
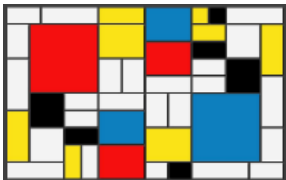






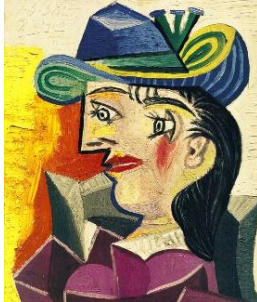
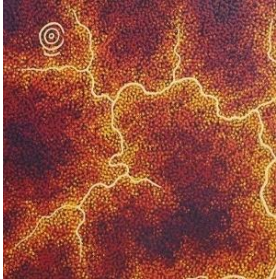


| Year | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|-----------|--|--|-------------------|--|--|--------------------------|
| KS1 | Y1 Africa | My town. My school. My road. | United Kingdom | Toys | Paws, Claws and Whiskers | Kenya | Seaside Holidays! |
| | | Collage  | Painting  | DT Project | Drawing  | Printing  | DT Project |
| | | National Curriculum KS1 | | | | | |
| | | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | |



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|---|---|--|--|--|--|
| Exploring and Developing Ideas: <ul style="list-style-type: none"> Describe the work of other artists and designers with prompts <ul style="list-style-type: none"> Begin to say what they like and dislike about a piece Explore differences and similarities between the artist's work | | | | | |
| Artists | | | | | |
| LS Lowry | Pier Mondrian | | Beatrix Potter | Esther Mahlangu | |
| Contemporary Artist & Local Artists | Modern Art (Abstract) | | Contemporary Artist/Illustrator | Contemporary Study of artist from class continent (Africa) | |
| Knowledge and Understanding: End Point Assessment | | | | | |
| <p>Create collage by tearing, cutting and gluing a wide variety of materials</p> <p>Use overlapping and layering techniques</p> <p>Know about LS Lowry and describe some of his pieces of art</p> <p>Describe the work of LS Lowry and say what is different / similar between two pieces</p> | <p>Recognise and name primary and some secondary colours</p> <p>Create and use different textures in painting work</p> <p>Describe the work of Pier Mondrian and make some comparisons between his work</p> | | <p>Create pieces through observation and experimentation</p> <p>Discuss and describe a piece of art, referring to and using vocabulary linked to colours, shapes and line</p> <p>Use a variety dry media to create a piece of work</p> | <p>Design a simple repeating pattern</p> <p>Copy an original print</p> <p>Demonstrate a range of techniques in their work including pressing, stamping, rolling and rubbing</p> <p>Describe the work of Esther Mahlangu and describe colour, patterns, line and shapes</p> | |







| | | Fighting Fit! | Around the World | Fire, Fire! | Land Ahoy! | Nightingale and Seacole | Go Wild! |
|--------------------------------|-----------------------------|---------------|--|--|------------|--|--|
| | | DT Topic | Sculpture | Painting | DT Topic | Drawing | Textiles |
| | | |  |  | |  |  |
| National Curriculum KS1 | | | | | | | |
| Y2 | UK, Australasia and Oceania | | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | <p><u>Pupils should be taught:</u> to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> |



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|--|--|---|--|--|--|
| <p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> Describe the work of others artists and designers Express an opinion on the art (likes and dislikes) <ul style="list-style-type: none"> Explore the difference and similarities between the artist's work and make links to their own work | | | | | |
| Artists | | | | | |
| | <p>Marc Quinn (Contemporary)</p> | <p>Paul Klee (Expressionism, cubism, and surrealism)</p> | | <p>Pablo Picasso (Cubism / Modern Art - Abstract)</p> | <p>Aboriginal Art (Australia) (Link to class continent)</p> |
| Knowledge and Understanding: End Point Assessment | | | | | |
| | <p>Manipulate clay in a variety of ways (roll, knead and shape, cut, pinch)</p> <p>Create lines and texture with tools</p> <p>Construct and join a variety of materials</p> <p>Describe the work of Marc Quinn and state similarities and differences between work</p> | <p>Name the primary and secondary colours</p> <p>Mix a range of secondary colours, shades and tones</p> <p>Create some shades and tones of different colours</p> <p>Work on a range of scales</p> <p>Use techniques such as layering, mixing media and scraping through</p> <p>Make comparisons between art work of Paul Klee and describe his work referring to colour, shape, line and form</p> | | <p>Use and layer tools and implements including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk etc</p> <p>Create shade using rubbings</p> <p>Draw for a sustained period of time</p> <p>Create work from close observation, still life and memory</p> <p>Describe the work of Picasso referring to the visual elements</p> | <p>Add detail and colour using glue or stitching</p> <p>Using dyeing techniques to alter a textile's colour</p> <p>Know about the history of Aboriginal art and understand what materials were used to create art work</p> |







| Year | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|-----------|--------------------------------|---|---|---|---|-------------------------|--|
| LKS2 | Y3 Europe | Tribal Tales | | Mountains, Volcanoes & Natural Disasters | Plants of the World | Espana | Gods and Mortals | |
| | | DT Topic | Drawing | Printing | Painting | Collage | DT Topic | |
| | | |  |  |  |  | | |
| | | National Curriculum KS2 | | | | | | |
| | | | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | | |
| <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> • Make some observations about an artist's work • Begin to use suggested key vocabulary to describe an artist's work <ul style="list-style-type: none"> • Start to select ideas to use in their own work • Start to explore ideas from first-hand observations <ul style="list-style-type: none"> • Use sketchbooks to record ideas • Begin to adapt and refine ideas | | | | | | | | |



| Artists | | | | | |
|---|---|--|---|---|--|
| | Lascaux Cave paintings (Prehistoric Art) | Andy Warhol (Pop Art / Local Print Artist – Contemporary) | Georgia O’Keefe (Modernism) | Gaudi (Art Nouveau) | |
| Knowledge and Understanding: End Point Assessment | | | | | |
| | <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Undertake observational drawing through careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</p> <p>Understand the significance of the Lascaux paintings and what they teach us about prehistoric times</p> | <p>Replicate patterns from observations</p> <p>Use a variety of materials, objects and techniques (relief –string/cardboard, mono) to print</p> <p>Make repeated patterns with increasing precision</p> <p>Create prints with more than one colour</p> <p>Describe and discuss the work of Andy Warhol</p> | <p>Know which primary colours make secondary colours</p> <p>Mix and use tints and shades</p> <p>Use different painting tools and techniques</p> <p>Describe and discuss the work of Georgia O’Keefe</p> | <p>Plan and design a collage</p> <p>Know and use a variety of techniques to create a collage (overlapping, tessellation, mosaic and montage)</p> <p>Select colours and materials to create effect</p> <p>Describe and discuss the work of Gaudi</p> | |

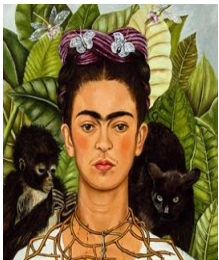





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|---|---|-------------|---|---|---|--------------------|
| Y4 Asia | Romans | Electricity | Water World | Tomb Raiders | India | The Sound of Music |
| | Textiles | DT Project | Painting | Sculpture | Drawing | DT Project |
| |  | |  |  |  | |
| | National Curriculum KS2 | | | | | |
| | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | |
| <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> • Make observations about an artist's work • Use key vocabulary to describe an artist's work • Use inspiration from artists to replicate a piece of work <ul style="list-style-type: none"> • Reflect upon their work inspired by artists • Explore ideas from first-hand observations <ul style="list-style-type: none"> • Use sketchbooks to record ideas • Adapt and refine ideas | | | | | | |



| Artist | | | | | |
|---|--|---|--|---|--|
| Anni Albers (Contemporary) | | Katsushika Hokusai Modern Art (Impressionism) | Antony Gormley (Contemporary art) | Morton Wayne Thiebaud (Contemporary art) | |
| Knowledge and Understanding: End Point Assessment | | | | | |
| <p>Use and apply skills in stitching, cutting & joining to create end piece</p> <p>Create pattern through dying, quilting, weaving, finger knitting, embroidery, paper & plastic trappings & appliqué</p> <p>Discuss and analyse the style of Anni Albers and use this to inform their own work</p> | | <p>Make and match colours with increasing accuracy</p> <p>Use varied brush techniques to create shapes, textures, patterns and shapes</p> <p>Use tints and shades, colour washes and thickened paint to add texture</p> <p>Discuss and analyse the style of Hokusai and use this to inform their own work</p> | <p>Add materials to the sculpture to create detail</p> <p>Use recycled, natural and man-made materials to cut, make & combine shapes to create recognisable forms</p> <p>Discuss and analyse the style of Antony Gormley and use this to inform their own work</p> | <p>Use grades of pencil & other implements include to show texture</p> <p>Explore the relationship between line, texture, tone, colour shape & pattern</p> <p>Use different shading to show light and shadow Show an awareness of objects having a third dimension</p> <p>Discuss and analyse the style of Theibaud and use this to inform their own work</p> | |



| Year | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|------------------|---|-------------------|---|---|---|--------------------|--|
| UKS2 | Y5 North America | Anglo-Saxons | Vikings | Extreme Environments | The Ancient Maya | Natural Resources | Star Gazers | |
| | | Drawing | DT Project | Painting | Collage | Printing | DT Project | |
| | |  | |  |  |  | | |
| | | National Curriculum KS2 | | | | | | |
| | | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | <p><u>Pupils should be taught:</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p> | | |
| <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> • Give detailed observations about an artist's work • Confidently use key vocabulary to describe an artist's work <ul style="list-style-type: none"> • Carefully select ideas to use in their own work | | | | | | | | |



- Review and revisit ideas in their sketchbooks
- Begin to use digital technology as sources for developing ideas
- Begin to think critically about their art and design work





Artist

| | | | | | |
|--|--|--|---|--|--|
| <p>Modern Art (Surrealism) Frida Karlo</p> <p><i>Vincent Van Gogh (comparison – self-portraits)</i></p> | | <p>Contemporary Art</p> <p>Nerys Levy <i>Ansel Adams exploration of landscape photography</i></p> | <p>Contemporary Art - Dadaism and Constructivism</p> <p>Kurt Schwitters <i>Hannah Hock (exploration of further collage styles)</i></p> | <p>Modern Art - Romanticism William Morris</p> <p><i>Mary White comparison – both artists inspired by nature (Contemporary art)</i></p> | |
|--|--|--|---|--|--|

Knowledge and Understanding: End Point Assessment

| | | | | | |
|--|--|---|--|--|--|
| <p>Name and understand the visual elements – line, pattern, tone, texture, colour and shape</p> <p>Select & use a variety of techniques to add effect to art work including shadow, reflection, hatching and cross hatching</p> <p>Critically analyse the style of Frida Kahlo and use this to inform their own work</p> <p>Understand how Frida Kahlo has contributed to culture and / or history</p> | | <p>Identify colours including primary, secondary, warm and cold colours and some complementary and contrasting colours.</p> <p>Create and use shades & tints using black & white</p> <p>Critically analyse the style of Nerys Levy and use this to inform their own work</p> <p>Understand how Nerys Levy has contributed to culture and / or history</p> | <p>Create collages using a range of mixed media</p> <p>Add collage to a painted or printed background</p> <p>Critically analyse the style of Kurt Schwitters and use this to inform their own work</p> <p>Understand how Kurt Schwitters has contributed to culture and / or history</p> | <p>Design & create a printing block and/or tiles</p> <p>Develop & describe varied techniques (e.g. poly, relief, mono and block printing) & choose the printing method appropriate to task.</p> <p>Create prints by building up layers and colours/textures</p> <p>Critically analyse the style of William Morris and use this to inform their own work</p> <p>Understand how William Morris has contributed to culture and / or history</p> | |
|--|--|---|--|--|--|



| | | | | | | | |
|---|--|---|--|--|--------------------------------------|--|--|
| Y6 South America | Life in Tudor Times | Heart Beaters | Brazil, Biomes and Urbanisation | Crime and Punishment | | Global Trade | |
| | Drawing Still Life | DT Food Technology | Painting Rainforest | Sculpture | DT Construction | Textiles | |
| |  | |  |  | |  | |
| | National Curriculum KS2 | | | | | | |
| | <p><u>Pupils should be taught:</u> to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p> | | <p><u>Pupils should be taught:</u> to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p> | <p><u>Pupils should be taught:</u> to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p> | | <p><u>Pupils should be taught:</u> to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p> | |
| <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> • Offer feedback using technical vocabulary about an artist's work <ul style="list-style-type: none"> • Offer facts about notable artists/designers • Carefully select ideas to use in their own work | | | | | | | |



- Review and revisit ideas in their sketchbooks
- Use digital technology as sources for developing ideas
- Think critically about their art and design work

Artist

Paul Cezanne
Pablo Picasso
(Contemporary)

Henri Rousseau

Ruth Daniels
(Contemporary)

Henry Moore

Barbara Hepworth
(All Contemporary)

Mola Kuna
(Contemporary)

Knowledge and Understanding: End Point Assessment

Understand the concept of perspective

Know the names of tools, techniques and formal elements of drawing:
Still life

Observational drawing
Still life in Cubist style

Critically analyse the style of Cezanne and use this to inform their own work

Understand how Cezanne has contributed to culture and / or history

Create colour palettes, demonstrating mixing techniques

Mix & match colours to create atmosphere & light effects

Know who Henry Rousseau and Ruth Daniels are; name some of their paintings and describe their style

Explain what composition, foreground, background, middle ground mean

Critically analyse the style of Rosseau and use this to inform their own work

Understand how Rosseau has contributed to culture and / or history

Describe the different qualities involved in modelling, sculpture & construction.

Develop skills in cutting & joining (wires, coils, slabs and slips) to add detail

To plan a sculpture through drawing & other preparatory work.

Critically analyse the style of Moore and Hepworth and use this to inform their own work

Understand how Moore and Hepworth has contributed to culture and / or history

Create texture, pattern, colour and effect using overlapping and layering techniques

Join fabrics in different ways, including stitching.

Use different grades and uses of threads and needles

Know about the Mola technique used in South America and recognise their features

Critically analyse the style of Mola Kuna and use this to inform their own work