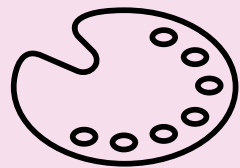




Meole Brace
C of E Primary School and Nursery

Art & Design Subject Handbook



Our vision and rationale for Art & Design

Art and Design is a valued part of our curriculum at Meole Brace Primary School where pupils can express themselves creatively through a range of media. We follow the split curriculum from Access Art Primary Art Curriculum.

Our art and design curriculum allows our children to develop our three core values of **perseverance**, **respect** and **community** whilst engaging, inspiring and challenging our pupils.

Throughout the year groups children are encouraged to learn about and explore the techniques and works of a range of artists, designers and craft workers. Children are able to build upon their knowledge, make links and evaluate both classic and modern pieces from the wider artistic **community**.

Children are taught techniques across drawing, painting, printing and sculpture and develop skills to refine colour, shape and form. Older children use sketch books to revisit and perfect ideas over time, building their **perseverance** and ability to evaluate their own work and the work of others.

Through collaborative discussions about their work children are encouraged to form evaluative opinions that are also **respectful**. Work is celebrated across the school and within the wider community through local festivals, 'The Big Draw' event, art week, and after school clubs.

Our children are given opportunities to work collaboratively with their peers and with the wider **community** through links with local secondary schools and local artists e.g. Rory McCann.

Art and design at Meole Brace offers knowledge, creativity and a development of skills.



Curriculum Subject Leader



Mrs Ella Turner

National Curriculum Progression for Art & Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Attainment targets Subject content	<p>Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>They explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They represent their own ideas, thoughts and feelings through art.</p> <p>Birth to 5 matters. Development matters. ELG: Creating with Materials. ELG: Fine motor skills.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 				

Art & Design Progression of knowledge

Concepts And Themes		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuing Ideas		<p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To develop their own ideas and then decide which materials to use to express them.</p> <p>To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>To use their imagination as they consider what they can do with different materials. To make simple models which express their ideas.</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To create collaboratively, sharing ideas, resources and skills</p> <p>To share their creations, explaining the process they have used;</p>	<p>To respond to ideas and starting points.</p> <p>To record and explore ideas from first hand observations, experience and imagination</p> <p>Explore ideas and collect visual information.</p>	<p>Explore different methods and materials and use these ideas develop their own art work</p> <p>Record and explore ideas from first hand observations, experience and imagination</p>	<p>Develop ideas from given starting points</p> <p>Collect information, sketches and resources</p>	<p>Explore ideas in a variety of ways and record in sketchbooks</p> <p>Adapt and refine ideas as they progress</p> <p>Comment on artist works</p>	<p>Develop and imaginatively extend ideas from different starting points</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook</p> <p>Comment on artworks using effective language.</p>	<p>Develop and imaginatively extend ideas from different starting points</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook using different media</p> <p>Use powerful vocabulary when discussing artworks to express meaning and interpretations.</p>

<p>Drawing and Line Technique</p> <p>Sketchbook work</p>	<p>Skills</p>	<p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To use drawing to represent ideas like movement or loud noises.</p> <p>To show different emotions in their drawings such as happiness and sadness</p>	<p>To begin to show accuracy and care when drawing.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing.</p>	<p>Create drawings using your wrists, elbow, shoulders, hips.</p> <p>Draw lines of different sizes and thickness</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Colour (own work) neatly following the lines</p>	<p>Layer different media e.g crayons, pastels, felt-tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketch book and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas. Refine ideas.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>To begin to show an awareness of scale and ratio. Use different media to achieve variations in line, texture, tone, colour, shape, pattern.</p>	<p>Make informed choices in drawing inc paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>To develop a sense of scale and ratio</p> <p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use a variety of source material for their work.</p> <p>Work in a sustained way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape in their sketchbooks.</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Use lines to represent movement in objects and people.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape in their sketchbooks.</p>
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	Sequence of Knowledge	<p>To know marks are created by pushing down</p> <p>To know that marks are created by moving their hand and arm and can be continued</p> <p>To begin to know that we need to join lines to make an enclosed shape.</p>	<p>To know how to make a straight line</p> <p>To know how to make a curved/wavy line</p> <p>To know how to join lines to make an enclosed shape</p> <p>To look at detail to make drawings more accurate</p>	<p>To know how to use pencils to create lines of different thickness in drawings</p>	<p>To know that the appearance of texture can be created using patterns, dots and lines.</p> <p>To know how to use coloured pencils correctly by applying pressure to create tones.</p>	<p>To know pencils have different grades and know they create different effects</p> <p>To use non coloured pencils to create tone variation.</p> <p>To know that scale is the size of one object in relation to another.</p>	<p>To know how to use marks and lines to show texture</p> <p>To know how to depict light and shadow using a variation of lines.</p> <p>To know that scale is the size of one object in relation to another whereas proportion refers to the size of the parts of an object.</p>	<p>To know the effects of light on objects and people in different directions.</p> <p>To know how to organise line, tone, shape and colour to represent figures and forms in movement</p>	<p>To know how to use shading to create mood and feeling</p> <p>To compare and contrast the depiction of perspective in different artwork</p>
	Vocabulary	<p>thick, thin, wavy, straight, pencil, stick, chalk, pastel, felt tip round, long, short, big, little</p>	<p>thick, thin, wavy, curved, straight, round, pencil, stick, chalk, pastel, felt tip, shape, circle, long, short, big, little</p>	<p>thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, tone, soft, hard, shiny, tone, light, dark, pale, deep, oval, long, curvy, bright Line portrait, landscape</p>	<p>Texture Tone Pattern Lines 2d portrait, landscape</p>	<p>Cross hatching Hatching Texture charcoal, pencil, crayon, chalk, pastels, pens, grades, forms, shapes, 3d variations, tone, pattern, texture, emotion, expression</p>	<p>Scale Proportion Life-sized Miniature Oversized Enormous Cross hatching Hatching grades, forms, shapes, 3d variations, tone, pattern, texture, emotion, expression</p>	<p>Hatching Contour hatching Cross hatching Random hatching Stippling Ink wash Texture observation, visual images, marks, tone, form, lines, shapes, , tonal contrast, shading, blending, perspective, horizon, composition, scale,</p>	<p>Hatching Contour hatching Cross hatching Random hatching Stippling Ink wash Horizon Vanishing point One-point perspective foreground, middle ground, background</p>

<p>Painting</p>	<p>Skills</p>	<p>To explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through paint.</p> <p>Identify primary colours by name.</p> <p>Create textured paint by adding sand , sawdust etc.</p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add whites to colours to make tints</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Use different types of paint.</p> <p>Create different textures e.g. use sawdust.</p>	<p>Mix primary colours to make secondary colours.</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>Explore colour mixing through gestural mark making.</p> <p>Experiment with tools and techniques, inc layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. big brush on large paper.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively</p> <p>Experiment with different effects and textures including blocking in colours, washes, thickened paint.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture.</p>	<p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life.</p> <p>Experiment with creating mood with colour.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Plan and create different textures in paint according to what they need.</p>	<p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Demonstrate a secure knowledge about primary colours, secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>To consider light and dark, movement and energy when creating a composition.</p>	<p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p> <p>Carry out preliminary studies to test media and mix appropriate colours.</p> <p>Work from a variety of sources inc those researched independently.</p>
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	Sequence of Knowledge	To know paints can be mixed together to make different colours.	To know larger tools create thicker lines. To know the primary colours.	To name the primary and secondary colours. To know primary colours can be mixed to make secondary colours. (B+Y=G) (R+Y =O) (B+R=P)	To know how to create tints and tones by adding white or black paint. To know how to use colour for effect e.g. hot and cold colours. To know that some painters use expressive, gestural marks – often resulting in Abstract Expressionist Painting.	To know shade is created by light being blocked. To know how to use a range of brushes to create different effects in painting.	To know how to create a background using a wash. To know which colours compliment each other.	To know how to mix colour, shades and tones with confidence building on previous knowledge. To know the effect light/reflection can be created through omitting colour and/or using light colours.	To know adding layers of paint can add detail.
	Vocabulary	Red, blue, yellow, orange, purple, black, brown, white, black, green. Paint, hands, mix, colour, rub together, find out, make	red, blue, yellow. Primary colours. thick, thin, Paint, hands, mix, colour, find out, make, brush, combine, notice, difference, dry powder paint, liquid paint, shake, stir	Tint, primary, secondary colours, mix, thick, thin, palette, lighter, darker	Tint, tone, primary, secondary colours, contrasting, colour wheel, mix, thick, thin, palette, lighter, darker, warm colours, hot colours, cold colours, gesture, loose, evocative, explore, impression, abstract, positive/negative shapes.	Tint, tone, primary, secondary colours, contrasting, mix, palette, lighter, darker, warm colours, hot colours, cold colours, texture, technique, effect Negative, positive shape.	Tint, tone, shade, hue, shadow, contrasting, mix, palette, lighter, darker, warm colours, hot colours, cold colours, pattern, texture, technique, effect, complementary silhouettes, wash, backgrounds, layers, mood, composition viewfinder	Landscape, Cityscape, Tint, tone, contrasting, mix, palette, light, dark, texture, technique, effect, complementary silhouettes, wash, hue, backgrounds, layers, mood, shade, natural world, human creation, composition, emotion, individual style, reflection, omission, layering. Present, share, articulate.	Tint, tone, contrasting, texture, technique, effect, complementary silhouettes, wash, hue, backgrounds, layers, mood, shade, natural world, human creation, composition, emotion, individual style, reflection, omission, layering. Present, share, articulate.

Printing	Skills		<p>Print with a range of hard and soft materials, e.g. corks, pen barrels, sponge.</p> <p>Print with parts of the body – fingers, hands, feet.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Make rubbings to collect textures and patterns.</p>	<p>Use repeating or overlapping shapes.</p> <p>Use objects to create prints (e.g. leaves, shells, hands, feet)</p> <p>Experiment with amounts of paint applied and develop control.</p> <p>Recognise pattern in the environment.</p> <p>Learn how to take simple prints with plasticine and foam relief prints.</p>		<p>Use layers of two or more colours when printing.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make precise repeating patterns.</p> <p>Use screen print and/or mono print over collaged work to make a creative response to an original artwork.</p>			<p>Build up layers of colours and textures when printing.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>To combine mono type with painting and collage.</p>
	Sequence of Knowledge			<p>To know printing can use an indent to create a pattern.</p> <p>To know a print gives a reverse image.</p> <p>To know repetition is created by using the same print multiple times.</p>		<p>To know that mono prints can be used effectively to create line (year2) and screen prints can be used to create prints which use thicker lines and/or shapes.</p>			<p>To know how to create an accurate print design.</p> <p>To understand that monotypes are single mono prints.</p> <p>To know art is a way of expressing an opinion. Artists can be activists.</p>

	Vocabulary		Print Repeat Patterns Shapes	Plate, Print, press, pressure, paint, Rubbing, Texture, relief print, colour mixing, sequence, image, reflect, symmetry, pattern, negative, positive, multiples.		Imprint Impression Background Surface Absorb image Positive/ negative shapes. Layering. Screen printing.			Aesthetic Pattern Reflection Symmetrical Repetition Hue Mono-type Mono-print Composition Activism. typography
Sculpture And Ceramics 3D form.	Skills	Join different materials and explore different textures.	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	In sculpture they use a combination of shapes and include lines and texture. Explore shape, form, balance and structure. Develop understanding of 2D and 3D in terms of artwork. To fold, tear, crumple and collage paper to transform it from 2d to 3d.	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2D), form (3D), texture, colour and structure. Understand the safety and basic care of materials and tools.	Use air dry clay or Modroc to create models inspired by literature. Explore the use of pipe cleaners/wire to make an armature to support the sculpture. Design and make models. Add colour when dry.	To use frameworks and plinths (such as wire or moulds) to provide stability and form. Make informed choices about the 3D technique chosen. Plan, design, make and adapt plinth models of explorers. Use a variety of mouldable materials.	Describe the different qualities involved in sculpture and construction. Use a range of materials including foamboard to create an architectural model. Plan a sculpture through drawing and other preparatory work, both small and large scale.	Create sculpture and constructions with increasing independence. Use frameworks (such as wire or wooden skewers) to provide stability and form. To combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes, forms from a variety of materials.
	Sequence of Knowledge		To know art has different forms and materials. To know materials can change shape.	To know that sculptures are 3D forms of art.	To understand that when we make sculpture by adding materials it is called construction. To know art can take many forms including architecture.	To understand that when we make sculpture by moulding with our fingers it is called modelling. To know a range of mouldable materials.	To know different materials are moulded in different ways.	To know that architects have responsibilities towards society and can help shape the world for the better.	To know that artists reinvent. We can be inspired by the past to create things for the future.


	Vocabulary		Rolling, kneading, twisting, pinching, scratching, coiling. Sculpture Fold Bend Clay	2D and 3D Texture observation Sculpture Structure Balance Assemble Construct Model Fold Bend Attach tear crumple Rubbings flock	Line, shape, form, angle, scale, imagine, transform, natural, recycled, 2D and 3D Sculpture Structure Assemble Construct Model Fold Bend Attach Stone	Line, shape, wash, layer, pen, watercolour, exaggerate, gesture, armature, structure, cover, Modroc, clay, construct, model, character, personality, composition, lighting. Scale decoration	Plinth, context, display, viewpoint, Figurative, clay 3D sketches, empathy, position, environment, scale, perspective, Small scale, large scale. Form Shape Texture Composition Profile Stylised Proportion Decoration Movement Rhythm plinth	Aspirational, visionary, environmental, tiny house, movement form, Movement, Scale, Interior Exterior context, location Pattern, texture, Proportion Balance Scale Relationship Transform Composition Structure Construct Flexible Hollow Solid Surface Plane Angle Attachment Relief	Pattern, Media, cut outs, performance, emotion, Form, Line Shape Pose Position Gesture Repetition Sequence context, Dynamic Flowing Motion Rhythm Proportion Balance Attachment Transparent, Solid, Translucent.
Collage	Skills		To use a range of small tools, including scissors. To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and scissors. To begin to show accuracy and care when drawing. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To collage they use a combination of materials that are cut, torn and glued. To collage with painted papers exploring colour, shape and composition. To combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.	To collage they use a combination of materials that are cut, torn and glued and mix materials. To use observational drawings made, cutting the separate drawings out and using them to create a new artwork.	To cut shapes from paper and use as elements with which to collage. Combine collage with printmaking. Explore negative and positive shapes, line, colour and composition.	To use collage from painted sheets to create a still life.	To explore how print is combined with paint and collage to create a cohesive artwork.	To explore how print is combined with paint and collage to create a cohesive artwork.



	Sequence of Knowledge		<p>To know how to use a range of tools safely and confidently</p> <p>To know some materials can be torn and some can not</p>	<p>To know collage is the art of using elements of paper to make images.</p> <p>To know how we can create our own papers with which to collage.</p>	<p>To know that we can combine collage with other disciplines such as drawing, printmaking and making.</p>	<p>To know that we can combine collage with other disciplines such as drawing, printmaking and making.</p>	<p>To know that we can combine collage with other disciplines such as drawing, printmaking and making.</p>	<p>To know that we can combine collage with other disciplines such as drawing, printmaking and making.</p>	<p>To know that we can combine collage with other disciplines such as drawing, printmaking and making.</p>
	Vocabulary			Tear, fold, crumple, explore.	Arrange, composition, explore, re-present, positive, negative shapes.	Cut, direct, try, explore, colour, shape, composition, positive, negative shapes. Wash, layer.	Objects, arrangements, composition, background, foreground, tones, hues.	Mixed media, composition, energy, senses, balance, capture.	Present, share, response, reflect, articulate.
Knowledge of artists	Skills			To describe the work of notable artists.	<p>To describe the work of notable artists and designers.</p> <p>To use some of the ideas of artists studied to create pieces.</p>	To replicate some of the techniques used by notable artists, artisans and designers.	To create original pieces that are influenced by studies of others.	<p>To give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>To show how the work of those studied was influential in both society and to other artists.</p>	<p>To give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>To show how the work of those studied was influential in both society and to other artists.</p> <p>To create original pieces that show a range of influences and styles.</p>
	Knowledge			<p>To know inspiration can be taken from all around us.</p> <p>To know basic facts about notable artists e.g.</p>	<p>To know some facts about notable artists e.g. Vincent Van Gogh, Cezanne, Andy Goldsworthy.</p>	To compare the work of different artists – identify their techniques and style.	To know about notable artists e.g Anthony Gormley.	To know about a range of notable artists e.g. William Morris and Hundertwasser.	To understand that art can be very abstract and convey a message.



	Artists			Molly Haslund. Picasso.	Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox Nicole White Marela Zacarias Charlie French Vincent Van Gogh Cezanne Chris Kenny	Edgar Degas, Laura McKendry Heather Hansen Matisse Claire Willberg Rosie Hurley Inbal Leitner Roald Dahl Quentin Blake Constable	Laura Carlin Shaun Tan Anthony Gormley Yinka Shonibare Thomas J Price Rory McCann	Louise Fili Grayson Perry Paula Scher Vanessa Gardiner Shoreditch Sketcher Kittie Jones. William Morris. Hundertwasser Cezanne	Lubaina Himid Claire Harrup Luba Lukova Faith Ringgold Shepard Fairey Lotte Reiniger Matisse Wayang Shadow puppets Phillipp Otto Runge Pippa Dyrllaga Thomas Witte Frida Kahlo Canaletto Rodin
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Art & Design Unit Coverage

Objective for KS1 and 2: To explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

	Autumn Term		Spring Term		Summer Term	
Nursery Creating with materials. Being Imaginative and expressive.	All about me. Autumn colours and collecting Autumn treasures. Making marks, drawing lines, round, big, small, long, short for faces. Painting self-portraits. Decorate a gingerbread man.	In the Night Sky. Make splatter firework pictures. Create own rocket-junk modelling. Make Christmas cards. Salt dough decorations.	The Magic of Winter Cold colours – white, silver, blue. Hot colours – red, gold. Chinese New Year – make a decorative shiny Chinese lantern.	New Life. Colour – yellow. Textures – make fluffy chicks. Make Easter card/ Mother’s Day cards and gifts. Spring.	Come Outside! Colour – green. Colour mixing. Patterns on butterflies/caterpillars/ Insects. Clay mini-beasts. Make Father’s Day gift and card. Summer.	Under and over the sea! Colour gold/silver. Making treasure chests-junk modelling and jewels with salt dough. Sea creature crafts. Make a graduation medal. Pirate theme.
Year R Expressive arts and design.	Drawing and Line Technique Making lines – straight, wavy, curved. Making shapes. Self-portrait pencil sketch Sea creatures Seaside crafts Autumn Treasures art - printing, rubbings, hand and finger printing Firework Art – lines, dashes, dots, splatter pictures Christmas crafts		Painting Printing Exploring texture with tools Chinese Music and Dance		Sculpture Printing African Art Patterns including animal prints African Music and Dance Observational art Collage Colour mixing Shape – building castles with flat and solid shapes. Link to maths.	
Year 1	Drawing and Line Technique Artist study- Pablo Picasso/ others  Children experiment with mark making using a variety of tools to draw thick, thin, wavy, curved lines. Using Picasso as inspiration, children create a line drawing and colour it in using different tones.		Printing Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		Sculpture Making Birds Sculptural project beginning with making drawings from observation, exploring media and transforming the drawings from 2d to 3d to make a bird.	

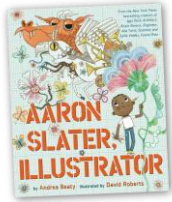
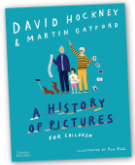
<p>Year 2</p>	<p>Drawing and Line Technique</p> <p>Children practice drawing long and curved lines confidently and applying the same pressure along each line. Then they look at how to create tones by altering pressure. Children draw London landmarks adding detail with lines and dots. (Link to Literacy – Where the Wild things are and Katie in London)</p>	<p>Painting <u>Expressive Painting</u></p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. Link to hot and cold places.</p>	<p>Sculpture <u>Stick transformation Project</u></p> <p>Explore how you can transform a familiar object into new and fun forms such as treehouses. Link to Rainforest.</p>
<p>Year 3</p>	<p>Drawing and Line Technique Artist study- Constable/ others</p> 	<p>Printing <u>Working with shape and colour.</u></p> <p>“Painting with scissors”. Collage, stencil and screen printing in response to looking at artwork. Link to Ancient Egypt.</p>	<p>Sculpture and Ceramics <u>Telling Stories through Making.</u></p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>
<p>Year 4</p>	<p>Drawing and Line Technique Rory McCann</p>  <p>Children study the artist Rory McCann and learn about how to use pencils to create different shades and effects. They look at how to draw an object and use a variety of different lines to depict the shadow cast. Children learn the skill of hatching and crosshatching to create tones and texture. The final piece is a volcano picture.</p>	<p>Painting and collage <u>Exploring Still Life.</u></p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>	<p>Sculpture and Ceramics. <u>The Art of Display</u></p> <p>Explore how the way we display our work can affect the way it is seen.</p> <p>Plinth people – Link to explorers.</p>
<p>Year 5</p>	<p>Drawing and Line Technique</p> <p>Children look at images with a strong light source and shadows and revise techniques of hatching and stippling. Complete life drawings of fruit, flowers and other objects. They move on to build up layers of colour and texture on their line drawings. Final piece is to draw different types of trees showing movement in the wind.</p>	<p>Painting and collage <u>Mixed Media Land and City Scapes.</u></p> <p>Explore how artists use a variety of media to capture spirit of the place.</p> <p>Link to William Morris and church window.</p>	<p>Sculpture <u>Architecture: Dream Big or Small?</u></p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p> <p>Link to climate change/ future/ space_</p>

	<p>Cezanne</p> 		
Year 6	<p>Drawing and Line Technique Printing Frida Kahlo/ Canaletto and Rodin Mexico - link to History The Mayans.</p>  <p>Children learn how to depict movement, perspective, shadows and reflection. Begin by looking at artists work to show how they show movement then use these techniques to draw a cupcake and a tennis ball. Study Lowry and Rodin images to discuss how artists show movement and feelings – annotate artists work. Use life drawing to practice depicting movement from one pose to another. Study Canaletto to look at perspective. Final piece – Children to use the train track technique to draw their own street using perspective.</p>	<p>Printing Activism</p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p>SCREENPRINTING OPTION.</p> <p>Link to local area/habitats?</p>	<p>Working in 3 Dimensions Shadow Puppets</p> <p>Explore how traditional and contemporary artists use cutouts and shadow puppets. Link to WW2 – The Blitz/Evacuees.</p>

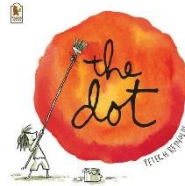
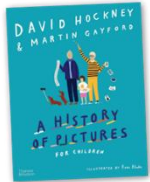
Curriculum Reading

	Autumn Term	Spring Term	Summer Term
<p>EYFS</p>	 		
<p>Year 1</p>	 	 	
<p>Year 2</p>			

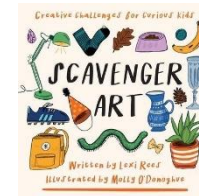
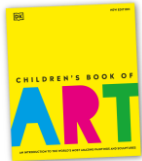
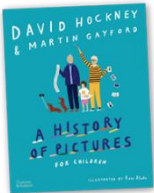
Year 3



Year 4



Year 5



Year 6

