



**Woodborough Woods CofE
Foundation School
Art and Design Curriculum Booklet
Containing the key substantive and disciplinary knowledge**

Our School Vision

Woodborough Woods is a school with a Christian foundation, which seeks to express its Christian character by serving families in the local community and by providing a Christian ethos where children and their families can feel valued. There is an opportunity to experience the meaning of the Christian faith in the welcome that is offered to all and in the relationships of love and respect that characterise the shared life of the school. Designed to be sequential, this curriculum enables pupils to build knowledge and skills by making links with previous learning; this is shown in our progression documents. By fostering an enjoyment of learning, our children are given the opportunity to develop as independent, resilient pupils who are equipped with the ability to use their knowledge and skills to make wise choices as they take their place in the world.

The school's direction stems from its Vision Statement: 'Grow Together' following Jesus' example to '*Love your neighbour as you love yourself*' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish. It recognises the importance of the community it serves, and seeks to build relationships based on kindness and respect. It will strive to be a place where Christian priorities and values inform every subject in the curriculum and are reflected in the day to day life of the school.

We believe that the children are the centre of all our work here and we strive to ensure our school is one with a happy and caring environment. We take pride in promoting the highest standards of conduct and achievement allowing children the security and confidence to reach their full potential.

As a Church of England Voluntary Aided school, our aim is to provide this secure environment, firmly rooted in Christian values. We believe that the education of children is a partnership, one between parents, teachers and governors all working together to provide the best interests for the children in our care.

Our Art and Design Vision

Art and Design is an essential part of the primary curriculum. At Woodborough Woods, children explore and develop their skills and creativity using a wide range of media. We value the use of sketch books and encourage the importance of experimentation, exploration and pushing ideas in imaginative ways. Art allows the child to develop their imagination and creativity, to make connections through their inventive minds and gives children the skills to record their imagination and ideas. While it is essentially a practical subject, art should provide opportunities for reflection and pupils should acquire the ability to make informed, critical responses of their own work and that of others. At Woodborough Woods, we aim to provide an art curriculum whereby children can grow to discover and develop their own individual talents.

Intent

Through our provision we aim that every child can:

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

Features of effective Art and Design teaching and learning

At Woods Foundation, we believe these features demonstrate best practice in the teaching and learning of Art and Design. Whilst not every lesson may exhibit every feature, over the course of their learning in an Art and Design unit, all of the following features would be evident.

Pupils are inspired by their teacher's creativity and enthusiasm for the subject.

Lessons offer a hands-on approach and the belief that everyone can be an artist, which ensures pupils' achievement. This develops the pupil's confidence, independence and creativity.
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Visually-exciting resources are used to create environments of curiosity and demonstrate skills, which are appropriate to all abilities.
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Teaching draws upon breadth and depth of subject knowledge to ensure all lessons are informative and inspiring.

Pupils are given opportunity to express personal feelings through their learning.

Outcomes remain open-ended.

Pupils have opportunities to explore starting points, ask and answer questions and work collaboratively as well as independently.

Teaching provides pupils with clear feedback about how to build on their strengths and tackle challenges by referring to visual examples.

The Art Long Term Plan

R	<p>All about Art (Drawing, Painting and Sculpture)</p> <p>Children will explore mark making and shapes to represent specific characteristics and will produce a self-portrait. Children will also use construction medias to create a representation of the human body. Children will distinguish between and exploring colours. Explore the work of Julie Mehretu and Kandinsky.</p>	<p>Exploring Detail (Painting and Sculpture)</p> <p>Children will use smaller paint brushes to support and control precision when painting a significant piece. Children will use a variety of colours, materials, textures to create a landscape. Explore the work of Tomas Saraceno.</p>	<p>Mix it up! (Painting and Sculpture)</p> <p>Children will mix primary colours to make secondary colours, manipulating tools and techniques to create a significant and relatable piece. Explore the work of Matisse and Van Gogh.</p>
1	<p>Yayoi Kusama (Sculpture)</p> <p>In this unit children will discover who Yayoi Kusama is. They will explore her sculptures, her collection with Louis Vuitton and her polka dot paintings. Children will have the opportunity to learn how to create polka dots through different techniques and will produce their own pumpkin sculpture inspired by her latest artwork.</p>	<p>Alma Thomas (Painting)</p> <p>Children will discover the work of Alma Thomas and abstract art. Alma Thomas was inspired by bright and bold colours and wanted to inspire others to create art in which made them happy. Children will concentrate on expressing emotion through their art.</p>	<p>Animal Art (Drawing)</p> <p>Children will explore and investigate texture, patterns and line art in this unit. Children will have the opportunity to produce drawings and paintings that are associated with animals and living things.</p>
2	<p>Andy Goldsworthy and Walter Mason (Sculpture)</p> <p>Children will be introduced to the work of Andy Goldsworthy and Walter Mason. They will think about and describe the colours, shapes, patterns and materials they both use within their works of art. Children will be challenged to recreate works of art by</p>	<p>Judith Scott (Sculpture)</p> <p>Children will explore the process of weaving inspired by Judith Scott. Judith Scott used everyday materials such as a chair, a wire hanger, an umbrella. or even a shopping cart to begin her weaving sculptures. Children will have the</p>	<p>Colour Creations- Kandinsky and Mondrian (Painting)</p> <p>Children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary</p>

	selecting the appropriate materials to use. Children will then have the opportunity to photograph their artwork and produce a collage.	opportunity to weave with various materials and how to add additional objects into the weave.	colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.
3	Stone Age Art (Painting and Sculpture) This unit consists of exploring the history and style of cave paintings, and recreating cave paintings using a variety of painting techniques. Children will also research into and recreate textile products from the Stone Age. Children will create their own jewellery inspired by those who lived during the Stone Age.	Pop Art Andy Warhol (Drawing) Discover the pop art movement and the work of Andy Warhol. Children will create their own self-portraits inspired by Warhol and use a range of mixed media. They will use objects of popular culture to create pop art.	Tie Dye (Painting) Explore the long historical roots in many different countries including India and Japan. Children will investigate how to create tie-dye patterns on different materials. Children will use the traditional methods of tie-dye to create different patterns and will use this method to design their own t-shirt or pillowcase.
4	Roman Mosaics (Sculpture) In this unit, children will investigate the use of symbolism in art and will create a piece of artwork to portray a Roman myth. Children will explore a Roman mosaic inspired by examples the Romans left behind. They will finally use this inspiration to create a reproduction of an Ancient Roman artefact.	Charles Rennie Mackintosh (Painting) Children will explore who Charles Rennie Mackintosh is. Charles Rennie Mackintosh was an architect and a designer. He specialised in landscapes and flowers turning his paintings into textile prints for furniture and interior designs. Children will use this inspiration to produce a painting and turn it into a wallpaper design.	William Morris (Drawing) Children will find out who William Morris was, explore the Arts and Crafts Movement through practical activities, complete some still-life sketches of the objects that provided the inspiration for Morris's designs, explore printing presses and create their own printing designs.
5	Ancient Greek Art (Sculpture) Children will explore what they can learn about ancient Greek culture and daily life through art. Traditional Greek pottery	The Great Architect-Zaha Hadid (Drawing) Children will explore who Zaha Hadid is. Many of the buildings that Zaha Hadid designed were inspired by curves and	Alberto Giacometti (Sculpture) Explore the work of the Swiss sculptor, painter, draftsman and printmaker Alberto Giacometti. Investigate how to

	<p>designs including geometric patterns will be explored. Children will recreate paintings of Greek pottery, then design and create their own using paint and pen and evaluate the affects. Finally, they will create a clay amphora and decorate with their own pattern inspired by traditional Greek design.</p>	<p>lines found in nature. Children will have the opportunity to do some observational drawings of buildings in the local area. Finally, the children will pretend to be an architect and design their own building inspired by nature.</p>	<p>show different views for 3D models. Plan and draw sketches of 3D sculptures. Design, make and evaluate sculptures based on the work of Alberto Giacometti.</p>
6	<p>Famous Fashions (Drawing)</p> <p>Learn about a number of famous British fashion designers including local designer Paul Smith and think about what makes their products distinctive. Children will look at examples of costumes from some familiar film characters and find out about the people behind the designs. They will then design a costume for a character of their choice, thinking about how they can portray their character through their designs.</p>	<p>Aboriginal Art (Painting)</p> <p>Students will learn about the culture of the Australian Aborigines and explore the techniques used to create artwork telling dream time stories. They will design and create their own traditional dot paintings.</p>	<p>Flanders Fields (Painting)</p> <p>Explore the work of the artists officially commissioned to record the war, with a focus on Paul Nash's paintings. They will discover how art was used as a propaganda tool in the form of posters and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, children will create their own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.</p>

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Become a critical, reflective artist.	<p>Mark make in a sketchbook.</p> <p>Know what a sketchbook is.</p>	<ul style="list-style-type: none"> · Know how to sketch to make records in sketch books. 	<ul style="list-style-type: none"> · Know that sketchbooks can be used to edit and improve work. · Know and express clear preferences and give some reasons for these, when looking at creative work. 	<ul style="list-style-type: none"> · Know that a sketchbook can be used for different purposes, including recording, observations, planning and shaping ideas (<i>recording and experimenting in sketchbooks</i>). · Know that initial sketches can be developed into a painting. · Know and be able to explain how to use some of the tools and techniques they have chosen to work with. · Know how to reflect upon what they like and dislike about their work to improve it (for instance, they think carefully before explaining what they like and what they will do next, making judgements). 	<ul style="list-style-type: none"> · Know that a sketchbook can be used to improve understanding, inform ideas and plan outcomes (<i>sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome</i>). · Know and be able to demonstrate how tools, they have chosen to work with, should be used effectively and with safety. · Know that they need to regularly reflect upon their own work and use comparisons with the work of others (making judgements). 	<ul style="list-style-type: none"> · Know that a sketchbook can be used for a variety of purposes, including: recording observations, developing ideas, testing materials, planning, and recording information (<i>often independently</i>). · Know that shading can be explored to create mood and feeling. · Experiment with media to create emotion in art. · Know and describe the processes they are using and how they hope to achieve high quality outcomes. · Know that they need to regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ul style="list-style-type: none"> · Know how to systematically investigate, research and test ideas and plans using sketchbooks and other approaches (<i>sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>). · Know that feedback is used to make amendments and improvement to art · Know and use the technical vocabulary and techniques for modifying the qualities of different materials and processes. · Provide a reasoned evaluation of both their own and professional's work which takes

							account of the starting points, intentions, and context behind the work.
Drawing (Tone and line)	<p>Know that often drawings have subject of significance.</p> <p>Know that marks they make can have a meaning.</p> <p>- Knows that drawings can be based on observations</p> <p>- Knows that 2D shapes can be used to enhance the purpose of their marks</p> <p>Knows that details represent meaning in drawings</p>	<p>· Know how to experiment with tools and surfaces.</p> <p>· Know how to draw on experiences and feelings and begin to make drawings with some observation.</p> <p>· Know how to control marks made with different media.</p> <p>· Know what tone means. Investigate tone by drawing light / dark lines using pencil.</p> <p>· Know what texture means and produce a range of patterns.</p> <p>· Know what mark making is and begin to experiment.</p>		<p>· Know that different pencils create different tones.</p> <p>· Know that observation and imagination can inform drawings.</p> <p>· Know that pencil needs to be held correctly when drawing.</p> <p>· Know (that the flat edge of the pencil can be used for shading.</p> <p>· Know what tone is and explain.</p> <p>· Know that pattern can be used to create texture and produce an expanding range of patterns.</p> <p>· Know what mark-making is and be able to experiment with mark-making using alternative tools as well as pencils.</p>	<p>· Know the correct materials to use to create the desired outcome.</p> <p>· Know that accurate observations will support more accurate drawings.</p> <p>· Know that shadows, light and dark can be created through shading.</p> <p>· Know what tone, pattern and texture are and begin to use these in drawings.</p> <p>· Know what scale and proportion mean.</p> <p>· Know how to investigate the nature and qualities of different materials and processes systematically.</p>	<p>· Know which media and pencil techniques can be used to achieve a specific outcome.</p> <p>· Know the importance of different sources (including observation and photograph) in developing their own work.</p> <p>· Use and develop different styles of shading to create light and dark effects.</p> <p>· Know what line, tone, pattern, and texture are and include these in drawings.</p> <p>· Know that different viewpoints impact on drawing.</p> <p>· Know what a horizon line is and how this is used in drawing.</p>	<p>· Know which media and pencil techniques can be used to achieve a specific outcome.</p> <p>· Know the importance of different sources (including observation and photograph) in developing their own work and research independently.</p> <p>· Use and develop different styles of shading to create light and dark effects with confidence.</p> <p>· Know what line, tone, pattern, and texture are and include these in drawings confidently.</p> <p>· Know that tone can be used to achieve depth.</p> <p>· Know that each person works in a</p>

				<ul style="list-style-type: none"> · Know how to use pastels and colour blend. · Know how to develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques · Know how to select and use appropriately a variety of materials and techniques to create own work. 	<ul style="list-style-type: none"> · Know how to improve their technical skills and improve the quality of their work. 	<ul style="list-style-type: none"> · Know what perspective is and begin to use it in drawings. · Know how to investigate and exploit the potential of new and unfamiliar materials. · Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> different way, and they can develop their own style. · Know that artists use perspective and viewpoints. · Know what perspective is and create focal points in a drawing. · Know how to investigate and exploit the potential of new and unfamiliar materials. · Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
Painting	<ul style="list-style-type: none"> - Knows different brush sizes can produce different results. - Knows longer lines are made by using a sweeping movement. - Knows colours can be mixed and can comment on the changes. - Knows the names of different colours. 	<p>Know and describe a range of colours.</p> <p>Know how painting can create moods and feelings in artwork.</p>	<ul style="list-style-type: none"> · Know how to mix a range of secondary and tertiary colours. · Know what a colour wheel is and begin to discuss ideas. · Know why they have selected colours for their artwork and discuss this. · Know the different types of 	<ul style="list-style-type: none"> · Know what a tint is and be able to make tints of one colour by adding white. · Know that you can darken and lighten colours without using black / white. · Know why they have selected colours for their artwork and how it reflects mood. 	<ul style="list-style-type: none"> · Know what a tint, tone and shade is and know how to create these with white, grey, and black. · Know why colours have been chosen for a specific piece of work. · Know what equipment to use when given a specific painting task. 	<ul style="list-style-type: none"> · Know what a hue, tint, tone, and shade is. · Know that different colours can be mixed to give shades, tones, tints and be able to explain choices. · Know that colour can be used to express ideas, feelings, and mood. · Know how the paintbrush and 	<ul style="list-style-type: none"> · Know a range of harmonious and contrasting colours and where they are placed on the colour wheel. · Know that different colours can be mixed to give shades, tones, tints, and shades as well as further colour mixes. · Know which colours express certain feelings.

	<ul style="list-style-type: none"> - Knows painted pictures need to dry and be stored safely to prevent damage. - Knows to keep colour "clean" through washing brushes in between using colours 		<p>paints and begin to discuss why those types are better suited to a particular piece of work.</p>	<ul style="list-style-type: none"> · Know the different types of paints and say why different types are better suited to a particular piece of work. · Know how to clean a brush correctly. Know that different brushes are used for different pieces of work. 	<ul style="list-style-type: none"> · Know what colours reflect certain moods. · Know that different brush strokes can be used. Explore when they might be used. · Know that printing can be used to create art with different materials. · Know how to investigate the nature and qualities of different materials and processes systematically. · Know how to improve their technical skills and improve the quality of their work. 	<p>other tools can be used to make controlled types of marks and experiment with different effects and textures.</p> <ul style="list-style-type: none"> · Know how to create an accurate print design following given criteria. · Know how to investigate and exploit the potential of new and unfamiliar materials. · Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> · Know which brushstrokes create atmosphere and light effects. · Know that it is important to control the types of marks, brushstrokes used to create desired effects. · Know how to overprint to create different patterns · Know how to independently act to refine their technical and craft skills to improve their mastery of materials and techniques. · Know how to independently select and effectively use relevant processes to create successful and finished work.
<p>Sculpture (3D shape and form architecture)</p>		<ul style="list-style-type: none"> · Know that natural and man-made materials can be used to create sculpture. · Know how to create models from imagination and direct observation. 	<ul style="list-style-type: none"> · Know how to plan, shape, mould and make constructions from different materials. · Know how to develop practical skills by experimenting with 	<ul style="list-style-type: none"> · Know that surface patterns are made using a range of processes and produce intricate. · Know how to investigate and exploit the potential of new 	<ul style="list-style-type: none"> · Know that there are techniques for joining and securing pieces of clay together (e.g., score and slip technique). · Know how to investigate the 	<ul style="list-style-type: none"> · Know that there are techniques for joining and securing pieces of clay together and use these methods accurately. 	

		<ul style="list-style-type: none"> · Know how to join materials together and apply decorative techniques. · Know how to replicate patterns and textures in a 3D form. 	<p>and testing the qualities of a range of different materials and techniques</p> <ul style="list-style-type: none"> · Know how to select and use appropriately a variety of materials and techniques to create own work. · Know sculptural forms in the environment and use these as inspiration for their own work. 	and unfamiliar materials.	nature and qualities of different materials and processes systematically.	<ul style="list-style-type: none"> · Know how to roll a slab out and make into a pot. · Know different ways of finishing work (e.g., glaze, paint, polish, varnish). · Know what relief and freestanding work is and the types of media that can be used. · Know that a range of media can be selected (due to their properties) for different purposes. 	
Study of Great Artists	Know there are different styles of art.	<p>Know about a piece of artwork linked to an artist.</p> <p>Know there are different types of artists.</p> <p>Know how to begin to critique a piece of artwork.</p>	<ul style="list-style-type: none"> · Know that different forms of creative works are made by artists, crafts people, and designers, from all cultures and times. Know similarities and differences between different artists work. 	<ul style="list-style-type: none"> · Know and discuss the work of other sculptors, artists, crafts people, and designers. · Know how to identify the techniques used by different artists. · Know how to compare the work of different artists. · Know and recognise when art is from different cultures 	<ul style="list-style-type: none"> · Know the work of other sculptors, architects, artists and how these have influenced their own work/designs. · Know the styles used by other artists and experiment with them. · know how different artists developed their specific techniques · explain some of the features of art 	<ul style="list-style-type: none"> · Know, through research, the work of an artist and use their work to replicate a style (taking account of their cultural context and intentions). · Know that there are different concepts linked with the different styles of art. 	<ul style="list-style-type: none"> · Know and explain the style of art used and how it has been influenced by a famous artist or artists. · Understand what a specific artist is trying to achieve in a piece of work. · Understand why art can be very abstract and what message the artist is trying to convey. · Know and explain the different

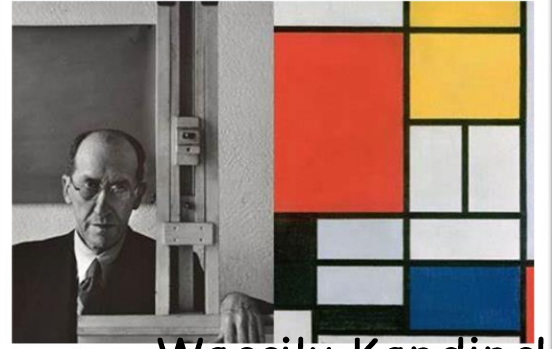
				· Know and recognise when art is from different historical periods.	from historical periods.		concepts of traditional, modern, and contemporary art.
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Artists That Inspire Us at Woodborough Woods

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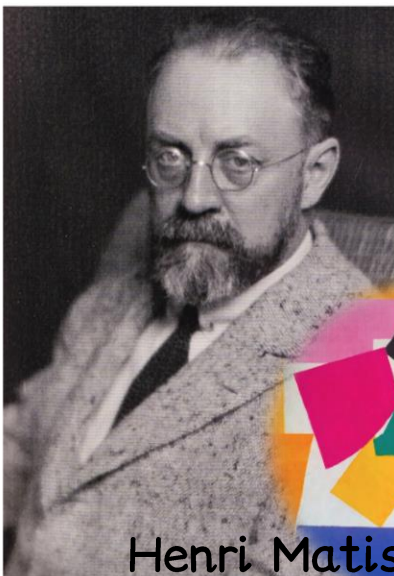
Julie Mehretu



Wassily Kandinsky



Tomas Saraceno



Henri Matisse



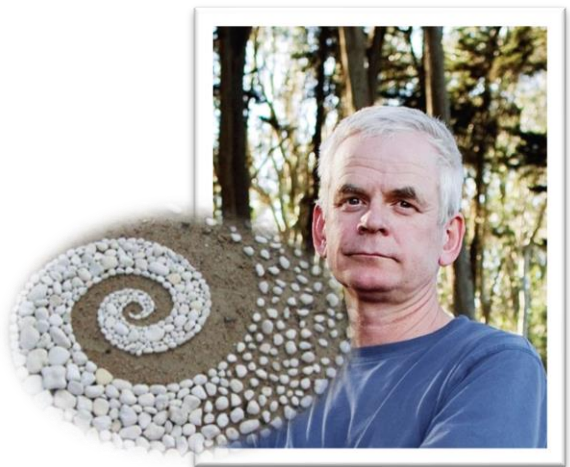
Vincent Van Gogh

Artists That Inspire Us at Woodborough Woods

Key Stage 1

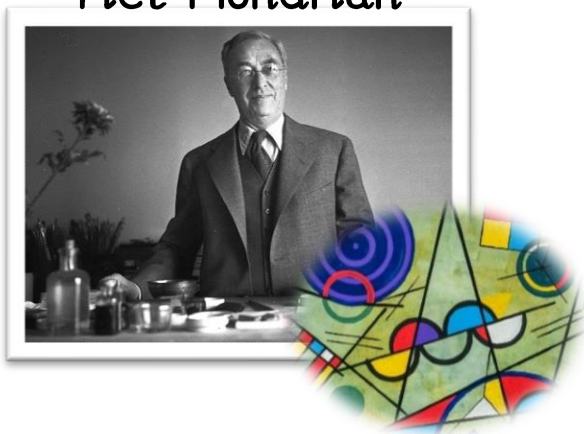


Yayoi Kusama

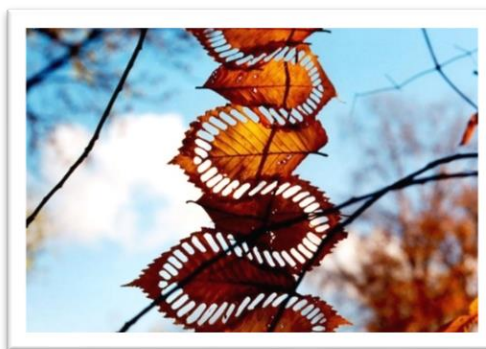


Andy Goldsworthy

Piet Mondrian



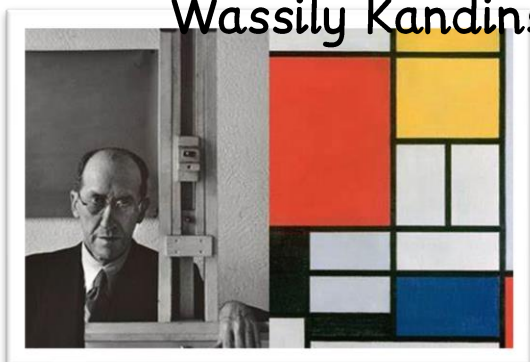
Walter Mason



Alma Thomas



Wassily Kandinsky

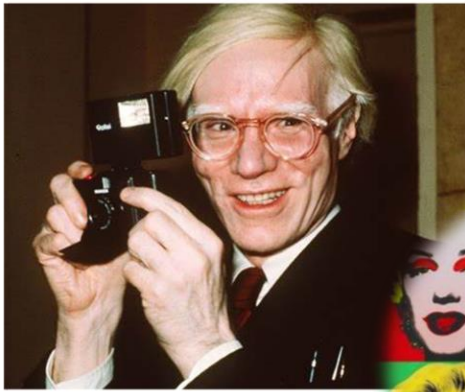


Judith Scott

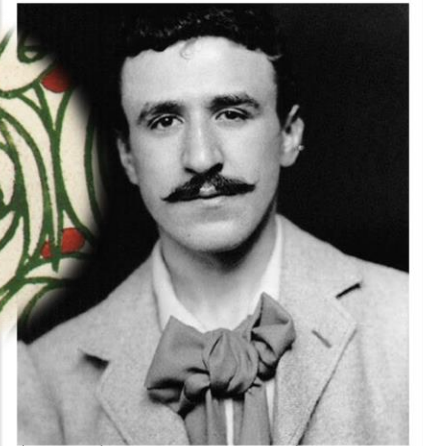


Artists That Inspire Us at Woodborough Woods

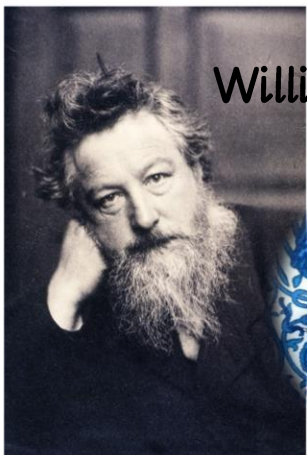
Key Stage 2



Andy Warhol



Charles Rennie
Mackintosh



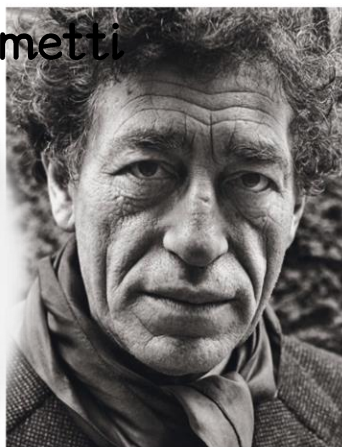
William Morris



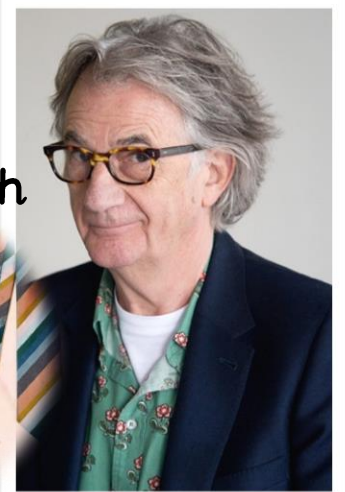
Zaha Hadid



Alberto Giacometti



Paul Smith



Year 1



National Curriculum Aims:

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.

Yayoi Kusama		Alma Thomas		Animal Art
In this unit children will discover who Yayoi Kusama is. They will explore her sculptures, her collection with Louis Vuitton and her polka dot paintings. Children will have the opportunity to learn how to create polka dots through different techniques and will produce their own pumpkin sculpture inspired by her latest artwork.		Children will discover the work of Alma Thomas and abstract art. Alma Thomas was inspired by bright and bold colours and wanted to inspire others to create art in which made them happy. Children will concentrate on expressing emotion through their art.		Children will explore and investigate texture, patterns and line art in this unit. Children will have the opportunity to produce drawings and paintings that are associated with animals and living things.
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge
To know that Yayoi Kusama did a collection with Louis Vuitton. To know that Yayoi Kusama is known for being the princess of polka dots. To know that Yayoi Kusama is famous for her paintings, fashion, sculptures and installations in galleries. To know that Yayoi Kusama's mother did not want her to be an artist and tried to discourage Yayoi from going to art school. To know how to use the rolling technique to form a sculpture.		To know Alma Thomas was an African American artist and teacher. To know Alma Thomas specialises in abstract art. To know she loved using bright, bold colours in her paintings. To know she encouraged others to create art which made them happy.		To know how to hold a pencil to shade. To know how to draw to scale. To know how to apply pressure to shade in a darker tone. To know that tone means light and dark.
Key Vocabulary		Key Vocabulary		Key Vocabulary
Dot, clay, shape, tools, roll, press, squash, moulding, kneading		Paint, colours, change, mix, light, dark, paintbrush		Line, portrait, landscape, tone, texture, shape, straight, curved, light, dark, rough, smooth, pattern, mark making, tone, recreate
Become a critical, reflective artist.	Drawing	Painting	Sculpture	Study of Great Artists
· Know how to sketch to make records in sketch books.	· Know how to experiment with tools and surfaces. · Know how to draw on experiences and feelings and begin to make drawings with some observation. · Know how to control marks	· Know and describe a range of colours. · Know how painting can create moods and feelings in artwork.	· Know that natural and man-made materials can be used to create sculpture. · Know how to create models from imagination and direct observation. · Know how to join materials together and	Know about a piece of artwork linked to an artist. Know there are different types of artists. Know how to begin to critique a piece of artwork.

	<p>made with different media.</p> <ul style="list-style-type: none"> · Know what tone means. Investigate tone by drawing light / dark lines using pencil. · Know what texture means and produce a range of patterns. · Know what mark making is and begin to experiment. 		<p>apply decorative techniques.</p> <ul style="list-style-type: none"> · Know how to replicate patterns and textures in a 3D form. 	
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Year 2



National Curriculum Aims:

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.

Andy Goldsworthy and Walter Mason		Judith Scott	Colour Creations	
Children will be introduced to the work of Andy Goldsworthy and Walter Mason. They will think about and describe the colours, shapes, patterns and materials they both use within their works of art. Children will be challenged to recreate works of art by selecting the appropriate materials to use. Children will then have the opportunity to photograph their artwork and produce a collage.		Children will explore the process of weaving inspired by Judith Scott. Judith Scott used everyday materials such as a chair, a wire hanger, an umbrella. or even a shopping cart to begin her weaving sculptures. Children will have the opportunity to weave with various materials and how to add additional objects into the weave.	Children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.	
Sticky Knowledge		Sticky Knowledge	Sticky Knowledge	
To know that both Andy Goldsworthy and Walter Mason are land artists and use natural materials. To know both Andy Goldsworthy and Walter Mason photograph their own artwork. To know Walter Mason was inspired by Andy Goldsworthy. To know materials can be overlapped and overlaid to add texture.		To know that Judith Scott was born with Down Syndrome and deaf. To know Judith Scott was inspired by Sylvia Severy and her innovative techniques in papermaking from the 1970s. To know that Judith Scott used everyday materials, layers of string, threads and paper towels to weave.	To know that Kandinsky was known for his abstract modern art. To know Mondrian is well known for his cubism art. To know that the primary colours are red, yellow and blue. To know that secondary colours are colours that are created by mixing two primary colours. To know that different amounts of paint and water can be used to mix hues of secondary colours.	
Key Vocabulary		Key Vocabulary	Key Vocabulary	
Carving, sculpture, construct, environmental artist.		Weaving, thread, materials, wire	Hues, Alter, brush, painting, colour, primary, secondary, warm, cool, watercolour, lighter, darker, mixing, layering,	
Become a critical, reflective artist.	Drawing	Painting	Sculpture	Study of Great Artists
<ul style="list-style-type: none"> · Know that sketchbooks can be used to edit and improve work. · Know and express clear preferences and give some reasons for these, when looking at creative work. 		<ul style="list-style-type: none"> · Know how to mix a range of secondary and tertiary colours. · Know what a colour wheel is and begin to discuss ideas. · Know why they have selected colours for their 	<ul style="list-style-type: none"> · Know how to plan, shape, mould and make constructions from different materials. · Know how to develop practical skills by experimenting with and testing the qualities of a range of different 	<ul style="list-style-type: none"> · Know that different forms of creative works are made by artists, crafts people, and designers, from all cultures and times. · Know similarities and differences between different artists work.

		<p>artwork and discuss this.</p> <ul style="list-style-type: none"> · Know the different types of paints and begin to discuss why those types are better suited to a particular piece of work. 	<p>materials and techniques.</p> <ul style="list-style-type: none"> · Know how to select and use appropriately a variety of materials and techniques to create own work. · Know sculptural forms in the environment and use these as inspiration for their own work. 	
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Year 3



National Curriculum Aims:

Pupils should be taught:

- 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.

Stone Age Art		Pop Art Andy Warhol		Tie Dye	
This unit consists of exploring the history and style of cave paintings, and recreating cave paintings using a variety of painting techniques. Children will also research into and recreate textile products from the Stone Age. Children will create their own jewellery inspired by those who lived during the Stone Age.		Discover the pop art movement and the work of Andy Warhol. Children will create their own self-portraits inspired by Warhol and use a range of mixed media. They will use objects of popular culture to create pop art.		Explore the long historical roots in many different countries. Children will investigate how to create tie-dye patterns on different materials. Children will use the traditional methods of tie-dye to create different patterns and will use this method to design their own t-shirt or pillowcase.	
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
To know that cave art paintings were commonly of animals and human figures. To know that those who lived during the Stone Age made their own paint by using charcoal, different coloured rocks, animal blood and berries. To know that the jewellery was made by shells, animal teeth, animal bones and stones. To know what Stone Age jewellery looked like.		To know Andy Warhol was a filmmaker and artist. To know Andy Warhol used imagery from popular culture. To know Andy Warhol was best known for his bright, colourful paintings and prints of celebrities and everyday products.		To know the process of tie-dye consists of folding fabric before binding with string or rubber bands, followed by the application of dye. To know tie-dye originated from India where it was used in ceremonies. To know that every tie dye product is unique and cannot be replicated.	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
Tinting, shade, palette		Proportion, background, foreground		Folding, twisting, pleating, crumpling, washes	
Become a critical, reflective artist.	Drawing	Painting	Sculpture	Study of Great Artists	
<ul style="list-style-type: none"> · Know that a sketchbook can be used for different purposes, including recording, observations, planning and shaping ideas (<i>recording and experimenting in sketchbooks</i>). · Know that initial sketches can be developed into a painting. · Know and be able to explain how to use some of the tools and 	<ul style="list-style-type: none"> · Know that different pencils create different tones. · Know that observation and imagination can inform drawings. · Know that pencil needs to be held correctly when drawing. · Know (that the flat edge of the pencil can be used for shading. · Know what tone is and explain. 	<ul style="list-style-type: none"> · Know what a tint is and be able to make tints of one colour by adding white. · Know that you can darken and lighten colours without using black / white. · Know why they have selected colours for their artwork and how it reflects mood. · Know the different types of paints and say why different 	<ul style="list-style-type: none"> · Know that surface patterns are made using a range of processes and produce intricate. · Know how to investigate and exploit the potential of new and unfamiliar materials. 	<ul style="list-style-type: none"> · Know and discuss the work of other sculptors, artists, crafts people, and designers. · Know how to identify the techniques used by different artists. · Know how to compare the work of different artists. · Know and recognise when art is from different cultures 	

<p>techniques they have chosen to work with.</p> <p>· Know how to reflect upon what they like and dislike about their work to improve it (for instance, they think carefully before explaining what they like and what they will do next, making judgements).</p>	<p>· Know that pattern can be used to create texture and produce an expanding range of patterns.</p> <p>· Know what mark-making is and be able to experiment with mark-making using alternative tools as well as pencils.</p> <p>· Know how to use pastels and colour blend.</p> <p>· Know how to develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques</p> <p>· Know how to select and use appropriately a variety of materials and techniques to create own work.</p>	<p>types are better suited to a particular piece of work.</p> <p>· Know how to clean a brush correctly. Know that different brushes are used for different pieces of work.</p>		<p>· Know and recognise when art is from different historical periods.</p>
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Year 4



National Curriculum Aims:

Pupils should be taught:

- 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.

Roman Mosaics		Charles Rennie Mackintosh		William Morris	
In this unit, children will investigate the use of symbolism in art and will create a piece of artwork to portray a Roman myth. Children will explore a Roman mosaic inspired by examples the Romans left behind. They will finally use this inspiration to create a reproduction of an Ancient Roman artefact.		Children will explore who Charles Rennie Mackintosh is. Charles Rennie Mackintosh was an architect and a designer. He specialised in landscapes and flowers turning his paintings into textile prints for furniture and interior designs. Children will use this inspiration to produce a painting and turn it into a wallpaper design.		Children will find out who William Morris was, explore the Arts and Crafts Movement through practical activities, complete some still-life sketches of the objects that provided the inspiration for Morris's designs, explore printing presses and create their own printing designs.	
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
To know Roman mosaics were made up of stones (marble and limestone) and glass. To know mosaics were a statement of wealth and importance. To know that the Romans were inspired by the Greeks to make mosaics. To know the Romans used a hammer and hardie to craft the mosaics. To know how to use tools to shape, cut and join clay together.		To know that Charles Rennie Mackintosh was an architect, designer, water colourist and artist. To know Charles Rennie Mackintosh was inspired by Japanese designs. To know that Charles Rennie Mackintosh specialised in landscapes and flowers turning his paintings into textile prints for furniture and interior designs. To know that a pattern is a design in which shapes, colours or lines are repeated.		To know William Morris was inspired by nature and natural objects. To know William Morris was a British textile designer, poet, artist and fantasy writer. To know William Morris was known for his furniture designs, fabrics, stained glass, fabrics and wallpaper. To know how to use tone and intricate mark making to show proportion and perspective.	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
slip, score		Complementary, architect, landscapes, interior designs.		Horizontal, vertical, thickness, visual texture, tactile texture, shading, hatching, cross-hatching, patterned, plain, observation,	
Become a critical, reflective artist.	Drawing	Painting	Sculpture	Study of Great Artists	
· Know that a sketchbook can be used to improve understanding, inform ideas and plan outcomes (<i>sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome</i>).	· Know the correct materials to use to create the desired outcome. · Know that accurate observations will support more accurate drawings. · Know that shadows, light and dark can be created through shading.	· Know what a tint, tone and shade is and know how to create these with white, grey, and black. · Know why colours have been chosen for a specific piece of work. · Know what equipment to use when given a specific painting task.	· Know that there are techniques for joining and securing pieces of clay together (e.g., score and slip technique). · Know how to investigate the nature and qualities of different materials and processes systematically.	· Know the work of other sculptors, architects, artists and how these have influenced their own work/designs. · Know the styles used by other artists and experiment with them. · Know how different artists	

<ul style="list-style-type: none"> · Know and be able to demonstrate how tools, they have chosen to work with, should be used effectively and with safety. · Know that they need to regularly reflect upon their own work and use comparisons with the work of others (making judgements). 	<ul style="list-style-type: none"> · Know what tone, pattern and texture are and begin to use these in drawings. · Know what scale and proportion mean. · Know how to investigate the nature and qualities of different materials and processes systematically. · Know how to improve their technical skills and improve the quality of their work. 			<p>developed their specific techniques</p> <ul style="list-style-type: none"> · Explain some of the features of art from historical periods.
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Year 5



National Curriculum Aims:

Pupils should be taught:

- 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.

Ancient Greek Art		The Great Architect- Zaha Hadid		Alberto Giacometti	
Children will explore what they can learn about ancient Greek culture and daily life through art. Traditional Greek pottery designs including geometric patterns will be explored. Children will recreate paintings of Greek pottery, then design and create their own using paint and pen and evaluate the affects. Finally, they will create a clay amphora and decorate with their own pattern inspired by traditional Greek design.		Children will explore who Zaha Hadid is. Many of the buildings that Zaha Hadid designed were inspired by curves and lines found in nature. Children will have the opportunity to do some observational drawings of buildings in the local area. Finally, the children will pretend to be an architect and design their own building inspired by nature.		Explore the work of the Swiss sculptor, painter, draftsman and printmaker Alberto Giacometti. Investigate how to show different views for 3D models. Plan and draw sketches of 3D sculptures. Design, make and evaluate sculptures based on the work of Alberto Giacometti.	
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
To know that the Greeks used pottery for containing liquids such as wine, water and perfume. To know the pottery was decorated with figures of humans, gods and animals. To know the pottery was made from clay and then fired into an oven at a high temperature. To know that the iron in the clay gave the pottery the rich orange-red colour. To know how mould and form malleable materials using complex techniques. To know how to finish and present work to a good standard.		To know Zaha Hadid designs were inspired by curves and lines found in nature. To know Zaha Hadid was the first woman to be awarded the Pritzker Architecture Prize. To know Zaha Hadid was best known for her designs for the London Aquatics Centre for the Olympics 2012, the Broad Art Museum and the Guangzhou Opera House. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.		To know Alberto Giacometti was a painter and a sculpture. To know Alberto Giacometti is best known for his sculptures of solitary figures. To know Alberto Giacometti was inspired by artistic styles such as Cubism and Surrealism. To know how to shape materials for a purpose and position.	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
Blend, slabs, coil,		Perspective, horizon line, relief textures, implied texture, light and dark values, viewpoint, contours, depth, focal point		Position, solitary figures, cubism, surrealism.	
Become a critical, reflective artist.	Drawing	Painting	Sculpture	Study of Great Artists	
· Know that a sketchbook can be used for a variety of purposes, including: recording observations, developing ideas,	· Know which media and pencil techniques can be used to achieve a specific outcome. · Know the importance of different sources	· Know what a hue, tint, tone, and shade is. · Know that different colours can be mixed to give shades, tones,	· Know that there are techniques for joining and securing pieces of clay together and use these methods accurately.	· Know, through research, the work of an artist and use their work to replicate a style (taking account of their cultural	

<p>testing materials, planning, and recording information <i>(often independently)</i>.</p> <ul style="list-style-type: none"> · Know that shading can be explored to create mood and feeling. · Experiment with media to create emotion in art. · Know and describe the processes they are using and how they hope to achieve high quality outcomes. · Know that they need to regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<p>(including observation and photograph) in developing their own work.</p> <ul style="list-style-type: none"> · Use and develop different styles of shading to create light and dark effects. · Know what line, tone, pattern, and texture are and include these in drawings. · Know that different viewpoints impact on drawing. · Know what a horizon line is and how this is used in drawing. · Know what perspective is and begin to use it in drawings. · Know how to investigate and exploit the potential of new and unfamiliar materials. · Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<p>tints and be able to explain choices.</p> <ul style="list-style-type: none"> · Know that colour can be used to express ideas, feelings, and mood. · Know how the paintbrush and other tools can be used to make controlled types of marks and experiment with different effects and textures. · Know how to create an accurate print design following given criteria. · Know how to investigate and exploit the potential of new and unfamiliar materials. · Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> · Know how to roll a slab out and make into a pot. · Know different ways of finishing work (e.g., glaze, paint, polish, varnish). · Know what relief and freestanding work is and the types of media that can be used. · Know that a range of media can be selected (due to their properties) for different purposes. 	<p>context and intentions).</p> <ul style="list-style-type: none"> · Know that there are different concepts linked with the different styles of art.
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Year 6



National Curriculum Aims:

Pupils should be taught:

- 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.

Famous Fashions		Aboriginal Art		Flanders Fields	
Learn about a number of famous British fashion designers including local designer Paul Smith and think about what makes their products distinctive. Children will look at examples of clothing made by designers and find out about the inspiration behind the designs. They will then design a clothing item of their choice, thinking about how they can portray their identity through their designs.		Students will learn about the culture of the Australian Aborigines and explore the techniques used to create artwork telling dream time stories. They will design and create their own traditional dot paintings.		Explore the work of the artists officially commissioned to record the war, with a focus on Paul Nash's paintings. They will discover how art was used as a propaganda tool in the form of posters and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, children will create their own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.	
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
To know Paul Smith is from Nottingham. To know how to use research, photographs and observation to develop understanding. To use a systematic independent approach to research, test and develop ideas. To know how to draw upon their experience of creative work and their research to develop their own creative outcome.		To know aboriginal art is the oldest form of artist expression in the world. To know aboriginal is closely linked to religious ceremonies and rituals. To know yellow (representing the sun), brown (the soil), red (desert sand) and white (the clouds and the sky) are traditional aboriginal colours. To know dot paintings were painted on rocks and in caves. To know the paintings were mostly images of animals and lakes.		To know that Paul Nash was a British painter, war artist and photographer. To know how to manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. To know how cultural and historical context may influence and inspire creative work.	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
Systematic approach, observation, contour		Acrylic, tertiary, analogous/harmonious		Atmosphere, mood, tonal effects.	
Become a critical, reflective artist.	Drawing	Painting	Sculpture	Study of Great Artists	
· Know how to systematically investigate, research and test ideas and plans using sketchbooks and other approaches (<i>sketchbooks will show in advance how work will be produced and how the qualities of</i>	· Know which media and pencil techniques can be used to achieve a specific outcome. · Know the importance of different sources (including observation and photograph) in developing their own work and research independently.	· Know a range of harmonious and contrasting colours and where they are placed on the colour wheel. · Know that different colours can be mixed to give shades, tones, tints, and shades as well as further colour mixes.	· Know that there are techniques for joining and securing pieces of clay together and use these methods accurately. · Know how to roll a slab out and make into a pot. · Know different ways of finishing work (e.g., glaze,	· Know and explain the style of art used and how it has been influenced by a famous artist or artists. · Understand what a specific artist is trying to achieve in a piece of work.	

<p><i>materials will be used).</i></p> <ul style="list-style-type: none"> · Know that feedback is used to make amendments and improvement to art · Know and use the technical vocabulary and techniques for modifying the qualities of different materials and processes. · Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions, and context behind the work. 	<ul style="list-style-type: none"> · Use and develop different styles of shading to create light and dark effects with confidence. · Know what line, tone, pattern, and texture are and include these in drawings confidently. · Know that tone can be used to achieve depth. · Know that each person works in a different way, and they can develop their own style. · Know that artists use perspective and viewpoints. · Know what perspective is and create focal points in a drawing. · Know how to investigate and exploit the potential of new and unfamiliar materials. · Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> · Know which colours express certain feelings. · Know which brushstrokes create atmosphere and light effects. · Know that it is important to control the types of marks, brushstrokes used to create desired effects. · Know how to overprint to create different patterns · Know how to independently act to refine their technical and craft skills to improve their mastery of materials and techniques. · Know how to independently select and effectively use relevant processes to create successful and finished work. 	<p>paint, polish, varnish).</p> <ul style="list-style-type: none"> · Know what relief and freestanding work is and the types of media that can be used. · Know that a range of media can be selected (due to their properties) for different purposes. 	<ul style="list-style-type: none"> · Understand why art can be very abstract and what message the artist is trying to convey. · Know and explain the different concepts of traditional, modern, and contemporary art.
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