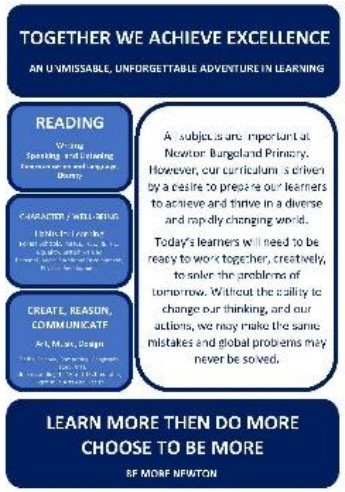
# Art & Design: Together We Make Learning A Memorable, Unmissable Adventure

## Preamble

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.

## INTENT




We want all learners to reach at least the expected National Curriculum standard by the end of year 6 and to be keen to continue their studies in key stage 3 and beyond. We want learners to be able to see themselves as designers.

The art lesson should be one our learners look forward to and greet with enthusiasm. They should take control of their own exploration and creativity and leave lessons feeling accomplished and excited to find out more.

When studying Art and Design, learners will draw on their developing learning habits, making progress in their ability to persevere, work effectively as a team, respect and celebrate difference, ask questions and create. We want learners to be interested in techniques and feel confident to 'have a go', explore and create. At Newton Burgoland we believe that everyone is an artist.

Our curriculum ensures that pupils can explore 3 key concepts from EYFS to year 6 building knowledge and understanding of: drawing, painting and sculpture. We will use these to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**This document has been developed by teaching staff at Newton Burgoland Primary School- it is a working document, subject to change so that we can continue to meet the needs of all learners. It will be reviewed annually to ensure that it remains fit for purpose.**

**CPD: Primary Art and design 2016/17 All classroom staff**

**Forest schools: 3 members of teaching staff**

## IMPLEMENTATION

The majority of work in Art and Design is taught through units of work aimed to cover specific art techniques or knowledge. Children are encouraged to develop an independence to their learning, taking control of their own sketchbooks. Work is not marked although is still assessed on a sheet at the beginning of each new unit. This allows the children to explore freely and form a resilience and a 'have a go' attitude.




In Art children show critical thinking through learning about and discussing likes and dislikes of other artists work. They also think critically about their own work and the work of their peers. Peer assessing is encouraged and children develop a sense of appreciation of feedback from others, including the teacher.

Children are shown and have chance to experiment with a variety of techniques, using various materials throughout their art education. In Early years they are encouraged to use the creating area independently and make models using junk materials.
Each unit is designed to show a progression of skills and knowledge, sometimes resulting in an end product that can be displayed.

Art is also seen across the curriculum. In topic units, art is sometimes used to supplement understanding. In Geography, for example, children might draw their own maps. Observational drawings are sometimes seen in Science and Maths, for labelled diagrams. Art is embedded into our Forest Schools programme in a variety of ways. Children use natural materials to make sculpture or floor work. The may make observational drawings or paintings of the world around them, and regularly have access to crafting activities if they choose.

**Assessment, Recording and Reporting**

In all subjects there are three broad areas for assessment:

- Children's knowledge and understanding
- How well children can use and apply their knowledge, understanding and skills at the end of a unit of work to complete an independent (of an adult) task or challenge.
- How well learners are developing habits for learning and character

Teachers assess learner's work, their attitudes, increasing skills, knowledge and understanding, by making informal judgements as they observe them during lessons. This assessment enables planning to be tailored to meet learners needs. Assessment encompasses teacher, peer and self-assessment. In all subjects, opportunities for both Assessment for Learning and Assessment of Learning are built into provision. Learners are supported to reflect on their own learning and, age appropriately, to make judgements about their strengths and needs, beginning to plan how to make progress and set personal targets.

Baseline assessment, in order to understand pupils' prior learning, is an essential part of planning to ensure new learning is relevant and progress can be assessed.

The learners work, in particular baseline assessments and end of unit assessments, which are recorded within learners' sketchbooks are used to make decisions at the end of each unit, and at the end of each year, as to next learning steps and whether or not learners are making strong progress and are on track for end of key stage expectation. Progress is recorded and reported to parents as part of the child's annual school report.

**Special Educational Needs**

Design technology is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

## IMPACT

Prior to the pandemic:

- Pupils made good progress in Art & Design to achieve at least ARE by the end of year 6 in almost all areas
- Continuous provision and direct teaching in EYFS prepared pupils well for the national curriculum.
- Children could speak confidently about their learning in Art & Design
- Those working at greater depth were able to make connections between units of study. They went beyond the knowledge studied and asked questions to further their understanding. They were creative and original in their artwork

As a result of the pandemic pupils have:

- had fewer opportunities to explore, share resources and address misconceptions through talking and questioning – not all learning is secure.
- had a variety of experiences when home learning and accessed set learning differently.
- had fewer opportunities for collaboration
- Had less access to materials at home.
- Children did more artwork at home during home learning

By following the assess, plan, do, review cycle teachers will identify areas which need more or less focus over the next 2 years and support all pupils to make strong progress from starting points.

### Assessment in Art

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. 'I can' statements are printed at the start of each unit and highlighted green or orange (in line with whole school marking policy)
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no teacher marking in sketchbook where children have created work.

**At the end of each unit of work: Teachers will consider whether or not a pupil is on track to achieve, in line with national curriculum expectations for the end of year 6.**

**Art and design in EYFS**

| | |
|---|---|
| **Expressive Arts and Design (Exploring and Using Media and Materials)**<br>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | **Expressive Arts and Design (Being Imaginative)**<br>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| **Physical Development (Moving and Handling)**<br>Children handle equipment and tools effectively, including pencils for writing. | |

| **Key Stage 1 National Curriculum Expectations** | |
|---|---|
| Art & Design<br>• Pupils should be taught:<br>• to use a range of materials creatively to design and make products<br>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• 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. | Aims:<br>The national curriculum for art and design aims to ensure that all pupils:<br>• produce creative work, exploring their ideas and recording their experiences<br>• become proficient in drawing, painting, sculpture and other art, craft and design techniques<br>• evaluate and analyse creative works using the language of art, craft and design<br>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. |

## Key Stage 2 National Curriculum Expectations

Art & Design

- 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.

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.

| **Autumn Term Receprtion/Yr1 Year A**<br>**Exploring Watercolour** | **Topic: Paint**<br>**Enquiry Question: How can we use the properties of watercolour to make experimental images?** |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

| Vocabulary | Key Concepts |
|---|---|
| Watercolour, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, , Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Reflect, Share, Discuss | The watercolour has special characteristics.<br>That we can be inspired by artists work and it can be used to inform our own work.<br>That we can use the element of surprise and accident to help us create art.<br>That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery. |
| Artists | |
| Catherine Raynor (illustrator)<br>Paul Klee | |

**Cross Curricular Opportunity:**

**Geography:** Adapt by choosing colour palettes which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly).
**Maths:** Explore identifying 2d shapes.
**Music:** Explore the connection between art & music and being in a mindful space

**Cultural capital/ enrichment/ diversity**

Watch art videos online to increase access **to places you are unable to visit.**
**Visit local galleries, museums, crafts groups, artists.**

**About this unit/ Connections**

Children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.
Water colours are used in EY and year 1 regularly within active learning, so this unit follows on from that exploration into using watercolours for a different purpose. Children will learn more control over this medium and understand how to manipulate it to make their artwork.

| Spring Term Reception/Yr1 A<br>Music and Art | Topic: Collaboration and Community <u>Enquiry Question: What is the connection between art and music? How can we use one to inspire the other?</u> |
|---|---|

**<u>National Curriculum Objectives (KS1):</u>**

- 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
- to know 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.

| Vocabulary | Key Concepts |
|---|---|
| Music, Rhythm, Gesture, Mark Making, Listen, Respond, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback, | That some artists sometimes use sounds to inspire their work.<br>That artists sometimes work in partnership with musicians.<br>That we can use both aural and visual senses to make art.<br>That we can draw from our imagination, using lots of different abstract marks to express our feelings, whether they are quiet and focussed or loud and expressive.<br>That we can be inventive and make large drawings of invented instruments / objects in 3d which make sounds, and which we want to interact with as humans.<br>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Kandinsky | |

| Cross Curricular Opportunity: | Cultural capital/ enrichment/ diversity |
|---|---|
| • **Geography:** Adapt the music you listen and draw to, according to geographical region or continent to help develop sense of place.<br>• **Science:** The 5 senses, the human body, materials.<br>• **Music:** Rhymes and chants, musical instruments, combining sounds.<br>• **PSHCE:** Explore the music made from instruments from other countries, Collaboration, Peer Discussion. | Watch art videos online to increase access to places you are unable to visit.<br>Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children are introduced to the idea that artists often work in partnership and are often inspired by other art forms – in this case music and the visual arts.
Children explore how other artists have used sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to both be influenced by, and to capture, the expression in music.
Children then explore making skills to collage or make inventive instruments, creating a class "orchestra".
Children are able to link this unit with the music they are currently listening to in their music lessons. This unit links with PSHE and enables children a free space to explore how music makes them feel without any judgement.

| | |
|---|---|
| **Summer Term Reception/Yr1 A**<br>**Flora and Fauna** | **Topic: Collaborate and Community**<br><br>**Enquiry Question: How can we use shape, line and colour to make collages inspired by flora and fauna around us?** |

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

**Vocabulary**

Flora, fauna, drawing, materials, artwork, images, imaginative, artists, inspire, accurate, cutting, collage,

**Artists**

Eric Carle, Joseph Redoute, Jan Van Kessel

**Key Concepts**

- That artists can be inspired by the flora and fauna around them.
- That we can use careful looking to help our drawing, and use drawing to help looking.
- That we can use a variety of materials to make images, and that the images we make can become imaginative.
- That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.

**Cross Curricular**

**English**: Explore The Very Hungry Caterpillar, or books illustrated in similar style.
**Geography:** Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas.
**Science**: Identify common and wild plants, insects, food chains, life cycle, living and decay.
**PSHE**: Responsibility to the planet, Collaboration, Peer Discussion.

**Cultural Capital/Enrichment/Diversity**

Look at flora and fauna around us, mini beast hunt, forest school

**About this unit/Connections**

In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna.Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. They practice cutting and collage skills and explore shape and colour to build images.Finally there is the opportunity for children to work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork.

| **Autumn Term Reception/Yr1 Year B:**<br>**Spirals** | **Topic: Drawing & Sketchbooks**<br>**Enquiry Question: How can we use our whole bodies to make drawings?** |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- know 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.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, , Reflect, Discuss, Share, Think | Drawing is a physical and emotional activity. That when we draw, we can move our whole body.<br>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.<br>That we can use colour to help our drawings engage others.<br>That we can draw from imagination.<br>That we understand what a sketchbook is.<br>That we can use a sketchbook for personal creative exploration.<br>That we can draw from observation.<br>That we can experiment with mark making through exercises such as continuous line drawing.<br>That we can create drawings in our sketchbooks.<br>That we can talk respectfully about our own work and the work of others in a peer discussion.<br>That we can display the work made over the term |
| **Artists** | |
| Andy Golsworthy<br>Alma Thomas | |

| **Cross-curricular** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| **Science**: Uses language to support understanding of concepts of growth, human body and natural forms.<br>**Maths**: Explores pattern, symmetry.<br>**PSHCE**: Peer discussion, collaboration | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children will have access to a variety of dry and wet media to explore spirals. They will observe objects in nature that show spirals and recreate them using 2D and 3D.Children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.
They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.

This unit is the starting point of formal drawing in school. It links in to all other drawing units and helps with pencil control and handwriting, particularly forming 'curly' letters. It will link in with science units 'plants and animals including humans'.
It will also link to other drawing units in key stage 2, where the drawings skills and understanding of line, tone and shape including proportions are further developed.

| **Spring Term Reception/Year 1**<br>**Playful Making** | **Topic: Working in 3 Dimensions** | **Enquiry Question: How can we transform the materials around us into sculpture**<br><br>**Cultural Capital:** |
|---|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Design, 3D, three-dimensional, playful, materials, sculpture, idea, | • That when we make art in 3 dimensions it is often called Sculpture.<br>• That we can generate ideas through playful exploration.<br>• That we can build understanding of the properties of materials through manipulation.<br>• That making sculpture is a partnership between materials, ideas, hands and tools.<br>• That we can reflect upon our intention when we see our ideas made physical. |
| **Artists** | |
| Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett | |

| **Cross-curricular** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| **Geography:** Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.<br>**Maths:** Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.<br>**Science:** Uses language to support understanding of properties and manipulation of materials.<br>**PSHE:** Collaboration, responsibility to the planet. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.
The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

| Summer Term Reception/Yr 1 A<br>Simple Printmaking | Topic: Print, Colour, Collage<br>Enquiry Question: How can we make prints using the things we find around us? |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

| Vocabulary | Key Concepts |
|---|---|
| Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect, Artwork, Artist: Printmaker, Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit, | That we can use our bodies as a "plate" from which to "print".<br>That we can work into prints by overlaying line, shape and colour to experiment with composition.<br>That we can make a "Plate" from which to "print".<br>That there is a relationship between plate and print: e.g. negative / positive.<br>That we can use print to create "multiples".<br>That we can explore line and texture to explore pattern, sequence, symmetry and intention.<br>That we can talk respectfully about our own work and the work of others in a peer discussion.<br>That we can display the work made over the term. |
| **Artists** | |
| Andy Warhol<br>Irving Amen<br>Goya | |

| Cross Curricular Opportunity: | Cultural capital/ enrichment/ diversity |
|---|---|
| • **Geography:** Adapt to create imagery which explores symbols on maps.<br>• **History:** Adapt to create portraits of significant individuals from history.<br>• **Maths:** Pattern, repetition, pictorial representation, 2D/3D shapes.<br>• **Science:** Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns.<br>• **PSHE:** Peer discussion. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children to explore the world about them as a way to begin to understand the concept of "print".
Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make "plates" by making impressions in plasticine, and then by using printing foam.
They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.
This unit is the first exploration of using print techniques and will inform the following year with mono printing.

| **Autumn Term Year 2:**<br>**Explore and Draw** | **Topic: Drawing and Sketchbooks**<br>**Enquiry Question: How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?** |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Explore, Collect, ReSee, Imagine, Curious, Present, Re-present,, arrange, composition, Photograph, Focus, Light, Shade,, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback | That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.<br>That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.<br>That we can use the things we find to draw from, using close observational drawing.<br>That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.<br>We can use the shape of the page, and the way we arrange elements on the page, to create compositions that we like.<br>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Artists**<br><br>Dale Chihuly (painted drawings)<br>Renee Regan (repeated drawings) | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **Geography:** Adapt to explore habitats.<br>● **Maths:** Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.<br>● **Science:** Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing.<br>● **PSHCE**: Peer discussion, Collaboration. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.
Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.
The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.
This unit gives children the opportunity to play with layered drawings, linked to collage and print units, where children are encouraged to layer and overlap images. They may also make links with other collections and pattern such as shape in maths and science with living things including animals.

| **Autumn Term Year 2**<br>**Expressive painting** | **Topic: Paint, Texture, Colour**<br>**Enquiry Question:** |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,<br>Medium, Surface, Texture, Impasto, Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention, Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Balance,<br>Present, Share, Reflect, Discuss, Feedback, | That artists sometimes use loose, gestural brush marks to create expressive painting.<br>Expressive painting can be representational or more abstract.<br>Artists sometimes use colour intuitively and in an exploratory manner.<br>That we can enjoy and respond to the way paint and colour exist on the page.<br>Expressive paintings can be representational or more abstract.<br>That artists sometimes use loose, gestural brush marks to create expressive painting.<br>Artists use impasto and sgraffito to give texture to the painting.<br>That we can enjoy and respond to the way paint and colour exist on the page.<br>That when we reflect on our own work and the work of others, we are considering what we are good at and what we might do differently next time. |
| **Artists** | |
| Monet<br>Van Gogh | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **Geography:** After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea. | Watch art videos online to increase access to places you are unable to visit.<br>Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children are introduced to the idea that they can use paint in an intuitive and exploratory way.
The pathway starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work.
Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work.
Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work.

Pupils then go on to draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint.
Sketchbooks are used throughout to record, experiment and reflect.
Painting is embedded throughout the curriculum, including in early years so this unit gives children the opportunity to develop skills for using brushstrokes in a specific way for an intended purpose, whether that be to give an impression, or create movement.

| **Spring Term Year 2**<br>**Explore the world through mono print** | **Topic: Print, Colour, Collage**<br>**Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?** |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering, Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Focus, Slow, Careful, Considered, Life size, Scale,Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond, Mono Print, Mono Type, Carbon paper, Oil Pastel, Narrative, Story, Imagination, Invent, Discover, Present, Reflect, Discuss, Share, Feedback | That we can create creative responses to different stimuli and make the work our own.<br>When we make mono prints, we use mark making to create one off prints.<br>When we make mono prints, we create an impression of a drawing.<br>That we understand that using a range of marks will generate different effects when creating mono prints.<br>That we can generate playful narratives and inventions through drawing.<br>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Matisse<br>Picasso | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **English:** Link to English by asking children to draw upon their own experience for narratives.<br>● **Geography:** Adapt to explore habitats, continents.<br>● **Maths:** Use language to develop understanding of symmetry (peeling back monoprints).<br>● **Science:** Animals, trees, materials.<br>● **PSHCE:** Peer discussion. Collaboration. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Draw from life, exploring local habitats.

Building on the exploration of drawing in Autumn term 1, this pathway starts with two explorations of drawing – one drawing from photographs or film, and two drawing from small, closely observed objects.

In both sessions pupils develop drawing and mark making skills.

Children are then introduced to mono print. They explore the work of an artist who uses mono print in his own work, and are introduced to a simple mono print technique.

Classes then have a choice of projects to develop mono printing and drawing skills, depending upon their preferred area of subject focus.

This pathways encourages children to take creative risks and use drawing as a way to playfully invent and create narratives.

Cycle A has a printing unit so whichever one comes first gives the children an introduction to a specific printing technique, and the other unit follows on from these skills to give children the chance to further improve and explore printed art. Mono printing specifically has links with drawing and use of line and shape.

| Summer Term Year 1/ 2 A<br>Making Birds | Topic: Making<br>**Enquiry Question: How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?** |
|---|---|

**National Curriculum Objectives (KS1):**

- 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
- to know 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.

| Vocabulary | Key Concepts |
|---|---|
| Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite,, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, , Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold<br>Tear, Crumple, Collage, Sculpture, Structure,, Balance, Texture, Personality, Character, Installation, Flock, Collaboration , Present, Reflect, Share, Discuss | That we can work from a similar stimulus or starting point but end up with very different results.<br>That we can use observational drawing and experimental mark making together to make art.<br>That we can use observational drawing and experimental mark making together to make art.<br>That there is a relationship between drawing & making.<br>That we can transform 2d into 3d.<br>That the individual results can then be brought together to make a whole artwork. |
| **Artist** | |
| Renee Magritte (birds sculpture)<br>Froyle Davies | |

| Cross Curricular Opportunity: | Cultural capital/ enrichment/ diversity |
|---|---|
| **Geography:** Use language which supports understanding about continents (migration), maps, habitats.<br>**Maths:** Explore the relationship between 2D/3D shapes, weight, measuring.<br>**Science:** Explore birds, habitats, seasons, food chain<br>**PSHCE:** Supports Peer Discussion, Collaboration, Responsibility to the planet. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children continue to develop their understanding of sculpture and build their making skills.
The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media.
Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure.
Children explore balance to finally created an individual bird.
The class birds can then be brought together to make a "flock" – with each child's artwork valued as part of the whole.
In early years, children have lots of access to junk modelling, so this unit follows on from that very self directed way of creating, into a more purposeful way of using sculpting materials.

| **Autumn Term Year 3 /4 A**<br>**Gestural Drawing with Charcoal** | **Topic: Drawing & Sketchbooks**<br>**Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
- to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body., Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback | That charcoal can be used as a drawing material.<br>That when we draw, we can use gestural marks to make work.<br>That cave people used charcoal and their fingers to draw on cave walls and we can still do the same thing today.<br>That when we draw, we can use the expressive marks we make to create a sense of drama.<br>That when we draw, we can move around.<br>That when we draw, we can use light to make out subject more dramatic, and we can use the qualities of charcoal to capture this drama.<br>That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Laura McKendry<br>Edgar Degras | |
| **Cross Curricular Opportunity:**<br>● **Music & Drama:** Listen to music to influence upon while doing the "Dancing with Charcoal"<br>● **History:** stone age | **Cultural capital/ enrichment/ diversity**<br>Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children discover how to make drawings that capture a sense of drama or performance using charcoal.
Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination. This unit will follow on from drawing units in KS1. Children will further develop skills and techniques in drawing in different ways. This unit could link with the stone age History unit, where cave drawings could be looked at.

| Spring Term Year 3/ 4 A<br>Exploring Pattern | Topic: Print, Collage, Colour<br>**Enquiry Question: How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
- to know about great artists, architects and designers in history.

| Vocabulary | Key Concepts |
|---|---|
| Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic,<br>Generate, Explore, Experiment, , Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, | That the act of making drawings can be mindful.<br>That we can use line, shape, and colour to create patterns.<br>That we can use folding, cutting and collage to help us create pattern.<br>That we can create repeated patterns to apply to a range of products or outcomes.<br>That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Shaheem Ahmed<br>Yayoi Kusama | |

| Cross Curricular Opportunity: | Cultural capital/ enrichment/ diversity |
|---|---|
| ● **History:** Focus on patterns from your chosen ancient civilisation.<br>● **Maths:** Measuring, symmetry, tessellation/repeated patterns, orientation.<br>● **Science:** Look at patterns in the structure of fruits or plants, reflections and shadows.<br>● **Music:** Use music and sound when doing mindful drawing as part of this pathway. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage.
The pathway also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.
Pattern links with earlier units in KS1 such as print making where children will have made repeated patterns in print making and explore and draw units.

| | |
|---|---|
| **Summer Term Year 3 / 4 A**<br>**Sculpture, Structure, Inventiveness and Determination** | **Topic: Working in 3 Dimensions**<br>**Enquiry Question: Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?** |

**National Curriculum Objectives (KS2):**

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]
- to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition, | That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.<br>That artists take creative risks. They try to say new things by manipulating and representing the materials of the world.<br>That we can take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.<br>That we can express our personality through the art we make.<br>That we can use materials, tools, and the ideas in our head to explore line, shape, form, balance, and structure.<br>That making art can be hard, but that doesn't mean that we aren't doing it right to aren't good at it. It just means we are doing it.<br>That we can use materials, tools, and the ideas in our head to explore line, shape, form, balance, and structure.<br>That we can express our personality through the art we make.<br>That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |
| **Artists**<br><br>Marcus Oates<br>Anish Kapoor | |

| | |
|---|---|
| **Cross Curricular Opportunity:**<br>● **Geography:** Link with birds and migration via the North and South hemisphere.<br>● **Science:** Language to support understanding of materials, habitats.<br>● **PSHCE:** Supports Responsibility to the planet, Collaboration, Peer Discussion. | **Cultural capital/ enrichment/ diversity**<br>Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it *feels* to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or "wrong or right".

Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture?

| **Autumn Term B Year 3 / 4**<br>**Telling Stories Through Drawing and Making** | **Topic: Working in 3 Dimensions**<br>**Enquiry Question: How can we create 3 dimensional characters inspired by characters in film and fiction?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
- to know about great artists, architects and designers in history.

| **Vocabulary** | **Concepts** |
|---|---|
| .Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture,<br>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality,<br>Present, Share, Reflect, Respond, Feedback,<br>Photograph, Lighting, Composition, Focus, Intention, | That we can take inspiration from other artforms such as film and literature and make drawings in response.<br>That through making work in another medium we can make work our own, re-interpreting and re-inventing.<br>That we can explore character, narrative and context to create drawings.<br>That we can explore character, narrative, and context and create sculptures which will convey these qualities though their form, texture, material, construction, and colour<br>That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Shaun Tann<br>Laura Carlin | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **English:** Link to "character" books such as Roald Dahl's Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making.<br>● **Science:** Materials, animals, micro habitats.<br>● **Maths:** 2D/3D shapes, measuring, weight.<br>● **PSHCE:** Responsibility to the planet, collaboration, peer discussion. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children are enabled to make sculptural equivalents of characters from film and literature.
The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object.
Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.

| Spring Term Year 3 / 4 B<br>Cloth, Thread, Paint | Topic: Paint, Surface, Texture<br>**Enquiry Question: How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
- to know about great artists, architects and designers in history.

| Vocabulary | Key Concepts |
|---|---|
| Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome, | That artists can combine art and craft using painting and sewing together to make art.<br>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.<br>That the skills we learn in one medium, such as mark making and drawing can be used in another, such as sewing.<br>That we don't have to use materials in traditional ways – it is up to use to reinvent how we use materials and techniques to make art.<br>That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Alice Kettle<br>Hannah Rae | |

| Cross Curricular Opportunity: | Cultural capital/ enrichment/ diversity |
|---|---|
| • **Geography:** Adapt your focus to create sewn landscapes/oceans according to topic.<br>• **History:** Create a sewn scene inspired by a local history event.<br>• **Science:** Explore habitats, Local environment, materials.<br>• **Maths:** Pattern, measuring. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**

Children are introduced to artists that combine paint and sewing, art and craft, to make work.
Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).

Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.
Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.

| **Summer Term Year 3 / 4 B**<br>**Making Animated Drawings** | **Topic: Working in 3 Dimensions**<br>**Enquiry Question: How can we create drawings that move (digitally or physically)? How can we introduce narrative into our work?** |
|---|---|

**National Curriculum Objectives (KS2):**
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]
- to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback,<br>Film, Focus, Lighting, Stage, Arena, | That artists can make animations by creating drawings that move in a sequence.<br>That we can use mark making skills and imagination to make our drawings visually engaging.<br>That we can use our moving drawings to share narratives.<br>That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Lauren Child<br>Quentin Blake | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **English:** Bring characters from literature to life.<br>● **History:** Make an animated drawing / portrait of a well know historical figure.<br>● **Maths:** Measuring, weight, position, direction, movement.<br>● **Science:** Animals, the human body, habitats, materials.<br>● **Music & Drama:** Link to drama to collaborate and act out short narratives. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**
Continue to develop drawing skills, including creating cut-outs towards shadow puppets. Continuing building understanding of relationship between art and storytelling/narrative as a way to

connect and communicate. Opportunities to use digital media in conjunction with other artforms/media to enhance exploration.

| **Autumn Term Year 5/6 A**<br>**Set Design** | **Topic: Making, Drawing, Sketchbooks**<br>**Enquiry Questions: How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
  to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Paper cutting, Performance, Narrative, Character, Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, | That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film, or animation).<br>That we can create our own "sets" to create models for theatre design or backgrounds for an animation.<br>That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.<br>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Rae Smith<br>Fausto Melotti<br>Gabby Savage-Dickson | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **English:** Create set designs inspired by your chosen play or book (for example Esio Trot).<br>● **History:** Create a 'scene' inspired by your chosen civilisation topic e.g. a Roman amphitheatre.<br>● **Science:** Light, shadow.<br>● **Music & Drama:** Link to projects in Music and Drama.<br>● **PSHCE:** Collaboration, Peer Discussion. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**
Pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation.
Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music).
Sketchbooks are used throughout to brainstorm, record, test and reflect.

| **Spring Term Year 5/ 6 A**<br>**Exploring Identity** | **Topic: Collage, Drawing, Sketchbooks**<br>**Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
  to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences. | That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.<br>That people are the sum of lots of different experiences, and that through art we can explore our identity.<br>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.<br>That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.<br>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Artisits** | |
| Njideka Akunyili Crosby<br>Yinka Shonibare<br>Thandiwe Muriu | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **History:** Explore the identity of a figure from your chosen history topic.<br>● **PSHCE:** Collaboration, Peer Discussion, Different Religions, Ethnic Identity. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. |

**About this unit/ Connections**
Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.
Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.

| **Summer Year 5/ 6 A**<br>**Activism** | **Topic: Printing, Collage, Drawing.**<br>**Enquiry Question: How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
  to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Activism, Voice, Message, Community, Poster, Zine, Screenprinting, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, | That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.<br>That artists acting as activists often use print because it allows them to duplicate and distribute their message.<br>That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.<br>That through art as activism we can come together. |
| **Artists** | |
| Luba Lukova<br>Faith Ringgold | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **History**: Look at the messaging from WW2 posters.<br>● **Science:** Environmental changes, deforestation.<br>● **PSHCE**: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists |

**About this unit/ Connections**
Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.
There is then a choice of projects: the class can either make posters or zines, using using collage, print and drawing.

| | |
|---|---|
| **Autumn Term Year 5/ 6 B**<br>**2D Drawing to 3D Making- Flat but sculptural** | **Topic: Drawing, Sketchbooks**<br>**Enquiry Question: How can we transform 2d drawings into 3d objects?** |

**National Curriculum Objectives (KS2):**

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]
  to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| 2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance<br>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, | That drawing and making have a close relationship.<br>That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.<br>That we can use methods such as the grid method and looking at negative space to help us draw.<br>That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.<br>That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.<br>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.<br>That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Artists** | |
| Claire Harrup<br>Andy Warhol | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **English:** Create characters inspired by literature.<br>● **History:** Create characters inspired by theme.<br>● **Maths:** 2D and 3D shapes, measuring, symmetry, angles, plot points.<br>● **PSHCE:** Collaboration, Peer Discussion. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists |

**About this unit/ Connections**
Children will be working towards graphic design and redesigning food packaging.
This option allows children to explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.
Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.
The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing.
The graphic design packaging project includes typography.

| **Spring term Year 5/ 6 B**<br>**Mixed Media Land & City Scapes** | **Topic: Drawing and Sketchbooks**<br>**Enquiry Question: How can we use a variety of media to capture the spirit of a place?** |
|---|---|

**National Curriculum Objectives (KS2):**

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]
  to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Negative space, Grid method, Scaling up, Net, Structure, Balance, Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Present, Share, Reflect, Respond, Feedback, Articulate, Photograph, Lighting, Composition, Focus, Intention, Feedback, Crit, Similarities, Differences, | That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.<br>That artists often work outside (plein air) so that all their senses can be used to inform the work.<br>That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".<br>We can share our artistic discoveries with, and be inspired by each other.<br>We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough. |
| **Artists** | |
| Vanessa Gardiner<br>The Shoreditch Sketcher<br>Monet | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| ● **Geography:** Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping. | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists |

| | |
|---|---|
| • **Science:** Local habitat, Environmental changes.<br>• **PSHCE:** Responsibility to the planet, Collaboration**,** Peer Discussion. | |

**About this unit/ Connections**
Children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live.
Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.
Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to "produce" an end result.
Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.

| | |
|---|---|
| **Summer Term Year 5/6 B**<br>**Brave Colour** | **Topic: Collaboration and Community**<br>**Enquiry Question: How can we use the skills we have learnt in drawing, painting, making and collage to explore light, form and colour to create immersive environments?** |

**National Curriculum Objectives (KS2):**
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]
- to know about great artists, architects and designers in history.

| **Vocabulary** | **Key Concepts** |
|---|---|
| Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition, | That as humans we react emotionally to colour.<br>That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.<br>That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.<br>That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models. |
| **Artists** | |
| Liz West<br>Olafur Eliasson<br>Carnovsky | |

| **Cross Curricular Opportunity:** | **Cultural capital/ enrichment/ diversity** |
|---|---|
| • **Science:** Light, shadows. | |

| | |
|---|---|
| • **PSHCE:** Collaboration, Peer Discussion**.** | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists |

**About this unit/ Connections**
Pupils are enabled to explore colour in a very personal and intuitive way.
Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create (propose) their own art work. They are enabled to imagine "what if…?" and encouraged to share their vision or imagining with others through mock-up artworks and models.
Recognising pupils growing ability to articulate their thoughts, and understand that we can use art to bring people together through sharing common experiences, such as how our bodies and minds react in certain colourful environments, pupils are empowered to create their own response to simple sculptural challenges.
Pupils use sketchbooks throughout to record, test and reflect.

| | Cycle A | | | Cycle B | | |
|---|---|---|---|---|---|---|
| EYFS/ Y1 | **All about me** | **Our wonderful world** | **Off to the seaside** | **Hot & cold places** | **Off to the moon** | **In the garden** |
| | **Begin to mix primary colours to make secondary**<br>**Self portraits** | **Artwork themed around the UK**<br>**Collage**<br>**Pastel drawings**<br>**Printing**<br>**Patterns** | **Colour mixing**<br>**Wax Resistant (underwater pics)**<br>**Mask making**<br>**Shading by adding black and white** | **Mixing colours**<br>**Colour washing/blending**<br>**Firework pictures** | **Colour mixing**<br>**Printing**<br>**Collage animals**<br>**Pastel drawings**<br>**Watercolour** | **Line drawing**<br>**Watercolour**<br>**Colour mixing** |
| Concepts | Drawing Line Texture<br>Painting Colour Shape<br>Sculpture Space Form<br>Printing<br>Collage | Drawing Line Texture<br>Painting Colour Shape<br>Sculpture Space Form<br>Printing | Drawing Line Texture<br>Painting Colour Shape<br>Sculpture Space Form<br>Printing | Drawing Line Texture<br>Painting Colour Shape<br>Sculpture Space Form<br>Printing | Drawing Line Texture<br>Painting Colour Shape<br>Sculpture Space Form<br>Printing | Drawing Line Texture<br>Painting Colour Shape<br>Sculpture Space Form<br>Printing |
| Artist | | | | William Morris | Kandinsky | Austin's Butterfly Study |

Cycle A

| | | | | | | |
|---|---|---|---|---|---|---|
| KS1 – Y1/2 | **Autumn Term**<br>Spirals<br>Exploring Watercolour | | **Spring Term**<br>Simple printmaking | | **Summer Term**<br>Making Birds | |
| | Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.<br>Exploring watercolour and discovering we can use accidental marks to help us to make art. | | Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. | | Sculptural project beginning with making drawings from observation exploring media, and transforming the drawings from 2D to 3D to make a bird. | |
| Concepts | Drawing<br>Painting<br>Sculpture<br>Printing | Line<br>Colour<br>Space<br>Texture | Drawing<br>Painting<br>Sculpture<br>Printing | Line<br>Colour<br>Space<br>Texture | Drawing<br>Painting<br>Sculpture<br>Printing | Line<br>Colour<br>Space<br>Texture |

| | | | |
|---|---|---|---|
| | Collage<br>Shape<br>Form | Collage<br>Shape<br>Form | Collage<br>Shape<br>Form |
| Artists | Andy Goldsworthy<br>Alma Thomas<br>Catherine Raynor (Illustrator)<br>Paul Klee | Andy Warhol<br>Irving Amen | Rene Magritte (birds sculpture)<br>Froyle Davies |
| Year 3/4 | **Autumn Term**<br>Drawing with charcoal | **Spring Term**<br>Exploring Pattern | **Summer Term**<br>Sculpture, Structure, Inventiveness & Determination |
| | Explore how to make drawings that capture a sense of drama or performance using charcoal. | Exploring how we can use colour, line and shape to create patterns, including repeating patterns. | Explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure. |
| Concepts | Drawing<br>Painting<br>Sculpture<br>Printing<br>collage<br>Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form | Line<br>Colour<br>Space<br>collage<br>Texture<br>Shape<br>Form<br>Drawing<br>Painting<br>Sculpture<br>Printing | Texture<br>Shape<br>Form<br>collage<br>Drawing<br>Painting<br>Sculpture<br>Printing<br>Line<br>Colour<br>Space |
| Artists | Laura Mckendry<br>Egdar Degras | Shaheem Ahmed<br>Yayoi Kusama | Lauren Child<br>Quentin Blake |
| Year 5/6 | **Set Design** | **Exploring identity** | **Activism** |
| | Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. | Discover how artists use layers and juxtaposition to create artwork which explores identity. Make you own layered portrait. | Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. |
| Concepts | Drawing<br>Painting<br>Sculpture<br>Printing<br>Collage<br>Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form | Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form<br>Drawing<br>Painting<br>Sculpture<br>Printing<br>Collage | Texture<br>Shape<br>Form<br>Drawing<br>Painting<br>Sculpture<br>Printing<br>Collage<br>Line<br>Colour<br>Space |
| Artist | Rae Smith<br>Fausto Melotti<br>Gabby Savage-Dickson | Yinka Shonibare<br>Thandiwe Muriu<br>Njideka Arunyili Crosby | Luba Lukova<br>Faith Ringold |
| Cycle B | | | |
| KS1 – Y2 | **Autumn Term**<br>Explore and Draw<br>Expressive painting | **Spring Term**<br>Exploring the world through monoprint | **Summer Term**<br>Music & Art |

| | | | |
|---|---|---|---|
| | Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life. | Using a simple monoprint technique to develop drawing skills, encourage experimentation and ownership. | Explore how we can make art inspired by the sounds of music. |
| Concepts | Drawing<br>Painting<br>Sculpture<br>Printing<br>Collage<br>Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form | Drawing<br>Painting<br>Sculpture<br>Printing<br>Collage<br>Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form | Drawing<br>Painting<br>Sculpture<br>Printing<br>Collage<br>Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form |
| Artists | Dale Chihuly (Drawings)<br>Renee Regan<br>Claude Monet<br>Vincent Van Gogh | Matisse<br>Picasso | Wassily Kandinsky |

| | | | |
|---|---|---|---|
| Year 3/4 | **Autumn Term**<br>Storytelling Through Drawing | **Spring Term**<br>Cloth, Thread, Print | **Summer Term**<br>Animated Drawings |
| | Explore how artists create sequenced drawings to share and tell stories. | Explore how to combine paint and sewing, art and crafts, to create a piece of artwork. | Explore the idea that animations can be made by sequencing drawings. |
| Concepts | Drawing<br>Painting<br>Sculpture<br>Printing<br>Line<br>Colour<br>Space<br>Texture<br>Shape<br>Form | Line<br>Colour<br>Space<br>collage<br>Texture<br>Shape<br>Form<br>Drawing<br>Painting<br>Sculpture<br>Printing | Texture<br>Shape<br>Form<br>Drawing<br>Painting<br>Sculpture<br>Printing<br>Line<br>Colour<br>Space |
| Artists | Shaun Tann<br>Laura Carlin | Shaheem Ahmed<br>Yayoi Kusama | Marcus Oates<br>Anish Kapoor |
| Year 5/6 | **Autumn Term**<br>2D drawing to 3D making | **Spring Term**<br>Mixed media land and city scapes | **Summer Term**<br>Brave Colour |
| | Explore how 2D drawings can be transformed to 3D objects. Work towards and sculptural outcome or a graphic design outcome. | Explore how artists use a variety of media to capture spirit of the place. | Explore how artists use light, form and colour to create immersive environments<br>Explore perspective and dimensions |
| Concepts | Drawing<br>Painting<br>Sculpture<br>Printing<br>Line<br>Colour<br>Space<br>Collage<br>Texture<br>Shape<br>Form | Line<br>Colour<br>Space<br>Collage<br>Texture<br>Shape<br>Form<br>Drawing<br>Painting<br>Sculpture<br>Printing | Texture<br>Shape<br>Form<br>Collage<br>Drawing<br>Painting<br>Sculpture<br>Printing<br>Line<br>Colour<br>Space |

| | | | |
|---|---|---|---|
| Artist | Claire Harrup<br>Andy Warhol | Vanessa Gardiner<br>The Shoreditch Sketcher<br>Monet | Liz West<br>Olapur Eliasson<br>Carnovsky |