



Art and Design

Curriculum: Long Term Planning

Nursery

Expressive Arts

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Work will be displayed in the classroom.

Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Autumn 1

All About Me

I can explore different materials freely, in order to develop my ideas about how to use them and what to make.
 I can use various construction materials
 I can manipulate play dough (roll, knead)

Autumn 2

Stories & Celebrations	I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) I can recognise and name colours.
Spring 1	
Animal Fun	I can join different materials and explore different textures. I can draw identifiable pictures I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control
Spring 2	
Growing Up	I can talk about what I am creating I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'
Summer 1	
Adventures Under the Sea	I can draw a person with identifiable features I can develop my own ideas and then decide which materials to use to express them.
Summer 2	
A Taste of the World	I have been exposed to a different range of artists I can show interest and describe the texture of things

Reception

Expressive A Creating with Materials

Being Imaginative and Expressive

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Work will be displayed in the classroom.

Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

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Autumn 1

Who Helps Us?

Join in with songs
 Beginning to mix colours
 Build stories around toys (small world) use available props to support role play
 Build models using construction equipment.
 Junk modelling, take picture of children's creations and record them explaining what they did.
 Exploring sounds and how they can be changed, tapping out of simple rhythms.
 Play pitch matching games, humming or singing
 To draw a self-portrait (enclosing lines): draw definite features
 Observational drawings
 Feelings: taking photos of children acting out emotions
 Drama conventions through literacy

Autumn 2

Into the Woods

Use different textures and materials to make firework pictures
 Listen to music and make their own dances in response.
 Christmas decorations, Christmas cards, Christmas songs/poems
 The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.
 Shadow Puppets
 Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue
 Role Play of The Nativity
 Music: Christmas Songs
 Drama conventions through literacy

Spring 1

Space

Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus
 I can explore how colour can be changed
 I can talk about a famous artist.
 Making lanterns, Chinese writing, puppet making, Chinese music and composition
 I can recognise, create and describe pattern: tiger skin
 Drama conventions through literacy

Spring 2

<p>Minibeasts and Megabeasts</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants I can combine media to make a collage Andy Goldsworthy natural art Drama conventions through literacy</p>
<p>Summer 1</p>	
<p>Food Glorious Food</p>	<p>Collage Pastel drawings, Artist focus Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively: papier mache: working in pairs I can use various construction materials Drama conventions through literacy Exploration of other countries – dressing up in different costumes Learn a traditional song and dance and perform it / Encourage children to create their own music.</p>
<p>Summer 2</p>	
<p>Imagine</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing. Colour mixing Father's Day Crafts Making models from recycled materials Using clay to make a coil pot Drama conventions through literacy</p>

Year 1	Learning Outcomes	National Curriculum Skills	Key vocabulary
Autumn 1			
<p>Drawing: Make your Mark Bridget Riley Wassily Kandinsky</p>	<p>Know how to create different types of lines. Explore line and mark-making to draw water Draw with different media Develop an understanding of mark making</p>	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn 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 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 To evaluate and analyse creative works using the language of art, craft and design. 	<p>Line, vertical, Horizontal, Diagonal Wavy, Cross-hatch, optical art Water, 2D shapes, 3D shapes Abstract, Contemporary Drawing mediums, Narrative Printing, Shade Form, Shape, continuous, marks mark making, line, look observe, cross-hatching dots, circles, lightly, firmly, experiment shadow, light and dark, thick straight, charcoal, pastels chalk</p>
Autumn 2			
<p>Colour Jasper Johns Clarice Cliff</p>	<p>Investigate how to mix secondary colours. Apply knowledge of colour mixing when painting. Explore colour when printing Experiment with paint mixing to make a range of secondary colours Apply their painting skills when working in the style of an artist.</p>	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Primary colours Secondary colours, Mix Blend, Pattern, Shape Kaleidoscope, Texture Space, Shade, Hue Design, Concentric circles Silhouette</p>
Spring 1			
<p>Winterscapes L.S. Lowry</p>	<p>Identifying the key features of a landscape Explore different textures</p>	<ul style="list-style-type: none"> To Use a range of materials creatively to design and make products 	<p>Horizon, Landscape Texture, Colour</p>

	<p>Paint using different tints and shades Reproduce and apply an artist's colour range to their own work Create details using controlled painting and other materials and objects</p>	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn 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 • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To use a range of materials creatively to design and make products 	<p>Shade, Tint, collage</p>
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Spring 2

<p>Paper Play</p>	<p>Roll paper to make 3D structures. Shape paper to make a 3D drawing. Apply paper-shaping skills to make an imaginative sculpture Work collaboratively to plan and create a sculpture.</p>	<ul style="list-style-type: none"> • 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 • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using shape, form and space 	<p>Sculpture, three-dimensional Cylinder, concertina Overlap, spiral, three-dimensional zig-zag, carving, mosaic</p>
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		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to learn 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. 	
Summer 1			
Living Things Sculptures and Collages	Create a pattern from clay Create a 3D model of a creature	<ul style="list-style-type: none"> To use sculpture to develop and share their ideas To develop art and design and techniques in using pattern To use a range of materials creatively to design and make products To use their experiences and imagination To learn about the work of a range of artists, craft makers and designers 	Pattern, Etching, Insect Exoskeleton, Invertebrate Omnivore, Carnivore, Herbivore 3D, Camouflage, Recycled
Summer 2			
Landscape using different media Vincent Van Gogh Pierre-Auguste Renoir Joaquin Sorolla Peder S Kroyer	Identifying the key features of a landscape Exploring different textures Paint using different tints and shades Reproduce and apply an artist's colour range to their own work Create details using controlled painting and other materials and objects	<ul style="list-style-type: none"> 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 Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Horizon, Landscape, Sea, Beach Texture, Colour, Tint, Shade, Collage

Year 2	Learning Outcomes	National Curriculum Skills	Key vocabulary
Autumn 1			
Human Form Damien Hirst Julian Opie	Create body sculptures Draw and decorate a skull Create a collage Create a self-portrait	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn 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 	Alphabet, Letterforms, Dexterous Damien Hirst, Skull, Pattern Trace, Sketch, Face, Features Beauty, Collage, Self-portrait Julian Opie
Autumn 2			
Colour and Tone (Great Fire)	Explore colour when printing Experiment with paint mixing to make a range of secondary colours Experiment with colour and collage to produce a Tudor painting	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Pattern, Shape, Kaleidoscope Texture, Space., Shade, Hue Primary colour, Secondary colour Pattern, Tudor style house Shade, Form Print, 2D shape, 3D shape
Spring 1			
Drawing: Tell a Story	Develop a range of mark making techniques. Explore and experiment with mark-making to create textures. Develop observational drawing.	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Charcoal, lines, marks mark-making, thick, thin blending, feel, hatching, mark, scribbling, stippling, texture

	<p>Understand how to apply expressions to illustrate a character. Develop illustrations to tell a story.</p>	<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space' • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]' • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use a range of materials creatively to design and make products. 	<p>tool, touch, mark-making, observation outline, sketch, texture, tone, emoji emotion, expression, feeling illustrator, illustration mark-making, character, concertina frame, re-tell, story, storyboard</p>
Spring 2			
<p>Sculptures and Collages</p>	<p>Use my hands as a tool to shape clay Shape a pinch pot and join clay shapes as decoration Use impressing and joining techniques to decorate a clay tile Use drawing to plan the features of a 3D model Make a 3D clay tile from a drawn design</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To know 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. 	<p>Roll, smooth, flatten, shape Cut, pinch pot, thumb pot Ceramic, glaze, score Slip, sculpture, plaster, casting negative space, 3D, in relief surface, detail, impressing, score</p>

		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	
Summer 1			
<p>Craft and design: Map it out Josef Albers</p>	<p>Investigate maps as a stimulus for drawing. Learn and apply the steps of the felt-making process. Experiment with a craft technique to develop an idea. Develop ideas and apply craft skills when printmaking. Present artwork and evaluate it against a design brief.</p>	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. 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. 	<p>Imaginary, inspired, pattern, shape Texture, felt, fibre, wool roving Pattern, detail, abstract, composition Mosaic, overlap, stained glass Transparent, 3D art, mobile negative print, printmaking printing tile, composition, curator design brief, gallery, evaluate, inspired</p>
Summer 2			
<p>Mixed Media: superheroes Roy Lichtenstein</p>	<p>Create 3D human forms draw faces that express different emotions Work together to create a large piece of artwork</p>	<ul style="list-style-type: none"> 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 Be taught 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 	<p>Superhero, Emoji, Face Features, Pose, Wire, Limbs Torso, Joints Roy Lichtenstein, Comic Pop Art, Primary Colours Print, Colour wash, Pastels shadowing</p>
		<ul style="list-style-type: none"> 	

Year 3	Learning Outcomes	National Curriculum Skills	Key vocabulary
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Autumn 1

<p>Prehistoric Art</p>	<p>Apply understanding of prehistoric man-made art Understand scale to enlarge drawings in a different medium Explore how natural products produce pigments to make different colours Select and apply a range of painting techniques Apply painting skills when creating a collaborative artwork</p>	<ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms • 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 • Improve their mastery of art and design techniques, including drawing, painting and sculpture • About great artists, architects and designers in history 	<p>Prehistoric, Sketch, Proportion Charcoal, Prehistoric, Proportion Scaled up, Smudging, Texture Tone, Cave drawings, Pigment Cave style painting, Composition Handprint, Negative image Positive image</p>
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Autumn 2

<p>Puppets Carl Giles</p>	<p>Draw cartoon characters, inspired by the style of other artists Use different materials to make a three-dimensional artwork</p>	<ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • 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 improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal paint, clay] 	<p>Carl Giles, Characters, Cartoon 3D, Craft, Puppet, Shadow</p>
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Spring 1			
<p>Growing Artists Georgia O'Keefe</p>	<p>Recognise how artists use shape in drawing Understand how to create tone in drawing by shading. Understand how texture can be created and used to make art Apply observational drawing skills to create detailed studies Explore composition and scale to create abstract drawings</p>	<ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revise 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 	<p>Arrangement, Geometric, Line, Objects, Organic, Shape, Blend Dark, Even tones, Grip, Light, Shading Smooth, Tone, Cut, Frottage, Pressure Rubbing, Surface, Botanical, Botanist Flower, Form, Magnified, Petal Scientific, Shape, Stem, Study, Tear Texture, Tool, Abstract, Expressive Frame, Mark-making, Scale viewfinder</p>
Spring 2			
<p>Formal Elements of Art</p>	<p>Develop a range of mark-making techniques Create patterns using printing techniques Create patterns using a stamp Create patterns using reflection and symmetry Create a geometric pattern</p>	<ul style="list-style-type: none"> Create sketchbooks to record their observations and use them to review and revisit ideas 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 Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Charcoal, Mark-making, Abstract, Playdough, Print, Pattern, Tessellation 2D Shapes, Symmetry, Compass</p>
Summer 1			
<p>Sculpture and 3D: Abstract and Space Anthony Caro Ruth Asawa</p>	<p>Explore how shapes and negative spaces can be represented by three dimensional forms. Manipulate a range of materials Join and create free standing structures</p>	<ul style="list-style-type: none"> Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design Create sketch books to record their observations and use them to review and revisit ideas 	<p>Shape, Negative, 3D, Manipulate Free standing, Inspired</p>

		<ul style="list-style-type: none"> • Improve their mastery of art and design techniques • Learn about great artists, architects and designers in history 	
Summer 2			
Craft	<p>Create a mood board</p> <p>Create tie-dyed materials</p> <p>Learn what paper weaving is and create a piece of art using this method</p> <p>Weave using different materials</p>	<ul style="list-style-type: none"> • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques • Learn about great artists, architects and designers in history 	Mood board, Decorate, Palette Tie dye, Pattern, Weave Warp, Weft, Natural, Synthetic

Year 4	Learning Outcomes	National Curriculum Skills	Key vocabulary
Autumn 1			
Formal Elements of Art	<p>Recognise and draw simple geometric shapes found in everyday objects</p> <p>Recognise and apply geometry when drawing</p> <p>Create and form shapes using soft modelling wire</p> <p>Apply even layers of pencil tone when shading</p> <p>Show tone by shading</p>	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials • 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] 	Geometric, Shapes, 2D, Wire, Sculpture, Shading, Tone, Light, Dark
Autumn 2			
Painting and mixed media: Light and Dark	<p>Investigate different ways of applying paint</p> <p>Mix tints and shades of a colour</p>	<ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design 	Portrait, landscape, shadow, tint Shade, texture, contrasting, vivid Muted, formal, patterned, detailed

<p>Clara Peters Audrey Flack</p>	<p>Use tints and shades to give a three-dimensional effect when painting Explore how paint can create very different effects Consider proportion and composition when planning a still-life painting Apply knowledge of colour mixing and painting techniques to create a finished piece</p>	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • 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] • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>Abstract, figurative, dabbing paint paint wash, pointillism, stippling paint three-dimensional, still life, composition, proportion photo-realism</p>
Spring 1			
<p>Craft and design: Fabric of nature</p>	<p>Develop skills in textile techniques Explore the beauty of the natural world Create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>	<ul style="list-style-type: none"> • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques • Learn about great artists, architects and designers in history 	<p>Textile, Techniques, Natural, Visual Pattern, Textures, Shadow Tint, Shade, 3D</p>
Spring 2			
<p>Mosaics</p>	<p>Explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders Explore and develop different border patterns to use for a large printed mosaic. Develop and practise the technique of printing individual small squares using a printing stick.</p>	<ul style="list-style-type: none"> • 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 	<p>Mosaic, Roman, Border, Patterns Repeating, Tile, Strip, Location Function</p>

	Print a mosaic style border in a repeating pattern of their own design. Design and print a central motif for their mosaic using images of real Roman mosaics as a starting point.	materials [for example, pencil, charcoal, paint, clay] <ul style="list-style-type: none"> about great artists, architects and designers in history' 	
Summer 1			
Sculpture and 3D: Mega materials Sokari Douglas	Develop ideas for 3D work through drawing and visualisation in 2D. Use more complex techniques to shape materials. Explore how shapes can be formed and joined in wire. Consider the effect of how sculpture is displayed. Choose and join a variety of materials to make sculpture.	<ul style="list-style-type: none"> 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' 	Ceramics, form, organic shape Sculpture, sketching, three-dimensional, tone two-dimensional, visualisation abstract, carving, detail, figurative hollow, organic shape, quarry sculpture, surface, texture, bending joining, mesh pliers, sculpture, secure, template, twisting, recycled reused, sculpture, typography welding
Summer 2			
Egyptian Art	Investigate the style, pattern and characteristics of Ancient Egyptian art Apply design skills inspired by the style of an ancient civilisation Apply understanding of ancient techniques to construct a new material Apply drawing and painting skills in the style of an ancient civilisation Apply an understanding of Egyptian art to develop a contemporary response	<ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To know about great artists, architects and designers in history 	Egyptian, Ancient, Civilisation, Papyrus Sculpture, Painting, Tomb, Pharaoh Composition, Pattern, Shape Colour, Scroll, Imagery, Design, Process, Technique, Layout, Translate Text, subject

Year 5	Learning Outcomes	National Curriculum Skills	Key vocabulary
Autumn 1			

Viking Art	<p>Develop observational drawing Understand and explore decision making in creative process Test and develop ideas using sketchbooks Apply understanding of drawing processes to revisit and improve ideas.</p>	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • 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] 	Viking, Celtic, Warrior, Sketch, Charcoal, Pattern, Gradation Tone, Shading
Autumn 2			
Bayeaux Tapestry	<p>Explore the battle of Hastings as depicted in the Bayeaux tapestry Use Computer Aided Design to create a panel for the tapestry Develop an understanding of different ways to attach things to a tapestry Apply an understanding of the skills used to create the Bayeux tapestry and develop a contemporary response</p>	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design. • To create sketchbooks to record their observations and use them to review and revise 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' 	Tapestry, Bayeux, Depict Battle of Hastings, Imagery Composition, Shape, Colour Technique, Running stich Blanket stitch, Collage
Spring 1			
Portraits Chila Kumari Singh Burman	<p>Explore how a drawing can be developed. Combine materials for effect. Identify the features of self-portraits Develop ideas towards an outcome by experimenting with materials and techniques.</p>	<ul style="list-style-type: none"> • 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, 	Background, Collage Continuous line drawing Paint wash, Portrait, Self-portrait Texture, Carbon paper, Composition Mixed media, Monoprint, Printmaking

	Apply knowledge and skills to create a mixed-media self-portrait.	<p>painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> to know about great artists, architects and designers in history 	Transfer, evaluate Justify, Mixed-media, Multi-media Research, Atmosphere Collage, Composition Photomontage, Art medium
Spring 2			
<p>Every Picture tells a Tale Banksy Andy Warhol Hermann Rorschach John Singer Sargent</p>	<p>Evaluate and analyse creative work using the language of art, craft and design Understand that art can have both meaning and message Create a symmetrical, abstract art form Use visual symbols to create a meaningful message Evaluate and analyse creative works using the language of art, craft and design Use drama as a tool to explore the meaning behind a piece of artwork Develop ideas for 3D work through drawing and visualisation in 2D.</p>	<ul style="list-style-type: none"> 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 Become proficient in drawing, painting sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design 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. 	<p>Banksy, British Values, Graffiti Immigration, Mural, Public art Racism, Hermann Rorschach Inkblot, Pattern, Andy Warhol Emoji, Facial expressions John Singer Sargent Tableau, Companionship, Support Ceramics, Form, Shape Sketching, Three dimensional Tone</p>
Summer 1			
<p>Sculpture and 3D: Interactive Installation Cai Guo-Qiang</p>	<p>Identify and compare features of art installations. Investigate the effect of space and scale when creating 3D art. Problem-solve when constructing 3D artworks. Plan an installation that communicates an idea. Apply their knowledge of installation art and develop ideas into a finished piece.</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.' to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing 	<p>Analyse, annotate, display, evaluate Features, installation art, location mixed media, scale, special effects three dimensional (3D) atmosphere, installation location, performance art props, scale, stencil, concept cultural revolution, experience influence, installation, revolution elements, issue</p>

		awareness of different kinds of art, craft and design.	
Summer 2			
Craft and Design Architecture Friedensreich Hundertwasser	Apply observational drawing skills to interpret forms accurately. Apply composition skills to develop a drawing into print. Apply an understanding of architecture to design a building. Extend design ideas through research and sketchbook use. Explore and evaluate the intention of a design	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design. To create sketchbooks to record their observations and use them to review and revise 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' 	Accurate, architecture, composition Design, evaluate, form Houses, interpret, observational drawing, proportion, shading Sketching, abstract, crop, monoprint Pressure, print block, roller, smudge Viewfinder, architect, bird's eye view Design, design brief, elevation External, front elevation, futuristic Perspective, annotate, design-choices Friedensreich Hundertwasser Individuality, organic, research, style Transform, commemorate, design design intention, legacy literal, monument, symbolism

Year 6	Learning Outcomes	National Curriculum Skills	Key vocabulary
Autumn 1			
Make my Voice Heard	Explore expressive drawing techniques. Consider how symbolism in art can convey meaning Apply understanding of the drawing technique chiaroscuro. Evaluate the context and intention of street art	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 	Ancient, civilisation, experimental Expressive, imagery, mark making Mural, Maya, aesthetic character traits, interpretation modern art, reflective, represent spirit companion, symbol symbolic, chiaroscuro, dark effect, form, light, shading technique, tone, audience, commissioned, graffiti, guerilla imagery, impact, issue, mural street art

		<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history.' 	
Autumn 2			
<p>WW1 – Propaganda Posters Paul Nash</p>	<p>Explore and discuss the work of WWI artists Create an artwork inspired by the poem 'In Flanders Fields' Understand how camouflage was used in WWI Understand the power and use of propaganda art Recreate artwork in the style of Paul Nash</p>	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas 	<p>Propaganda, World War 1 Paul Nash, Inspire, Landscape In Flanders Field, Poppy</p>
Spring			
<p>Photo Study</p>	<p>Apply an understanding of composition to create an effective photomontage advertising poster. Apply understanding of abstract art through photography. Demonstrate an understanding of design choices made for effect using digital photography techniques. Apply an understanding of photography to design and recreate a famous painting.</p>	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.' 	<p>Photomontage, image, Dada Layout, cityscape, composition, arrangement, macro, photography Monochrome, monochromatic Album, appealing, digital Saturation, colour, composition, emulate, editing, software, replacement, focus, frame</p>
Summer			
<p>Artist Study David Hockney Richard Brakenburg Paula Rego</p>	<p>Understand how to analyse a famous painting. Understand how to find meaning in painting. Apply interpretation skills to analyse and respond to an abstract painting. Develop starting points for creative outcomes.</p>	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing 	<p>Interpret, meaning, narrative, pattern Shape, tone, ideal, interpret, justify Meaning, narrative, symbol, inference Respond, composition, final piece style</p>

Fiona Rae	Demonstrate an understanding of painting techniques to make personal choices.	awareness of different kinds of art, craft and design. <ul style="list-style-type: none">• 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.'	
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