

Year 1 (A) Art and Design

	<u>Head</u>	<u>Hands</u>
Drawing	• Investigate pencil grip and making marks on paper. [1/2]	<ol style="list-style-type: none"> 1. Sketching with a pencil. 2. Drawing straight lines 3. Colouring skills – staying between the lines. 4. Using felt pens. 5. Using charcoal. 6. Using other drawing media
	• Learn about shading and how it adds shadows and depth. [1/2]	
	• Investigate cross hatching and drawing straight lines. [1/2]	
	• Investigating differences between media – eg felts and colouring pencils. [3/4/5]	
	• Caring for art equipment and making sure they are put away and stored correctly.	
	• Look at tones/line and shapes that can be created through charcoal. [5]	
	• Explore wax crayons and ball point pens. [6]	
Printing	• Build a repeating pattern. [1]	<ol style="list-style-type: none"> 1. Creating patterns 2. Relief printing and making prints 3. Make marks with a variety of objects 4. Print with a range of materials
	• Recognise patterns in the environment	
	• Identify the different forms of printing [2/3/4]	
	• Design patterns of increasing complexity [1/2/3/4]	
Sculpture	• Choosing materials for a purpose	<ol style="list-style-type: none"> 1. Construct 2. Carving 3. Pinch/roll coils and slabs of modelling media 4. Make simple joins 5. Make a model to show an idea 6. Decorative techniques 7. Replicate patterns in 3D form 8. Build a textured relief tile
	• Experiment with construct and join [1/2/3/4/6]	
	• Explore shape and form [1/2/3/4/5/6/7}	
	• Awareness of the difference between natural and man-made forms	
	• Express personal experiences and ideas. [8]	
	• Investigate and learn about the work of other sculptors.	
	• Evaluate the work of other sculptors.	
<u>Heart</u>		
<ul style="list-style-type: none"> • Learners can communicate effectively with others. • Learners can effectively collaborate with others. • Learners demonstrate that they can share their opinions and respect those of others. • Learners show enthusiasm and commitment towards Art and Design • Learners have the ability to develop their own learning in Art and Design 		

Year 3 (A) Art and Design

	<u>Head</u>	<u>Hands</u>
Drawing	• Investigate shading and the effects of light and dark [1/2/3]	<ol style="list-style-type: none"> 1. Applying different pressures when shading. 2. Using blending and smudging. 3. Use different media. 4. Create a self-portrait using the correct proportions.
	• Explore hatching and cross hatching as a way of adding depth. [1/3]	
	• Explore stippling as a way of adding depth. [1/3]	
	• Investigate charcoal and the different marks that can be created with one media. [1/2}	
	• Look at proportions of the face. [4]	
Printing	• Know which colours mix to create others [3/4/5/6]	<ol style="list-style-type: none"> 1. Relief and impressed printing 2. Recording texture and pattern 3. Monoprinting 4. Create a print using a variety of techniques. 5. Resist printing 6. Using sketchbook to record ideas.
	• Explore texture by experimenting through a variety of materials [2]	
	• Talk about the process used to create a simple print [1/3/5/6]	
	• Explore pattern and shape [2]	
	• Identify difference between environmental and manmade patterns. [2]	
	• Mae decisions about modifying and adapting a print [6]	
	• Selecting materials based on their properties [1/3/4/5/6]	
Textiles & Collage	• Knowing the names of materials and techniques used [2/3/4/5]	<ol style="list-style-type: none"> 1. Use smaller threads and needles 2. Weaving 3. Tie-dying 4. Develop sills in stitching, cutting and joining. 5. Use a variety of stitches
	• Observe and discuss the work of other textile artists.	
	• Choose fabrics based on their properties [2/3/4]	
	• Explain choices using artistic vocabulary	
	• Collect information based on visual and tactile elements [1/2/3/4/5]	

Heart

- Learners can communicate effectively with others.
- Learners can effectively collaborate with others.
- Learners demonstrate that they can share their opinions and respect those of others.
- Learners show enthusiasm and commitment towards Art and Design
- Learners have the ability to develop their own learning in Art and Design

Year 5 (A) Art and Design

	<u>Head</u>	<u>Hands</u>
Drawing	• Investigate the different type of marks that can be made with a pencil. [4]	<ol style="list-style-type: none"> 1. Draw 2D and 3D shapes. 2. Experiment with different types of media. 3. Add highlights and shading to 3D drawings. 4. Add contour shading to a drawing. 5. Draw using perspective. <ol style="list-style-type: none"> 1. Built layers and texture 2. Explore various types of printing
	• Investigate the different type of shape (dot, circle, straight line, curved line, angled lines) that can be made with a pencil. {1/3/4}	
	• Look at 3D shapes and explore how to add depth to a line drawing. [1/2/3/4]	
	• Investigate shading techniques to further depth (using shading that follows the contours) [3]	
	• Explore techniques to use with charcoal. [2]	
	• Look at shapes that overlap (2D and 3D shapes) [1/5]	
	• Explain key terms of vanishing point and horizon in relation to perspective. [5]	
	• Mark making - hatching/cross hatching/stippling/back and forth stroke/scrubbling.	
Printing	• Combine prints thinking about how they would work together [1]	
	• Design prints	
	• Discuss and evaluate the work of others.	
	• Explain techniques used using artistic vocabulary. [2]	
Sculpture	• To explore historical vase designs. [1]	<ol style="list-style-type: none"> 1. To sketch designs 2. To develop control of tools and techniques. 3. To make a clay vase 4. To decorate vases. 5. Add detail to a sculpture
	• To find out about vase designers – discuss and evaluate their work [1]	
	• To be able to evaluate a finished product.	
	• Plan and develop ideas [1]	
	• Explore the properties of media and make choices about their use. [2/3/4/5]	
<u>Heart</u>		
<ul style="list-style-type: none"> • Learners can communicate effectively with others. • Learners can effectively collaborate with others. • Learners demonstrate that they can share their opinions and respect those of others. • Learners show enthusiasm and commitment towards Art and Design. • Learners have the ability to develop their own learning in Art and Design. 		

Year 2 (B) Art and Design

	<u>Head</u>	<u>Hands</u>
Painting	<ul style="list-style-type: none"> • Colour mixing knowledge [1/2/3/4/6] 	<ol style="list-style-type: none"> 1. Make a colour field painting. 2. Make a painting with tints 3. Make a drip painting. 4. Paint with warm and cool colours. 5. Create a circle painting. 6. Manage and clean equipment.
	<ul style="list-style-type: none"> • Use mixed colours to create artworks [1/2/3/4/6] 	
	<ul style="list-style-type: none"> • Identify primary, secondary and tertiary colours [1/2/3/4/5/6] 	
	<ul style="list-style-type: none"> • Mix shades and tints [2/6] 	
	<ul style="list-style-type: none"> • Identify if a colour is a cool or warm [4] 	
	<ul style="list-style-type: none"> • Describe a range of abstract artists 	
Collage	<ul style="list-style-type: none"> • Sort materials based on their properties 	<ol style="list-style-type: none"> 1. Weaving 2. Collage 3. Use a variety of techniques 4. Thread a needle – large eye 5. Use running stitch 6. Cut and glue materials 7. Make a simple mosaic
	<ul style="list-style-type: none"> • Learn how textiles create things 	
	<ul style="list-style-type: none"> • Use imagination to create images [1/2/3/4/5/6/7] 	
	<ul style="list-style-type: none"> • Think about how to overlap and overlay materials to create effects [1/2/3/4/5/6/7] 	
	<ul style="list-style-type: none"> • Investigate and explore collage of other artists. 	
Artist Study - Henri Rousseau	<ul style="list-style-type: none"> • To understand about the life of the artist Henri Rousseau 	<ol style="list-style-type: none"> 1. To use the skills and techniques used by Henri Rousseau. 2. To create a landscape portrait. 3. Design animal masks in the style of Henri Rousseau. 4. To paint their own pieces of art.
	<ul style="list-style-type: none"> • To explore the skills and techniques used by Henri Rousseau. [1/2/3] 	
	<ul style="list-style-type: none"> • To understand the meaning of Henri Rousseau’s genre, Portrait-Landscape. {1/2} 	
	<ul style="list-style-type: none"> • To understand about the animals in Rousseau’s paintings [1/2/3/4] 	

Heart

- Learners can communicate effectively with others.
- Learners can effectively collaborate with others.
- Learners demonstrate that they can share their opinions and respect those of others.
- Learners show enthusiasm and commitment towards Art and Design.
- Learners have the ability to develop their own learning in Art and Design.

Year 4 (B) Art and Design

	<u>Head</u>	<u>Hands</u>
Painting	<ul style="list-style-type: none"> • Be able to name primary, secondary and tertiary colours and see how they sit together on a colour wheel [1] 	<ol style="list-style-type: none"> 1. To be able to mix primary, secondary and tertiary colours. 2. To be able to mix shades and hues. 3. To experiment with thickness of paint by adding water or glue. 4. To experiment with types of brush to create different paint effects. 5. To experiment with painting on different textures.
	<ul style="list-style-type: none"> • To see how to create shades (darker) and tints (lighter) from hues (original colour) [2] 	
	<ul style="list-style-type: none"> • To explore complementary and contrasting colours. 	
	<ul style="list-style-type: none"> • To investigate colours to reflect mood. [1/2/3/4/5] 	
	<ul style="list-style-type: none"> • To know which colours are hot and which colours are cool. [1/2/3/4/5] 	
Sculpture	<ul style="list-style-type: none"> • Define shape, form, malleable, construct and other appropriate vocabulary. 	<ol style="list-style-type: none"> 1. Join clay adequately and reasonably. 2. Cut and join a variety of materials safely 3. Make a simple papier mâché sculpture 4. Make a 3D sculpture
	<ul style="list-style-type: none"> • Plan and develop ideas. [1/2/3] 	
	<ul style="list-style-type: none"> • Understand different adhesives [3/4] 	
	<ul style="list-style-type: none"> • Discuss own work and that of other sculptors 	
	<ul style="list-style-type: none"> • Identify and describe the properties of different media 	
	<ul style="list-style-type: none"> • Plan a sculpture 	
Artist Study – Andy Warhol	<ul style="list-style-type: none"> • To find out who Andy Warhol was and explore the Pop art movement. 	<ol style="list-style-type: none"> 1. To be able to use Warhol’s blotted line technique to create artwork. 2. To recreate Warhol’s ‘Campbell’s Soup’ artwork with colour. 3. To create a self-portrait in the style of Andy Warhol. 4. To be able to use objects of popular culture to create Pop art.
	<ul style="list-style-type: none"> • To know what the blotted line technique is. [1] 	
	<ul style="list-style-type: none"> • To explore Warhol’s ‘Campbell’s Soup’ artwork. [2] 	
	<ul style="list-style-type: none"> • To explore Warhol’s portraits of celebrities and evaluate them. [3/4] 	
<u>Heart</u>		
<ul style="list-style-type: none"> • Learners can communicate effectively with others. • Learners can effectively collaborate with others. • Learners demonstrate that they can share their opinions and respect those of others. • Learners show enthusiasm and commitment towards Art and Design. • Learners have the ability to develop their own learning in Art and Design. 		

Year 6 (B) Art and Design

	<u>Head</u>	<u>Hands</u>
Painting	<ul style="list-style-type: none"> To be able to name colours and identify if they are primary, secondary or tertiary. [1/2} 	<ol style="list-style-type: none"> Mixing colours to make new colours. Create paintings using knowledge of colours/shades/tints and hot/cold colours. Recreate a Paul Klee painting using colours that reflect and emotion. Create a wax resist painting.
	<ul style="list-style-type: none"> To see how to create shades and tints from hues (original colour) [1/2] 	
	<ul style="list-style-type: none"> To be able to identify warm and cool colours. [1/2] 	
	<ul style="list-style-type: none"> Associate different colours with emotions. [1/2/3] 	
	<ul style="list-style-type: none"> To investigate wax resist and understand how and why it works. [1/2/3/4] 	
Textiles & Collage	<ul style="list-style-type: none"> Use a variety of stimuli 	<ol style="list-style-type: none"> Embellish working Join fabrics in different ways e.g. stitching/glueing. Use different grades of needles and thread Use a range of media Use batik safely
	<ul style="list-style-type: none"> Select and use appropriate materials [2/3/4/5] 	
	<ul style="list-style-type: none"> Be expressive and represent own ideas [1/2/3/4/5] 	
	<ul style="list-style-type: none"> Learn about other textile and collage artists and evaluate their work 	
	<ul style="list-style-type: none"> Use artistic vocabulary to explain methods and techniques. 	
Artist Study - Monet	<ul style="list-style-type: none"> To explore what Impressionism is and where and when it began though comparing impressionist paintings. 	<ol style="list-style-type: none"> Paint a landscape in the style of the Impressionists. Mix colours to recreate one of Monet's haystack series. Recreate 'Sunset in Venice' as a class. Apply different artistic techniques to create artwork based on the garden at Giverny.
	<ul style="list-style-type: none"> To explore some of Monet's landscape paintings. [1] 	
	<ul style="list-style-type: none"> To explore Monet's haystack series of paintings. [2] 	
	<ul style="list-style-type: none"> To explore Monet's paintings of cities. [3] 	
	<ul style="list-style-type: none"> To explore the artwork Monet produced at his garden in Giverny [4] 	
	<ul style="list-style-type: none"> To review the life and work of Claude Monet. 	
<u>Heart</u>		
<ul style="list-style-type: none"> Learners can communicate effectively with others. Learners can effectively collaborate with others. Learners demonstrate that they can share their opinions and respect those of others. Learners show enthusiasm and commitment towards Art and Design. Learners have the ability to develop their own learning in Art and Design. 		