

EY – Art and Design

Focus		Curriculum Content	Skills	Vocabulary
Autumn 1 Key Concepts: Line Colour	Skill-drawing Art History-Matisse	<ul style="list-style-type: none"> Draw using a range of materials, tools and techniques experimenting with function Use a range of small tools including paintbrushes Show accuracy and care when drawing and copying Paint using a range of tools and techniques 	<ul style="list-style-type: none"> Read "Matisse's trail" Begin to use a variety of drawing tools eg finger, stick, pencil, coloured pencils, pastels, chalk, felt tips pen etc Investigate different lines-thick, thin, wavy, straight Evaluate and respond to artist work (La Gerbe) What shapes can you see? What colours? Which one is the biggest? Use template to complete artist study Consider shape/colour Develop greater control of fine motor skills 	Line Thick Thin Colour Shape Artist
Autumn 2 Key Concepts: Line Colour	Skill-painting Expression- printing	<ul style="list-style-type: none"> Paint using a range of materials and techniques experimenting with design and function Use a range of small tools 	<ul style="list-style-type: none"> Create a whole class painting of the poppy field-respond to poem Experiment with a range of painting media and demonstrate increasing skill and control in using a range of mark making tools Explore mark making using sponges, different brushes and tools Use natural/manmade materials eg leaves, feathers, bubble wrap, sponge, grass to create paintbrushes (put materials on each of stick) Experiment with mark-making to create a variety of effects Begin to discuss material and line differences Create simple print using two colours inspired by Firework rhyme. Use printer tool (rolled up card cut down one side) Chn to say sounds while printing Overlay with 2 colours 	Colour Pattern Shape Line Structure Print
Spring 1 Key Concepts: Shape Colour	Skill-drawing Art History-Kandinsky Skill-painting	<ul style="list-style-type: none"> Show accuracy and care when drawing Paint using a range of materials experimenting with colour 	<ul style="list-style-type: none"> Record from observation Create a still life using evergreen plants eg holly, ivy, shrubs, pine cones etc Use charcoal to draw an object from still life Discuss shape and line Respond to the work of artists (Kandinsky-colour study, square with concentric circles). Consider colour and shape What colours can you see? Do you like it? Why? Create primary colour wheel. Artist study: colour match and mimic shape/colour 	Shape Line Primary colour Pattern

Year 1-Art and Design

Focus		Curriculum Content	Skills	Vocabulary
Unit 1 Key concepts Colour Line	Skill-drawing	<ul style="list-style-type: none"> To develop a wide range of techniques in using line, pattern and shape. 	<ul style="list-style-type: none"> Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc) Identify primary and secondary colours by name Use paint to create a colour wheel with primary and secondary colours Mix primary shades and tones Separate warm tones and cool tones and verbalise words to each tone. Sort landscape photographs into warm/cool tones Experiment with colour mixing to match tones found in landscapes Colour match from pictures using paint. Use 'The Dot' by Peter Reynolds as inspiration for mark making. Think of different art materials that can be used to make a dot. How are they similar? How are they different? How many ways can you make a dot? 	Line Pattern Shape Tone Primary/secondary Colour Warm Cool Tone Materials Sculpture
	Skill-painting	<ul style="list-style-type: none"> To develop a wide range of techniques in using colour To develop a wide range of techniques in using colour and pattern 		
	Expression-painting	<ul style="list-style-type: none"> To use painting to develop and share ideas, experiences and imagination. 		
Unit 2 Key concepts Texture Pattern Shape	Skill-drawing	<ul style="list-style-type: none"> To use drawing to develop and share their experiences. 	<ul style="list-style-type: none"> Go on a Spring walk-Explore and compare texture by describing, naming, rubbing, copying what can be seen. Eg Use chalk on the ground to draw and describe shapes. Use crayon/coloured pencil to rub leaves/bark. Explore and imitate the work of Andy Goldsworthy (The 'Leaf Sculpture') What do the children notice? Discuss the idea of temporary art. Discuss and use coloured pencils to explore and match colour schemes in a variety of Andy Goldsworthy sculptures. Use found objects from nature (leaves, stones etc) to create pattern and simple shape forming nature sculptures outside inspired by Andy Goldsworthy 	Line Pattern Texture Nature Disappear Change Sculpture Pattern Shape
	Art History-Andy Goldsworthy	<ul style="list-style-type: none"> Pupils should be taught about a range of artists. 		
	Expression-sculpture	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using pattern and shape 		

Year 2 – Art and design

Focus		Curriculum Content	Skills	Vocabulary
Unit 1 Autumn 1 Key concepts: Pattern Line	Skill-drawing Expression-printing	<ul style="list-style-type: none"> To develop a wide range of techniques in using line, pattern and shape. Pupils should be taught about a range of designers making links to their own work To use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, different grades of pencil. Use a range of H-B pencils to shade in shapes-start to experiment with different hand pressure Brilliant beginning-Umigongo Discuss and identify qualities in Rwandan clothing-recognise, imitate and explore pattern Begin to discuss cultural meaning behind prints (differences to UK) Print with a range of materials e.g cork, sponge and create simple printing blocks and press print to build repeating patterns Design, plan, explore and reflect on creating a Ugandan print onto fabric 	Line Pattern Shape Tone Pattern Repeating Colour Design Reflect Print
Unit 3 Spring 1 Key Concepts: Shape Form	Skill-drawing Art History- Augustus Pugin/Norman Foster Expression-mixed media	<ul style="list-style-type: none"> To use drawing to develop and share their experiences. Pupils should be taught about a range of designers describing the differences and similarities between different practises and disciplines To use sculpture to develop and share their ideas, experiences and imagination To develop a wide range of techniques in using line, pattern, form, space and shape To use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Explore mark making using oil/chalk pastels. Name, match and draw lines from observation experimenting with thin lines and thick rubbings Use four grid to copy a picture (Gherkin/Big Ben) using line and a range of pencils to scale. Use drawing, line, shape and pattern to explore architecture of the 'Big Ben' and the 'Gherkin What shapes can you see? Why do you think they look different? Identify similarities and differences between the 'Big Ben' and the 'Gherkin' in London. Experiment with tools and techniques with paint and chalk/oil pastels eg layering, mixing media mark making to design, produce and share ideas on subject (great fire of London skyline) Plan, design and manipulate a range of materials (card, cardboards, paper) to represent a known object (London skyline/building) consider shape and material 	Line Mix media Blending Mark making Layering Shape Space Form Line Tone Texture

<p>Unit 2 Summer 1 Key Concepts: Texture</p>	<p>Skill-painting</p> <p>Art History-Gerhard Richter</p>	<ul style="list-style-type: none"> To develop a wide range of techniques in using colour, pattern and texture Pupils should be taught about a range of artists describing the differences and similarities between different practises and disciplines and making links to their own work 	<ul style="list-style-type: none"> Create textured paint by adding sand, foam, plaster or other Explore with different size paint brushes/painting tools to create mark making Explore texture in the environment and texture/colour match Discuss and explore paintings by Gerhard Richter. What is texture? How has the artist achieved texture? Link to environment and use words to verbalise texture (crumbly, firm, rough) Compare painting to photograph of a landscape Colour/texture match paintings using thick paint/visible brushstrokes What effect does this create? Link to world around us: Use style to paint short studies showing texture (fur on animals, bark on trees etc) Discuss similarities to artist and their own studies 	<p>Colour Thick Smooth Rough Texture Flat Crumbly</p>
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Year 3 – Art and Design

Focus		Curriculum Content	Skills	Vocabulary
Unit 1 Key concepts Line Colour	Skill-drawing Art History-Vincent Van Gogh, Andy Warhol, Picasso Expression-painting	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing Pupils should be taught about great artists in history Create sketch books to record their observations and use them to review and revisit ideas Produce creative work, exploring ideas and recording their experiences 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show awareness of objects having a third dimension Experiment with different grades of pencil and other implements to achieve variations in tone Identify, compare and discuss similarities between artists Van gogh, Warhol, Signac and Picasso using the language of art eg shape, form, texture, movement etc Use paint to create artist studies to explore and analyse brushstrokes, colour, form and shape in artworks (thick paint, thick brush, visible brushstrokes etc) Produce work by painting in the style of a chosen artist (from study) of a personal experience/memory Create different effects and textures with paint according to need Reflect and review work by creating an artist statement using the language of the arts 	Tone Shading Depth 3D Shape Impressionism Pop art Cubism Pointilism Shape Form Colour Brushstrokes Texture Mood
Unit 2 Key concepts Space Form	Skill-drawing	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing Create sketch books to record their observations 	Using charcoal: <ul style="list-style-type: none"> Use mark making and texture to form patterns Use blending techniques to give variations of tone and begin to show objects with a third dimension and space. Use skills to draw from still life (old key, chest etc) Focus on proportion and third dimension. Progressing onto chalk: <ul style="list-style-type: none"> Begin to experiment with blending, layering with chalk to create different shade and tints. Use chalk to colour match colours from the environment (use a leaf/shell etc) Use mark making and soft blending to explore and imitate patterns found in the environment Create still life using chalk. Focus on experimenting with colour to create third dimension 	Form Shape Third dimension Negative space Line blend Layering Colour match pattern
Unit 3 Key Concepts:	Skill-painting	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including painting 	<ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours Mix and use tints and shades 	Primary, secondary,

Art and Design-Year 4

Focus		Curriculum Content	Skills	Vocabulary
<p>Unit 1 Key concepts: Space Line</p>	<p>Skill-drawing</p> <p>Art History-photography-Julia Margaret Cameron</p> <p>Expression-photography</p>	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing To know about great artists and understand the historical development of their art forms Evaluate and analyse create works by using the language of art, craft and design Produce creative work, exploring their ideas, and recording their experiences 	<p>Develop control and use of materials to make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, oil pastels, pens etc:</p> <ul style="list-style-type: none"> Use continuous line drawing to improve hand control, description and awareness of line and space (quick 3 minute drawings on objects in the environment) "Describe what the eye can see with line" Ask questions, discuss and sort paintings into a timeline eg Van Gogh, Andy Warhol, Claude Monet, Paul Signac, Pablo Picasso, Cave paintings, Rothko, Pollock, Mondrain, Frangonard, Di Vinci, Yayoi Kusama etc Evaluate and analyse how art has progressed. Begin to consider art concepts eg form, colour, space Identify the invention and progression of photography Discuss and identify how this changed the purpose of art Discuss the works of Julia Margaret Cameron and how her photography was perceived (differences between painters and photographers). Why was she criticised? What do you think? What was she trying to do? Create a small pinhole camera to experiment different views of the world Experiment with image and explore with light and space Explore shapes, shadows, space and form with line to create a different perception of an object 	<p>Line Shape Form Space Continuous</p> <p>Colour Brushstrokes Perception Photography</p> <p>Movement Shadow Light Negative space</p>
<p>Unit 2 Key concepts Pattern Shape</p>	<p>Skill-painting</p> <p>Expression-painting Alma Thomas</p>	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including painting Produce creative work, exploring their ideas, and recording their experiences 	<ul style="list-style-type: none"> Use watercolours to experiment with different effects and textures including washes, layering, material Create different effects and textures with paint according to need (cloud studies) Explore colours and techniques in the works of Alma Thomas-the first black woman to have a solo show at The Whitney Museum in New York. (Focus on 'Space' series) How did the technological advances inspire her work? Create a small artist study to explore shape and colour Create your own piece inspired by Alma Thomas on a satellite photo from space of Hengistbury head Explore pattern and ideas in sketchbook before final piece Consider use of line, shape, blocks of colour 	<p>Wet on wet Wet wash Layering Texture Shape Form</p> <p>Colour Space shape</p>

<p>Unit 3 Key concepts: Value Colour</p>	<p>Skill-painting</p> <p>Art History-John Dyer/Nixiwaka Yawanawa</p> <p>Expression-Mixed media</p>	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including painting To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	<ul style="list-style-type: none"> Mix colours and know which primary colours make secondary Study and match colours from rainforest pictures Create tints and shade eg a shade line from each colour: explore value Experiment with blending and layering techniques <p>“Spirit of the rainforest”:</p> <ul style="list-style-type: none"> Analyse the works of John Dyer and Nixiwaka Yawanawa using sketchbook studies Visually: shape, pattern, colour, form imitate with colour/pattern match Purpose: Discuss cultural relevance <ul style="list-style-type: none"> Select appropriate material eg chalk, oil pastel, paint, mixed media and begin to create initial ideas in sketchbook for piece inspired by artists for your own “Spirit of the rainforest” work – could be a whole class piece Revisit sketchbook ideas and create final piece with chosen media for a desired effect 	<p>Primary colour Secondary colour Tone Lighter Darker Cool Warm value</p> <p>Line Form Shape Pattern texture</p>
<p>Unit for beach school Key Concepts Space Shape</p>	<p>Art History-Richard Long (Andy Goldsworthy, Henri Moore)</p> <p>Expression-sculpture</p>	<ul style="list-style-type: none"> To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	<ul style="list-style-type: none"> Identify and discuss ‘Sculpture’ Evaluate and analyse similarities between Sculptors Henri Moore and Richard Long eg material, temporary art, texture, form, shape, purpose Link Richard Long and Andy Goldsworthy eg maps, nature Discuss purpose and meaning behind sculptures Use coloured pencils to explore and colour match colour schemes in a variety of Richard Long sculptures Use found objects from nature to invent temporary sculptures. How will your art change? Consider shape, form, material, structure Consider purpose-who will see your art? Material, shape and form Observe how your sculpture change during the week 	<p>Shape Space Form Line Tone Texture</p> <p>Sculpture Material Natural Change Purpose</p>

Art and Design-Year 5

Focus		Curriculum Content	Skills	Vocabulary
Unit 1 Key Concepts: Pattern Shape	Skill-drawing Artist-Joel Penkman Art History-Hokusai Expression-print	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing To know about great artists and to understand the cultural developments of their art forms 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 print 	<ul style="list-style-type: none"> Introduce works by Joel Penkman. Use diagonal grid drawing using 4 or more sections to draw an object (favourite sweet/wrapper) from a life using pencil Focus on proportion and shape Identify and discuss the life and work of Hokusai Analyse style, shape, pattern technique, colour and cultural links (Japan) Use sketchbooks for artist study to imitate and colour match form and shape Imitate style by creating printing blocks by simplifying an initial sketch book idea with a focus on texture and pattern. Allow for trial and error/mistakes to reflect upon result to get the desired work Use relief or impressed method to create single layered print. 	Proportion space Pattern Print Colour Texture Design Reflect
Unit 2 Key Concept: Line Colour	Skill-drawing Artist study- David Hockney	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing To know about great artists in history Create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> Explore the work by David Hockney produced in France over Covid-19 Lockdown using the ipad as a drawing tool. Use Brushes on ipads. Focus on technique eg overlapping of colour, line, pattern drawing the same landscape/natural object over a variety of days. Use ipad drawing app to create an observational drawing using overlapping to shade and create different effects of a landscape eg the boat/flowers outside school. Use sketch books to respond to a David Hockney landscape using creative writing Analyse work using colour, shape, texture and pattern match with small artist studies of different parts of the painting-Use oil pastels Consider mood, tone and shape. How has he captured the movement of the river? 	Overlapping Line variations Zoom in View point Narrative
Unit 3 Key Concepts: Line Pattern	Art History-Victoria Villasana	<ul style="list-style-type: none"> Pupils should know about great artists and in history 	<ul style="list-style-type: none"> Explore and discuss the works and life of Victoria Villasanna Why do you think she has used those colours? What do you think of her art work? Chn ask questions and discuss a variety of examples 	Photography Colour Shape Texture Pattern Purpose

Year 6 –Art and Design

Focus		Curriculum Content	Skills	Vocabulary
Unit 1 Key Concept: Shape Value	Skill-drawing	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing 	<ul style="list-style-type: none"> Use line to begin to use simple perspective using a single focal point and horizon eg buildings Begin to develop an awareness of composition, scale and proportion in images eg fore ground, middle ground and back ground 	Horizon Perspective Scale Composition
	Art History-Seonna Hong	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of arts, crafts and design Create sketch books to record their observations and use them to review and revisit ideas 	Analyse and evaluate paintings by Seonna Hong to create discussion points as a class using the language of arts and crafts: <ul style="list-style-type: none"> Visually-What techniques has the artist used? Consider art concepts eg colour, form, shape, texture, space, line Purpose-What does it make you think of? What narratives can you see? What is the atmosphere/mood of the paintings? Is there a common theme between the paintings? What symbols can you see? Eg rainbows-childhood Use sketchbooks to compare two paintings using imitation of shape and colour match: Focus on splitting the fore ground, middle ground and background. Which is the brightest? Which is the most important? 	Narrative Texture Shape Line Pattern Symbols Colour Atmosphere Value
	Expression-drawing and painting	<ul style="list-style-type: none"> To have the knowledge and skills to experiment, invent and create their own works of art. 	Create a piece inspired by the use of narrative in Seonna Hong’s work that tells a story of either Grace, Integrity or Aspiration: <ul style="list-style-type: none"> Think of a memory/narrative that reminds you Grace, Integrity or Aspiration Use sketchbooks to start to create imagery. Think about how you felt: What did you see? Hear? Smell? What colours could you see? Create your background using simple colours. Think about atmosphere and mood eg 3 stripes Create your middleground-consider shape and texture. Cut and stick on Create your fore ground and add to your piece eg animals, people, objects. Think about composition and narrative Leave some mystery for the viewer to solve!	Reflect
Unit 2 Key Concepts: Space Shape	Skill – drawing	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing 	<ul style="list-style-type: none"> Take an interesting/closeup self portrait Use corner-corner diagonal grid to draw self-portrait with a clear focus on shape and proportion. 	Space Negative space Light Dark Line Shape/proportion
	Art History	<ul style="list-style-type: none"> To know about great artists and architects in history To understand the historical and cultural developments of their art forms 	<ul style="list-style-type: none"> Discuss and sort artist work into a timeline Add and identify world events that have affected the progression of art eg progression of photography, WW1, WW2, aeroplane etc Analyse and evaluate art works using the language of arts and crafts eg texture, shape, form, space, colour and art movements 	Progress Line

	<p>Expression-painting-Frida Kahlo</p>	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • How has the purpose of art changed? Eg decoration-process-expression • Why are there no women artists before a certain time? Were there no women artists? What does 'good' art look like to you? • Discuss and evaluate the life and works of Frida Kahlo. Consider narrative, feminism etc • Why is her art work so important to feminism? (refer to her self-portrait) • Paint your own self portrait inspired by her work using paint eg one half inner self, one half outer self or inner self in background • Consider narrative, colour, space and mood. 	<p>Form Shape Texture Space Purpose Narrative Space Colour</p>
<p>Unit 3 Key Concepts: Pattern Form</p>	<p>Art History-Gina Marshall</p> <p>Expression-printing</p> <p>Art History-Rebecca Louise Law, Susanna Bauer, Bobbie Burgers</p> <p>Expression-Sculpture</p>	<ul style="list-style-type: none"> • To know about great artists in history • Create sketch books to record their observations and use them to review and revisit ideas • Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation • To know about great artists in history • Create sketch books to record their observations and use them to review and revisit ideas • Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	<ul style="list-style-type: none"> • Explore and discuss the works of Gina Marshall with works of the Jurassic Coast with a focus on colour and pattern. • Give opportunities to reflect and ask questions. Create a short artist study with a focus on pattern. • Use foil printing to create 2 short studies inspired by Gina Marshall of our coast. • Allow for trial and error to perfect print technique. • Focus on pattern and shape. • Evaluate, analyse and compare the works of Rebecca Louise Law, Susanna Bauer, Bobbie Burgers. How have they managed to capture nature? Eg shape, texture, movement, colour, • Identify how they have manipulated material for a desired effect eg size, space, pattern etc • What do you think the purpose of their art is? • Explore one item in nature eg bird, shell, flower, leaf and use sketchbooks to study and gather ideas. • Consider shape, space and pattern with line • Manipulate willow sticks to create a small sculpture an object. If needed add other media eg string, tissue paper to add detail and pattern to piece <p>Hang sculpture using string to create a whole class piece eg look at Rebecca Louise Law</p>	<p>Complimentary colours Pattern Colour Shape Abstract line</p> <p>Layering Blocking Under colour Tone Warm Cool Sculpture Temporary Perception Shape Material Pattern</p>