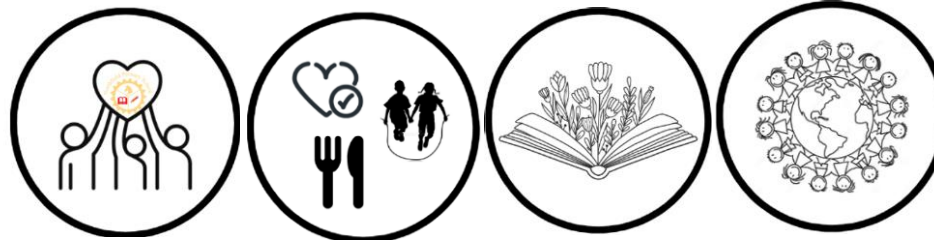


Progression Map

Art and Design





3 I's: Intent, Implementation, Impact

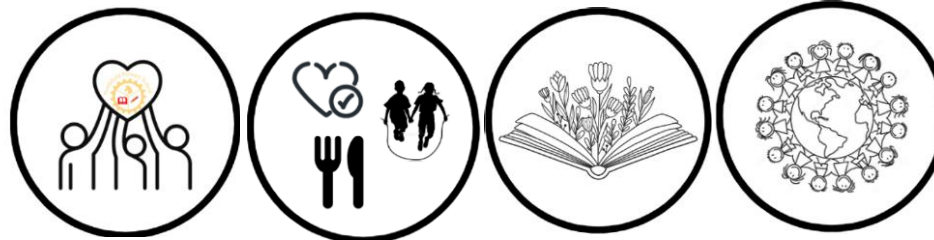
Intent

It is our intent that the teaching of art and design at Northfield Primary School will offer pupils opportunities to develop creativity and imagination. In the Thread Knowledge document our key drivers provide a framework for learning and help to engage, inspire and challenge pupils. Included in the key drivers of one community, the belonging thread and strands of family and community are relevant to facilitating art knowledge and skills. In the Be Healthy driver, the mental well-being strand lends itself well to developing a positive mental mind as art can be therapeutic. Using Northfield's curriculum driver Life-Long Learning through the equity and aspiration thread, pupils will learn about artists, craft-makers and designers who inspire. As William Morris, a British artist, designer and writer, once intimated 'Have nothing in your houses that you do not know to be beautiful or believe to be useful.' It is our intent that pupils make progress with their own works of art, craft and design, thinking critically and developing a rigorous understanding of art and design.

Whilst equipping pupils with knowledge and skills to experiment, invent and create, they will use a range of mixed media. Consequently, pupils will develop proficiency and confidence: drawing, painting collage, sculpture and 3d art. The art and design curriculum intends to provide all pupils with the knowledge, skills and confidence to make marks using a wealth of materials. Through teaching pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Implementation

- As a school, the Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance with a focus on the 'Expressive Arts and design' key feature. Years 1 to 6 follow the National Curriculum (2014) guidelines, and our progression plan document for Art and design using the Access Art scheme. Key substantive and disciplinary knowledge is taught across all year groups.
- Art is taught in planned topic blocks half-termly by the class teacher so that pupils can achieve depth in their learning. Lessons, which are planned from the Access Art scheme are sequential and build on prior knowledge, substantive and disciplinary learning. Each topic has a clear art focus with pupils recording their art in sketch books and works of art.
- As with all teaching and learning at Northfield Primary, art lessons will take into consideration the needs of all pupils including the disadvantaged pupils, SEND pupils and EAL pupils.



- Knowledge and skills are revisited, including using retrieval tasks, as we want our learners to make strong learning links within and across this curriculum.
- Key knowledge and vocabulary is evident in lessons, which supports pupils' acquisition of key knowledge as they develop the idea of how events and outcomes by artists, craft-makers or designers in the past have shaped and made the present, in modern Britain.
- By embedding disciplinary and substantive learning, children will be able to formulate their own ability to think critically in art and design, embedding a more rigorous understanding of art and design.
- Teaching will be supported with quality resources and experiences, such as visits with an art and design focus alongside encouraging visiting artists to come into the school.

Impact

Through following a clear and comprehensive scheme of work in line with the National Curriculum, it is expected that teaching and learning of knowledge and skills will show progression. This will be across all key stages and will include drawing, painting, collage, sculpture and 3d art. Northfield Primary School aims for its pupils to retain knowledge and skills taught, remembering these, and applying them to create their own works of art. Pupils will enjoy art with this subject contributing to their personal development in creativity, confidence, analytical skills and self-reflection. The way pupils' showcase, share and celebrate their artwork will be fundamental to evidencing the impact of the art and design curriculum. Other methods used to review pupil's knowledge and skills will be through sketch book and final pieces, observing learning and pupil voice.

A progression plan identifies how the art and design curriculum is arranged across the academic year, which is used as a basis for evidence gathering to show progression of the children's artistic skills with connections being made to other curriculum areas where possible. Previously taught skills and knowledge will be revisited to ensure core knowledge and skills become embedded engaging pupils inside and outside the classroom.



National Curriculum

National Curriculum Aims

The national curriculum for Art aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1

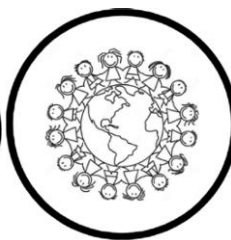
Pupils should be taught:

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

Key Stage 2

Pupils should be taught:

- To 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.
- To 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 drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.



Art Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing & Sketchbooks <i>Spirals</i>		Surface & Colour <i>Exploring Watercolour</i>			Working in Three Dimensions <i>Playful making</i>
Year 2	Drawing & Sketchbooks <i>Explore & Draw</i>		Surface & Colour <i>Be An Architect</i>		Working in Three Dimensions <i>Expressive Painting</i>	
Year 3	Drawing & Sketchbooks <i>Gestural Drawing with Charcoal</i>		Surface & Colour <i>Cloth, Thread, Paint</i>			Working in Three Dimensions <i>Telling Stories Through Drawing & Making</i>
Year 4	Drawing & Sketchbooks <i>Storytelling Through Drawing</i>		Surface & Colour <i>Exploring Still Life</i>		Working in Three Dimensions <i>The Art of Display</i>	
Year 5	Drawing & Sketchbooks <i>Typography & Maps</i>		Surface & Colour <i>Fashion Design</i>		Working in Three Dimensions <i>Architecture: Dream Big or Small?</i>	
Year 6	Surface & Colour <i>Activism</i>		Drawing & Sketchbooks <i>2D Drawing to 3D Making</i>		Working in Three Dimensions <i>Shadow puppets</i>	

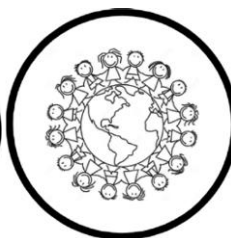



EYFS Progression Map – Becoming an Artist

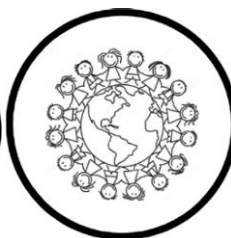
Physical Development: Fine Motor Skills

Expressive Arts and Design- Creating with Materials

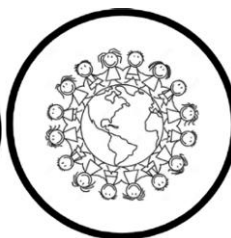
EYFS baseline	End of Autumn	End of Spring	End of EYFS (ELG's)	Year 1 National Curriculum
I can draw with increasing control.	I am beginning to draw with increasing complexity and detail and create a closed shape with continuous lines, such as representing a face with a circle.	I can draw a picture of myself, drawing a closed circle for a head and adding eyes and mouth.	I am beginning to show accuracy and care when drawing.	I can use drawing to develop and share ideas, experience and imagination.
I can explore materials freely, in order to develop ideas about how to use them and what to make.	I am starting to select the correct tool and material for a purpose. I can join different materials and explore different textures.	I can select the correct tool and materials for a purpose.	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use a range of materials creatively to design and make products.
I can explore colour and colour-mixing	I can explore colour and how colours can be changed by experimenting with mixing paint.	I can mix a colour for a desired purpose.	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	I have developed a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space.
I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can create closed shapes with continuous lines and begin to use these shapes to represent objects.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I can return to and build on my previous learning, refining ideas and developing my ability to represent them.	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
I can develop my own ideas and then decide which materials to use to express them.	I can create and share my ideas.	I am beginning to create collaboratively sharing ideas, resources and skills.	I can share my creations, explaining the processes I have used.	I have developed a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space.



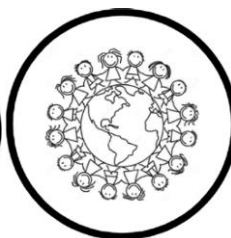
	Topic	Lesson sequence	Substantive knowledge	Disciplinary knowledge	Key vocabulary
Year 1					
Autumn 1	Drawing & Sketchbooks - Spirals	<ol style="list-style-type: none"> 1) To create drawings using our body including wrists elbow, shoulders, hips. 2) To create a “snail drawing” on white cartridge paper or black sugar paper using art materials such as crayon, chalk or oil pastels. 3) To create a spiral collage using different art materials in sketchbooks. 4) To apply our spiral explorations to observational drawings of shells. 5) To look closely at a shell in detail to create a sketch using mark making. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Drawing is a physical activity.</p> <p>A sketchbook is a book with blank pages for sketching in.</p> <p>Primary colours are red, yellow and blue.</p> <p>Secondary colours red + yellow = orange red + blue = purple yellow + blue = green</p> <p> A spiral is a curve that starts in a central point, which widens or tightens.</p>	<p><u>Drawing</u> Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.</p> <p>Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p><u>Sketchbooks</u> Develop experience of primary and secondary colours.</p> <p>Practice observational drawing</p> <p>Explore mark making</p>	<p>blending, chalk, dark, light, line, primary colour, spiral</p>



Spring 1	Surface & Colour - Exploring Watercolour	<ol style="list-style-type: none"> 1) To identify the properties of watercolour. 2) To identify and discuss the work of artists who use watercolour. 3) To use watercolour to work towards developing imagery from imagination. 4) To use watercolour to work towards developing imagery from imagination. 5) To use watercolour to work towards developing imagery from imagination. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Primary colours are red, yellow and blue.</p> <p>Secondary colours red + yellow = orange red + blue = purple yellow + blue = green</p> <p>Watercolours are a type of paint that can be mixed with water to make colours.</p> <p>Paul Klee was an artist, who lived over 100 years ago. He loved colour, shapes and lines to make his art.</p> <p>Emma Burleigh is an artist and teacher who uses watercolours to make pictures which tell a story about how she is feeling and what she is thinking.</p>	<p><u>Sketchbooks</u> Develop experience of primary and secondary colours.</p> <p>Explore mark making</p> <p><u>Painting</u> Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p>colour wheel, primary colours, secondary colours, tint, tone</p>
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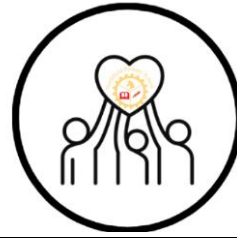


<p>Summer 2</p>	<p>Working in Three Dimensions - Playful making</p>	<ol style="list-style-type: none"> 1) To identify what sculpture can be through discussion and drawing. 2) To explore and manipulate materials in different ways. (Use flower image from week 1) 3) To use a sustainable material (egg box) to create a 3d flower. 4) To use sustainable materials to shape and model a malleable material. 5) To design, shape and model materials for a purpose. 6) To use recycled (sustainable) materials to create a sculpture of flowers in a vase. 	<p>A three-dimensional (3d) shape is not flat. It can be measured by length, width and depth.</p> <p>Sculpture is 3-dimensional artwork created by shaping or joining materials.</p> <p>A figurative sculpture describes a 3d artwork that is based on the human figure.</p> <p>Faith Bebbington is an artist who makes sculptures from recycled and sustainable materials.</p>	<p><u>Making</u> Use a combination of two or more materials to make a sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using design through making philosophy.</p>	<p>Construction, materials, recycled, sculpture, sustainability</p>
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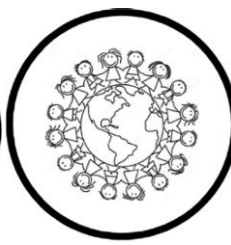


Year 2

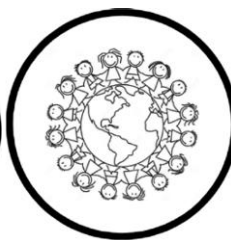
Autumn 1	Drawing & Sketchbooks - Explore & Draw	<ol style="list-style-type: none"> 1) To understand that artists find inspiration for artwork from their environment. 2) To explore my environment and collect things that inspire me. 3) To explore different drawing exercises to record the things you have collected. 4) To use a range of materials to create lots of varied mark making drawings of natural objects around me. 5) To use a range of materials to create lots of varied mark making drawings of natural objects around me. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>A sketchbook is a book with blank pages for sketching in.</p> <p>A natural object is something that occurs naturally e.g. twigs, soil, flowers, mountains.</p> <p>Observational drawing is drawing what you see.</p> <p>Drawing tools e.g. paintbrushes and pencils can be held in different ways (pressure, grip and speed) to affect how a line or lines look.</p> <p>Collage is a piece of art made from different pieces of paper, photos or other materials.</p>	<p><u>Drawing</u> Collect natural objects from local environment; explore composition of qualities of objects through arranging, sorting & photographs.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil and handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p><u>Sketchbooks</u> Make spaces and places. exploring the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Make visual notes about artists studied.</p> <p><u>Collage</u> Use the observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p>	<p>arrange, collage, drawing, line, observational drawing, natural object</p>
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Spring 1	Surface & Colour Be An Architect	<ol style="list-style-type: none"> 1) To identify what architecture is and record it through drawing. 2) To identify the role of an architect and articulate responses about their work. 3) To manipulate materials to make your own architecture. (contemporary house) 4) To manipulate materials to make your own architecture. (bridge) 5) To manipulate materials to make your own architecture. (high-rise building) 6) To create a final art outcome using knowledge from this half term. To use sketching to draw architecture and painting to form a piece of art 	<p>An architect is a person who designs buildings and makes sure that they are safe to use.</p> <p>Architecture is the art and practice of designing and constructing buildings.</p> <p>A two-dimensional (2d) shape is flat.</p> <p>A three-dimensional (3d) shape is not flat. It can be measured by length, width and depth.</p> <p>Mosaic is artwork made by arranging small pieces of coloured materials together.</p> <p>Hundertwasser was an Austrian architect who loved to design differently.</p>	<p><u>Drawing</u> Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil and handwriting pen.</p> <p><u>Sketchbooks</u> Work in sketchbooks to: Explore the qualities of different media.</p> <p>Make visual notes about artists studied.</p> <p><u>Making</u> Use the design through making philosophy to construct with a variety of materials to make an architectural model building, considering shape, form, colour and perspective. Consider interior and exterior.</p> <p>Use design through making philosophy to playfully construct towards a loose brief.</p>	architect, architecture, building, mosaic, shape, structure
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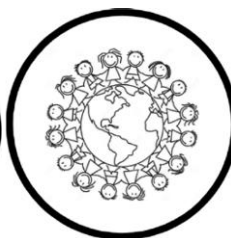


<p>Summer 1</p>	<p>Working in Three Dimensions - Expressive Painting</p>	<ol style="list-style-type: none"> 1) To identify and respond verbally and visually to an expressive painting. 2) To use both colour mixing and mark making to make an expressive painting. 3) To identify different brushwork used by old masters Van Gogh and Cezanne (still life). 4) To utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting. (zoom in) 5) To utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Abstract art does not look like reality. It is made up of shapes, colours or different forms.</p> <p>Expressionism is when artists try to express a feeling or emotion in their artwork.</p> <p>Primary colours are red, yellow and blue.</p> <p>Secondary colours red + yellow = orange red + blue = purple yellow + blue = green</p> <p>Still life is a type of painting or drawing of an arrangement of objects that do not move.</p>	<p><u>Sketchbooks</u> Explore colour and colour mixing.</p> <p><u>Painting</u> Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	<p>abstract art, expressive, expressionism, painting, primary colours, still life, texture</p>
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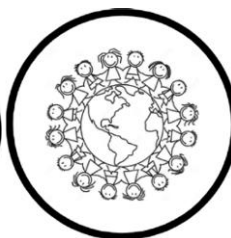


Year 3

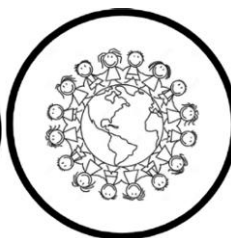
Autumn 1	Drawing & Sketchbooks <i>Gestural Drawing with Charcoal</i>	<ol style="list-style-type: none"> 1) To identify the properties of charcoal and artists who use it in their work. 2) To discover the different things that I can do with charcoal through gestural mark making. 3) To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page. 4) To create dynamic, atmospheric gestural drawings with charcoal. 5) To create dynamic, atmospheric gestural drawings with charcoal. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Charcoal is a hard black substance that can be used to make marks with.</p> <p>Earth pigments are natural minerals that are used to create colour.</p> <p>Charcoal and earth pigment were our first drawing tools as humans.</p> <p>Chiaroscuro means light and dark.</p>	<p><u>Drawing</u> Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p><u>Sketchbooks</u> Work in sketchbooks to explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the "Show me what you see" technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p>	<p>charcoal, contour, contrast, gestural drawing, shade, smudge</p>
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Spring 1	Surface & Colour Cloth, Thread, Paint	<ol style="list-style-type: none"> 1) To explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook. 2) To develop my own mark making vocabulary by looking at how artists use a variety of marks. 3) To use colour to create energy and texture exploring the theme 'fire and water'. 4) To use paint to create energy and texture exploring the theme 'Volcanoes'. 5) To use paint and stitch to create energy and texture exploring the theme 'Volcanoes'. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Artists can combine art and craft using painting and sewing together to make art.</p> <p>When we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>The skills we learn in one medium such as mark making in drawing can be used in another such as sewing.</p> <p>Thread painting is a technique for creating stitches with a sewing needle or machine that resemble painted brush strokes.</p> <p>Landscape is a picture representing an area of countryside. Still life is a type of painting or drawing of an arrangement of objects that do not move.</p>	<p><u>Drawing</u> Develop mark making skills by deconstructing the work of artists.</p> <p><u>Sketchbooks</u> Make visual notes using a variety of media using the "Show me what you see" technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p><u>Painting</u> Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p>	cloth, landscape, paint, primary colours, secondary colours, tertiary colours, still life, thread
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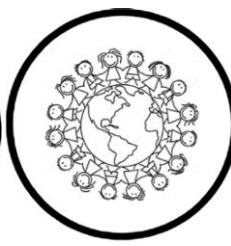


<p>Summer 2</p>	<p>Working in Three Dimensions Telling Stories Through Drawing & Making</p>	<ol style="list-style-type: none"> 1) To understand that artists use sketchbooks to respond to other creative artforms. 2) To use exaggeration as a tool to convey the intention of my drawings. 3) To make a 3d sculpture in response to literature/poetry. 4) To make a 3d sculpture in response to literature/poetry. 5) To make a 3d sculpture in response to literature/poetry. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Artists use literature and film to inspire their work.</p> <p>Artists use sketches to support ideas.</p> <p>Artists make their work look like the real world by including accurate details.</p> <p>Lighting is important to create effects.</p> <p>An armature is an interior framework which support a sculpture.</p> <p>Rosie Hurley and Inbal Leitner are both examples of illustrators – a person who draws pictures for books or magazines etc.</p>	<p><u>Sketchbooks</u> Make visual notes using a variety of media using the “Show me what you see” technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p><u>Painting</u> Use paint, mixing colours, to complete the sculpture inspired by literature.</p> <p><u>Making</u> Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character and structure.</p> <p>Make an armature to support the sculpture.</p>	<p>armature, construct, clay, gesture, illustrator, line, sculpture, shape</p>
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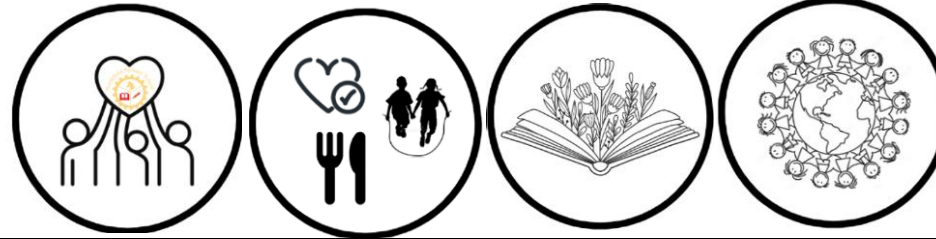



Year 4

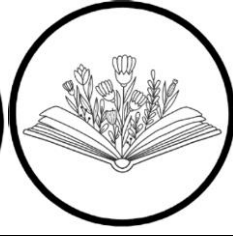
Autumn 1	Drawing & Sketchbooks <i>Storytelling Through Drawing</i>	<ol style="list-style-type: none"> 1) To explore the work of artists who tell stories through imagery. 2) To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing. 3) To create a finished piece which contains sequenced images to describe a narrative. 4) To create a finished piece which contains sequenced images to describe a narrative. 5) To create a finished piece which contains sequenced images to describe a narrative. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>An illustrator is a person who draws pictures for books or magazines etc.</p> <p>Imagery is the use of pictures or words to create images especially to create an impression or mood.</p> <p>Shaun Tan illustrates books as does Laura Carlin.</p>	<p><u>Drawing</u> Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p> <p><u>Sketchbooks</u> Use sketchbooks to: Practice drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Reflect.</p>	chalk, charcoal, drawing, illustrator, imagery, mixed media, pencils
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Spring 1	Surface & Colour Exploring Still Life	<ol style="list-style-type: none"> 1) To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook using ink. 2) To explore contemporary still life and respond by making visual notes in my sketchbook, including how different colours represent moods. 3) To create my own still life artwork exploring, colour, line and texture. 4) To create my own still life artwork exploring, colour, line and texture using paper collage. 5) To create my own still life artwork exploring, colour, line and texture using paper collage to create a final piece using knowledge and skills from this half term. 	<p>Still life is a type of painting or drawing of an arrangement of objects that do not move.</p> <p>Still life is a genre which artists have enjoyed for hundreds of years, and which artists still explore today.</p> <p>Background is the part of the scene or picture that seems to be towards the back.</p> <p>Foreground is the part or area of the picture that appears nearest to you.</p> <p>Paul Cezanne was a French Impressionist painter who liked to explore with shape, colour and lighting, who liked to create still life paintings.</p>	<p><u>Sketchbooks</u> Use sketchbooks to: Practice drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.</p> <p><u>Painting</u> To explore colour and colour mixing, line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones to capture 3D form in 2 dimensions (option to use collage from painted sheets).</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3D graphic still lives using ink and foamboard.</p>	background, brushwork, foreground, observation, proportion, still life, texture.
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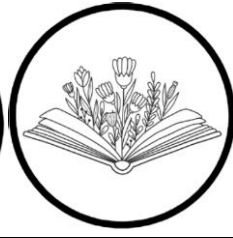
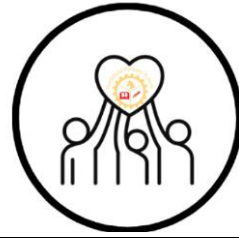


<p>Summer 1</p>	<p>Working in Three Dimensions <i>The Art of Display</i></p>	<ol style="list-style-type: none"> 1) To consider how the way I present my work can change the meaning of the work or how others see it. 2) To make a distinction between 'audience' and 'art' by creating a short-term construction of a figurative sketch. 3) To consider how the context and presentation of my artwork can help to define it. 4) To consider how the context and presentation of my artwork can help to define it. 5) To consider how the context and presentation of my artwork can help to define it. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	 <p>A plinth is a square block, especially of stone, on which a column or a statue stands.</p> <p>Figurative art represents scenes from real life, rather than abstract concepts.</p> <p>Thomas J Price lives and works in London as a sculptor. One of his sculptures 'Reaching Out,' was the first statue in the UK of a black woman by a black artist.</p>	<p><u>Making</u> Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.</p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.</p> <p>To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric.</p>	<p>clay, display, figurative, meaning, plinth, presentation</p>
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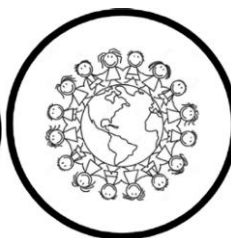


Year 5

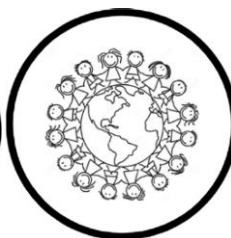
<p>Autumn 1</p>	<p>Drawing & Sketchbooks - <i>Typography & Maps</i></p>	<ol style="list-style-type: none"> 1) To understand how typography can be used creatively to communicate thoughts and ideas. 2) To create my own typeface inspired by my own interests. 3) To make my drawings strong and powerful. 4) To apply my new typography skills and my powerful drawings skills to map work. 5) To apply my new typography skills and my powerful drawings skills to make a visual map. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Typography is the art and technique of arranging type to make written language legible (readable) and visually appealing.</p> <p>Typeface is a design of letters, numbers and other symbols used in printing or for electronic display.</p> <p>A three-dimensional (3d) shape is not flat. It can be measured by length, width and depth.</p> <p>Louise Fili is an American graphic designer who use typography in her artwork.</p>	<p><u>Drawing</u> Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire and use creative skills to transform into letters.</p> <p>Draw over existing maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Combine drawing with making to create pictorial/ 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line, weight, rhythm, grip, mark making and shape, and explore how 2D can become 3D through manipulation of paper.</p> <p><u>Sketchbooks</u> Use sketchbooks to: Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>3-dimensional, layout, typeface, typography, weight.</p>
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Spring 1	Surface & Colour Fashion Design	<ol style="list-style-type: none"> 1) To explore the work of a designer (William Morris) and respond in my sketchbook – repeating pattern work. 2) To explore the work of a designer (Rahul Mishra) and respond in my sketchbook. 3) To explore the work of a designer (Alice Fox) and respond in my sketchbook. 4) To respond to a set brief to create drawings of fashion designs in my sketchbook taking inspiration from the Amazon rainforest. 5) To make my 2d rainforest inspired fashion designs 3d. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>The Arts and Craft movement in Britain recognised that the manufacture of objects needed to be changed. This was because some artists thought that products were not being made well enough in factories; the quality was not of a high enough standard.</p> <p>William Morris, who designed houses, furniture, wallpaper and books, was a reformer for the arts and craft movement, which raised standards of workmanship throughout Europe.</p> <p>A prototype is when a sample or model of a design is created.</p>	<p><u>Sketchbooks</u> Use sketchbooks to: Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.</p> <p><u>Painting</u> Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2D patterned sheets into 3D forms or collaged elements to explore fashion design.</p> <p><u>Making</u> Work in 3D to devise fashion constructed from patterned papers.</p>	Arts and craft movement, fashion design, fashion designer, garment, pattern, prototyping, runway, sketch, textiles.
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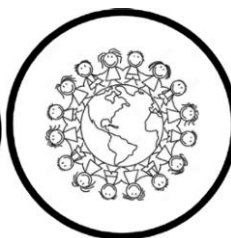


<p>Summer 1</p>	<p>Working in Three Dimensions Architecture: Dream Big or Small?</p>	<ol style="list-style-type: none"> 1) To discuss the role and responsibilities involved in being an architect. 2) To discover the form and structures architects might use through careful looking and drawing 3) To make an architectural model of a home. 4) To make an architectural model of a home. 5) To make an architectural model of a home. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>An architect is a person who designs buildings and makes sure that they are safe to use.</p> <p>Architecture is the art and practice of designing and constructing buildings.</p> <p>Architects and other artists have responsibilities towards society and can help shape the world for the better.</p>	<p><u>Sketchbooks</u> Use sketchbooks to: Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p><u>Making</u> Use design through making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</p>	<p>architect, architecture, balance, form, materials, scale, structure</p>
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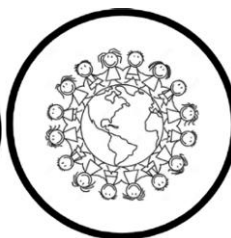


Year 6

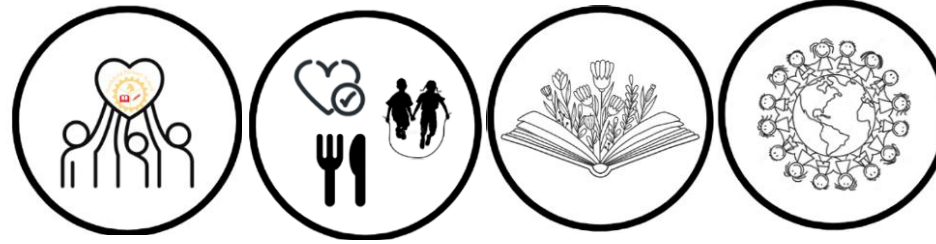
Autumn 1	Surface & Colour - Activism	<ol style="list-style-type: none"> 1) To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society. To learn that artists can be activists, and many artists choose to print their art – as a pictorial voice. To identify and explore my own personal voice or message. 2) To identify what I care about and make a poster or zine that communicates that message. 3) To identify what I care about and make a poster or zine that communicates that message. 4) To identify what I care about and make a poster or zine that communicates that message. 5) To identify what I care about and make a poster or zine that communicates that message. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Activism is the use of direct action, protests or campaigns to bring about political, social or environmental change.</p> <p>Artists can communicate themes e.g. of injustice or social justice or climate change through their artwork.</p> <p>Graffiti is words or drawings, especially humorous, or political, often displayed in outside spaces.</p> <p>Printmaking is the process of making pictures or designs by printing them from specially prepared plates or blocks.</p>	<p><u>Sketchbooks</u> Use sketchbooks to: Practice seeing negative and positive shapes. Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop mark making. Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p><u>Printmaking</u> Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art or create a zine using similar methods.</p>	<p>activism, graffiti, graphic design, printmaking, propaganda, social justice, symbolism</p>
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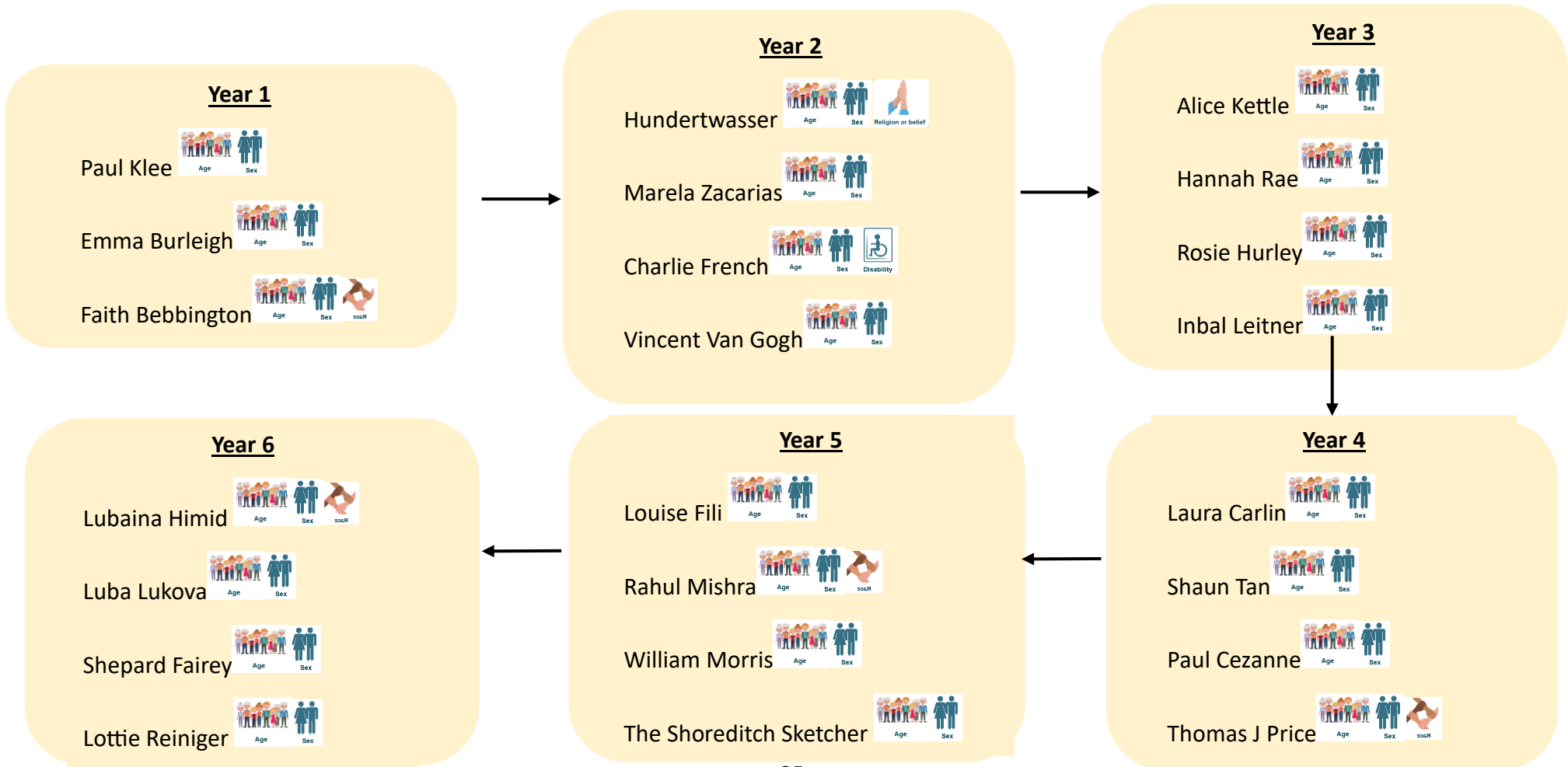
Spring 1	Drawing & Sketchbooks 2D Drawing to 3D Making	<ol style="list-style-type: none"> 1) To explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object. 2) To learn two key techniques that support seeing and drawing: a) using negative space and b) the grid method. 3) To learn two key techniques that support seeing and drawing: a) using negative space and b) the grid method. 4) To add texture and form to simple outline shapes. To understand that structure and balance can make a 2D drawing become a 3D object. 5) To add texture and form to simple outline shapes. To understand that structure and balance can make a 2D drawing become a 3D object. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>A two-dimensional (2d) shape (or drawing) is flat and only has two dimensions length and width.</p> <p>A three-dimensional (3d) shape is not flat. It can be measured by length, width and depth.</p> <p>Collage is a piece of art made from different pieces of paper, photos or other materials.</p> <p>Lubaina Himid is a British artist and curator, who was one of the first artists involved in the UK's Black Art movement.</p>	<p><u>Drawing</u> Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the “flat image”.</p> <p><u>Sketchbooks</u> Use sketchbooks to: Practice seeing negative and positive shapes. Using the grid method to scale up an image. Develop mark making. Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	2D drawing, 3D sculpture, collage, curator, scale, technique
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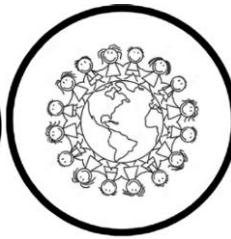
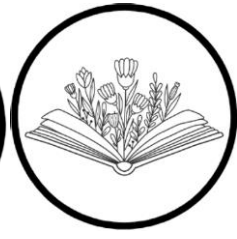


<p>Summer 1</p>	<p>Working in Three Dimensions Shadow Puppets</p>	<ol style="list-style-type: none"> 1) To understand that paper can be cut and shaped in ways to create form and character. To understand that artists use paper creatively to make their artwork. To learn about shadow puppets are historically significant. 2) To learn how to use paper, and methods of joining. Construct to create a shadow puppet character. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. 3) To learn how to use paper, and methods of joining. Construct to create a shadow puppet character. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. 4) To learn how to use paper, and methods of joining. Construct to create a shadow puppet character. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. 5) To learn how to use paper, and methods of joining. Construct to create a shadow puppet character. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. 6) To create a final art outcome using knowledge and skills from art (this half-term). 	<p>Lighting is important to create effects.</p> <p>Chiaroscuro means light and dark. It is the technique of presenting light and dark in art.</p> <p>Character is your personality e.g. kind or unkind or an individual in a story.</p> <p>A narrative is a spoken or written account of connected events or experiences.</p> <p>Decoupage is the French name given to paper cutting.</p>	<p><u>Sketchbooks</u> Use sketchbooks to: Develop mark making. Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p><u>Making</u> Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.</p>	<p>character, chiaroscuro, decoupage – paper cut art in French, shadow, puppet, present, performance</p>
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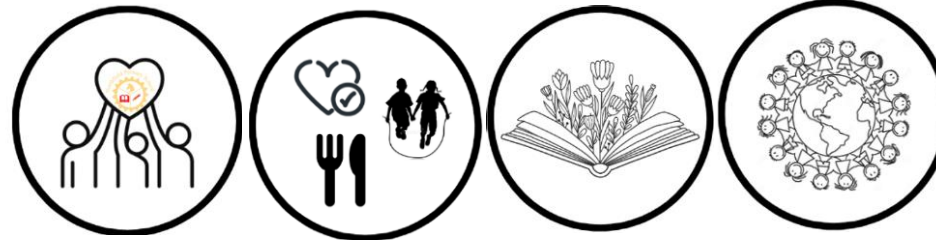
Diversity and protected characteristics in our Art and design curriculum





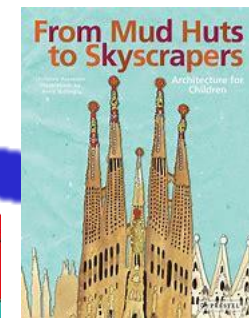
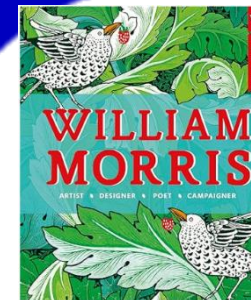
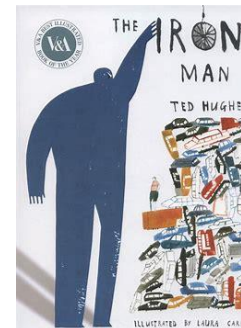
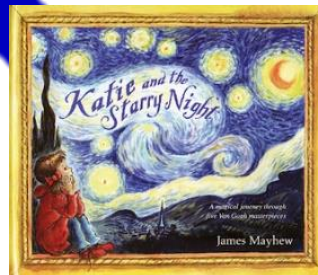
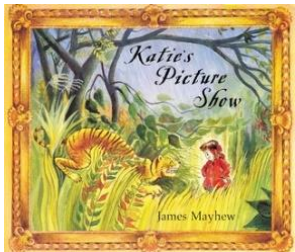
Take One Picture

							
<u>F1</u>	<u>F2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Surprised! By Henri Rousseau	The Open Window by Henri Matisse	The Thames and The City by Canaletto	The Castle of Muiden in Winter by Jan Beerstraaten	Starry Night by Vincent Van Gogh	The Pit Road by Norman Cornish	Wheatfield with Crows by Van Gough	The Open Window by Henri Matisse



Reading at the heart of the curriculum

We read these texts about art and artists. We have access to other books in our classrooms to develop our knowledge of art and design.





End of key stage expectations

By the end of EYFS ...

Our youngest pupils will leave the Early Years Foundation Stage with a variety of skills and an interest in their future role as artists. They can select the correct tools and materials for a given purpose, mixing colours as needed. They are becoming reflective artists who build on their previous learning, refining ideas and developing their ability to mark make and create art. Experimenting with colour, design and texture pupils explore different materials, tools and techniques safely; they develop self-confidence and care. Following experimentation too through continuous provision our EYFS artists are ready to continue their learning journey as artists into key stage one.

By the end of Key Stage 1 ...

Pupils will be able to join one point to another – mark making – using pencil lines and paintbrush strokes, holding them correctly. Patterns and spirals will be created through repetition. They will have a clear understanding of artist's work including Paul Klee, who once said 'One eye sees, the other feels.' Pupils will replicate the style used by the artist in their own art and other artists such as Van Gogh when studying expressive painting. Using collage, paint and clay, pupils make art forms. They identify primary colours and mix them to create secondary colours for watercolour paintings and still life. Natural resources: leaves, twigs, pebbles and sticks will be used to create artwork often on termly GLOW (outdoor learning) days.

By the end of Lower Key Stage 2 ...

Pupils will understand that their sketch book is a place to personally experiment with art and be developing confidence to create. They will know that charcoal is a drawing medium and they will have experienced mark making using this material. Pupils will explore the work of artists who use thread and cloth and paint, responding to this in art lessons. Investigating their response to literature by making a 3d sculpture, whilst understanding what an armature (support for the sculpture) is. Artists and illustrators interpret and respond to texts and our pupils will create art describing a narrative visually. Pupils will build on their knowledge and understanding of still life in art exploring colours, lines, shapes and patterns.

By the end of Upper Key Stage 2 ...

Our end of key stage two artists will understand how typography can be used to communicate thoughts, ideas and plans. Exploring the work of William Morris, artists will learn about and from the arts and crafts movement, exploring how the natural world has been and can be a source of inspiration to artists and designers. Children will explore how clothing and fashion can be used as a way of self-expression. Pupils will explore and examine buildings in a range of architectural styles and of historical importance. They will design a building fit for purpose thinking carefully about the use of shape, size, colour and pattern after exploring the fact that a 2-dimensional drawing can become a 3-dimensional object. Art can be used to express opinions; pupils will use their creativity to convey a message about building a better world.