤ Begin to control the types of marks made with a range of media and painting techniques. ➤ Begin to mix colour shades and tones. <p>Evaluating and Developing See KS1 Art and Design Skills and Knowledge overview.</p>	<ul style="list-style-type: none"> ➤ Cut out silhouettes of London buildings (use black paper). <p>Painting</p> <ul style="list-style-type: none"> ➤ Painted colour wheel created by mixing (include primary, secondary and tertiary colours). ➤ Painted fire background with silhouettes of buildings glued on. Chalk and charcoal used to add some smoke. ➤ Evaluation of final piece.
2A2		➤ KS1 DT knowledge focus	KS1 DT skills focus	➤ KS1 DT outcome
2SP1	Life Down Under	<p>Painting</p> <ul style="list-style-type: none"> ➤ Recognise, name and know how to mix the primary and secondary colours. ➤ Begin to name and mix the tertiary colours. ➤ Select the appropriate sized paintbrushes or tools for the work. ➤ Know and be able to talk about the materials, tools, techniques and processes they have used. <p>Key Vocabulary: Aboriginal Art, dot designs, tonal shading, boomerang, mould, smooth, Pointillism.</p> <p>See KS1 Art and Design Skills and</p>	<p>Painting</p> <ul style="list-style-type: none"> ➤ Begin to control the types of marks made with a range of media and painting techniques. ➤ Begin to mix colour shades and tones. ➤ Use different tools to create different patterns. <p>Evaluating and Developing See KS1 Art and Design Skills and Knowledge overview.</p>	<p>Painting</p> <ul style="list-style-type: none"> ➤ Explore aboriginal art and talking about what children like and dislike. ➤ Experiment with tools to get the same dot effect e.g. end of paint brushes ➤ Create their own representation of aboriginal artwork ➤ Look at the work of George Seurat and begin to look at pointillism ➤ Using their skills and knowledge from experimentation – create their own Paul Signac inspired art work ➤ Evaluation of final piece <p>Sketchbook Expectations See KS1 Art and Design Skills and Knowledge overview.</p>

		<p>Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand how Aboriginal Art is created, what techniques have been used and what influences the designs. ➤ Understand how George Seurat created his paintings. 		
2sp2		➤ KS1 DT knowledge focus	KS1 DT skills focus	➤ KS1 DT outcome

<p>2S1</p>	<p>Amazing Inventors</p>	<p>Printing</p> <ul style="list-style-type: none"> ➤ Know how to create a polystyrene tile print. ➤ Know and be able to talk about the materials, tools, techniques and processes they have used. <p>Key Vocabulary: Observational, sketch, tonal shading, collage, Cubism, Abstract shapes, print, sew.</p> <p>See KS1 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand how Fernand Leger created 'The Mechanical Pieces' and what influenced him. ➤ Know what Cubism is. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media. ➤ Investigate tone by drawing light/dark lines, shapes and patterns. ➤ Explore different pencil gradients. <p>Printing</p> <ul style="list-style-type: none"> ➤ Print simple pictures using a variety of materials. ➤ Use a range of printing techniques including rolling, rubbing and stamping. ➤ Create impressed poly prints. ➤ Begin to produce a clean printed image. ➤ Create a repeating pattern. <ul style="list-style-type: none"> ➤ Select appropriate sized paintbrushes or tools for the work. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Exploration of 'The Mechanical Pieces' by Fernand Leger and Picasso the shapes used in Cubism. ➤ 1st hand observational pencil sketches of tools, focusing on tonal shading. ➤ Sketched piece of simple tools with a Cubism style background. ➤ Sketched ideas for a simple print combing a tool and the Cubism style of angular shapes. <p>Printing</p> <ul style="list-style-type: none"> ➤ Design drawn and indented onto a polystyrene tile. ➤ Experimentation of printing with different colours on various coloured papers to create a repeated pattern. ➤ Evaluation of final piece.
<p>2S2</p>		<ul style="list-style-type: none"> ➤ KS1 DT knowledge focus 	<p>KS1 DT skills focus</p>	<ul style="list-style-type: none"> ➤ KS1 DT outcome

		KS2		
3A1	Britain Begins	<p>Painting</p> <ul style="list-style-type: none"> ➤ Select appropriate sized paintbrushes or tools for the work. ➤ Understand what a resist material is and use Batik on fabric. ➤ Know how to mix colour shades and tones with increasing confidence. ➤ Know and be able to explain how to use some of the materials, tools, techniques and processes they have used. ➤ Begin to use technical vocabulary and identify any required safety measures. <p>Key Vocabulary: <u>Blending, wash, resist material, Batik, Modern Art, layers.</u></p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Know how Stone Age paintings were created. ➤ Understand how medieval stained glass windows were designed. ➤ Understand what is considered Modern Art and what techniques Piet Mondrian used. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media. ➤ Draw on different surfaces, including fabrics. ➤ Demonstrate experience in using different gradients of pencil and producing various tones. <p>Painting</p> <ul style="list-style-type: none"> ➤ Use light and dark within paintings. ➤ Experiment with different painting effects and textures: colour washes. <p>Textiles</p> <ul style="list-style-type: none"> ➤ Cut and arrange materials in a striking way. ➤ Change and modify threads and fabrics through fraying and pulling threads. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<p>➤</p> <p>Sketch book work:</p> <ul style="list-style-type: none"> ➤ Pencil sketches of Stone Age paintings. ➤ Experimentation with blending coloured chalks. ➤ Coloured chalk Stone Age drawing. ➤ Experimentation with wax crayons and mixing Stone Age coloured washes of paint (use water colours). ➤ Experimentation with using Batik on swatches of fabric (stick in sketch books) <p>Final outcome</p> <ul style="list-style-type: none"> ➤ Stone Age design lightly sketched onto fabric, then completed in Batik with paint wash (will need ironing to remove wax when complete.) ➤ Fray edges of the fabric to age the design. ➤ Evaluation and photograph of the final piece stuck in sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>

3A2		➤ KS2 DT knowledge focus	KS2 DT skills focus	➤ KS2 DT outcome
3SP1	Amazing Spaces and Places	<p>Painting</p> <ul style="list-style-type: none"> ➤ Select appropriate sized paintbrushes or tools for the work. ➤ Know how to mix colour shades and tones with increasing confidence. ➤ Know and be able to explain how to use some of the materials, tools, techniques and processes they have used. ➤ Begin to use technical vocabulary. <p>Key Vocabulary: Landscape, shading, realistic, observational, contrasting</p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Know what inspired John Constable's landscape painting and understand what techniques he used. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media. ➤ Demonstrate experience in using different gradients of pencil and producing various tones. <p>Painting</p> <ul style="list-style-type: none"> ➤ Demonstrate increasing control of the types of marks made with a range of media and painting techniques. ➤ Use light and dark within paintings. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<p>Sketch book work</p> <ul style="list-style-type: none"> ➤ Exploration of different landscape photographs (take some of their own if possible.) ➤ Exploration of the landscape paintings by John Constable. Focus on 'Haywain' and 'The Cornfield' in particular. ➤ Favourite John Constable image stuck in and labelled. Then copied with squares to help with scaling and colour in using pastels or watercolours. ➤ Experimentation of mixing paints to create realistic landscape colours. ➤ Sketched, annotated and coloured design for their own local landscape image. <p>Final outcome</p> <ul style="list-style-type: none"> ➤ Landscape sketched and painted. ➤ Evaluation and photo of the final painting stuck in sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>
3Sp 2		➤ KS2 DT knowledge focus	KS2 DT skills focus	➤ KS2 DT outcome
3S1	Ancient Egyptians	<p>Painting</p> <ul style="list-style-type: none"> ➤ Select appropriate sized paintbrushes or tools for the 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media. 	<p>Sketch books</p> <ul style="list-style-type: none"> ➤ Sketching of hieroglyphics <p>Final outcome</p>

		<p>work.</p> <ul style="list-style-type: none"> ➤ Know how to mix colour shades and tones with increasing confidence. ➤ Know how to carve into clay. ➤ Know and be able to explain how to use some of the materials, tools, techniques and processes they have used. ➤ Begin to use technical vocabulary and identify any required safety measures. <p>Key Vocabulary: <i>carve, Tutankhamun, sketch, tile, hieroglyphics</i></p> <p><u>Understanding and Reviewing of Significant Artists Work</u> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand what Egyptian hieroglyphs were used for. ➤ Know what techniques were used in Egyptian Art and what influenced the designs. 	<ul style="list-style-type: none"> ➤ Draw on different surfaces. ➤ Demonstrate experience in using different gradients of pencil and producing various tones. <p><u>Painting</u></p> <ul style="list-style-type: none"> ➤ Demonstrate increasing control of the types of marks made with a range of media and painting techniques. ➤ Use light and dark within paintings. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ➤ Safely use equipment with confidence. ➤ Shape, form, model, join and construct with a range of materials (natural, man-made and recycled). ➤ Plan and develop an understanding of different ways to join materials and select the appropriate technique. ➤ Construct a simple base for extending and modelling other shapes. ➤ Join two parts successfully. ➤ Manipulate malleable materials in a variety of ways, experimenting with coiling, pinching and smoothing clay. ➤ Produce more intricate surface patterns and textures. <p><u>Evaluating and Developing</u> See KS2 Art and Design Skills and Knowledge overview.</p>	<ul style="list-style-type: none"> ➤ Intro to using clay and experiment with manipulating it ➤ Using sketches of hieroglyphics practise rolling and joining the clay to form hieroglyphics ➤ Create a clay cartouche containing hieroglyphics displaying their name. ➤ Paint their cartouche using metallic paints. ➤ Take photos for their sketch books ➤ Evaluation in sketch book. <p><u>Sketchbook Expectations</u> See KS2 Art and Design Skills and Knowledge overview.</p>
3S2		➤ KS2 DT knowledge focus	KS2 DT skills focus	➤ KS2 DT outcome
4A1	How Glouceste	➤ Know how to mix colour shades and tones effectively.	<u>Drawing</u> ➤ Control with confidence marks made	<u>Sketch book work</u> ➤ Experimentation with shading and hatching

	<p>r was influenced by the Romans</p>	<ul style="list-style-type: none"> ➤ Know and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. ➤ Use technical vocabulary to explain these techniques. <p>Key vocabulary: <i>Shading, hatching, observation, mosaic, dabbed, translate, trace.</i></p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and Knowledge overview.</p>	<p>with a range of media on different surfaces.</p> <ul style="list-style-type: none"> ➤ Use different gradients of pencil and shading, to show light and shadow. ➤ Use a range of media to add details and intricate patterns. ➤ Begin to produce 3D sketches. ➤ Use hatching to show tone and texture. <p>Painting</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media and painting techniques. ➤ Work confidently on a range of scales. ➤ Use light and dark to begin to show depth in paintings. <p>Collage</p> <ul style="list-style-type: none"> ➤ Sort, cut and arrange materials in a striking way. ➤ Create patterns using various shapes. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<p>using different gradients of pencil.</p> <ul style="list-style-type: none"> ➤ Pencil sketches of a Roman soldier or sword and shield (focus on shading to add a 3D element). ➤ Exploration of Roman mosaics in Britain and Antoni Gaudi's work. Children to glue in their favourite examples, then copy part of one using paint (dabbed on thick marks to create a mosaic). ➤ Experimentation of cutting coloured paper, foil and textiles into mosaic tiles to form patterns. ➤ Sketched and coloured design for their mosaic with annotations. <p>Final outcome</p> <ul style="list-style-type: none"> ➤ Collage mosaic created on a coloured card background. ➤ Evaluation and photograph of the final piece stuck in sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>
4A2		<ul style="list-style-type: none"> ➤ KS2 DT knowledge focus 	KS2 DT skills focus	<ul style="list-style-type: none"> ➤ KS2 DT outcome
4SP1	<p>Mother Nature</p>	<ul style="list-style-type: none"> ➤ Know how to mix colour shades and tones effectively. ➤ Know and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control with confidence marks made with a range of media on different surfaces. ➤ Use different gradients of pencil and shading, to show light and shadow. ➤ Use a range of media to add details and 	<p>Sketch book work</p> <ul style="list-style-type: none"> ➤ Look at Goldsworthy art ➤ Go outside and make their own nature artwork ➤ Take a photo of their artwork ➤ Take one element of the photo e.g. pine cone and create a 3D sketch using chalk

		<ul style="list-style-type: none"> ➤ Know how to create a relief print. ➤ Use technical vocabulary to explain these techniques. <p>Key Vocabulary: Observational, shading, contrasting, 3D</p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand how Andy Goldsworthy created his pieces and how nature influenced him. 	<p>intricate patterns.</p> <ul style="list-style-type: none"> ➤ Begin to produce 3D sketches. ➤ Use hatching to show tone and texture. ➤ Show space and distance, overlapping shapes, sizes and proportion (simple perspective). <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<p>or pastels.</p> <ul style="list-style-type: none"> ➤ Choose a different element and create a sketch using chalk or pastels <p>Final outcome</p> <ul style="list-style-type: none"> ➤ using chalk and charcoal on a big scale (A3/A2) create a 3D sketch of one of your chosen natural resources e.g. shell, pine cone (choose one with texture and shadows) ➤ Take photos for sketch book and evaluate their final piece <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>
4Sp2		<ul style="list-style-type: none"> ➤ KS2 DT knowledge focus 	KS2 DT skills focus	<ul style="list-style-type: none"> ➤ KS2 DT outcome
4S1	Saxons, Scots and Vikings	<ul style="list-style-type: none"> ➤ Know how to mix colour shades and tones effectively. ➤ Know and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. ➤ Know how to join clay successfully with hatching and slip. ➤ Use technical vocabulary to explain these techniques. <p>Key Vocabulary: Shading, hatching, long boat, mixed media, collage, embroidery, slip.</p> <p>Understanding and Reviewing of</p>	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Control with confidence marks made with a range of media on different surfaces. ➤ Use different gradients of pencil and shading, to show light and shadow. ➤ Use a range of media to add details and intricate patterns. ➤ Begin to produce 3D sketches. ➤ Use hatching to show tone and texture. <p>Painting</p> <ul style="list-style-type: none"> ➤ Control the types of marks made with a range of media and painting techniques. ➤ Work confidently on a range of scales. ➤ Use light and dark to begin to show depth in paintings. 	<ul style="list-style-type: none"> ➤ Exploration of Viking long boats. ➤ Pencil sketches of a long boat focusing on shading and hatching to make it appear 3D. ➤ Create a sculpture of a long boat out of clay. ➤ Paint the clay long boat. ➤ Evaluation and photo of the final clay sculpture in sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>

		<p><u>Significant Artists Work</u> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand how Viking artefacts were created and what patterns were used. 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> ➤ Shape, form, model, join and construct with a range of materials (natural, man-made and recycled). ➤ Manipulate malleable materials in a variety of ways, experimenting with coiling, pinching and smoothing clay. ➤ Join two or more parts successfully. ➤ Make a slip to join pieces of clay. ➤ Produce intricate surface patterns and textures. ➤ Learn to secure work to continue at a later date. <p><u>Evaluating and Developing</u> See KS2 Art and Design Skills and Knowledge overview.</p>	
5A	South America Amazon	<p><u>Painting.</u></p> <ul style="list-style-type: none"> ➤ Begin to understand warm, cold, complimentary and contrasting colours. ➤ Know how to create a relief print. ➤ Know how to describe the processes they are using with technical vocabulary. ➤ Explain how they hope to achieve high quality outcomes. <p><u>Key vocabulary:</u> Shading, depth, composition, scale, relief printing, contrasting and harmonising colours, layer, repeated pattern.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ➤ Develop key elements of their work based on line, tonal contrast, pattern and texture. ➤ Use a variety of different techniques to add interesting effects e.g. reflections, shadows, direction of sunlight. ➤ Develop an awareness of composition, scale and proportion in drawings. <p><u>Painting</u></p> <ul style="list-style-type: none"> ➤ Confidently control the types of marks made with a range of media and painting techniques. ➤ Begin to develop their own style of painting using mixed media. 	<p><u>Sketch book work</u></p> <ul style="list-style-type: none"> ➤ Exploration of William Morris' British textile designer, nature wallpaper designs. Annotated sketches of designs for a relief print based on an Amazon rainforest leaf/plant/animal. ➤ Experimentation with using string to create the basic design. ➤ Experimentation with painting and blending colours to create a contrasting or harmonising background for the print. ➤ Relief print created using a cardboard tile base, built up with cut out cardboard and string. ➤ Repeated print on a painted background (experiment with layering prints and colours).

		<p><u>Understanding and Reviewing of Significant Artists Work</u> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand the techniques used in John Dyer's 'Spirit of the Rainforest' paintings and his use of colour. ➤ Know how William Morris created his wallpaper and understand his inspiration for the nature designs. 	<p><u>Print making</u></p> <ul style="list-style-type: none"> ➤ Create successful relief block prints. ➤ Gain experience in building up layers of colours. ➤ Organise prints in terms of pattern, repetition, symmetry or random printing styles. ➤ Begin to overlay prints with other media. ➤ Modify and adapt prints when necessary. <p><u>Evaluating and Developing</u> See KS2 Art and Design Skills and Knowledge overview.</p>	<p>Add shadows and highlights with a white and black colouring pencil.</p> <ul style="list-style-type: none"> ➤ Evaluation and photograph of the final prints stuck in sketchbooks. <p><u>Sketchbook Expectations</u> See KS2 Art and Design Skills and Knowledge overview.</p>
5A2		➤ KS2 DT knowledge focus	KS2 DT skills focus	➤ KS2 DT outcome
5SP1	The Mayans	<ul style="list-style-type: none"> ➤ Demonstrate a secure knowledge of mixing colour shades and tones effectively. ➤ Begin to understand warm, cold, complimentary and contrasting colours. ➤ Know what weaving is ➤ Explain how they hope to achieve high quality outcomes. <p>Key Vocabulary: Mayan Art, illustrations, dream catcher, contrasting, mixed media, weaving, tie dye.</p> <p><u>Understanding and Reviewing of Significant Artists Work</u></p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ➤ Work in a sustained and independent way to create detailed drawings using a range of media. ➤ Develop key elements of their work based on line, tonal contrast, pattern and texture. <p><u>Painting</u></p> <ul style="list-style-type: none"> ➤ Confidently control the types of marks made with a range of media and painting techniques. ➤ Begin to develop their own style of painting using mixed media. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ➤ Use recycled, natural and man-made 	<ul style="list-style-type: none"> ➤ Exploration of Mayan Art and Jeff Miracola's 'Mayan Monster' illustrations. ➤ Sketches of Mayan Art designs and monsters using coloured chalk. ➤ Exploration of Mayan death masks. ➤ Experimentation with using bright contrasting colours and collage to create Mayan patterns. ➤ Sketched, annotated and coloured design for their own death mask. ➤ Death mask created using card and papier Mache. ➤ Design painted onto the mask. ➤ Collage and feathers used to add details. ➤ Evaluation and photograph of the final mask stuck into sketchbooks.

		<p>See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand the techniques, colour and designs used in Mayan Art. ➤ Know how Jeff Miracola created his 'Mayan Monster' drawings. ➤ Understand how death masks were created and why they were used. ➤ Know what weaving is used for and how a dream catcher is produced. 	<p>materials to create secure sculptures.</p> <ul style="list-style-type: none"> ➤ Make informed decisions about the 3D techniques chosen. ➤ Produce intricate surface decoration, incorporating patterns and texture when appropriate. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>
5Sp2		➤ KS2 DT knowledge focus	KS2 DT skills focus	➤ KS2 DT outcome
5S1	Ancient Greeks	<ul style="list-style-type: none"> ➤ Demonstrate a secure knowledge of mixing colour shades and tones effectively. ➤ Begin to understand warm, cold, complimentary and contrasting colours. ➤ Know how to join clay successfully with hatching and slip. ➤ Explain how they hope to achieve high quality outcomes <p>Key Vocabulary: Shading, mixed media, coils, slabs, hatching, slip, harmonising,</p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and</p>	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Work in a sustained and independent way to create detailed drawings using a range of media. ➤ Develop key elements of their work based on line, tonal contrast, pattern and texture. ➤ Use a variety of different techniques to add interesting effects e.g. reflections, shadows, direction of sunlight. ➤ Develop an awareness of composition, scale and proportion in drawings. <p>Painting</p> <ul style="list-style-type: none"> ➤ Confidently control the types of marks made with a range of media and painting techniques. ➤ Begin to develop their own style of painting using mixed media. 	<ul style="list-style-type: none"> ➤ Experimentation of using pencil shading to make objects appear 3D-link to Greeks ➤ Exploration of Ancient Greek Pot designs- with Pencil sketches of Ancient Greek pots/vases. ➤ Experimentation of designs on orange paper with a black pen. ➤ Sketched design of their Greek pot with annotations. Orange chalk and charcoal used to show the design. ➤ Painted coil clay pot created (coils will be smoothed and handles etc added). ➤ Evaluation and photograph of the clay pot stuck in sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>

		<p>Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Know how Ancient Greek pots were created and why only certain colours were used. 	<p>Sculpture</p> <ul style="list-style-type: none"> ➤ Use man-made materials to create secure sculptures. ➤ Make informed decisions about the 3D techniques chosen. ➤ Combine pinching, slabbing and coiling to produce final clay pieces. ➤ Produce intricate surface decoration, incorporating patterns and texture when appropriate. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	
6A1	Crime and Punishment	<ul style="list-style-type: none"> ➤ Mix colour shades and tones with confidence, understanding which work well in their work. ➤ Understand warm, cold, complimentary and contrasting colours. ➤ Use a variety of different techniques for different purposes correctly e.g. shading and hatching to add a 3D element. ➤ Know, explain with technical vocabulary, and be able to demonstrate techniques for modifying the qualities of different materials and processes. ➤ Explain how to ensure high quality outcomes. 	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of drawing using a range of media. ➤ Develop key elements of their work based on line, tonal contrast, shading, pattern and texture. ➤ Draw for a sustained period of time. ➤ Develop drawings in mixed media. ➤ Develop an awareness of composition, scale and proportion in drawings. <p>Painting</p> <ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of painting using a range of techniques. ➤ Purposely control the types of marks made using mixed media. ➤ Begin to incorporate digital 	<ul style="list-style-type: none"> ➤ Exploration of the graffiti work by Seen and Banksy, with stuck in examples of their favourite work, annotations and experimentation pencil sketches of their name in graffiti style text (focus on shading and tonal contrast to form 3D letters and different effects). ➤ Experimentation of mixing and blending paints to create 3D letters and contrasting or harmonising backgrounds/paint explosions. ➤ Sketched, coloured and annotated design of their name in graffiti style with a striking background. ➤ Completed name and background using paint, with pens and/or colouring pencils overlaid to add detail. ➤ Evaluation and photograph of the final piece stuck in sketchbooks.

		<p>Key vocabulary: Graffiti, stencil, tonal contrast, mixed media, manipulate.</p> <p><u>Understanding and Reviewing of Significant Artists Work</u> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand whether graffiti is considered art or vandalism. ➤ Understand the techniques used by Seen and Banksy. ➤ Know what is considered Modern Art. ➤ Consider the role of Art in challenging views and political thinking. 	<p>graphics/effects</p> <p><u>Evaluating and Developing</u> See KS2 Art and Design Skills and Knowledge overview.</p>	<p><u>Sketchbook Expectations</u> See KS2 Art and Design Skills and Knowledge overview.</p>
6SP1	One World	<ul style="list-style-type: none"> ➤ Mix colour shades and tones with confidence, understanding which work well in their work. ➤ Understand warm, cold, complimentary and contrasting colours. ➤ Use a variety of different techniques for different purposes correctly e.g. shading to add a 3D element. ➤ Make informed decisions about the 3D materials and techniques chosen. ➤ Know how to make a lino print 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ➤ Develop key elements of their work based on line, tonal contrast, shading, pattern and texture. <p><u>Painting</u></p> <ul style="list-style-type: none"> ➤ Purposely control the types of marks made using mixed media. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ➤ Confidently use man-made materials to create secure sculptures. ➤ Make informed decisions about the 3D materials and techniques chosen. ➤ Demonstrate experience in relief and freestanding work using a range of media. 	<ul style="list-style-type: none"> ➤ Exploration of images from Africa of Fair Trade workers. ➤ Exploration of the sculptural work by Henry Moore. Stuck in example of their favourite sculpture with labels and a section recreated using chalk and charcoal. ➤ Sketched, labelled and coloured design for a 3D sculpture based on an African worker or workers in the modern style of Henry Moore. ➤ Experimentation with creating shapes using wire. ➤ Figure sculpture created using wire and Modroc. ➤ Paint sculpture to create a bronze statue effect.

		<p>Key Vocabulary: Shading, harmonising, contrasting, texture, printing, enhance, armature.</p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> ➤ Understand how Henry Moore created his sculptures. 	<ul style="list-style-type: none"> ➤ Work around armatures or over constructed foundations. ➤ Solve problems as they occur. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<ul style="list-style-type: none"> ➤ Evaluation and photo of the final piece stuck into sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>
6S	WW2	<ul style="list-style-type: none"> ➤ Mix colour shades and tones with confidence, understanding which work well in their work. ➤ Understand warm, cold, complimentary and contrasting colours. ➤ Use a variety of different techniques for different purposes correctly e.g. shading to add a 3D element. ➤ Make informed decisions about the 3D materials and techniques chosen. ➤ Know how to join clay successfully with hatching and slip. <p>Key Vocabulary: Shading, Impressionism, layers, washes, camouflage, tonal contrast, proportion, scale, composition.</p> <p>Understanding and Reviewing of Significant Artists Work See KS2 Art and Design Skills and Knowledge overview.</p>	<p>Drawing</p> <ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of drawing using a range of media. ➤ Develop key elements of their work based on line, tonal contrast, shading, pattern and texture. ➤ Develop drawings in mixed media. ➤ Develop an awareness of composition, scale and proportion in drawings. <p>Painting</p> <ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of painting using a range of techniques. ➤ Purposely control the types of marks made using mixed media. <p>Evaluating and Developing See KS2 Art and Design Skills and Knowledge overview.</p>	<ul style="list-style-type: none"> ➤ Detailed pencil sketches of poppies, using shading and hatching to make them appear 3D. ➤ Experimentation with mixing different water colour washes and layering with coloured chalks. ➤ Exploration of Impressionism and the work of Monet, focusing on his painting 'Blooming Poppy Field.' Stuck in with labels and an area copied using coloured chalks. ➤ Poppy field sketched and then completed using water colours and layered coloured chalks in an Impressionist style. ➤ Evaluation and photo of the final piece stuck in sketchbooks. <p>Sketchbook Expectations See KS2 Art and Design Skills and Knowledge overview.</p>

		<ul style="list-style-type: none">➤ Understand the techniques used in Claude Monet's 'Blooming Poppy Field.'➤ Know how Impressionism was developed and understand Claude Monet's influence.➤ Understand Laurence Stephen Lowry's subject matter and what techniques he used in his work.		
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