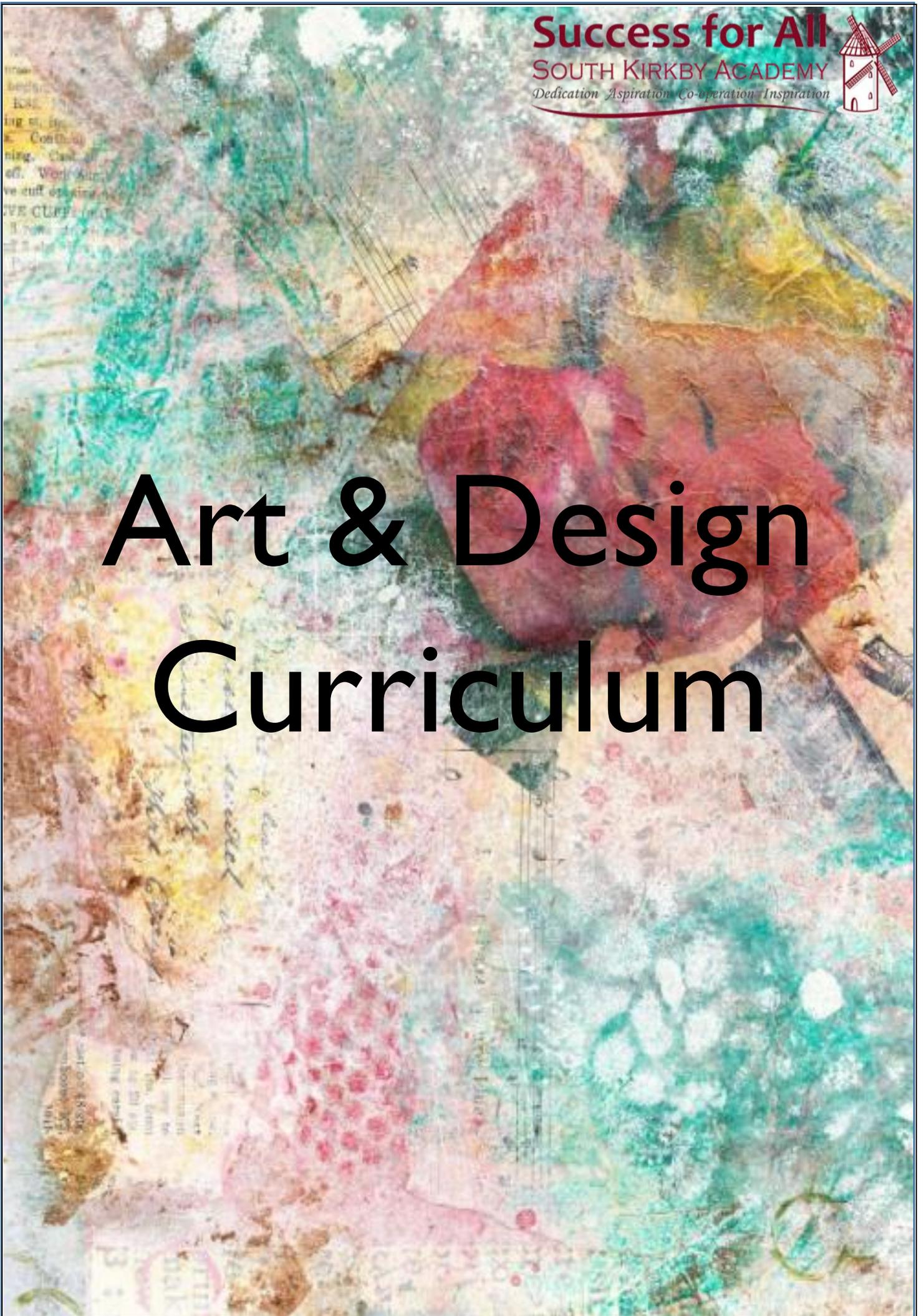




Art & Design Curriculum



Art & Design Overview

	Autumn			Spring		Summer	
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Drawing	Sculpture	Textiles	Painting	Printing	Collage	Digital Art
							
Year 4	Drawing	Painting	Collage	Sculpture	Textiles	Digital Art	Printing
							
Year 5	Drawing	Textiles	Collage	Painting	Sculpture	Printing	Digital Art
							
Year 6	Drawing	Digital Art	Painting Art	Printing	Collage	Sculpture	Textiles
							

Year 3

	Autumn			Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Overview	Drawing	Sculpture	Textiles	Painting	Printing	Collage	Digital Art
							
Suggested Content	<p>Drawing</p> <ul style="list-style-type: none"> Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons and pastels. <p>Sculpture</p> <ul style="list-style-type: none"> Include rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk). <p>Textiles</p> <ul style="list-style-type: none"> Include weaving, dyeing and printing. Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper). 	<p>Painting</p> <ul style="list-style-type: none"> Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels. Apply colour in different ways (i.e. Brushes, sponges, straws, etc). Use different surfaces as well as paper (e.g. fabric) <p>Printing</p> <ul style="list-style-type: none"> Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers. 	<p>Collage</p> <ul style="list-style-type: none"> Include a variety of mixed media – newspaper, paint, print, ink, charcoal, magazines, fabric and natural or found materials, plastic, string, leaves, flower petals. <p>Digital Art & Photography</p> <ul style="list-style-type: none"> Digital art such as graphic drawing programs and photography. 				
Key Vocab	<p>Sketch, observe, shade, tone, investigate, explore, mark-mark, concrete, architect, trimmings, edging, weave, dye, print, pattern, texture, represent.</p>			<p>Paint, texture, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, acrylic paint, bold brushes, printmaking, relief printing, objects, carve, cut, shape, press</p>		<p>Texture, shape, form, mosaic, montage, tessellation, overlap, position, photograph, position, shadow, light, flashlight, central, zoom, observe, paint programme, ICT.</p>	
National Curriculum Programme of Study							
Research	<p>Children continue to study the works of famous artists. They are given the opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>NC:</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 						
Develop	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback.</p> <p>NC:</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques with creativity, experimentation and increasing awareness of different kinds of art, craft and design. 						

Reflect	<p>Children should discuss a range of works by different artists and use subject-specific vocabulary. Children should use annotations to reflect on their own and others' work. Using artist research, children should be able to explain why they think artists have been influential to them and to other artists.</p> <p>NC:</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. 		
Technical Skills	<p>Drawing</p> <ul style="list-style-type: none"> Draw and explore familiar objects from different viewpoints, using line, tone, shape and mark-making to represent things observed. <p>Sculpture</p> <ul style="list-style-type: none"> Build in clay a functional form using two/three building techniques and some surface decoration. <p>Textiles</p> <ul style="list-style-type: none"> Weave paper, wool and found materials to represent an image (landscape, pattern or texture). 	<p>Painting</p> <ul style="list-style-type: none"> Can understand how artists use warm and cool colour using this when mixing paint to express mood and emotion. Can explore the effect on paint when adding different materials, eg. water, glue, sand, sawdust and use this in a painting. <p>Printing</p> <ul style="list-style-type: none"> Can explore lines, marks, and tones through monoprinting on a variety of papers to create an image. Explore colour missing through printing, using two coloured inks, a roller and stencil or pressprint. 	<p>Collage</p> <ul style="list-style-type: none"> Can experiment with creating mood, feeling, movement and areas of interest using different media and textures. Can interpret stories, music, poems and other stimuli and present these using mixed media elements. Can use the natural environments as stimulus for mixed media work to convey meaning. <p>Digital Art & Photography</p> <ul style="list-style-type: none"> Can use a painting programme to make an image corresponding to their work in other art media. Can use a camera and change settings such as flash, to best capture an image in low-light conditions.
Key Questions			
Artists, Designers & Architects	<p>Salvador Dali, Anselm Kiefer, Lucian Freud, Jackson Pollock, Paula Rego, Gainsborough, Sonia Boyce, Howard Hodgkin, Henry Moore, Barbara Hepworth, Claude Monet, Anish Kapoor, Giacometti, Coco Chanel, Vivienne Westwood, John Constable, Thomas Cole, Henri Matisse, Julian Opie, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael-Brennand-Wood, Georgia O'Keefe,</p>		

Year 4

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Drawing Painting Collage 		Sculpture Textiles 		Digital Art Printing 	
Suggested Content	<p>Drawing</p> <ul style="list-style-type: none"> Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons and pastels. <p>Painting</p> <ul style="list-style-type: none"> Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels. Apply colour in different ways (i.e. Brushes, sponges, straws, etc). Use different surfaces as well as paper (e.g. fabric). <p>Collage</p> <ul style="list-style-type: none"> Include a variety of mixed media – newspaper, paint, print, ink, charcoal, magazines, fabric and natural or found materials, plastic, string, leaves, flower petals. 		<p>Sculpture</p> <ul style="list-style-type: none"> Include rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk). <p>Textiles</p> <ul style="list-style-type: none"> Include weaving, dyeing and printing. Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper). 		<p>Digital Art & Photography</p> <ul style="list-style-type: none"> Digital art such as graphic drawing programs and photography. <p>Printing</p> <ul style="list-style-type: none"> Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers. 	
Key Vocab	Sketch, observe, shade, tone, investigate, explore, mark-mark, Paint, texture, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, acrylic paint, bold brushes, texture, shape, form, mosaic, montage, tessellation, overlap, position.		concrete, architect, trimmings, edging, weave, dye, print, pattern, texture, represent.		photograph, position, shadow, light, flashlight, central, zoom, observe, paint programme, ICT, printmaking, relief printing, objects, carve, cut, shape, press	
National Curriculum Programme of Study						
Research	<p>Children continue to study the works of famous artists. They are given the opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>NC:</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 					

Develop	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback.</p> <p>NC:</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques with creativity, experimentation and increasing awareness of different kinds of art, craft and design. 		
Reflect	<p>Children should discuss a range of works by different artists and use subject-specific vocabulary. Children should use annotations to reflect on their own and others' work. Using artist research, children should be able to explain why they think artists have been influential to them and to other artists.</p> <p>NC:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas. 		
Technical Skills	<p>Drawing</p> <ul style="list-style-type: none"> • Draw and explore familiar objects from different viewpoints, using line, tone, shape and mark-making to represent things observed. <p>Painting</p> <ul style="list-style-type: none"> • Can understand how artists use warm and cool colour using this when mixing paint to express mood and emotion. • Can explore the effect on paint when adding different materials, eg. water, glue, sand, sawdust and use this in a painting. <p>Collage</p> <ul style="list-style-type: none"> • Can experiment with creating mood, feeling, movement and areas of interest using different media and textures. • Can interpret stories, music, poems and other stimuli and present these using mixed media elements. • Can use the natural environments as stimulus for mixed media work to convey meaning. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Build in clay a functional form using two/three building techniques and some surface decoration. <p>Textiles</p> <ul style="list-style-type: none"> • Weave paper, wool and found materials to represent an image (landscape, pattern or texture). 	<p>Digital Art & Photography</p> <ul style="list-style-type: none"> • Can use a painting programme to make an image corresponding to their work in other art media. • Can use a camera and change settings such as flash, to best capture an image in low-light conditions. <p>Printing</p> <ul style="list-style-type: none"> • Can explore lines, marks, and tones through monotyping on a variety of papers to create an image. • Explore colour missing through printing, using two coloured inks, a roller and stencil or pressprint.
Key Questions			
Artists, Designers & Architects	<p>Salvador Dali, Anselm Kiefer, Lucian Freud, Jackson Pollock, Paula Rego, Gainsborough, Sonia Boyce, Howard Hodgkin, Henry Moore, Barbara Hepworth, Pablo Picasso, Claude Monet, Damian Hirst, Anish Kapoor, Giacometti, Coco Chanel, Vivienne Westwood, John Constable, Thomas Cole, Henri Matisse, Julian Opie, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael-Brennand-Wood</p>		

Year 5

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Drawing Textiles Collage 		Painting Sculpture 		Printing Digital Art 	
Suggested Content	<p>Drawing</p> <ul style="list-style-type: none"> Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons and pastels. <p>Textiles</p> <ul style="list-style-type: none"> Include weaving, dyeing and printing. Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper). <p>Collage</p> <ul style="list-style-type: none"> Include a variety of mixed media – newspaper, paint, print, ink, charcoal, magazines, fabric and natural or found materials, plastic, string, leaves, flower petals. 		<p>Painting</p> <ul style="list-style-type: none"> Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels. Apply colour in different ways (i.e. Brushes, sponges, straws, etc). Use different surfaces as well as paper (e.g. fabric). <p>Sculpture</p> <ul style="list-style-type: none"> Include rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk). 		<p>Printing</p> <ul style="list-style-type: none"> Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers. <p>Digital</p> <ul style="list-style-type: none"> Digital art such as graphic drawing programs and photography. 	
Key Vocab	Sketch, observe, blending, pattern, form, smudge, fresco, portrait, graffiti, mural, heavy, soft, shade, tone, investigate, explore, mark-mark, weave, dye, print, fabric, pattern, texture, represent, arrange, fix, shape, form, mosaic, montage, tessellation, overlap, position,		Paint, texture, abstract, absorb, impressionism, impressionists, mix, blend, tints, shades, watercolour wash, sweep, dab, acrylic paint, bold brushes, concrete, architect, join, tram, cast, shape, mark, trimmings, edging,		printmaking, relief printing, objects, carve, cut, shape, press, hammering, collograph, tile, photograph, position, shadow, light, flashlight, central, zoom, observe, paint programme, ICT.	
National Curriculum Programme of Study						
Research	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and their pieces of work. They analyse the meaning of the works and the message they convey. Children should gain an understanding of the art movement that the artist is part of in order to understand their influences better.</p> <p>NC:</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 					
Develop	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>NC:</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques with creativity, experimentation and increasing awareness of different kinds of art, craft and design. 					

Reflect	<p>Children should discuss a range of works by different artists and use subject-specific vocabulary. Children should use annotations to reflect on their own and others' work. Using artist research, children should be able to explain why they think artists have been influential to them and to other artists.</p> <p>NC:</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. 		
Technical Skills	<p>Drawing</p> <ul style="list-style-type: none"> Produce drawings that depict movement and perspective whilst using a variety of techniques to add effects, e.g shadows, reflection, hatching and cross-hatching. <p>Textiles</p> <ul style="list-style-type: none"> Can select and use contrasting colours and texture in weaving. Can dye fabrics and use tie-dye techniques to control and create a fabric image. <p>Collage</p> <ul style="list-style-type: none"> Can select and use found materials with art media and adhesives to assemble and represent a surface or thing, e.g water. 	<p>Painting</p> <ul style="list-style-type: none"> Can select from different methods to apply colour using a variety of tools and techniques to express mood and emotion. <p>Sculpture</p> <ul style="list-style-type: none"> Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, texture, shape, pattern and colour. 	<p>Printing</p> <ul style="list-style-type: none"> Can recreate a scene and detail remembered, observed or imagined, through collage relief 'collograph' printing. Can explore colour mixing through printing, using two coloured inks, a roller and a stencil or pressprint. <p>Digital Art & Photography</p> <ul style="list-style-type: none"> Can use a paint programme to develop virtual designs for a painting, print or 3D work. Can plan, take and digitally process photographs for a creative purpose, working as part of a group.
Key Questions			
Artists, Designers & Architects	<p>Andy Warhol, Henri Rousseau, India Flint, Alexander Calder, David Hockney, LS Lowry, Francis Bacon, David Oliveria, Man Ray, Fernard Leger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquin Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro, Ansel Adams, Frank Lloyd Wright, Jean-Michael Basquiat, Mary Cassatt, John singer Sargent, Edvard Munch, Emile Nolde, Norval Morrisseau,</p>		

Year 6

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Drawing Digital Painting Art 		Printing Collage 		Sculpture Textiles 	
Suggested Content	<p>Drawing</p> <ul style="list-style-type: none"> Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons and pastels. <p>Digital Art & Photography</p> <ul style="list-style-type: none"> Digital art such as graphic drawing programs and photography. <p>Painting</p> <ul style="list-style-type: none"> Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels. Apply colour in different ways (i.e. Brushes, sponges, straws, etc). Use different surfaces as well as paper (e.g. fabric) 		<p>Printing</p> <ul style="list-style-type: none"> Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers. <p>Collage</p> <ul style="list-style-type: none"> Include a variety of mixed media – newspaper, paint, print, ink, charcoal, magazines, fabric and natural or found materials, plastic, string, leaves, flower petals. 		<p>Sculpture</p> <ul style="list-style-type: none"> Include rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk). <p>Textiles</p> <ul style="list-style-type: none"> Include weaving, dyeing and printing. Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper). 	
Key Vocab	<p>Sketch, observe, blending, pattern, form, smudge, fresco, portrait, graffiti, mural, heavy, soft, shade, tone, investigate, explore, mark-mark, photograph, position, shadow, light, flashlight, central, zoom, observe, paint programme, ICT, paint, texture, abstract, absorb, impressionism, impressionists, mix, blend, tints, shades, watercolour wash, sweep, dab, acrylic paint, bold brushes,</p>		<p>printmaking, relief printing, objects, carve, cut, shape, press, hammering, collograph, tile, arrange, fix, shape, form, mosaic, montage, tessellation, overlap, position,</p>		<p>concrete, architect, join, tram, cast, shape, mark, trimmings, edging, weave, dye, print, fabric, pattern, texture, represent..</p>	
National Curriculum Programme of Study						
Research	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and their pieces of work. They analyse the meaning of the works and the message they convey. Children should gain an understanding of the art movement that the artist is part of in order to understand their influences better.</p> <p>NC:</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 					

Develop	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>NC:</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques with creativity, experimentation and increasing awareness of different kinds of art, craft and design. 		
Reflect	<p>Children should discuss a range of works by different artists and use subject-specific vocabulary. Children should use annotations to reflect on their own and others' work. Using artist research, children should be able to explain why they think artists have been influential to them and to other artists.</p> <p>NC:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas. 		
Technical Skills	<p>Drawing</p> <ul style="list-style-type: none"> • Produce drawings that depict movement and perspective whilst using a variety of techniques to add effects, e.g shadows, reflection, hatching and cross-hatching. <p>Digital Art & Photography</p> <ul style="list-style-type: none"> • Can use a paint programme to develop virtual designs for a painting, print or 3D work. • Can plan, take and digitally process photographs for a creative purpose, working as part of a group. <p>Painting</p> <ul style="list-style-type: none"> • Can select from different methods to apply colour using a variety of tools and techniques to express mood and emotion. 	<p>Printing</p> <ul style="list-style-type: none"> • Can recreate a scene and detail remembered, observed or imagined, through collage relief 'collograph' printing. • Can explore colour mixing through printing, using two coloured inks, a roller and a stencil or pressprint. <p>Collage</p> <ul style="list-style-type: none"> • Can select and use found materials with art media and adhesives to assemble and represent a surface or thing, e.g water. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, texture, shape, pattern and colour. <p>Textiles</p> <ul style="list-style-type: none"> • Can select and use contrasting colours and texture in weaving. Can dye fabrics and use tie-dye techniques to control and create a fabric image.
Key Questions			
Artists, Designers & Architects	<p>Salvador Dali, Anselm Kiefer, Lucian Freud, Jackson Pollock, Paula Rego, Gainsborough, Sonia Boyce, Howard Hodgkin, Henry Moore, Barbara Hepworth, Claude Monet, Anish Kapoor, Giacometti, Coco Chanel, Vivienne Westwood, John Constable, Thomas Cole, Henri Matisse, Julian Opie, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael-Brennand-Wood</p>		