

Art and Design Curriculum 2021-2022

Nursery						
Revised EYFS framework 2021						
Expressive arts and design						
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
	Ourselfs	Bears	Transport	Superheroes	Colour	Under the Sea
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus Activities	<ul style="list-style-type: none"> • Draw pictures of own family. • Draw self-portraits. • Make Rangoli patterns with lentils in playdough (Linked to Diwali) • Create large scale mark making with paint and cars (Linked to Beery pre-writing shapes) • Move in different ways with ribbons outside. • Make models of houses with large blocks outside. • Make marks in shaving foam. • Take part in imitative role play in home corner. 	<ul style="list-style-type: none"> • Decorate Christmas cards. • Make firework pictures – marbles and paint (Bonfire night) • Pretend to be explorers going on a bear hunt. • Use small world play with bears. • Create bear fact cards – draw different bears, using key features and appropriate colours. • Make Father Christmas. • Make large dens for caves outside. • Design and make junk box models. 	<ul style="list-style-type: none"> • Draw people who help us. • Draw pictures to show how people celebrate Chinese New Year. • Make Chinese dragons. • Take part in role play eg outdoor car, garage. • Take part in role play – pretend to be the animals from the Chinese New Year story. • Take part in role play – pretend to go on a bus • Draw favourite vehicle. Focus on key features of vehicle. • Design and make junk box models. 	<ul style="list-style-type: none"> • Take part in role play – superhero world (making props to support role play eg superhero cuffs, masks) • Explore small world resources–theme Frozen. • Create lollipop superheroes. • Design a superhero mask. • Design a superhero cape. • Make Supertato / Evil Pea using the appropriate resources. • Draw favourite superhero. • Design and make junk box models. 	<ul style="list-style-type: none"> • Make Elmer elephants. • Make Elmer masks. • Mix colours and make a colour sentence strip. • Draw a self-portrait and attempt to use appropriate colours for hair, eyes, skin. • Take part in jungle role play • Explore dinosaur small world resources. • Design and make junk box models. 	<ul style="list-style-type: none"> • Make a jelly fish. • Make a star fish. • Make crabs. • Use colours appropriately for activity eg when painting fish. • Mix colours confidently. • Design and make junk box models.
Vocabulary	Face, eyes, nose, mouth, ears, eyebrows, round, up, down, side, across, diagonal, pattern, Diwali, colourful, repeating, celebrate, family, Mum, Dad, brother, sister, Grandma, Grandad, arms, legs, body, tummy, neck, draw, write, paint, finger, hand	Christmas, celebrate, card, decorate, Father Christmas, beard, hat, red, fireworks, explode, colourful, sparkle, glitter, mix, change, different, paint, pretend, bear, claws, sharp teeth, brown, black, white, paws, explorer, hunt, look, find, paw prints, draw, write, cut, stick, tape, glue	Chinese, dragon, tail, ribbon, cut, stick, decorate, colourful, draw, pretend, car, fix, broken, tools, bus, journey, ticket, drive, animal, jump, slither, run, fly, cut, tape, glue	Superhero, evil pea, cape, mask, stick, cut, decorate, arms, legs, super power, superhero cuff, button, plan, design, tape, glue	Pattern, colour, mix, change, same, different, cut, stick, decorate, pretend, elephant, jungle, lion, tiger, monkey, dinosaur, plan, design, tape, glue	Tentacles, mix, change, same, different, pincers, print, plan, design, tape, glue

Reception						
Revised EYFS framework 2021						
Expressive arts and design						
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
	Light & Dark	Winter	Space	Food	Traditional Tales	Living Things
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus Activities/Circle Time	<ul style="list-style-type: none"> • Design and make shadow puppets • Make a dark den using torches. • Make Diwali Rangoli patterns and Diva lamps. • Design and make junk box models. 	<ul style="list-style-type: none"> • Create Winter scene chalk drawings. • Make Bonfire Night collage. • Make Christmas decorations and crafts. • Design and make junk box models. 	<ul style="list-style-type: none"> • Design aliens and astronauts. • Make Solar system models and paintings. • Design and make junk box models. 	<ul style="list-style-type: none"> • Make Arcimboldo food inspired paintings. • Design a paper plate healthy meal • Design and make Handa’s basket using materials. • Taste foods from around the world tea party. • Design and make junk box models. 	<ul style="list-style-type: none"> • Design outfits for the royal ball. • Make party invitations. • Design and make junk box models. • 	<ul style="list-style-type: none"> • Design and make split pin animals. • Design and make Wildlife homes. • Design and make junk box models.
Vocabulary	Light, dark, shadow, torch, light, den, Diwali, Diva, Rangoli, colour, pattern, shape, lines, curves, zig zag	Winter, weather, season, frost, ice, snow, cold, icy, bonfire night, colour, fireworks, pattern, shape, lines, curves, zigzags	Alien, astronaut, space station, solar system, planets, sun, moon Earth, rocks	Arcimboldo, food, paint, brush, healthy, meal, Handa, Akeyo, basket, materials, fruits, food from around the world, traditional dishes, design	Clothing, smart, attire, design, function, form, attractive, stand out	Patterns, animals, print, movement, attach, secure, wildlife homes, minibeasts, function, environment

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KS1 National Curriculum

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.

Year 1	Drawing	Painting	Sculpture	Printing	Textiles
Knowledge and skills	<p>Draw using marks of different forms and thicknesses using a variety of drawing materials.</p> <p>Draw with crayons, pencils and pastels.</p> <p>Describe the shapes and patterns.</p> <p>Draw from observation and from my imagination.</p> <p>Say what is liked or disliked about drawings by different artists.</p>	<p>Make different marks using a variety of tools.</p> <p>Mix different colours and apply them to a surface.</p> <p>Paint pictures of what has been observed and what is imagined.</p> <p>Name the primary and secondary colours.</p> <p>Describe how an artist has used colour.</p>	<p>Use different materials to create a 3D model including clay, sticks, paper straws, plasticine and cardboard.</p> <p>Add texture to my models by using a variety of tools/materials. eg. applying diff types of papers, textiles.</p> <p>Cut materials and join them together effectively.</p> <p>Understand and use technical language such as rolling, cupping, pressing, etc.</p>	<p>Use printing tools such as fruit, vegetables and sponges.</p> <p>Print onto fabric or paper.</p> <p>Make printing blocks eg: poly print, card block.</p> <p>Explore techniques such as repeating patterns and overlaying colours.</p>	<p>Look at and touch different textiles.</p> <p>Describe how fabrics feel eg rough, smooth, spiky, bumpy.</p> <p>Choose suitable fabrics for the work.</p> <p>Join fabrics together by simple stitching and gluing.</p> <p>Learn about the processes involved in making various fabrics.</p>
Knowledge vocabulary	<p>Artist, portrait, face, lips, hair, head, eyebrows, chin, lips, ears, cheeks, forehead, patterns, plants, leaf, stem, petal, flower,</p>	<p>Colour, water, paintbrush, style, imagination, real, not real</p>	<p>Willow, clay, paper straws, lolly sticks, material, meerkats, hedgehogs, spikes, body, legs, eyes, nose, feet, fur, features</p>	<p>Fabric, materials, paper, overlapping, on top, next to, underneath, materials, sponges, fruit</p>	<p>Materials, soft, hard, bumpy, smooth, spiky, rough, shiny, slippery, silky, collage</p>
Skills vocabulary	<p>Lines, shapes, patterns, thick, thin, wide, curvy, zig zags, dots, spiral, small, large, circles, triangles, diamonds, hearts, crescent moon, square, rectangle</p>	<p>Mixing, blending, colours, paint brush, colouring, light, dark, detail, marks, lines</p>	<p>Rolling, squeezing, pressing, pinching, cutting, indenting, bending, taping, gluing, team work, clay, eyes, feet, claws, fur, body, features.</p>	<p>Pressing, repeating, scratching, patterns, materials, rough, smooth, small, large, features, body, fur, claws</p>	<p>Sticking, cutting, tearing, gluing, pressing, stitching, repeating patterns, smooth, bumpy, silky, spiky, rough, shiny, collage</p>

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Year 1	Autumn	Spring	Summer
Learning outcomes	<p>Drawing and painting: Make a self-portrait.</p> <p>Printing: Print using different materials.</p> <p>Sculpture: Make a 3D model animal, eg a hedgehog</p>	<p>Textiles: Make a plant collage.</p> <p>Sculpture: Make a clay sculpture of a meerkat.</p>	<p>Printing: Make a print of an animal.</p> <p>Textiles: Weave using different materials</p>
Sequence of learning	<p>Make a self-portrait</p> <ul style="list-style-type: none"> • Discuss, explore facial features and discuss the work of artists. • Use a mirror to identify own facial features, hair, neck and shoulders. • Draw a self- portrait including all features. • Explore skin tones and hair colours with watercolour. • Paint a self-portrait. <p>Print using different materials</p> <ul style="list-style-type: none"> • Print a repeating pattern using different materials <p>Make a 3D model animal</p> <ul style="list-style-type: none"> • Create a model using clay, pasta and clay skills to make a hedgehog. 	<p>Make a plant collage</p> <ul style="list-style-type: none"> • Look at and discuss the features of real plants in the school grounds. • Discuss textures and describe different materials you will use. • Collage a plant using a variety of textured materials. <p>Make a clay sculpture</p> <ul style="list-style-type: none"> • Watch a clip about meerkats and discuss their features and behaviour • Draw a meerkat including all of its features • Make a model using clay and pasta to make a meerkat and include most of its features. 	<p>Make a print of an animal</p> <ul style="list-style-type: none"> • Use different materials and paints to create a repeating pattern in the style of animal print. <p>Weave using different materials</p> <ul style="list-style-type: none"> • Discuss what weaving is and the materials which can be used. • Weave different materials to create an ocean scene.

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Year 2	Drawing	Painting	Sculpture	Printing	Textiles
Knowledge and skills	<p>Draw with a range of media.</p> <p>Show detail in drawings by adding pattern and texture.</p> <p>Create light and dark effects by using different media.</p> <p>Understand how to make large and small shadows using a projector.</p> <p>Begin to develop and value the individual own style of drawing.</p> <p>Say why is liked a drawing by an artist.</p> <p>Learn about the work of many different artists and how every artist has a different and original style.</p>	<p>Mix primary colours to make secondary colours.</p> <p>Explore and show understanding of how to make colours darker and lighter.</p> <p>Know the positions of primary and secondary colours in relation to each other on the colour wheel.</p> <p>Apply knowledge of colour to mix required colours</p>	<p>Develop a drawing/painting into a 3D design.</p> <p>Make an imaginary animal by using clay and additional materials.</p> <p>Make models by building features with card and applying different materials for effect.</p> <p>Add texture to my clay work using indenting tools and also by impressing objects such as sticks and pasta.</p>	<p>Print by pressing, rolling, rubbing and stamping and explore/discuss the effects that are made.</p> <p>Look at print making by different artists and discussed techniques they have used.</p> <p>Create a print in response to a first-hand experience.</p> <p>Looked at how artists and designers have used colour, shapes and lines to create patterns.</p>	<p>Use glue to join fabrics.</p> <p>Use running stitch and blanket stitch to join fabrics.</p> <p>Make a simple batik.</p> <p>Embellish fabrics effectively by applying knowledge of how to make patterns.</p> <p>Explore how to apply shapes using rotation and symmetry to a textile piece.</p> <p>Understand how artists and designers achieve effects by repeating, rotating and reflecting shapes and colours.</p> <p>Understand the process of wax resist in batik.</p>
Knowledge Vocabulary	<p>local area, building, bricks, features, street lights, trees, houses, windows, roads, cars, bikes, people, spaces</p>	<p>Primary, secondary, Tinga Tinga, Aboriginal art, traditions, dots, concentric circles, wavy lines, animals, natural colours, symbols.</p>	<p>3D design, imaginary animals, features of polar bears/animals, clay tiles</p>	<p>poly print, carving, repeating, vegetables, fruits, artists, ideas</p>	<p>artists, wool, rugs, blankets, cotton, needles, fabrics, hessian, colours, shapes, symmetry</p>
Skills Vocabulary	<p>detail, background, texture, light, dark, own style, artists, team work</p>	<p>mixing, blending, detail, shadows, light, dark, pale, deep, contrasting, bright</p>	<p>team work, all clay skills including indenting, willow skills, attaching, fixing, problem solving, questioning</p>	<p>rolling, rubbing, stamping, exploring, technique, colours, shapes, lines, patterns</p>	<p>joining, sewing, threading, attaching, gluing, pressing, running stitch, paper weaving</p>

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Year 2	Autumn	Spring	Summer
Learning outcomes	<p>Painting and drawing: Mix and name primary and secondary colours.</p> <p>Sculpture: Make a mini beast sculpture</p>	<p>Collage: Collage an ocean scene.</p> <p>Sculpture: Make a clay mandala.</p>	<p>Printing: Print using a wide range of materials.</p> <p>Drawing and painting: Draw and paint birds and mammals.</p>
Sequence of learning	<p>Mix and name primary and secondary colours</p> <p><u>Linking with topic on Living Things</u></p> <ul style="list-style-type: none"> • Learn about the traditional art of Tanzania, Tinga Tinga paintings through notebook and artists. pictures on tables. Recap on groupings of colours known as primary and secondary through using oil pastel and watercolour on the children's own picture. • Draw an image of animal using models from nursery and artists' resources and make their own Tinga Tinga picture using ideas from artists <p>Make a mini beast sculpture</p> <p><u>Linking with topic on materials</u></p> <ul style="list-style-type: none"> • Make a paper 3D of a bee using tape, paper, cellophane, wire, glue. 	<p>Create a collage an ocean scene</p> <p>Linking with topic on Oceans and Continents</p> <ul style="list-style-type: none"> • Learn about life under the ocean including coral and sea creatures watching BBC class clips and also clips about collage techniques. • Use ripping, cutting, tearing technique to make a sea life collage. <p>Linking with topic on Materials</p> <ul style="list-style-type: none"> • Learn about Mandala patterns in the world including natural patterns and religious patterns. • Design their own mandala in their sketch book. • Make this pattern as a clay relief using and applying clay techniques such as pressing, cutting, scratching and blobbing, indenting. • Paint the clay relief. 	<p>Linking with Animals including Humans</p> <ul style="list-style-type: none"> • Learn about Aboriginal Art and how it celebrates animal life and the natural world. • Watch BBC clip about Aboriginal art. • Draw and compose an Aboriginal picture including key features, concentric circles, wiggly lines, natural colours. Use printing technique with cotton buds and other small objects to print dots over their painting.

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KS2 National Curriculum

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 3	Drawing	Painting	Sculpture	Printing	Textiles
Knowledge and skills	<p>Investigate pattern by drawing shapes which are reflected repeated and rotated.</p> <p>Create a drawing that evokes a particular feeling or emotion.</p> <p>Select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>Use shading/tone to add interesting effects to drawings.</p> <p>Explain the ideas behind an image to a partner or teacher.</p>	<p>Apply the skills learnt in painting such as colour mixing and application techniques.</p> <p>Explore adding texture to paint by adding materials and painting on different surfaces eg papier-mâché.</p> <p>Use colour to evoke emotion eg blue could mean sadness, red could mean excitement.</p> <p>Apply my knowledge of colour mixing to produce a variety of paint effects.</p> <p>Experiment with different colours to create a mood.</p>	<p>Use knowledge of 3D design.</p> <p>Design and construct a model using a wide range of materials.</p> <p>Use a variety of tools and techniques for sculpting in clay, papier-mâché and other materials including cardboard and willow.</p> <p>Apply the knowledge of the properties of materials to allow for interesting effects.</p>	<p>Explore printing from other cultures and time periods</p> <p>Use my own ideas and drawings to help create prints such as poly prints and card blocs.</p> <p>Use a number of colours built up in a sequence when printing.</p> <p>Allow my design to be influenced by the designs of artists from other cultures eg Mexican Tile designs, Art Deco designs.</p>	<p>Explore ways of creating an appliqué by using stencils to organise patterns.</p> <p>Use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>Create different textiles using cross stitch and backstitch) appliqué, embroidery, plaiting, and batik.</p> <p>Share opinions about textiles from other cultures and times.</p>
Knowledge Vocabulary	<p>Stone Age, cave drawings of animals, lines, shapes, charcoal, artists, Rainforest features, Rousseau, festivals eg Rangoli patterns in chalk for Diwali</p>	<p>Stone Age cave paintings, Anglo Saxons shields, Tudor houses, rainforest features in paintings canopy, emergent layer, tropical birds, wild animals</p>	<p>Stone Age pottery, firing, invention, clay, build, construct, embossing, scratching and blobbing</p>	<p>Art Deco designs, Mexican Tile designs, symmetrical, rotating, circular, opposite, vibrant, contrasting,</p>	<p>stencils, card, outline, effects, over laying, batik</p>
Skills Vocabulary	<p>repeating, rotating, reflecting, shading, adding tone, effect, emotion</p>	<p>application of key skills, mixing, blending, use of colours to evoke emotion, variety of effects, create a mood</p>	<p>willow, 3D design including papier-mâché, cardboard</p>	<p>sequencing, building colour, exploring printing from other cultures, poly-printing, card blocks, recognising repeating, rotating, reflecting</p>	<p>stencils, plaiting, embroidery, stitching, application of running stitch, blanket stitch, collage</p>

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Year 3	Autumn	Spring	Summer
Learning outcomes	<p>Collage: Make a stained- glass window.</p> <p>Drawing and painting: Make a cave painting/Stone Age.; Draw and paint natural disasters.</p>	<p>Printing: Print a plant picture using a variety of materials</p> <p>Sculpture: Make Egyptian Canopic jars.</p> <p>Collage: Make own name in hieroglyphics.</p>	<p>Textiles: Make a collage of a rainforest in the style of Rousseau.</p> <p>Sculpture: Make a willow festival lantern.</p>
Sequence of learning	<p>Make a stained- glass window</p> <ul style="list-style-type: none"> • Learn about the history of stained-glass windows through developing understanding of how this art form was used in churches and other historical buildings. • Make a collage of a stained- glass window using cellophane. <p>Make a cave painting/Stone Age</p> <ul style="list-style-type: none"> • Look at the history of cave painting during stone age and the key features and colours • Use plastic model animals from the nursery and pictures of cave paintings to create their own cave painting. <p>Draw and paint natural disasters.</p> <ul style="list-style-type: none"> • Understand the features of natural disasters by using videos and PowerPoint. • In sketch books choose a selection to draw, including shading and tone. Choose a one of these disasters to draw out and paint using a range of marks and textures. 	<p>Make a Plant Collage</p> <ul style="list-style-type: none"> • Watch a BBC class clip about how to make a collage. • Use a range of printing tools eg sponges, corks, cotton reels, card, pegs, cotton buds to print a picture of a plant including all the features. <p>Make clay Egyptian Canopic jars</p> <ul style="list-style-type: none"> • Use and apply the clay skills to make an Ancient Egyptian Canopic jar. • Develop the coiling method to make the pot wider and narrower in place and also to sculpt a lid in the style of an Egyptian God head. <p>Make my name in hieroglyphics</p> <ul style="list-style-type: none"> • Use collage methods and different materials (cellophane, shiny paper, tissue) to make a collage of their name in hieroglyphics. 	<p>Make a collage of a rainforest in the style of Rousseau.</p> <ul style="list-style-type: none"> • Sketch ideas of plants, animals and rainforest scenes to incorporate into a collage. • Understand how to use different implements to create different effects (eg charcoal for shadowy areas, chalk pastels for smudging of light areas etc) • Create bold images in the foreground and background. • Use different materials and textures to create effect and impact on a collage eg build up for foreground images. <p>Make a willow festival lantern</p> <ul style="list-style-type: none"> • Learn about different festivals through BBC class clips which use light and lanterns such as Diwali, Wesak, Chinese New Year. • Work in pairs to investigate 'How can I make a 3D lantern using willow?' • Make a lantern using willow, tape, cellophane, tissue paper and PVA glue.

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KS2 National Curriculum

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 4	Drawing	Painting	Sculpture	Printing	Textiles
Knowledge and skills	<p>Draw using a variety of materials to a particular scale.</p> <p>Work as a member of a group: negotiating, encouraging, supporting, helping others to develop their ideas.</p> <p>Begin to develop and have confidence in a developing drawing style.</p>	<p>Create colours by mixing to represent images that have been observed in the natural and man-made world.</p> <p>Experiment with different colours to create a mood.</p> <p>Combine painting with other media, for example pastels and chalk.</p> <p>Begin to understand term such as background, foreground, borders, composition.</p>	<p>Use a variety of tools and techniques for sculpting in clay, papier-mâché and other mouldable materials such as newspaper and Modroc.</p> <p>Develop an emphasis on the use of recycled materials.</p> <p>Explore methods with a partner and developing Speaking and Listening skills.</p> <p>Develop working collaboratively.</p>	<p>Use a number of colours built up in a sequence when printing.</p> <p>Explore ways of overlaying and overlapping images in the work.</p> <p>Begin to work with different materials in printing.</p>	<p>Have a sound understanding of how to use the techniques of sewing eg running stitch, blanket stitch appliqué, embroidery,</p> <p>Explore and investigate through discussion with others ways of creating a narrative through textiles.</p> <p>Explore how to make handmade felt and embellish it by sewing.</p> <p>Learn how to make a rag rug and tassels.</p>
Knowledge Vocabulary	<p>Ancient Greece – Ancient Greece – vases depicting patterns of everyday life, typical colours including yellow ochre, black, orange</p> <p>Lowry – local area, matchstick men, cats, dogs, chimneys, factories, smoke, grey skies</p>	<p>background, foreground, composition, borders, outline, mythical, imaginary.</p>	<p>pots, wider, narrower, circumference, measuring, height, width, strength, stable, secure</p>	<p>Islamic Art, tile patterns, symmetry, repeating, rotating, reflecting, radial patterns, abstract patterns, shapes</p>	<p>World War 2, Make Do and Mend, Rationing, mending, recycling, changing, improving, improvising</p>
Skills Vocabulary	<p>application of key skills plus team work skills of supporting others, developing ideas, developing own drawing style, peer to peer assessment, encouraging, negotiating, drawing in the style of an artist</p>	<p>creating mixed media pictures with chalk, pastels, paint, textiles</p> <p>Mixing, painting with a family of colours from dark to light</p>	<p>application of key skills in clay, willow, 3D design, using Modroc, wire, mouldable materials, paper Sculptures</p>	<p>application of key skills overlaying, sequencing, repeating, detail, etching, poly print</p>	<p>running stitch, blanket stitch, tassels, bags, applique, embroidery, felt making</p>

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Year 4	Autumn	Spring	Summer
Learning outcomes	<p>Drawing and painting: Draw and paint a mythical creature.</p> <p>Sculpture: Make a Greek coil pot with different widths.</p>	<p>Textiles: Make a Roman mosaic using different materials</p> <p>Sculpture: Create a Roman coin using clay</p>	<p>Drawing and painting: Make a large painting in the style of Lowry, linking with Cultural Capital</p> <p>Textiles: Make art work inspired by Nigerian British artist Yinka Shonibare</p>
Sequence of learning	<p>Create sketches of mythical creatures - use key vocabulary and techniques</p> <ul style="list-style-type: none"> • Research a mythical creature and create a wanted poster, using pastels for the images. • Choose 2-3 animals to include in their creature. • Discuss why and what their power will be. • Draw the design and label the features. • Create a creature with clay, using the techniques and vocabulary. • Evaluate the mythical creature. What went well? What was difficult? What will you do next time when making a Greek pot? Encourage use of key vocabulary to describe. • Peer assess each other's mythical creature. <p>Make a Greek pot using clay – include different techniques and using key vocabulary during the process.</p> <ul style="list-style-type: none"> • Draw the pot and label the features and skills you will use. • Make the pot using the full set of clay skills • Paint the pot once dry using either watercolours or acrylic paint. 	<p>Create Roman mosaics</p> <ul style="list-style-type: none"> • Research to understand the origin of mosaics (linking back to Ancient Egyptian and Greece learning) • Create first a mosaic in pencil of own name. • Create a Roman mosaic – a paper one using collage techniques. Keeping symmetry and use of shapes (squares, rectangles, circles) • Create a Roman mosaic using different materials and objects – dried pasta, beans etc. <p>Create a Roman coin using clay</p> <ul style="list-style-type: none"> • Look at different styles of Roman coins and draw your own design. • Design and make the Roman coin out of clay using clay skills • Evaluate own Roman coin. What went well? What was difficult? What will you do next time? • Peer assess and share critiques and feedback. 	<p>Make a scene in the style of Lowry</p> <ul style="list-style-type: none"> • Watch video clips about Lowry and his life. • Discuss ideas about his pictures and identify the key characteristics (factories, chimneys, smoky skies, houses, matchstick people) • Collect ideas on a mind map and have a go at drawing out some key features. • Go outside in the playground and draw some key features from observation first hand. • Use both sources of ideas (their own and Lowry's pictures) to make a cityscape in the style of Lowry. • Colour the scene using crayons and watercolour paint. <p>Make a textile piece inspired by Yinka Shonibare</p> <ul style="list-style-type: none"> • Watch BBC clip about the famous artist Shonibare and history of printed African textiles. • Design your own textile pattern through drawing. • Make a mixed media pattern design inspired by his work in drawing and painting.

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- 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.
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- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 5	Drawing	Painting	Sculpture	Printing	Textiles
Knowledge and skills	<p>Draw confidently from observation and imagination.</p> <p>Make drawings of people and landscapes.</p> <p>Collect ideas for 3D and textile projects through drawing.</p> <p>Arrange drawn shapes, ideas and forms into a composition.</p>	<p>Confidently use different types of paint and know how to blend colours from dark to light.</p> <p>Understand what primary and secondary colours are and how to make them.</p> <p>Talk about paintings using technical vocabulary and key language.</p> <p>Apply key language when talking about own paintings eg the background, foreground, colours, blending, contrast, etc.</p>	<p>Work with a variety of materials including newspaper, willow and clay to make sculptures.</p> <p>Work confidently in a pair or small group to make a larger sculpture.</p> <p>Use questioning confidently to drive group work forward.</p> <p>Think of ways work can be improved and modified through discussion.</p>	<p>Print onto fabric and other materials.</p> <p>Make a collagraph and a monoprint independently.</p> <p>Plan a print independently or in a group and discuss the process involved in making it.</p> <p>Use the technical language associated such as inking, rolling, stencil, monoprint etc.</p>	<p>Apply sewing skills learnt to make applique designs.</p> <p>Sew on buttons, handles and tassels to fabric work.</p> <p>Use binka to make book marks and other designs using a range of stitches.</p> <p>Make a batik design and understand how this process works.</p>
Knowledge Vocabulary	<p>linking to space and planets, rockets, boosters, chalk, pastel</p> <p>Link to South America, Mola designs</p>	<p>acrylic paint, watercolour, primary, secondary, background, foreground, composition, contrast, complimentary colours</p>	<p>rocket pencil pot holder, rocket boosters, rim, circumference, diameter, patterns, embossing, indenting, scratching and blobbing</p>	<p>Fabric, polystyrene, rockets, boosters, border, planets, composition</p>	<p>rocket cushion, wadding, stitching, blanket stitch, running stitch, mosaic.</p>
Skills Vocabulary	<p>observation, imagination, draw confidently in their own style, collect ideas for 3D and textile projects, understand the use of composition (arranging a picture)</p>	<p>as before plus, hombra, blending, tone, light, dark, vibrant, movement, traditional patterns</p>	<p>using questions in a group, peer assessment, self-assessment, application of key clay skills, using sli , improving, embossing, indenting, scratching and blobbing, attaching</p>	<p>application of key skills overlaying, sequencing, repeating, poly print, monoprint, collagraph</p>	<p>application of applique skills, making tassels, sewing on buttons, using binka, using a range of stitches.</p>

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Year 5	Autumn	Spring	Summer
Learning outcomes	<p>Drawing and painting: Make a chalk planet and space picture. Link with Space</p> <p>Sculpture: Make a rocket pencil pot holder.</p> <p>Textiles: Make a rocket cushion using fabric and sewing</p>	<p>Textiles: Make a Kuna Indian Mola textile. Linking with Central America</p> <p>Sculpture: Link with Vikings Make a clay rune stone.</p> <p>Drawing and Painting: Design and make a Viking shield.</p>	<p>Sculpture: Make a Tree of Life candle holder. Make a South American dream catcher.</p> <p>Drawing and Painting: Link to Our Local Area Make picture of a futuristic Rusholme.</p>
Sequence of learning	<p>Make a chalk planet and space picture</p> <ul style="list-style-type: none"> • Use BBC class clips and PowerPoint to learn about the solar system, facts and names of planets. • Learn about artists who draw and paint solar system pictures. • Draw and colour a solar system composition (arrangement) chalk on black paper. <p>Make a rocket pencil pot holder</p> <ul style="list-style-type: none"> • Learn about the process a potter employs to make a pencil pot. • Adapt the process to make a rocket style pencil pot holder by using and applying clay skills they know and learning new ones. <p>Make a rocket cushion</p> <ul style="list-style-type: none"> • Discuss ways to make a rocket cushion using felt, needles, thread and wadding. • Use textile skills and sewing techniques to make the cushion. 	<p>Make a Kuna Indian Mola textile</p> <p>Spring 1</p> <ul style="list-style-type: none"> • Learn about the history of Kuna Indians in Panama and the tradition of molas through discussing you tube films. • Draw out a mola design. Use methods of collage and sewing to make a mola based on an animal design. <p>Make a clay rune stone</p> <p>Spring 2</p> <ul style="list-style-type: none"> • Watch videos about Viking runes (alphabet) and write their own name to make a Rune stone design. <p>Design and make a Viking shield</p> <ul style="list-style-type: none"> • Draw varying Viking shield designs to collect ideas. Design and make a Viking shield using card and paint. 	<p>Make a Tree of Life candle holder</p> <p>Summer 1</p> <ul style="list-style-type: none"> • Learn about traditional South American crafts such as Tree of Life candle holders, dream catchers. • Design one in their sketch book labelling the clay skills they will need to use. • Make a candle holder using and applying clay skills. <p>Make a South American dream catcher</p> <ul style="list-style-type: none"> • Design a Dream catcher. • Make a dream catcher using willow, wool, feathers and beads. <p>Make picture of a futuristic Rusholme</p> <ul style="list-style-type: none"> • Learn about the artist Hundertwasser through film and PowerPoint. • Collect ideas about a Future city using Mind mapping/ pictures of futuristic/ eco buildings and landscapes • Make a picture about Future Rusholme, their dreams and desires for the future.

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KS2 National Curriculum

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 6	Drawing	Painting	Sculpture	Printing	Textiles
Knowledge and skills	<p>Know when different materials can be combined in a drawing and use this to very good effect.</p> <p>Choose appropriate techniques to convey meaning and intention.</p> <p>Apply different techniques of drawing appropriately to a range of tasks eg scale, genre.</p>	<p>Painting techniques are well developed and there is confidence in own style.</p> <p>Confidently employ a range of techniques to good effect such as blending, showing tones in gradients (light to dark) and creating depth in pictures.</p> <p>Paintings are a development of ideas from the imagination and/or observation.</p> <p>Apply a variety of techniques alongside a sensitive understanding of colour to the work.</p> <p>Produce work of a high quality on a variety of scales.</p>	<p>Make 3D work by investigating how a variety of skills, techniques and materials can be used on the same piece of work.</p> <p>Investigate with a partner or group and discuss and negotiate ideas.</p> <p>Apply techniques and knowledge of 3D design and construction to the work.</p> <p>Work on a variety of scales with a wide range of materials.</p> <p>Reference work to the initial ideas, talk about how the work has developed and what factors have influenced changes made.</p>	<p>Include a greater amount of detail in the prints made and build up colours in a variety of ways.</p> <p>Print onto fabric and other materials.</p> <p>Plan a print independently or in a group and discuss the process involved in making it.</p> <p>Use the technical language associated such as inking, rolling, stencil, monoprint etc.</p>	<p>Investigate different textile qualities by applying knowledge of methods in batik, appliqué, felt making and silk painting.</p> <p>Show a clear influence of a contemporary designer from history through the work.</p> <p>Apply skills and techniques in order to embellish work to a high standard.</p> <p>Produce work in a variety of media such as appliqué, felt making, batik independently or in a group.</p>
Knowledge Vocabulary	<p>combining different materials, creating effects, hombra, conveying emotion, meaning, mood, cross hatching</p>	<p>as before plus, hombra, blending, tone, light, dark, vibrant, movement, technique</p>	<p>Bird sculpture – scrunching, taping, gluing, building</p> <p>Clay money bank - application of key clay skills, using slip, improving, embossing, indenting, scratching and blobbing, attaching</p> <p>Liberty caps- Papier-mâché, ripping, gluing, tearing, cutting,</p>	<p>as before plus fabric printing, collagraph, monoprint</p> <p>Poly print, etching, lines, shapes. Indenting, marbling</p>	<p>application of applique skills, making tassels, sewing on buttons, using binka, using a range of stitches.</p> <p>Running stitch, star stitch, blanket stitch,</p>
Skills Vocabulary	<p>Aborigines, patterns, background, foreground, symbols, culture, tradition,</p> <p>Rivers, animals, indigenous</p>	<p>Spot technique, traditions, colour symbolism, natural pigments,</p>	<p>Fantasy fish, gills, scales, tail, fin, textures, slot, eyes, hollow, solid, 3D, sculpture.</p>	<p>Marbling, printing, oil resist, colour mixing, texture, pattern</p>	<p>Rationing, Make Do and Mend, recycling, re- using, embroidery,</p>

Year 6	Autumn	Spring	Summer
Learning outcomes	<p>Drawing and Painting: Make art work about a river inspired by Aboriginal Art.</p> <p>Sculpture: Make a clay fish money bank by using and applying clay skills.</p> <p>Textiles: Make a Make Do and Mend Textile Bag.</p>	<p>Sculpture: Design and make some Art Deco jewellery using clay and wire.</p> <p>Drawing and Painting:</p>	<p>Sculpture: Make a bird of paradise sculpture using paper, tape, straws, feathers.</p> <p>Sculpture: Make a Liberty Cap from Peterloo using balloons, fabric, felt, hessian, Papier-mâché, acrylic paint. Linking with Manchester Histories</p>
Sequence of learning	<p>Make art work about a river inspired by Aboriginal Art</p> <p>Autumn 1 -<u>Link with Rivers</u></p> <ul style="list-style-type: none"> Recap on traditions in Aboriginal art through power point/ notebook and BBC clips. Watch film of river in Australia and develop knowledge about tradition life/ animals painted/ cultural beliefs. Make a marble print to cut and use in a painted piece. Make an Aboriginal style picture including animals, and cut prints. <p>Make a clay fish money bank by using and applying clay skills</p> <ul style="list-style-type: none"> Look at fantasy fish designs by different artists and make their own model clay money bank. <p>Make a Make Do and Mend Textile Bag</p> <p>Autumn 2</p> <ul style="list-style-type: none"> Learn about the history of rationing in clothes during WW2 through original footage films and power point. Look at work of designers and draw out their own textile bag design. Make their own bag by using a variety of skills including sewing, cutting, glueing, applique, making tassels, handles. 	<p>Make Art Deco jewellery</p> <p><u>Art Deco - Between the Wars</u></p> <p>Spring 1 - <u>Link to War</u></p> <ul style="list-style-type: none"> Learn about the period of Art Deco design occurring between WW1 and WW2, including buildings, furniture, clothes and jewellery with a focus on Charles Rene Mackintosh. Design and make Art Deco style jewellery by using and applying clay skills. Make an Art Deco stained glass panel using translucent materials. Create their own image depicting war in the style of LS Lowry (Manchester link) <p>Spring 2 – <u>Link to South America</u></p> <ul style="list-style-type: none"> Create ‘scrap book’ documenting travels in South America including illustrations, mind maps, imaginary drawing, observational drawing. Learn about the Mexican artists Diego Rivera and Frida Khalo. Make a portrait in the style of Frida Khalo surrounded by symbols which create their identity. 	<p>Make a bird of paradise sculpture</p> <p>Summer 1 - <u>Link with Living Things</u></p> <ul style="list-style-type: none"> Learn about features of Birds of Paradise through BBC clips, linking with Brazilian rainforest. Draw their own fantasy bird design. Make a 3D model using paper, tape, straws, card and tissue. <p>Make a Liberty Cap</p> <p>Summer 2 – <u>Link with Peterloo</u></p> <ul style="list-style-type: none"> Learn about the significance of the Liberty Cap during the protest at Peterloo through first hand research with Central Library. Make their own version of a Liberty cap using balloons, papier-mâché, felt, recycled materials.

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