

Art and Design


















Content and Sequence













The Art and Design curriculum overview ensures coherence and progression in both substantive and disciplinary knowledge development across all year groups. Conceptual understanding is further enhanced through explicit vocabulary progression and instruction.

Immersion in Art and Design allows for expertise and depth of understanding. It allows for an efficient use of resources and greater cooperation between staff. We have planned the yearly overview to deliberately interleave opportunities to revisit and retrieve key knowledge, skills and vocabulary already taught as we believe that the process of retrieving information and practising skills helps them to become consolidated. The study of Art and Design is well organised and coherent, allowing implementation of teaching using Knowledge Notes, Vocabulary tasks and quizzes

Intent: Core Content Unit A+B (Autumn Term)













Y1/2	<p>Drawing Explore materials and tools for mark making Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p> 	<p>Painting Explore mark making with paint, using primary colours Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours</p> 
Y1/2	<p>Drawing Evoke mood and represent movement through mark making Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p> 	<p>Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings</p> 
Y3/4	<p>Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use</p>  	<p>Printmaking Create monoprints and explore mark making and pattern with printing tools Know how to use a printing slab and roller Know how to create different printing blocks</p> 
Y3/4	<p>Drawing Create contour drawings using still life and natural forms as stimulus Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail</p> 	<p>Painting Learn about abstract art and develop colour mixing skills to include tertiary colours Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p> 
Y5/6	<p>Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist</p>  	<p>Printmaking Create three colour prints and combine printing techniques Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process</p> 
Y5/6	<p>Drawing Combine techniques to create abstract images Learn about surrealism and portraiture Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p> 	<p>Painting and Collage Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>  

Intent: Core Content Unit C+D (Spring Term)

	Block C	Block D
Year 1	<p>Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks</p> <p>Know prints can be made from ordinary objects Know how to make and use a stencil and relief block Be able to apply paint using controlled brushstrokes and stippling Be able to combine printing techniques such as stencilling and relief printing</p> 	<p>Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric Know mixed-media, including fabrics, yarn and beads, can be used to create artwork Be able to combine a range of materials to produce textile art</p> 
Year 2	<p>Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus Know prints can be made from natural objects Know how to make a collagraph printing block Be able to create repeated patterns Be able to combine printing techniques</p> 	<p>Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media Know reconstructed paintings are made using images (and materials) that were originally part of something else Be able to select appropriate pre-used images, colours and textures to create a new picture</p> 
Year 3	<p>Textiles & Collage Explore pattern and colour combinations Use collagraph and Plasticine™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage Know a mandala means circle in Sanskrit Know mandalas are designs used in Hinduism and Buddhism Know quilting is a way of conveying a message Be able to create collaged patterns within concentric circles Be able to tell a story using textiles and collage</p> 	<p>3D Create relief sculptures Use wire to make 3D insects Know relief work is a sculptural technique where parts of a sculpture remain attached to a surface Know sculptures can be any size and created with a wide range of materials Know when displayed, sculptures are called an installation Be able to produce relief work, placing objects into gesso Be able to make an insect installation using wire to create structure and form</p> 
Year 4	<p>Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques Know Kente cloth is a woven fabric from West Africa Know tie dye is a method used to create designs and colour Know textile artists use a range of materials to create textured designs and images Be able to create printing to represent Kente designs Be able to use tie dye to create colour designs Be able to combine media to create texture</p> 	<p>3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering Know an illusion can suggest movement Know proportion will make a figure seem realistic Be able to assemble pieces of paper to create the illusion of movement Be able to create figures that are in proportion and out of proportion</p> 
Year 5	<p>Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture Know textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct Be able to combine fabrics in a range of ways Weave, braid and construct art using natural objects</p> 	<p>3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls Know an armature can be used to create a piece of 3D art Know clay can be joined by a score and slip method Be able to use armatures to produce 3D forms Be able to join two or more pieces of clay</p> 
Year 6	<p>Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces Know batik is a method of making marks on cloth using hot wax Know perspective is a technique that enables artists to create the illusion of depth to a painting or drawing Be able to apply wax to the surface of fabric and dye it to create coloured designs Be able to create a simple one-point perspective sketch</p> 	<p>3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials Know a 2D object can change its form and shape to become 3D Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important Be able to use different media to create shapes and forms Be able to match visual and tactile elements to their intentions to create visual balance</p> 

Intent: Core Content Unit E+F (Summer Term)



	Block E	Block F
Year 1	<p>3D Use natural and man-made materials Create plaster casts from clay impressions Know sculptures can be made out of many different materials Know artists take inspiration from the work of others Be able to select materials based on their properties Be able to take inspiration from the work of an artist</p> 	<p>Collage Explore the visual and tactile qualities of objects Layer paper to build an image Know collage can be used as a background Know paper can be torn or cut for effect Be able to build up layers, using collage to create a background Be able to tear paper and use scissors to cut for precision</p> 
Year 2	<p>3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard Know sculptors make their ideas come to life by joining or molding materials together Know sculptors sometimes first make small-scale models of their work called maquettes Be able to join materials together to form a 3D work of art Be able to make a small rough draft of a sculpture to explore ideas</p> 	<p>Creative Response - Drawing and Collage Combine drawing and collage to add detail and interest Know there are a series of steps in the creative process Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and collage techniques</p> 
Year 3	<p>Painting Use a range of paint techniques to create backgrounds for effect Know backgrounds can be painted for effect Know negative space is the area behind and around the main focus of the painting Be able to use a range of techniques to create backgrounds for effect Be able to paint backgrounds that create a negative space</p> 	<p>Creative Response - Painting and Printmaking Combine painting and printmaking techniques Know there are a series of steps in the creative process Be able to use knowledge of techniques and skills to make creative choices using painting and printmaking</p> 
Year 4	<p>Painting Mix tints and tones to create an ombre effect with paint Know painted images can be layered to create space Know an ombre effect can be created with paint by changing the tint and tone Be able to position images on a plane to create space Be able to add grey to a colour to create a tonal change Be able to add white to a colour to create tints</p> 	<p>Creative Response - Drawing and Textiles Refine previously taught drawing and sewing techniques Know there are a series of steps in the creative process Know running stitches can be joined together to create a fern stitch Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and textile techniques</p> 
Year 5	<p>Painting Explore a range of effects which can be achieved using watercolour paint Know different effects can be achieved with watercolour paint Be able to select materials to create specific marks using watercolour paint</p> 	<p>Creative Response - Printmaking and Textiles Combine printmaking and textiles to embellish fabric Know there are a series of steps in the creative process Know mediums can be combined to create texture Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine printmaking and collage techniques</p> 
Year 6	<p>Painting Combine techniques to create the illusion of water and depth Know depth can be created by layering effects one on top of the other Be able to select and combine appropriate techniques to create the illusion of water and depth</p> 	<p>Creative Response - Drawing and Textiles Combine drawing and batik to add detail Know there are a series of steps in the creative process Know mediums can be combined to create texture and detail Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine drawing and textile techniques</p> 

Intent

Art and Design EYFS



<p>EYFS Year A</p>	<ul style="list-style-type: none"> • Baseline • Draw self-portraits and pictures of family at home 	<ul style="list-style-type: none"> • Designing and modelling with reclaimed materials. • Christmas cards and calendars. • Loose parts art. 	<ul style="list-style-type: none"> • Colour mixing – match to fruits. • Observational drawing of fruit and vegetables. 	<ul style="list-style-type: none"> • Easter cards. • Mother's Day cards. • Symmetrical printing. • Collage flowers. • Forest art – Forest School. 	<ul style="list-style-type: none"> • Experimenting with different types of lines. • Forest sculptures and creations – Stickman – Forest School. 	<ul style="list-style-type: none"> • End of year assessments.
<p>EYFS Year B</p>	<ul style="list-style-type: none"> • Baseline • Draw self-portraits and pictures of family at home 	<ul style="list-style-type: none"> • Designing and modelling with reclaimed materials. • Christmas cards and calendars. • Colour mixing – seasonal. 	<ul style="list-style-type: none"> • Sewing, weaving. • Designing and constructing bridges. 	<ul style="list-style-type: none"> • Easter cards. • Mother's Day Cards • Forest Schools – Forest Art. 	<ul style="list-style-type: none"> • Repeating animal patterns. • Exploration of pattern and colour. 	<ul style="list-style-type: none"> • End of year assessment. • Art work in class assembly.

Intent

Art and Design Curriculum KS1



	<i>Drawing (line and texture)</i>	<i>Painting (colour and tone)</i>	<i>Printmaking (line and pattern)</i>	<i>Textiles (pattern and texture)</i>	<i>3D (form and shape)</i>	<i>Collage (texture)</i>
Year 1 and 2 Year A	<p>Block A</p> <ul style="list-style-type: none"> Explore materials and tools for mark making 	<p>Block B</p> <ul style="list-style-type: none"> Explore mark making with paint, using primary colours 	<p>Block C</p> <ul style="list-style-type: none"> Explore resist and relief block printing, negative stencils and clay slabs 	<p>Block D</p> <ul style="list-style-type: none"> Explore weaving with natural and man-made materials. Explore wrap, tie, knot and peg techniques for fabric dying. 	<p>Block E</p> <ul style="list-style-type: none"> Use natural and man-made materials. Create plaster casts from clay impressions. 	<p>Block F</p> <ul style="list-style-type: none"> Explore the visual and tactile qualities of natural and manmade objects.
Year 1 and 2 Year B	<p>Block A</p> <ul style="list-style-type: none"> Evoke mood and represent movement through mark making 	<p>Block B</p> <ul style="list-style-type: none"> Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. 	<p>Block C</p> <ul style="list-style-type: none"> Create repeated patterns with positive and negative space. Use natural objects as stimuli. 	<p>Block D</p> <ul style="list-style-type: none"> Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape. 	<p>Block E</p> <ul style="list-style-type: none"> Explore aboriginal art Combine different colours of clay. 	<p>Block F</p> <ul style="list-style-type: none"> Drawing and Collage Combine drawing and collage to add detail and interest.

Intent

Art and Design Curriculum Map LKS2



	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 3 and 4 Year A	<p>Block A</p> <ul style="list-style-type: none"> Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. 	<p>Block B</p> <ul style="list-style-type: none"> Create monoprints and explore mark making and pattern with printing tools. 	<p>Block C</p> <ul style="list-style-type: none"> Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage. 	<p>Block D</p> <ul style="list-style-type: none"> Create coil pots using clay. 	<p>Block E</p> <ul style="list-style-type: none"> Use a range of paint techniques to create backgrounds for effect. 	<p>Block F</p> <p>Creative Response Painting and Printmaking Combine painting and printmaking techniques.</p>
Year 3 and 4 Year B	<p>Block A</p> <ul style="list-style-type: none"> Create contour drawings using still life and natural forms as stimuli. 	<p>Block B</p> <ul style="list-style-type: none"> Learn about abstract art and develop colour mixing skills to include tertiary colours. 	<p>Block C</p> <ul style="list-style-type: none"> Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques. 	<p>Block D</p> <ul style="list-style-type: none"> Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering. 	<p>Block E</p> <ul style="list-style-type: none"> Painting Mix tints and tones to create an ombre effect with paint. 	<p>Block F</p> <p>Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques.</p>

Intent

Art and Design Curriculum Map UKS2



	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 5 and 6 Year A	Block A <ul style="list-style-type: none"> Drawing and Painting Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. 	Block B <ul style="list-style-type: none"> Printmaking Create three colour prints and combine printing techniques. 	Block C <ul style="list-style-type: none"> Textiles and Collage Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork. 	Block D <ul style="list-style-type: none"> 3D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls. 	Block E <ul style="list-style-type: none"> Painting Explore a range of effects which can be achieved using watercolour paint. 	Block F <ul style="list-style-type: none"> Printmaking and Textiles Combine printmaking and textiles to embellish fabric.
Year 5 and 6 Year B	Block A <ul style="list-style-type: none"> Combine techniques to create abstract images. Learn about surrealism and portraiture. 	Block B <ul style="list-style-type: none"> Create still life composition by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements. 	Block C <ul style="list-style-type: none"> Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces. 	Block D <ul style="list-style-type: none"> Explore shape, form and colour and explore the effect of heat to create Chihulystyle 'glass' Explore the combining of wire and recycled materials. 	Block E <ul style="list-style-type: none"> Painting Combine techniques to create the illusion of water and depth. 	Block F <ul style="list-style-type: none"> Drawing and Textiles Combine drawing and batik to add detail.

Art and Design

Numeracy & Literacy in Art



Art has a strong link with literature in the study of picture books where reference is made to illustrators throughout Key Stage One and into Key Stage Two, as well as opportunities for technical vocabulary development within each unit and learning about places and people from different times and cultures.

Numeracy links can be found in mixing materials, using fraction and ratio knowledge and in shape and space through the development of pattern and form in 3D work.

Intent

Art and Design



	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 1 and 2 Year A	<p>Science – Weather and animals</p> <p>Albrecht Durer's Rhinoceros</p> <p>The Storm Whale by Benji Davies</p> <p>Owl Babies by Martin Waddell</p> <p>Hairy Maclary by Lynley Dodd</p>	<p>Maths – 2D shape and rectangles</p> <p>Piet Mondrian</p> <p>Where the Wild Things Are by Maurice Sendak</p> <p>The Magic Paintbrush by Julia Donaldson</p>	<p>Maths – printing with shapes with a flat surface</p> <p>Karen Lederer</p> <p>Here We Are by Oliver Jeffers</p> <p>The Dot by Peter H Reynolds</p>	<p>Maths – patterns</p> <p>English – handwriting patterns</p> <p>Anne Kelly</p> <p>Ugliest Dog in The Universe by Debra Fasier</p>	<p>Maths – 3D shape</p> <p>Kenojuak Ashevak</p> <p>I is for Inuksuk by Mary Wallace</p> <p>We Are Artists: by Kari Herbert</p>	<p>Maths – 2D shape</p> <p>Paul Klee</p> <p>The Cat and The Bird by Geraldine Elschner</p> <p>What Paul Made by Valerie Downs</p>
Year 1 and 2 Year B	<p>Music – stimulus for mark making</p> <p>Beth Krommes</p> <p>Swirl by Swirl by Joyce Sidman</p> <p>The Great Wave by Véronique Massenot</p>	<p>Maths 2D shape</p> <p>Wassily Kandinsky</p> <p>The Noisy Paint Box by Barb Rosenstock</p> <p>The Dreaming Giant by Véronique Massenot</p>	<p>Maths 2D shape and repeated patterns</p> <p>William Morris</p> <p>The V&A Introduces William Morris by Puffin Books</p> <p>William Morris The Twelve Days of Christmas</p>	<p>Maths 2D shape</p> <p>Katie Vernon</p> <p>The Art of Eric Carle by Eric Carle</p> <p>Mythologica by Steve Kershaw and Victoria Topping</p> <p>The Snail Trail by Jo Saxton</p>	<p>Maths – 2D shape</p> <p>Geography and History – Aboriginal Art</p> <p>Danny Eastwood</p> <p>Stories from the Billabong by James Vance</p> <p>Patterns of Australia by Bronwyn Bancroft</p>	

Intent

Art and Design



	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 3 and 4 Year A	<p>History – The Stone Age Science – Rocks and Fossils Vincent Van Gogh Pebble in My Pocket by Meredith Hooper Greta and The Giants by Zoë Tucker The Hippocrump by James Reeves</p>		<p>Science – Rocks Neil Bousfield A Rock is Lively by Dianna Hutt The Street Beneath My Feet by Charlotte Guillain</p>	<p>History – Slavery Faith Ringgold The Quilt by Valeriane Leblond Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold</p>	<p>Maths – 2D and 3D shape Louise Bourgeois Cloth Lullaby – The Woven Life of Louise Bourgeois by Amy Novesky</p>	
Year 3 and 4 Year B	<p>Maths – 2D and 3D shape Giorgio Morandi The Willow Pattern Story by Allan Drummond Brother Eagle, Sister Sky, A message from Chief Seattle The Raven by Edgar Allan Poe - drawing feathers</p>	<p>Georgia O'Keeffe Matthew F Fisher Georgia O' Keeffe by Mike Venezia The Fantastic Jungles of Henri Rousseau by Michelle Markel and Henri Rousseau The Secret Garden by Frances Hodgson Burnett</p>	<p>Geography – West Africa Gilbert Ahiagble The Spider Weaver (A Legend of Kente Cloth) by Margaret Musgrove and Julia Cairns Master Weaver from Ghana by Gilbert (Bobbo) Ahiagble and Louise Meyer</p>		<p>Science – Human Body Alberto Giacometti Art and Max by David Wiesner Meet the Artist: Alberto Giacometti by Nick White</p>	

Intent

Art and Design



	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)
Year 5 and 6 Year A	<p>Maths – 2D shape</p> <p>Friedensreich Hundertwasser</p> <p>Harvesting Dreams – Hundertwasser For Kids by Barbara Stieff</p> <p>Shackleton’s Journey by William Grill</p>		<p>Andy Warhol</p> <p>John Brunsdon</p> <p>The Lamp, the Ice, and the Boat Called Fish by Jacqueline Briggs Martin</p>	<p>Science Trees and Plants</p> <p>Lesley Richmond</p> <p>A Year Around the Great Oak by Gerda Muller</p> <p>Under the Bodhi Tree: A Story of Buddha by Deborah Hopkinson</p>	<p>Maths – 3D shape</p> <p>Barbara Hepworth</p> <p>Meet Barbara Hepworth by Laura Carlin We Are Artists: Women who made their mark on the world by Kari Herbert</p>
Year 5 and 6 Year B	<p>Frida Kahlo</p> <p>Island by Nicky Singer</p> <p>Portrait of an Artist: Frida Kahlo by Lucy Brownridge</p> <p>Self-portraits</p> <p>Surrealism</p>	<p>Maths - 3D shape</p> <p>Pablo Picasso</p> <p>Patrick Caufield</p> <p>Cubism</p>	<p>Patrick Hughes</p> <p>The Arrival by Shaun Tan The Blizzard’s Robe by Robert Sabuda batik</p>	<p>Dale Chihuly World of Glass: The Art of Dale Chihuly by Jan Greenberg and Sandra Jordan</p> <p>Sculptures Children Should Know by Angela Wenzel</p>	