Eastbrook Primary Art and Design Curriculum

Intent: A Character and Academics approach



Our art and design curriculum is based on the assumption that a pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose.

Our curriculum is bespoke and has been created by our Art specialist with reference to Access Art resources and links, where possible to the IPC units of study. It instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a
 more rigorous understanding of art and design. They should also know how art and
 design both reflect and shape our history, and contribute to the culture, creativity and
 wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

End Point (Key Stage 4)

The Art department at Eastbrook School develops subject knowledge and skills within the wider school 'Character and Academics 'approach to curriculum. Art, craft and design embody some of the highest forms of human creativity and we aim to engage, inspire and challenge pupils to become not only creative learners but to become persistent, organised and independent individuals. We aim to equip them with the knowledge skills and understanding to experiment, invent and create their own thoughtful work in response to a theme. As pupils progress through the Key stages they are able to respond critically and develop a more rigorous understanding of Art in its wider context. They gain an insight into how Art and Design both reflect and shape our history, and contribute to its culture, creativity and wealth. We

believe that studying Art subjects provides students with the skills and which increases social mobility- encouraging and motivating pupils from low income families to go into higher education and the world of work.

Studying the arts can also help with understanding, interpreting and negotiating the complexities and diversity of society. We give the next generation of Artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future. Arts and cultural learning encourages awareness, empathy and appreciation of differences and diversity and the views of others.

Way Points

By the end of Early Years

By the end of the Early Years Foundation Stage, the pupils will

- develop their fine motor skills to be able to use a range of tools safely and correctly.
- work purposefully responding to colours, shapes and materials.
- create simple representations of people and other things and begin to give meaning to their drawings, painting and sculptures.
- have the opportunity to look to nature for inspiration and materials.
- create a portfolio of their art work over the year, displaying their progression of technics, skills and their use of imagination.
- recognise and describe key features of their own and others' work and begin to explore a range of artists' work.
- understand that art, design and craft is made by artists exhibiting care and skill and is valued for its qualities.

By the end of Key Stage 1

During Key Stage One all pupils will be taught

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- to develop a wide range of art 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 own work
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

By the end of Key Stage 2

During Key Stage 2, pupils 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.

Pupils in lower KS2 will be taught:

- 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.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

Pupils in upper KS2 will be taught:

- 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.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

Appendices A, B, C, D & E show the planned end points for each year group from 1 to 6, linked to our IPC curriculum Mileposts.

Sequencing

The curriculum we have developed is planned and sequenced in a way which is best represented by an ascending spiral. At each point of incline, new knowledge and skills and vocabulary are built upon the previous knowledge and skills taught. All of this is with our planned end points in mind. Our curriculum is joined-up and progressive and not only builds upon what has come before for the children but for what is to come next.

Progression of knowledge and building of skills is recorded in children's personal sketchbooks.

Adaptation

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. The most significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- · The number of pupils in school with English as an Additional Language (EAL).
- · The number of pupils in school with Speech, Language and Communication needs (SLC).
- · The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- · The high level of economic deprivation amongst pupils.
- · The variation in cultural experience amongst pupils.

We are addressing these needs in the following ways:

- · By ensuring, wherever practicably possible, we link topics.
- · Teachers ensure that lessons are practical and engaging. This could be done in many ways including educational visits, using multi-media, fieldwork, guest speakers.

· To enhance Cultural Capital in art and design at Eastbrook we teach about famous artists such as William Morris, Kimmy Kantrel, Paul Klee, Henri Matisse, Vincent van Gogh, Umberto Boccioni, Kara Walker, William Turner, Galler, Blake, Andy Warhol, Piet Mondrian, Paul Cezanne, Leonardo da Vinci.

Children will also experience the following:

- Meeting and talking to art specialists.
- Taking part in art activities beyond the classroom.
- Visits to at least one major art gallery.
- Use of computer software to research the work of artists.
- Gain an understanding from a business leader regarding the importance of learning about art in their industry

Transferable skills and knowledge

Within our geography curriculum we aim to inspire in pupils the **character virtues** of perspective, appreciation, curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Examples of decussating skills and knowledge are listed below.

Knowledge/Skill	Curricular Link
Famous artists	French culture (MFL)
Study of art work	PHSE
	(Art)History
	British values
Accuracy in drawing	Geography- mapping skills
	Maths- Geometry
Explanation and evaluation	English- writing & speaking and listening
Perseverance and critique	Personal development

Appendix A ART SKILLS PER MILEPOST ACROSS THE SCHOOL

Milepost 1		Milepost 2		Milepost 3	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

		Milepost 1	Milepost 2	Milepost 3
To develop ideas	Ideas (I)	 1.1 To respond to ideas and starting points. 1.2 To explore ideas and collect visual information. 1.3 To explore different methods and materials as ideas develop. 	 2.1 To develop ideas from starting points throughout the curriculum. 2.2 To collect information, sketches and resources. 2.3 To adapt and refine ideas as they progress. 2.4 To explore ideas in a variety of ways. 2.5 To comment on artworks using visual language. 	 3.1 To develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 To collect information, sketches and resources and present ideas imaginatively in a sketchbook. 3.3 To use the qualities of materials to enhance ideas. 3.4 To spot the potential in unexpected results as work progresses. 3.5 To comment on artworks with a fluent grasp of visual language.
To master techniques	Painting (P)	1.1 To use thick and thin brushes.1.2 To mix primary colours to make secondary.1.3 To add white to colours to make tints and black to colours to make tones.1.4 To create colour wheels.	 2.1 To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2.2 To mix colours effectively. 2.3 To use watercolour paint to produce washes for backgrounds then add detail. 2.4 To experiment with creating mood with colour. 	 3.1 To sketch (lightly) before painting to combine line and colour. 3.2 To create a colour palette based upon colours observed in the natural or built world. 3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces. 3.4 To combine colours, tones and tints to

			enhance the mood of a piece. 3.5 To use brush techniques and the qualities of paint to create texture. 3.6 To develop a personal style of painting, drawing upon ideas from other artists.
Collage (C)	1.1 To use a combination of materials that are cut, torn and glued.1.2 To sort and arrange materials.1.3 To mix materials to create texture.	2.1 To select and arrange materials for a striking effect.2.2 To ensure work is precise.2.3 To use coiling, overlapping, tessellation, mosaic and montage.	3.1 To mix textures (rough and smooth, plain and patterned).3.2 To combine visual and tactile qualities.3.3 To use ceramic mosaic materials and techniques.
Sculptur (S)	 1.1 To use a combination of shapes. 1.2 To include lines and texture. 1.3 To use rolled up paper, straws, paper, card and clay as materials. 1.4 To use techniques such as rolling, cutting, moulding and carving. 	 2.1 To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 2.2 To include texture that conveys feelings, expression or movement. 2.3 To use clay and other mouldable materials. 2.4 To add materials to provide interesting detail. 	 3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 3.2 To use tools to carve and add shapes, texture and pattern. 3.3 To combine visual and tactile qualities. 3.4 To use frameworks (such as wire or moulds) to provide stability and form.
Drawing (Dr)	 1.1 To draw lines of different sizes and thickness. 1.2 To colour (own work) neatly following the lines. 1.3 To show pattern and texture by adding dots and lines. 1.4 To show different tones by using coloured pencils. 	 2.1 To use different hardness of pencils to show line, tone and texture. 2.2 To annotate sketches to explain and elaborate ideas. 2.3 To sketch lightly (no need to use a rubber to correct mistakes). 2.4 To use shading to show light and shadow. 2.5 To use hatching and cross hatching to show tone and texture. 	3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 3.4 To use lines to represent movement.

	Print (Pr)	1.1 To use repeating or overlapping shapes. 1.2 To mimic print from the environment (e.g. wallpapers). 1.3 Use objects to create prints (e.g. fruit, vegetables or sponges). 1.4 To press, roll, rub and stamp to make prints.	2.1 To use layers of two or more colours.2.2 To replicate patterns observed in natural or built environments.2.3 To make printing blocks (e.g. from coiled string glued to a block).2.4 To make precise repeating patterns.	3.1 To build up layers of colours.3.2 To create an accurate pattern, showing fine detail.3.3 To use a range of visual elements to reflect the purpose of the work.
	Textiles (T)	1.1 To use weaving to create a pattern.1.2 To join materials using glue and/or a stitch.1.3 To use plaiting.1.4 To use dip dye techniques.	2.1 To shape and stitch materials.2.2 To use basic cross stitch and back stitch.2.3 To colour fabric.2.4 To create weavings.2.5 To quilt, pad and gather fabric.	3.1 To show precision in techniques.3.2 To choose from a range of stitching techniques.3.3 To combine previously learned techniques to create pieces.
To take inspiration from the greats (classic and modern)	The Greats (G)	1.1 To describe the work of notable artists, artisans and designers.1.2 To use some of the ideas of artists studied to create pieces.	2.1 To replicate some of the techniques used by notable artists, artisans and designers.2.2 To create original pieces that are influenced by studies of others.	 3.1 To give details (including own sketches) about the style of some notable artists, artisans and designers. 3.2 To show how the work of those studied was influential in both society and to other artists. 3.3 To create original pieces that show a range of influences and styles.

Appendix B- KS1 Progression

<u>Art Progression Overview 2019-20</u> KS1

Curriculum Objectives

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- to develop a wide range of art 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 own work
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

	Techniques	Knowledge	Skills	Vocabulary
1	<u>Drawing</u> (pencil, charcoal, inks, chalk, pastels)	 Know that there are a variety of tools used for drawing. 	 Extend the variety of drawings tools Explore different textures 	Crayons, pastels, chalks, pencil, pencil crayon, wax crayon. Rough, smooth, hard, soft.
			 Observe and draw landscapes 	Landscape.
			Observe patterns	Stripy, spotty, curvy, wavy, zig zag.
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Name all the colours.Know that there are a variety of tools that	Mixing of coloursApplying colour with a range of tools	Primary and secondary colours.

	you can apply colour with.		
Texture (textiles, clay, sand, plaster, stone)	 Know how textiles create things. Know that overlapping and overlaying to create effects. 	• Collage	Names of materials, textiles fabrics.
Form (3D work, clay, dough, boxes, wire, paper sculpture)	Awareness of natural and man-made forms.	 Construct Carve Pinch and roll coils and slabs using a modelling media. Make simple joins 	Like, dislike, techniques, patterns, textures, shapes, malleable, rigid, firm, 3D, sculptures.
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern	 Develop awareness and discussion of patterns. Know that there are different things that you can print with. 	 Create patterns Print only with using fruit/veg Repeating patterns 	Patterns, images, printing, patterns, symmetry. Repeating and sequential.
(paint, pencil, textiles, clay, printing)	 Understanding of symmetry. 	Symmetry	

		 To know about the artist/ designer *Paul Klee, Henri Matisse 		
2	<u>Drawing</u> (pencil, charcoal, inks, chalk, pastels)	Know that different tools can be used to paint on different surfaces.	 Experiment with tools and surfaces Discuss use of shadows, use of light and dark Sketch and observe anatomy (faces, limbs) To use drawing to develop and share their ideas, experiences and imagination 	All above + Crayons, pastels, chalks, pencil, pencil crayon, wax crayon. Paper, card, sandpaper, plastic, stones, tiles, glass. Light and dark.
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	 Know that colour tones can be changed by adding other colours. To know about the artist William Turner, 	 Make as many tones of one colour as possible (using white) Darken colours without using black 	Tones of different colours. Dark, light, pale, darker, lighter.

	Vincent van Gogh		
Texture (textiles, clay, sand, plaster, stone)	 Know that there are different types of stitching for different purposes. 	 Use large eyed needles running stitches Simple appliqué work 	Needles, stitches, applique, thread, collage.
Form (3D work, clay, dough, boxes, wire, paper sculpture)	• To know about *Futurism	 Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form 	Like, dislike, techniques, patterns, textures, shapes, malleable, rigid, firm, 3D, sculptures.
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Understand that printing can be done with a range of objects.	 Print with a growing range of objects (found objects, wooden blocks, string) 	Objects, printing.
<u>Pattern</u>		 Experiment by arranging, 	Arranging, overlapping, regul

(paint, pencil, textiles, clay, printing)	overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular	Natural and manmade.

Appendix B- LKS2 Progression

<u>Art Progression Overview 2019-20</u> LKS2

Curriculum Objectives

- 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.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

	Techniques	Knowledge	Skills	Vocabulary
3	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	 To know pencils can be used in a variety of ways To understand perspective To know the proportions to draw a face accurately 	 Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces 	All of KS1 and: Observation Perspective Proportions Positive Negative Colour mixing Colour wheels Dotting Scratching
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	 To understand that colours can be mixed To know different brushes are used for different purposes 	 Colour mixing Make colour wheels Introduce different types of brushes 	 Splashing

	 To know a variety of techniques to apply colour 	 Techniques- apply colour using dotting, scratching, splashing 	
	 To know about the artist H. Galler, H. Matisse, Q. Blake, Pop Art 		
Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes, wire, paper sculpture)	 To know how to thread a needle To understand the difference between types of threads To know how to weave using a variety of materials To know the effectiveness of different adhesives To know that work must look aesthetically pleasing 	 Use smaller eyed needles and finer threads and refine the running stitch Weaving (not paper/card) Shape, form, model and construct (malleable and rigid materials) Aesthetics to be a focus of work created 	 Needle eye Running stitch Malleable Rigid aesthetic
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern	 To know there are different types of printing To know that different types of printing can create different textures/patterns which can be symmetrical or asymmetrical 	 Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints Symmetry 	 Relief and impressed symmetry

	(paint, pencil, textiles, clay, printing)			
4	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	 To draw people in proportion using tone, tint, shade To know how to enlarge/decrease a picture To use a paint programme to use colours to reflect mood To know how to choose the correct item for the task ICT can be used for a range of drawing purposes. To know about: * Typography, Sculpture	 Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Colour mixing and matching; tint, tone, shade Suitable equipment for the task Colour to reflect mood 	All of KS1 and:
	Texture (textiles, clay, sand, plaster, stone)	To develop knowledge of textile stitches	 Use a wider variety of stitches (cross stitch, backstitch) 	Cross stitchBackstitchMood

Form (3D work, clay, dough, boxes, wire, paper sculpture)	 To know how to create mood, feeling and movement To know about fabrics in art to create a suitable item 	 Experimenting with creating mood, feeling, movement- Compare different fabrics Experience surface patterns / textures Batik dying 	Feelingmovement
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing)	 To know how to gather a range of patterns/textures from the environment To know and understand the difference between environmental and manmade patterns To know what tessellation is 	 Use sketchbook for recording textures/patterns Analyse and interpret natural and manmade forms of construction Modify and adapt print Explore environmental and manmade patterns Tessellation 	NaturalManmadetessellation

Appendix C- UKS2 Progression

Art Progression Overview 2019-20 UKS2

Curriculum Objectives

- 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.
- to create sketch books to record their observations and use them to review and revisit ideas
- to incorporate the class themes into some of the art work to create multi-curricular projects and understand their relation

	Techniques	Knowledge	Skills	Vocabulary
5	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	 To know the effect of light on objects from different directions To understand the concept of perspective To understand shade, tint and tone To know how images can be manipulated using a graphic package. To know about the artist *Still Life 	 Interpret the texture of a surface Produce increasingly accurate drawings of objects including using perspective Explore the use of texture in colour Use colour for different purposes 	All of LKS2 and: Perspective Concept Hue Tint Tone Purpose

Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes, wire, paper sculpture)	 To know about artists who use textiles Understand shape, form Understand properties of media Discuss and evaluate the work of other sculptors To know about the craft maker/ designer *Masks 	 Select and use materials Embellish work using previous knowledge of stitching Make an item using fabric Plan and develop ideas Model and join 	Embellish Media
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing)	 To know different methods of printing. To have an understanding of pattern building on previous knowledge To know about the artist/ designer 	 Combining prints Design prints Make connections Discuss and evaluate own work Create own abstract pattern (using previous knowledge) to reflect personal experiences Create pattern for purposes 	Combining Abstract Purpose Personal experiences

		*Graphic Designer		
6	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	 To refine knowledge of the effect of light on objects from different directions and know the effect on people To understand hue, tint, tone, shades and mood To understand that a digital image is made by layering 	 To compare the texture of different surfaces Produce increasingly accurate drawings of people including using perspective Use colour to express feelings Be able to import an image into a graphics package Create layered images from original ideas 	All of LKS2 and: Mood Hue Expressing feelings Layered image Layering
		To know about the artist*Still Life		
	Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes, wire, paper sculpture)	 Develop their understanding of the properties of media Compare and evaluate the work of other sculptors 	 Refine the skill of embellishing Refine skills of modelling and joining using appropriate media Work collaboratively on a larger scale 	Refine Collaboratively Express feelings Suggest Further improvements

	 To know about the craft maker/ designer *Jewellery designer 	 Improve plans and develop ideas based on experiences from previous years Discuss and evaluate own work to suggest further improvements 	
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing)	 To know a range of different printing techniques To know a range of printing techniques used by various artists To know about the artist/ designer *Graphic Designer 	 Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists Create pattern for different purposes Create own abstract pattern (using previous knowledge) to reflect personal expression 	Printing techniques Various artists Whole Screen printing Explore Personal expression

Appendix D- Curriculum Overview

Eastbrook School

Art & Design

Objective

To provide a safe and nurturing environment in which pupils develop their creative skills with authenticity, curiosity and enthusiasm. Where each child is encouraged to take creative risks and learns from the journey and not only heads towards a pre-defined end result.

Therefore:

- 1. Traditional skills should be balanced with experimental work.
- 2. Small scale work should be balanced with large scale work.
- 3. Quiet reflective study should be balanced with active, dynamic work.
- 4. Individual work should be balanced with group work.
- 5. Two dimensional work should be balanced with three dimensional work.
- 6. Study of historical "great" artists should be balanced with contemporary artists.

In addition, children should be given the opportunity to experience:

- 1. How it feels to take creative risks as opposed to playing it safe
- 2. That chaos and mess can be productive for some people
- 3. Both female and male creative role models (including visits from artists/visits to galleries/artists' studios)

Skills and development

From year 1 to year 6 basic skills are introduced and then built upon. Each project covers certain knowledge, skills and vocabulary which are listed below per year group. Class themes will be integrated in at least one project per term (IPC).

Evidence and keeping track

Introduction exercises, design stages and finalised products are kept and displayed in a personal sketchbook. Each term at least two year groups will have at least one art piece on display for the school to admire and enjoy. Each sketchbook has a section of short projects to help develop children's drawing, making and technical skills. Children who finish their work with time to spare can work on those exercises independently.

Art & Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	PROJECTS	PROJECTS	PROJECTS	PROJECTS	PROJECTS	PROJECTS
	1. Portrait (1) (front	1. Colour Wheel	1. Plastic Fish (recycle	 Drawing Feathers (1) 	1. Plasticine Print	1. Weaving paper (2)
	sketchbook)	(primary, secondary	bottles (3) IPC	Making Sculptural	Making (1)	2. Summer/Flower hats
	2. Discovering	colours)	2. Drawing Spiral Snails	Birds (3)	2. Dinosaur hats (1)	(3)
	Charcoal Exercise (1)	2. Wax Resist	(1)	3. Matisse Fish Bowl (3)	3. Drawing Fruit and	
	3. Charcoal and	Autumn Leaves (2)	3. Paul Klee Village (2)		4. Vegetables (1) IPC	KEY POINTS
	handprint art (1)	3. Dough coins (2)		KEY POINTS	5. Roots underground	• motor skills
	4. Forest collage (2)	(IPC related)	KEY POINTS	drawing skills	(2) IPC	 link between drawing
	(IPC related)	4. Money making (2)	drawing skills	• collage		and making
		5. Christmas bauble	 pastel as a medium 	 link between drawing & 	KEY POINTS	• fine motor skills
	KEY POINTS	(1)	 hand eye coordination 	making	printmaking	• construction as art
	 drawing skills 		 drawing as a physical 	 introduction to artist 	 mark making in a 3D 	papier mache as
	 observational skills 	KEY POINTS	activity	 pastel and ink as 	material	medium
	 sketching and lines 	drawing skills	 colour and colour 	medium	concept of negative /	creative response
	• charcoal as a	• one	mixing in an intuitive	mixing colours	positive	
	medium	line/continuous	way	composition	 fine motor skills 	
	hand eye	drawing	• introduction to art and	 creative response 	 observational skills 	SKILLS OBJECTIVES
	coordination	graphite, wax	artist			Idea development
	 tactile & physical 	resist and	 creative response 			1.1: To respond to ideas
	drawing skills	watercolour as a		SKILLS OBJECTIVES	SKILLS OBJECTIVES	and starting points.
	 connects to early 	medium		Idea development	Idea development	1.2: To explore ideas
	caveman art	hand eye	SKILLS OBJECTIVES	1.1: To respond to ideas	1.2: To explore ideas	and collect visual
	painting skills,	coordination	Idea development	and starting points.	and collect visual	information.
	techniques			1.2: To explore ideas and	information.	1.3: To explore

introduce collage	observational &	1.1: To respond to ideas	collect visual		different methods and
 creative response 	experimental	and starting points.	information.	Sculpture	materials as ideas
	drawing	1.2: To explore ideas	1.3: To explore different	1.3 To use rolled up	develop.
	• explores	and collect visual	methods and materials	paper, straws, paper,	
SKILLS OBJECTIVES	composition	information.	as ideas develop.	card and clay as	Textile
Painting	 introduce printing 	1.3: To explore different		materials.	1.1 To use weaving to
1.1: To use thick and	 integrate shapes 	methods and materials	Painting	1.4 To use techniques	create a pattern.
thin brushes.	• introduce	as ideas develop.	1.1: To use thick and thin	such as rolling, cutting,	1.2 To join materials
1.2: To mix primary	imprinting		brushes.	moulding and carving.	using glue and/or a
colours to make	 creative response 	Painting	1.2: To mix primary		stitch.
secondary.		1.1: To use thick and	colours to make	Printing	
		thin brushes.	secondary.	1.1 To use repeating or	Collage
Collage	SKILLS OBJECTIVES	1.2: To mix primary	1.3: To add white to	overlapping shapes.	1.1: To use a
1.1: To use a	Idea development	colours to make	colours to make tints and	1.2 To mimic print from	combination of
combination of	1.1: To respond to	secondary.	black to colours to make	the environment	materials that are cut,
materials that are	ideas and starting		tones.	(e.g. wallpapers).	torn and glued.
cut, torn and glued.	points.	Sculpture		1.3 Use objects to	
1.2: To sort and	1.2: To explore ideas	1.3 To use rolled up	Collage	create prints (e.g.	Sculpture
arrange materials.	and collect visual	paper, straws, paper,	1.1: To use a	fruit, vegetables or	1.1: To use a
1.3: To mix materials	information.	card and clay as	combination of materials	sponges).	combination of shapes.
to create texture.	1.3: To explore	materials.	that are cut, torn and		1.3 To use rolled up
	different methods	1.4 To use techniques	glued.	Drawing	paper, straws, paper,
Drawing	and materials as	such as rolling, cutting,	1.2: To sort and arrange	1.2 To colour (own	card and clay as
1.1: To draw lines of	ideas develop.	moulding and carving.	materials.	work) neatly following	materials.
different sizes and			1.3: To mix materials to	the lines.	1.4 To use techniques
thickness.	Painting	Drawing	create texture.	1.3 To show pattern	such as rolling, cutting,
	1.1: To use thick and	1.1: To draw lines of		and texture by adding	moulding and carving.
	thin brushes.	different sizes and	Sculpture	dots and lines.	
	1.2: To mix primary	thickness.	1.1: To use a		
			combination of shapes.		

		colours to make secondary. 1.4: To create colour wheels. Sculpture 1.1: To use a combination of shapes. 1.2: To include lines and texture. Drawing 1.2: To colour (own work) neatly following the lines. 1.3: To show pattern and texture by adding dots and lines.	1.2: To colour (own work) neatly following the lines. 1.3: To show pattern and texture by adding dots and lines. Great artists 1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.	1.2: To include lines and texture. 1.3: To use rolled up paper, straws, paper, card and clay as materials. 1.2: To colour (own work) neatly following the lines. Drawing 1.3: To show pattern and texture by adding dots and lines. 1.4: To show different tones by using coloured pencils. Great artists 1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.		
2	PROJECTS	PROJECTS	PROJECTS	PROJECTS	PROJECTS	PROJECTS
	 Portrait (1) Colour Wheel (1) Making Boats That Float (3) IPC 	1. Turner Boats (2) IPC 2. Mini Beast Artwork (1)	 Animal Parade: Making Masks (2/3) Thunderstorm painting (2/3) IPC 	1. Mono Printing with Oil Pastel and Carbon Copy Paper (1)	1. Where the wild things are -Make Wild Thing character (3)	1. Clay Cupcakes (3) 2. Weaving baskets (2) KEY POINTS

4. Transportation -	3. One Line Street		2. Where the wild things	2. Houses from Around	sculpting and
futurism (1) (IPC	Scene (2)	KEY POINTS	are	the World (2) IPC	sculpting technique
related)	4. Still life (2)	 drawing skills 	-Introduction Where the	, ,	applying colour to
		creative response	Wild Things are (1)	KEY POINTS	clay
KEY POINTS	KEY POINTS	• collage	-Shared ink drawing (2)	making sculpture	 weaving to construct
 making in a variety 	 cutting skills 	 notion of cultural 	-Adding colour to scene	(plastic bags, wire,	an object
of materials	 construction 	identity & imagination	(2)	modroc)	 connection between
 design through 	• continuous			• collage	drawing and making
Making	drawing skills		KEY POINTS	• themes include	
 observational skills 	 develop drawing 	SKILLS OBJECTIVES	 printing skills 	narrative, landscape	
 drawing skills 	skills	Idea development	 mark making (quills and 	and character	SKILLS OBJECTIVES
tracing and	 develop mixing 	1.1: To respond to ideas	ink and pen and pencil)	 appreciation of work 	Idea development
creating movement	colours skills	and starting points.	 preliminary sketches 	or author / illustrator	1.1: To respond to ideas
	 fine motor skills 	1.2: To explore ideas	through to finished	Maurice Sendak	and starting points.
	 mixing colours 	and collect visual	drawing	 mark making 	1.2: To explore ideas
SKILLS OBJECTIVES	 creating patterns 	information.	 making a shared 	• collage	and collect visual
Idea development		1.3: To explore different	drawing	line Drawing	information.
1.1: To respond to		methods and materials	 colour mixing (soft 		1.3: To explore
ideas and starting	SKILLS OBJECTIVES	as ideas develop.	pastels)		different methods and
points.	Idea development		 making sculpture 	SKILLS OBJECTIVES	materials as ideas
1.2: To explore ideas	1.1: To respond to	Painting	(plastic bags, wire,	Printing	develop.
and collect visual	ideas and starting	1.1: To use thick and	modroc)	1.1 To use repeating or	
information.	points.	thin	• collage	overlapping shapes.	Sculpture
1.3: To explore	1.2: To explore ideas	brushes.	• themes include	1.2 To mimic print from	1.1 To use a
different methods	and collect visual	1.2: To mix primary	narrative, landscape and	the environment	combination of shapes.
and materials as	information.	colours to make	character	(e.g. wallpapers).	1.2 To include lines and
ideas develop.	1.3: To explore	secondary.	appreciation of work or	1.3 Use objects to	texture.
	different methods	1.4: To create colour	author / illustrator	create prints (e.g.	1.4 To use techniques
Sculpture	and materials as	wheels.	Maurice Sendak	fruit, vegetables or	such as rolling, cutting,
	ideas develop.			sponges).	

1.1 To use a		Drawing		1.4 To press, roll, rub	moulding and
combination of	Sculpture	1.2 To colour (own	SKILLS OBJECTIVES	and stamp to make	carving.1P2
shapes.	1.1 To use a	work) neatly following	Printing	prints.	
1.2 To include lines	combination of	the lines.	1.1 To use repeating or		Textile
and texture.	shapes.	1.3 To show pattern and	overlapping shapes.	Drawing	1.1 To use weaving t
1.3 To use rolled up	1.2 To include lines	texture by adding	1.2 To mimic print from	1.1 To draw lines of	create a pattern.
paper, straws,	and texture.	dots and lines.	the environment	different sizes and	1.2 To join materials
paper, card and clay	1.3 To use rolled up		(e.g. wallpapers).	thickness.	using glue and/or a
as materials.	paper, straws,	Sculpture	1.3 Use objects to create	1.2 To colour (own	stitch.
1.4 To use	paper, card and clay	1.1 To use a	prints (e.g.	work) neatly following	
techniques such as	as materials.	combination of shapes.	fruit, vegetables or	the lines.	
rolling, cutting,	1.4 To use	1.2 To include lines and	sponges).	1.3 To show pattern	
moulding and	techniques such as	texture.	1.4 To press, roll, rub and	and texture by adding	
carving.	rolling, cutting,	1.3 To use rolled up	stamp to make prints.	dots and lines.	
	moulding and	paper, straws, paper,		1.4 To show different	
Painting	carving.	card and clay as	Drawing	tones by using	
1.1 To use thick and		materials.	1.1 To draw lines of	coloured pencils.	
thin brushes.	Drawing	1.4 To use techniques	different sizes and	Collage	
1.2 To mix primary	1.1 To draw lines of	such as rolling, cutting,	thickness.	1.1 To use a	
colours to make	different sizes and	moulding and carving.	1.2 To colour (own work)	combination of	
secondary.	thickness.		neatly following the lines.	materials that are cut,	
1.3 To add white to	1.2 To colour (own		1.3 To show pattern and	torn and glued.	
colours to make	work) neatly		texture by adding	1.2 To sort and arrange	
tints and black to	following the lines.		dots and lines.	materials.	
colours to make			1.4 To show different	1.3 To mix materials to	
tones.	Printing		tones by using	create texture.	
1.4 To create colour	1.1 To use repeating		coloured pencils.		
wheels.	or overlapping			Idea development	
	shapes.		Collage	1.1: To respond to	
				ideas and starting	

	1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.	1.2 To mimic print from the environment (e.g. wallpapers). 1.3 Use objects to create prints (e.g. fruit, vegetables or sponges). 1.4 To press, roll, rub and stamp to make prints. Great Artists 1.1: To describe the work of notable artists, artisans and designers. 1.2: To use some of the ideas of artists studied to create pieces.		1.1 To use a combination of materials that are cut, torn and glued. 1.2 To sort and arrange materials. 1.3 To mix materials to create texture. Idea development 1.1: To respond to ideas and starting points. 1.2: To explore ideas and collect visual information. 1.3: To explore different methods and materials as ideas develop.	points. 1.2: To explore ideas and collect visual information. 1.3: To explore different methods and materials as ideas develop. Printing 1.1 To use repeating or overlapping shapes.	
3	PROJECTS 1. Portrait (1) 2. Colour Wheel - Water Colour – Secondary +	PROJECTS 1. Printing cave drawings (2) (IPC)	PROJECTS 1. Making Drawings Move (1) 2. Pinch Pots (2) 3. Batik (2) IPC)	PROJECTS 1. A Cheerful Orchestra (2)	PROJECTS 1. Drawing with Scissors: Inspired by Matisse (2)	PROJECTS 1. Pop Art Logo (2) IPC 2. Drawing and Making Flowers (2)

complementary	2. Cave box with		2. Sculptural Characters	2. Thoughtful Mark	3. Fruit Inspired Clay
colours (1)	silhouette cut outs	KEY POINTS	Inspired by Dahl and	Making (1)	Tiles (2)
3. Quentin Blake's	(3) (IPC)	• 3d and design through	Blake (3)	3. Carnival Masks (3)	Tiles (2)
,	, , , ,		l ' '	3. Callival Masks (3)	KEY POINTS
Drawings as	3. Colourful Weaving	making	3. Be An Architect! (3)	KEY BOINTS	
Inspiration (3)	(3)	• explores scale	KEY BOINTS	KEY POINTS	• develops looking,
	4. Christmas Bauble	explores expression	KEY POINTS	• develops printing,	drawing and making
KEY POINTS	(1)	and character	drawing, painting and	drawing and collage	skills
drawing skills		• introduces simple	collage skills	skills	• introduces working in
 observational skills 	KEY POINTS	animation	 using all our senses to 	enables an	relief in clay
 explores how 	 cutting and fine 	 explores how drawing 	inspire imagination	interpretation and	 explores paper and
drawing inspires	motor skills	inspires making	explores how	exploration of,	wire
making	creating	 explores visual literacy 	combining elements	and a creative response	 develops individual
 explores visual 	silhouettes	 connects to literature 	gives new ideas	to an artwork	and group creativity
literacy	• collage	 develops dexterity 	 individual and class 	 explores visual 	
 connects to 	weaving	skills	creativity	literacy	
literature	• printing	 mod rock as a medium 	 develops talking skills 		SKILLS OBJECTIVES
		 clay as a medium 	around art		Idea development
		developing	• connects to music	SKILLS OBJECTIVES	2.1 To develop ideas
SKILLS OBJECTIVES	SKILLS OBJECTIVES	construction methods	• introduces construction	Idea development	from starting points
Idea development	Idea development	sculpting method	methods	2.1 To develop ideas	throughout the
2.1 To develop ideas	2.1 To develop ideas	-	 combines drawing and 	from starting points	curriculum.
from starting points	from starting points	SKILLS OBJECTIVES	making	throughout the	2.2 To collect
throughout the	throughout the	Idea development	_	curriculum.	information, sketches
curriculum.	curriculum.	2.1 To develop ideas		2.2 To collect	and resources.
2.2 To collect	2.2 To collect	from starting points	SKILLS OBJECTIVES	information, sketches	2.3 To adapt and refine
information,	information,	throughout the	Idea development	and resources.	ideas as they progress.
sketches and	sketches and	curriculum.	2.1 To develop ideas	2.3 To adapt and refine	2.4 To explore ideas in
resources.	resources.	2.2 To collect	from starting points	ideas as they progress.	a variety of ways.
2.3 To adapt and	2.3 To adapt and	information, sketches	throughout the	2.4 To explore ideas in	2.5 To comment on
refine ideas as they	refine ideas as they	and resources.	curriculum.	a variety of ways.	

progress.	progress.	2.3 To adapt and refine	2.2 To collect	2.5 To comment on	artworks using visual
2.4 To explore ideas	2.4 To explore ideas	ideas as they progress.	information, sketches	artworks using visual	language.
in a variety of ways.	in a variety of ways.	2.4 To explore ideas in a	and resources.	language.	
2.5 To comment on	2.5 To comment on	variety of ways.	2.3 To adapt and refine		Drawing
artworks using visual	artworks using visual	2.5 To comment on	ideas as they progress.	Sculpture	2.1 To use different
language.	language.	artworks using visual	2.4 To explore ideas in a	2.1 To create and	hardnesses of pencils to
		language.	variety of ways.	combine shapes to	show line, tone and
Painting	Printing		2.5 To comment on	create recognisable	texture.
2.1 To use a number	2.2 To mix colours	Drawing	artworks using visual	forms (e.g. shapes	2.2 To annotate
of brush techniques	effectively.	2.1 To use different	language.	made from nets or	sketches to explain and
using thick and thin	2.3 To use	hardnesses of pencils to		solid materials).	elaborate ideas.
brushes to produce	watercolour paint to	show line, tone and	Sculpture	2.2 To include texture	2.3 To sketch lightly (no
shapes, textures,	produce washes for	texture.	2.1 To create and	that conveys feelings,	need to use a rubber
patterns and lines.	backgrounds then	2.2 To annotate	combine shapes to	expression or	to correct mistakes).
2.2 To mix colours	add detail.	sketches to explain and	create recognisable	movement.	2.4 To use shading to
effectively.		elaborate ideas.	forms (e.g. shapes made	2.3 To use clay and	show light and shadow.
2.3 To use	Textiles		from nets or solid	other mouldable	2.5 To use hatching and
watercolour paint to	2.4 To create	Collage	materials).	materials.	cross hatching to show
produce washes for	weavings.	2.3 To use coiling,	2.2 To include texture	2.4 To add materials to	tone and texture.
backgrounds then		overlapping,	that conveys feelings,	provide interesting	
add detail.	Drawing	tessellation, mosaic and	expression or movement.	detail.	Sculpture
2.4 To experiment	2.2 To annotate	montage.	2.3 To use clay and other		2.2 To include texture
with creating mood	sketches to explain	Great artists	mouldable materials.	Painting	that conveys feelings,
with colour.	and elaborate ideas.		2.4 To add materials to	2.1 To use a number of	expression or
	2.3 To sketch lightly	Textiles	provide interesting	brush techniques using	movement.
Drawing	(no need to use a	2.2 To use basic cross	detail.	thick and thin brushes	2.3 To use clay and
2.1 To use different	rubber to correct	stitch and back stitch.		to produce shapes,	other mouldable
hardnesses of	mistakes).	2.3 To colour fabric.	Drawing	textures, patterns and	materials.
pencils to show line,				lines.	
tone and texture.	Sculpture			2.2 To mix colours	Painting

			T	T
2.2 To annotate	2.2 To include	2.2 To annotate sketches	effectively.	2.1 To use a number of
sketches to explain	texture that conveys	to explain and	2.4 To experiment with	brush techniques using
and elaborate ideas.	feelings,	elaborate ideas.	creating mood with	thick and thin brushes
2.3 To sketch lightly	expression or	2.4 To use shading to	colour.	to produce shapes,
(no need to use a	movement.	show light and shadow.	Drawing	textures, patterns and
rubber to correct	2.4 To add materials			lines.
mistakes).	to provide	Great artists	Collage	2.2 To mix colours
2.4 To use shading	interesting detail.	2.1 To replicate some of	2.1 To select and	effectively.
to show light and		the techniques used by	arrange materials for a	2.3 To use watercolour
shadow.	Collage	notable artists, artisans	striking effect.	paint to produce
2.5 To use hatching	2.2 To ensure work	and designers.	2.2 To ensure work is	washes for
and cross hatching	is precise.	2.2 To create original	precise.	backgrounds then add
to show tone and		pieces that are	2.3 To use coiling,	detail.
texture.	Great artists	influenced by studies of	overlapping,	2.4 To experiment with
	2.1 To replicate	others.	tessellation, mosaic	creating mood with
Great artists	some of the		and montage.	colour.
2.1 To replicate	techniques used by		Great artists	
some of the	notable artists,			Great artists
techniques used by	artisans and		Drawing	2.1 To replicate some of
notable artists,	designers.		2.2 To annotate	the techniques used by
artisans and	2.2 To create		sketches to explain and	notable artists, artisans
designers.	original pieces that		elaborate ideas.	and designers.
2.2 To create	are influenced by			2.2 To create original
original pieces that	studies of others.		Great artists	pieces that are
are influenced by			2.1 To replicate some	influenced by studies of
studies of others.			of the techniques used	others.
			by notable artists,	
			artisans and designers.	
			2.2 To create original	
			pieces that are	

					influenced by studies of others.	
4	PROJECTS	PROJECTS	PROJECTS	PROJECTS	PROJECTS	PROJECTS
	1. Portrait (1)	1. Volcano (1)	1. Quick Clay Figurative	1. Drawing with Scissors:	1. Shades and	1. Birds in the Trees (2)
	2. Typography for	2. Colour Wheel -	Sketches (1)	Inspired by Matisse (2)	hues/warm and cold (1)	2. Painting on plaster
	Children (1)	paint - warm/cold	2. Making an	2. Wax Resist with	2. Thoughtful Mark	(4)
	3. 3D Visual Maps	(1)	Architecture Gallery (3)	Coloured Inks and	Making (1)	
	(2)	2. Christmas Bauble	IPC	Sgraffito on Foamboard	3. Vegetable garden (2)	KEY POINTS
	4. Volcano (2)	(1)	3. Cactus in Pot (2)	(3)		 observational skills
		3. Illustrating the			KEY POINTS	 drawing skills
	KEY POINTS	Jabberwocky (2)	KEY POINTS	KEY POINTS	 drawing skills 	hatching, cross
	 typography and 		 clay sketching skills 	 drawing skills 	 mark making skills 	hatching, shading,
	drawing skills	KEY POINTS	 lateral thinking 	 hand eye coordination 	 composition 	stippling
	 visualization and 	 experimental 	 explores scale and 	 mark making and 	 individual or group 	layering
	imagination skills	drawing skills	context	colour	creativity	painting skills
	 combines drawing 	 drawing in relation 	 explores visual literacy 	 printing, drawing and 	 observing colour and 	• collage
	and making	to language	 connects to museum 	collage skills	texture	
	• connects to	 individual and 	& gallery visits	 interpretation and 	 observational skills 	
	Geography	group creativity	 develops printing skills 	exploration of, and a		SKILLS OBJECTIVES
	 observational 	 visual literacy 	 develops shading skills 	creative response to an		Idea development
	drawing skills	Connects to	- shading/hatching	artwork	SKILLS OBJECTIVES	2.1 To develop ideas
	encourages	literature		 visual literacy 	Idea development	from starting points
	children to develop				2.1 To develop ideas	throughout the
	ideas towards		SKILLS OBJECTIVES		from starting points	curriculum.
	something new	SKILLS OBJECTIVES	Idea development	SKILLS OBJECTIVES	throughout the	2.2 To collect
	 introduces ideas 	Idea development	2.1 To develop ideas	Idea development	curriculum.	information, sketches
	about design &	2.1 To develop ideas	from starting points	2.1 To develop ideas	2.2 To collect	and resources.
	communication	from starting points	throughout the	from starting points	information, sketches	2.3 To adapt and refine
		throughout the	curriculum.	throughout the	and resources.	ideas as they progress.

• tactile & physical	curriculum.	2.2 To collect	curriculum.	2.3 To adapt and refine	2.4 To explore ideas in
drawing skills	2.2 To collect	information, sketches	2.2 To collect	ideas as they progress.	a variety of ways.
 paper mache skills 	information,	and resources.	information, sketches	2.4 To explore ideas in	2.5 To comment on
and mixing	sketches and	2.3 To adapt and refine	and resources.	a variety of ways.	artworks using visual
colours(paint)	resources.	ideas as they progress.	2.3 To adapt and refine	2.5 To comment on	language.
	2.3 To adapt and	2.4 To explore ideas in a	ideas as they progress.	artworks using visual	
	refine ideas as they	variety of ways.	2.4 To explore ideas in a	language.	Painting
SKILLS OBJECTIVES	progress.	2.5 To comment on	variety of ways.		2.1 To use a number of
Idea development	2.4 To explore ideas	artworks using visual	2.5 To comment on	Painting	brush techniques using
2.1 To develop ideas	in a variety of ways.	language.	artworks using visual	Drawing	thick and thin brushes
from starting points	2.5 To comment on		language.	2.1 To use different	to produce shapes,
throughout the	artworks using visual	Drawing		hardnesses of pencils	textures, patterns and
curriculum.	language.	2.1 To use different	Great artists	to show line, tone and	lines.
2.2 To collect		hardnesses of pencils to	2.1 To replicate some of	texture.	2.2 To mix colours
information,	Painting	show line, tone and	the techniques used by	2.2 To annotate	effectively.
sketches and	2.2 To mix colours	texture.	notable artists, artisans	sketches to explain and	2.3 To use watercolour
resources.	effectively.	2.2 To annotate	and designers.	elaborate ideas.	paint to produce
2.3 To adapt and	2.3 To use	sketches to explain and	2.2 To create original	2.3 To sketch lightly (no	washes for
refine ideas as they	watercolour paint to	elaborate ideas.	pieces that are	need to use a rubber	backgrounds then add
progress.	produce washes for	2.3 To sketch lightly (no	influenced by studies of	to correct mistakes).	detail.
2.4 To explore ideas	backgrounds then	need to use a rubber	others.	2.4 To use shading to	2.4 To experiment with
in a variety of ways.	add detail.	to correct mistakes).		show light and shadow.	creating mood with
2.5 To comment on	2.4 To experiment	2.4 To use shading to	Drawing	2.5 To use hatching and	colour.
artworks using visual	with creating mood	show light and shadow.	2.1 To use different	cross hatching to show	
language.	with colour.	2.5 To use hatching and	hardnesses of pencils to	tone and texture.	Drawing
		cross hatching to show	show line, tone and		2.1 To use different
Drawing	Drawing	tone and texture.	texture.	Printing	hardnesses of pencils to
2.1 To use different	2.1 To use different		2.2 To annotate sketches	2.2 To replicate	show line, tone and
hardnesses of	hardnesses of	Sculpture	to explain and	patterns observed in	texture.
			elaborate ideas.		

pencils to show line,	pencils to show line,	2.1 To create and	2.3 To sketch lightly (no	natural or	2.2 To annotate
tone and texture.	tone and texture.	combine shapes to	need to use a rubber	built environments.	sketches to explain and
2.2 To annotate	2.2 To annotate	create recognisable	to correct mistakes).	2.3 To make printing	elaborate ideas.
sketches to explain	sketches to explain	forms (e.g. shapes made	2.4 To use shading to	blocks (e.g. from coiled	2.3 To sketch lightly (no
and elaborate ideas.	and elaborate ideas.	from nets or solid	show light and shadow.	string glued to a block).	need to use a rubber
2.3 To sketch lightly	2.3 To sketch lightly	materials).	2.5 To use hatching and	2.4 To make precise	to correct mistakes).
(no need to use a	(no need to use a	2.2 To include texture	cross hatching to show	repeating patterns.	2.4 To use shading to
rubber to correct	rubber to correct	that conveys feelings,	tone and texture.		show light and shadow.
mistakes).	mistakes).	expression or			2.5 To use hatching and
2.4 To use shading	2.4 To use shading	movement.	Painting		cross hatching to show
to show light and	to show light and	2.3 To use clay and	2.1 To use a number of		tone and texture.
shadow.	shadow.	other mouldable	brush techniques using		
2.5 To use hatching	2.5 To use hatching	materials.	thick and thin brushes to		Collage
and cross hatching	and cross hatching	2.4 To add materials to	produce shapes,		2.1 To select and
to show tone and	to show tone and	provide interesting	textures, patterns and		arrange materials for a
texture.	texture.	detail	lines.		striking effect.
			2.2 To mix colours		2.2 To ensure work is
Painting	Sculpture	Collage	effectively.		precise.
2.2 To mix colours	2.2 To include	2.1 To select and	2.3 To use watercolour		2.3 To use coiling,
effectively.	texture that conveys	arrange materials for a	paint to produce washes		overlapping,
2.4 To experiment	feelings,	striking effect.	for backgrounds then		tessellation, mosaic and
with creating mood	expression or	2.2 To ensure work is	add detail.		montage.
with colour.	movement.	precise.	2.4 To experiment with		Great artists
	2.3 To use clay and	2.3 To use coiling,	creating mood with		
Sculpture	other mouldable	overlapping,	colour.		Great artists
2.2 To include	materials.	tessellation, mosaic and			2.1 To replicate some of
texture that conveys		montage.	Collage		the techniques used by
feelings,		Great artists	2.1 To select and arrange		notable artists, artisans
expression or			materials for a striking		and designers.
movement.			effect.		2.2 To create original

	2.4 To add materials		Printing	2.2 To ensure work is		pieces that are
	to provide		2.1 To use layers of two	precise.		influenced by studies of
	interesting detail		or more colours.	2.3 To use coiling,		others.
			2.2 To replicate patterns	overlapping, tessellation,		
	Great artists		observed in natural or	mosaic and montage.		
	2.1 To replicate		built environments.	Great artists		
	some of the		2.3 To make printing			
	techniques used by		blocks (e.g. from coiled			
	notable artists,		string glued to a block).			
	artisans and		2.4 To make precise			
	designers.		repeating patterns.			
	2.2 To create					
	original pieces that					
	are influenced by					
	studies of others.					
_	DROJECTE	DROJECTS	PROJECTS	PROJECTS	PROJECTS	DDOLECTE
5	PROJECTS	PROJECTS		PROJECTS	PROJECTS	PROJECTS
	1. Portriat (1)	1. Masks (3) (IPC) 2. Heather Galler -	1. Big Bugs (3) (IPC)	1. Graphic Inky Still	1. Areal images (3) (IPC)	1. Making a Festival
	2. Symmetrical printing (1)	Still Life (2)	2. Miro – Collage, Automatic Drawing, &	Life (3) 2. Greek vases (3)	2. Creating your own sewn square (3)	Feast from Modroc (3) 2. Communal Picnic
	3. Colour Wheel -	4.Christmas Bauble	Sculpture (2)	2. Greek vases (5)	sewii square (5)	Drawing (3)
	Colouring pencils -	(1)	Sculpture (2)	KEY POINTS	KEY POINTS	Drawing (3)
	complementary	(1)	KEY POINTS	develops observational	• sewing skills	KEY POINTS
	colours (1)	KEY POINTS	encourage creative	drawing skills	links drawing to	develops making and
	4.Sketchbook	variety of media	response to architecture	develops hand eye	making	drawing skills
	Exploration (1)	• independent	from other eras	coordination	perspective and point	• explores new media
		decision making	drawing and making	explores composition	of view	and drawing surfaces
	KEY POINTS	• connects to	skills	• combines drawing with	• use of colour	• promotes
	drawing and	design, theatre,	 drawing inspired by 	making		collaboration in
	sketchbook skills	fashion	sound and mood	• paper mache		creativity

leat to a second		1	land a second and a	Constant to an illinois	CIVILLE OD LECTIVES	<u> </u>
• what is symm	netry	• explores	hand eye coordination	Greek style and history	SKILLS OBJECTIVES	
• printing in a		continuous line	• construction in 3d	making skill	Idea development	
pattern		drawing	from 2d		3.1 To develop and	SKILLS OBJECTIVES
• how to mix co	olours	 develops colour 	visual literacy		imaginatively extend	Idea development
		mixing (paint)	• connects to Surrealism	SKILLS OBJECTIVES	ideas from	3.1 To develop and
				Idea development	starting points	imaginatively extend
SKILLS OBJECTI	IVES			3.1 To develop and	throughout the	ideas from
Idea developm	ent	SKILLS OBJECTIVES		imaginatively extend	curriculum.	starting points
3.1 To develop	and	Idea development	SKILLS OBJECTIVES	ideas from	3.2 To collect	throughout the
imaginatively e	extend	3.1 To develop and	Idea development	starting points	information, sketches	curriculum.
ideas from		imaginatively extend	3.1 To develop and	throughout the	and resources and	3.2 To collect
starting points		ideas from	imaginatively extend	curriculum.	present ideas	information, sketches
throughout the	9	starting points	ideas from	3.2 To collect	imaginatively in a	and resources and
curriculum.		throughout the	starting points	information, sketches	sketchbook.	present ideas
3.2 To collect		curriculum.	throughout the	and resources and	3.3 To use the qualities	imaginatively in a
information,		3.2 To collect	curriculum.	present ideas	of materials to enhance	sketchbook.
sketches and		information,	3.2 To collect	imaginatively in a	ideas.	3.3 To use the qualities
resources and		sketches and	information, sketches	sketchbook.	3.4 To spot the	of materials to enhance
present ideas		resources and	and resources and	3.3 To use the qualities	potential in unexpected	ideas.
imaginatively ir	n a	present ideas	present ideas	of materials to enhance	results as work	3.4 To spot the
sketchbook.		imaginatively in a	imaginatively in a	ideas.	progresses.	potential in unexpected
3.3 To use the		sketchbook.	sketchbook.	3.4 To spot the potential		results as work
qualities of mat	terials	3.3 To use the	3.3 To use the qualities	in unexpected results as	Drawing	progresses.
to enhance		qualities of materials	of materials to enhance	work progresses.	3.1 To use a variety of	
ideas.		to enhance	ideas.		techniques to	Sculpture
3.4 To spot the	!	ideas.	3.4 To spot the potential	Drawing	add interesting effects	3.1 To show life-like
potential in		3.4 To spot the	in unexpected results as	3.1 To use a variety of	(e.g. reflections,	qualities and real-life
unexpected res	sults	potential in	work progresses.	techniques to	shadows, direction of	proportions or, if more
as work progre	sses.	unexpected results		add interesting effects	sunlight).	abstract, provoke
		as work progresses.	Drawing	(e.g. reflections,		different

Drawing

3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic)

Printing

3.1 To build up layers of colours.3.2 To create an accurate pattern, showing fine detail.

Drawing

3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection. 3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic)

Painting

3.1 To sketch
(lightly) before
painting to combine
line and colour.
3.2 To create a
colour palette based
upon colours

3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.
3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Sculpture

3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
3.2 To use tools to carve and add shapes, texture and pattern.
3.3 To combine visual and tactile qualities.
3.4 To use frameworks (such as wire or moulds)

shadows, direction of sunlight).
3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.
3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Sculpture

3.1 To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
3.2 To use tools to carve and add shapes, texture and pattern.
3.3 To combine visual and tactile qualities.
3.4 To use frameworks (such as wire or moulds) to provide stability and form.

Painting

3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.
3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
3.4 To use lines to represent movement.

Textile

3.1 To show precision in techniques.
3.2 To choose from a range of stitching techniques.
3.3 To combine previously learned techniques to create pieces.

Great artists

3.1 To give details (including own sketches) about the style of some notable artists, artisans and designers.

interpretations.
3.2 To use tools to
carve and add shapes,
texture and pattern.
3.3 To combine visual
and tactile qualities.
3.4 To use frameworks
(such as wire or
moulds) to provide
stability and form.

Drawing

3.1 To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
3.2 To use a choice of techniques to depict movement, perspective, shadows and reflection.
3.3 To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Textile

		observed in the natural or built world. 3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces. 3.4 To combine colours, tones and tints to enhance the mood of a piece. 3.5 To use brush techniques and the qualities of paint to create texture. 3.6 To develop a personal style of painting, drawing upon ideas from other artists.	to provide stability and form. Collage 3.1 To mix textures (rough and smooth, plain and patterned). 3.2 To combine visual and tactile qualities. 3.3 To use ceramic mosaic materials and techniques.	3.1 To sketch (lightly) before painting to combine line and colour. 3.2 To create a colour palette based upon colours observed in the natural or built world. 3.3 To use the qualities of watercolour and acrylic paints to create visually interesting pieces. 3.4 To combine colours, tones and tints to enhance the mood of a piece. 3.5 To use brush techniques and the qualities of paint to create texture. 3.6 To develop a personal style of painting, drawing upon ideas from other artists.	3.2 To show how the work of those studied was influential in both society and to other artists. 3.3 To create original pieces that show a range of influences and styles.	3.1 To show precision in techniques. 3.2 To choose from a range of stitching techniques. 3.3 To combine previously learned techniques to create pieces.
6	PROJECTS 1. Portrait (1) 2. Colour Wheel - Hues and shades - paint (1)	PROJECTS 1. Graphic Inky Still Life 2 (1) 2. Happy Monsters (2)	PROJECTS 1. Exploring Portraits in Clay (2) 2.Eyes (3)	PROJECTS 1.Mod roc project (3) 2.Sewing project (3) KEY POINTS	PROJECTS 1. Conquering SATs Stress with Seats (2) 2. Multi-layer printing project (3)	PROJECTS 1. Wave Bowls (group work) (4) KEY POINTS

3. Masks (2/3)	3. Supersize	KEY POINTS	sculpting skills		3d making skills
4. Graphic Inky Still	Jewellery (3)	 drawing skills 	• from drawing to	KEY POINTS	dexterity skills
Life 1 (1)	4.Christmas Bauble	drawing on clay to	making	 making skills 	explores design
	(1)	make reliefs	 develop sewing skills 	• promotes open-	 drawing skills
KEY POINTS		drawing ink as a	• use thread as a	ended learning and	• collage
 observational 	KEY POINTS	medium	medium	design-through-making	 diversity in media
drawing skills	 observational 	 observational skills 		 transformation of 	
hand eye	drawing skills			materials	
coordination	hand eye		SKILLS OBJECTIVES	 explores design and 	SKILLS OBJECTIVES
composition	coordination	SKILLS OBJECTIVES	Idea development	intention	Idea development
 combines drawing 	 composition 	Idea development	3.1 To develop and	 3d making skills 	3.1 To develop and
with making	 combines drawing 	3.1 To develop and	imaginatively extend	 dexterity skills 	imaginatively extend
	with making	imaginatively extend	ideas from	 explores design 	ideas from
	 composition 	ideas from	starting points	 use clay as medium 	starting points
SKILLS OBJECTIVES	 complementary 	starting points	throughout the	 fine motor skills 	throughout the
Idea development	colours	throughout the	curriculum.	 use of colour 	curriculum.
3.1 To develop and		curriculum.	3.2 To collect		3.2 To collect
imaginatively extend		3.2 To collect	information, sketches		information, sketches
ideas from	SKILLS OBJECTIVES	information, sketches	and resources and	SKILLS OBJECTIVES	and resources and
starting points	Idea development	and resources and	present ideas	Idea development	present ideas
throughout the	3.1 To develop and	present ideas	imaginatively in a	3.1 To develop and	imaginatively in a
curriculum.	imaginatively extend	imaginatively in a	sketchbook.	imaginatively extend	sketchbook.
3.2 To collect	ideas from	sketchbook.	3.3 To use the qualities	ideas from	3.3 To use the qualities
information,	starting points	3.3 To use the qualities	of materials to enhance	starting points	of materials to enhance
sketches and	throughout the	of materials to enhance	ideas.	throughout the	ideas.
resources and	curriculum.	ideas.	3.4 To spot the potential	curriculum.	3.4 To spot the
present ideas	3.2 To collect	3.4 To spot the potential	in unexpected results as	3.2 To collect	potential in unexpected
imaginatively in a	information,	in unexpected results as	work progresses.	information, sketches	results as work
sketchbook.	sketches and	work progresses.	3.5 To comment on	and resources and	progresses.
3.3 To use the	resources and	3.5 To comment on		present ideas	3.5 To comment on

T.	1				
qualities of materials	present ideas	artworks with a fluent	artworks with a fluent	imaginatively in a	artworks with a fluent
to enhance	imaginatively in a	grasp of visual language.	grasp of visual language.	sketchbook.	grasp of visual
ideas.	sketchbook.			3.3 To use the qualities	language.
3.4 To spot the	3.3 To use the		Sculpture	of materials to enhance	
potential in	qualities of materials	Sculpture	3.1 To show life-like	ideas.	
unexpected results	to enhance	3.1 To show life-like	qualities and real-life	3.4 To spot the	Drawing
as work progresses.	ideas.	qualities and real-life	proportions or, if more	potential in unexpected	3.1 To use a variety of
3.5 To comment on	3.4 To spot the	proportions or, if more	abstract, provoke	results as work	techniques to
artworks with a	potential in	abstract, provoke	different interpretations.	progresses.	add interesting effects
fluent grasp of visual	unexpected results	different	3.2 To use tools to carve	3.5 To comment on	(e.g. reflections,
language.	as work progresses.	interpretations.	and add shapes, texture	artworks with a fluent	shadows, direction of
	3.5 To comment on	3.2 To use tools to carve	and pattern.	grasp of visual	sunlight).
Drawing	artworks with a	and add shapes, texture	3.3 To combine visual	language.	3.2 To use a choice of
3.1 To use a variety	fluent grasp of visual	and pattern.	and tactile qualities.		techniques to
of techniques to	language.	3.3 To combine visual	3.4 To use frameworks	Printing	depict movement,
add interesting		and tactile qualities.	(such as wire or moulds)	3.1 To build up layers	perspective, shadows
effects (e.g.			to provide stability and	of colours.	and reflection.
reflections,	Sculpture	Drawing	form.	3.2 To create an	3.3 To choose a style of
shadows, direction	3.1 To show life-like	3.1 To use a variety of		accurate pattern,	drawing suitable for
of sunlight).	qualities and real-life	techniques to	Textile	showing fine detail.	the work (e.g. realistic
3.2 To use a choice	proportions or, if	add interesting effects	3.1 To show precision in	3.3 To use a range of	or impressionistic).
of techniques to	more abstract,	(e.g. reflections,	techniques.	visual elements to	3.4 To use lines to
depict movement,	provoke	shadows, direction of	3.2 To choose from a	reflect the purpose of	represent movement.
perspective,	different	sunlight).	range of	the work.	3.1 To use a variety of
shadows	interpretations.	3.2 To use a choice of	stitching techniques.		techniques to
and reflection.	3.2 To use tools to	techniques to	3.3 To combine	Sculpture	add interesting effects
3.3 To choose a style	carve and add	depict movement,	previously learned	3.1 To show life-like	(e.g. reflections,
of drawing suitable	shapes, texture and	perspective, shadows	techniques to create	qualities and real-life	shadows, direction of
for the work (e.g.	pattern.	and reflection.	pieces.	proportions or, if more	sunlight).
	3.3 To combine			abstract, provoke	

realistic or	visual and tactile	3.3 To choose a style of	different	3.2 To use a choice of
impressionistic).	qualities.	drawing suitable for	interpretations.	techniques to
	3.4 To use	the work (e.g. realistic	3.2 To use tools to	depict movement,
Painting	frameworks (such as	or impressionistic).	carve and add shapes,	perspective, shadows
3.1 To sketch	wire or moulds) to		texture and pattern.	and reflection.
(lightly) before	provide stability and	Painting	3.3 To combine visual	3.3 To choose a style of
painting to combine	form.	3.1 To sketch (lightly)	and tactile qualities.	drawing suitable for
line and colour.		before painting to	3.4 To use frameworks	the work (e.g. realistic
3.2 To create a	Drawing	combine line and	(such as wire or	or impressionistic).
colour palette based	3.1 To use a variety	colour.	moulds) to provide	3.4 To use lines to
upon colours	of techniques to	3.2 To create a colour	stability and form.	represent movement.
observed in the	add interesting	palette based upon		
natural or built	effects (e.g.	colours observed in the	Painting	Painting
world.	reflections,	natural or built world.	3.1 To sketch (lightly)	3.1 To sketch (lightly)
3.3 To use the	shadows, direction	3.3 To use the qualities	before painting to	before painting to
qualities of	of sunlight).	of watercolour and	combine line and	combine line and
watercolour and	3.2 To use a choice	acrylic paints to create	colour.	colour.
acrylic paints to	of techniques to	visually interesting	3.2 To create a colour	3.2 To create a colour
create visually	depict movement,	pieces.	palette based upon	palette based upon
interesting pieces.	perspective,	3.4 To combine colours,	colours observed in the	colours observed in the
3.4 To combine	shadows	tones and tints to	natural or built world.	natural or built world.
colours, tones and	and reflection.	enhance the mood of a	3.3 To use the qualities	3.3 To use the qualities
tints to enhance the	3.3 To choose a style	piece.	of watercolour and	of watercolour and
mood of a piece.	of drawing suitable	3.5 To use brush	acrylic paints to create	acrylic paints to create
3.5 To use brush	for the work (e.g.	techniques and the	visually interesting	visually interesting
techniques and the	realistic or	qualities of paint to	pieces.	pieces.
qualities of paint to	impressionistic).	create texture.	3.4 To combine colours,	3.4 To combine colours,
create texture.		3.6 To develop a	tones and tints to	tones and tints to
3.6 To develop a	Painting	personal style of	enhance the mood of a	enhance the mood of a
personal style of			piece.	piece.

painting, drawing	3.1 To sketch	painting, drawing upon	3.5 To use brush	3.5 To use brush
upon ideas from	(lightly) before	ideas from other artists.	techniques and the	techniques and the
other artists.	painting to combine		qualities of paint to	qualities of paint to
	line and colour.		create texture.	create texture.
	3.2 To create a		3.6 To develop a	3.6 To develop a
Sculpture	colour palette based		personal style of	personal style of
3.1 To show life-like	upon colours		painting, drawing upon	painting, drawing upon
qualities and real-life	· •		ideas from other	ideas from other artists.
proportions or, if	natural or built		artists.	
more abstract,	world.			Collage
provoke	3.3 To use the		Collage	3.1 To mix textures
different	qualities of		3.1 To mix textures	(rough and smooth,
interpretations.	watercolour and		(rough and smooth,	plain and patterned).
3.2 To use tools to	acrylic paints to		plain and patterned).	3.2 To combine visual
carve and add	create visually		3.2 To combine visual	and tactile qualities.
shapes, texture and	interesting pieces.		and tactile qualities.	·
pattern.	3.4 To combine		·	
3.3 To combine	colours, tones and			
visual and tactile	tints to enhance the			
qualities.	mood of a piece.			
3.4 To use	3.5 To use brush			
frameworks (such as	techniques and the			
wire or moulds) to	qualities of paint to			
provide stability and	create texture.			
form.	3.6 To develop a			
	personal style of			
	painting, drawing			
	upon ideas from			
	other artists.			

Collage			
3.1 To mix t	extures		
(rough and	smooth,		
plain and			
patterned).			
3.2 To com	pine		
visual and t	actile		
qualities.			