

Whole School Art Curriculum

EYFS:

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- a draw lines of varying thickness;
- b use dots and lines to demonstrate pattern and texture;
- c use different materials to draw, for example pastels, chalk, felt tips;

use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- a experiment with showing line, tone and texture with different hardness of pencils;
- b use shading to show light and shadow effects;
- c use different materials to draw, e.g. pastels, chalk, felt tips;
- d show an awareness of space when drawing;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- b depict movement and perspective in drawings;
- c use a variety of tools and select the most appropriate;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b use a dyeing technique to alter a textile’s colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – printing.

To develop a wide range of art and design techniques in using colour and texture.

Children can:

- a copy an original print;
- b use a variety of materials, e.g. sponges, fruit, blocks;
- c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – printing.

Children can:

- a use more than one colour to layer in a print;
- b replicate patterns from observations;
- c make printing blocks;
- d make repeated patterns with precision;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – printing.

Children can:

- a design and create printing blocks/tiles;
- b develop techniques in mono, block and relief printing;
- c create and arrange accurate patterns;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

KS1 Art and Design National Curriculum

To understand 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.

Children can:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;

use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a use inspiration from famous artists to replicate a piece of work;
- b reflect upon their work inspired by a famous notable artist and the development of their art skills;
- c express an opinion on the work of famous, notable artists and refer to techniques and effect;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a give detailed observations about notable artists', artisans' and designers' work;
- b offer facts about notable artists', artisans' and designers' lives;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

	KS1 Cycle A						KS1 Cycle B						KS2 Cycle A						KS2 Cycle B					
	Lest We Forget: No place like home / Remembrance	Staying Alive : Nurturing Nurses	No Stone Left Unturned: Great Explorers / Beside the Seaside	Best of British?: Famous Brits / Gunpowder Plot	World on a Plate: Beautiful India? / Living Off the Land	All the World a Stage: Cinderella / Fairy Tales of the World	Our DNA: Incredible Me / Towers and Turrets: Norman Conquest	Plague!: Pirates / The Great Fire of London	Travel Through Time: Travel and Transport	Industrial Age: Queen Victoria and Queen Elizabeth	Treasure Hunters: Special Toys through Time / Superheroes Rule	Hooray for Habitats: Different Animals / Jack and the Beanstalk	Lest We Forget: World Wars	Staying Alive: Survival	No Stone Left Unturned: Rocks	Best of British?: Romans	World on a Plate: Foods from around the World	All the World a Stage: Greeks / Olympics	Our DNA: Vikings / Anglo Saxons	Plague!: Eyam and the Plague	Travel Through Time: Space	Industrial Age: The Industrial Revolution (Local History)	Treasure Hunters: Egyptians	Hooray for Habitats: Rainforests
Exploring and developing ideas	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X					X		
Drawing				X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	
Painting		X		X	X		X		X	X			X		X		X					X	X	
Sculpture	X		X			X	X			X	X	X		X			X	X		X		X		
Collage	X		X	X	X			X	X	X	X	X			X				X				X	
Textiles	X	X		X	X			X			X	X					X	X						
Printing																X				X	X			
Other Artists	X	X	X	X	X	X						X	X			X			X		X		X	

	KS1	LKS2	UKS2
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Lest We Forget	<p>There's No Place Like Home</p> <p>Look at examples of Victorian samplers and use squared paper to design our own smaller versions.</p> <p>Practice stitches including running, back and cross stitch as we create our own sampler on a version of binca in a variety of colours.</p> <p>Remembrance</p> <p>Use collage techniques to create a large poppy using faces of the soldiers we have collected copied onto red paper.</p> <p>Children use a range of materials to create their own poppy collage and decorate.</p> <p>Look at the Wave and Weeping Window poppy design and installation by Paul Cummins, explaining the significance of the design.</p> <p>Introduce the salt dough and demonstrate the colouring. Use smaller pieces to experiment with joining and making patterns.</p> <p>Create our own poppy sculptures in the shape of bowls using the techniques we have learned.</p>	<p>Study poppy pictures by Georgia O'Keefe and look at poppies displayed at 'The Tower of London'. Create their own sketches and paintings of poppies. Use different materials to draw, focusing on drawing with pastels and chalk. Show awareness of space when drawing different perspectives. Use key vocabulary to show understanding e.g. line, light, dark, texture, tone.</p> <p>Design and make their own lanterns incorporating poppies which can be displayed inside or out (use of recycled materials for outside). Include simple graphic/symbolic images. Adapt and refine ideas linked to the work they have observed by Georgia O'Keefe.</p> <p>Reflect upon work by Picasso (Guernica), Stanley Spencer, Paul Nash, Henry Moore and John Singer Sargent. Compare and contrast images and generate opinions. Replicate artwork inspired by one of these artists e.g. Gassed by John Singer Sargent. Using a limited water colour palette and wax crayon to create portraits of each other in the style of Henry Moore's shelter drawings.</p> <p>Explore/research sculptures of remembrance and create their own – wire, mud, rock and clay.</p> <p>Using the theme of 'Make do and Mend' develop skills in stitching, cutting and joining to sew their own squishy toys.</p>	<p>Study and give detailed observations on poppy pictures by Georgia O'Keefe and look at poppies displayed at 'The Tower of London'. Create their own sketches and paintings of poppies. Use different materials to draw, focusing on creating a variety of techniques by drawing with pastels and chalk.</p> <p>Use key vocabulary to show understanding e.g. blend, smudge, hard, soft, light.</p> <p>Design and make their own lanterns incorporating poppies which can be displayed inside or out (use of recycled materials for outside). Include simple graphic/symbolic images. Review and revisit work linked to the work they have observed by Georgia O'Keefe.</p> <p>Discuss and reflect upon work by Picasso (Guernica), Stanley Spencer, Paul Nash and John Singer Sargent. Consider the comparisons, contrasts and impact of those images on the audience. Generate and justify their opinions. Replicate artwork inspired by one of these artists e.g. Gassed by John Singer Sargent. Using a limited water colour palette and wax crayon to create portraits of each other in the style of Henry Moore's shelter drawings with a focus on perspective.</p> <p>Plan and design sculptures of remembrance and create their own – wire, mud, rock and clay.</p> <p>Using the theme of 'Make do and Mend' build on skills in stitching, cutting and joining to sew their own squishy toys and add decoration to create effect.</p>
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Staying Alive	<p>Nurturing Nurses</p> <p>Use a range of vegetables for printing and experiment with the shapes and patterns.</p> <p>Use vegetables to create a set of dyes in a range of colours and experiment with using them to dye fabric. To make a tie-dye effect, first wrap elastic bands tightly around your chosen fabric in the pattern you'd like to create. For an easy version, we suggest rolling your fabric into a long log shape and wrapping the bands all along the length. You can then either dunk your item into the dye (for one colour) or paint the dye on in sections of different colours. Let the colour set, then leave the fabric to dry as much as possible before removing the elastic bands.</p>	<p>Using the book 'Shackleton's Journey' create works of art inspired by the style of the illustrator in the book using a cold palette.</p> <p>Show an awareness of space by drawing in a style inspired by William Grill. Look at mark theory by practicing techniques in line/repeating patterns.</p> <p>Paint scenes of Antarctica in the style of George Marston (the artist aboard Shacke. Experiment with a range of watercolour techniques. E.g. spatter, scrape, sponge, paper towel lift and wet on wet.</p> <p>To take black and white photographs of the natural world in the style of Frank Hurley. Children to be encouraged to view the world from different perspectives and angles considering composition.</p>	<p>Using the book 'Shackleton's Journey' create works of art inspired by the style of the illustrator in the book using a cold palette. Discuss the effect of using this cool colour palette on the audience.</p> <p>Show an understanding of space by drawing in a style inspired by William Grill. Look at mark theory by practicing techniques in line/repeating patterns, concentric circles and repeated images.</p> <p>Paint scenes of Antarctica in the style of George Marston. Experiment with a range of watercolour techniques. E.g. spatter, scrape, sponge, paper towel lift and wet on wet.</p> <p>To take black and white photographs of the natural world in the style of Frank Hurley. Children to be encouraged to view the world from different perspectives and angles considering composition. Experiment with light and look at how light impacts the end result. Explore the Rule of Thirds as a compositional tool.</p>
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No Stone Left Unturned	<p>Beside the Seaside</p> <p>Look at the work of artist Julia Rigby who enjoys creating colourful and quirky creations. Demonstrate the process of creating dropped ice cream cone sculptures inspired by work by sculptor Claes Oldenburg (also include reference to Henry Moore work). (accessart)</p> <p>Use card, newspaper and paper mache to create our own dropped cone sculptures and paint and decorate them to reflect our chosen flavours.</p> <p>Explore the work of Cornish artist Alfred Wallis (tate.org.uk). Use PVA, sand and different coloured paper to create our own sand pictures of our favourite things at the seaside.</p>	<p>Using Stone Age cave paintings as an inspiration, create large pieces of art using paint, charcoal, mud and sand to re-create these paintings.</p> <p>Learn about beaker ceramics and discuss the patterns used. Children draw their own designs using the patterns associated with beaker ware. Children make their own pinch pots and decorate using tools.</p> <p>Look at Iron Age Celtic designs and copy patterns of Celtic Knots to develop drawing skills.</p>	<p>Using Stone Age cave paintings as an inspiration, create large pieces of art using paint, charcoal, mud and sand to re-create these paintings.</p> <p>Learn about beaker ceramics and discuss the patterns used. Children draw their own designs using the patterns associated with beaker ware. Children make their own coil pots and decorate using tools.</p> <p>Learn about Iron Age Celtic designs, and how these were applied for decorative purposes. Children to draw and design their own Celtic Knot designs. Experiment by transferring designs onto different materials e.g. foil, moulds for casting in pewter.</p>
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Best of British?	<p>The Best of British</p> <p>Explore adding black/ white to a colour to create different shades and make our own shade chart in a chosen colour. Cut and slide them to create a background for a cityscape picture and add a silhouette of a chosen city in front.</p> <p>Learn about the significance of family tartan patterns in Scotland and how they are created. Use different colours of paper to weave our own tartan design, including varying the width in weft and weave.</p> <p>Study the work of LS Lowry. Use colour mixing to create the correct palette and paint our own pictures in a similar style.</p> <p>Study the abstract art of contemporary artists such as Jadé Fadojutimi and Frank Bowling. Try our own work in a similar style and use it to create abstract pieces as we listen to <i>Lucy in the Sky with Diamonds</i>.</p> <p>The Gunpowder Plot</p> <p>Use wax crayons and acrylic paint to create firework pictures, scrapping off the paint to reveal colours and adding glitter for effect.</p> <p>Use candles and water colours to create a wax resist snowflake picture.</p>	<p>Explore a variety of mosaics and discuss where and how mosaics are used.</p> <p>Design and make their own mosaics using a geometric border design and an animal motif, Children marble/ texturize paper to make their own tesserae, or use squares from magazines. Use ICT to create virtual mosaics. Children to be given choice of whether to print their mosaics or draw tesserae.</p> <p>Explore what fresco is and how they are made. Children design their own fresco using their favourite story as a subject matter. Explore the technique of painting into wet plaster.</p> <p>Design and make Roman shields.</p>	<p>Explore a variety of mosaics and discuss where and how mosaics are used and their importance in Roman culture.</p> <p>Design and make their own mosaics using a geometric border design and an animal motif, Children marble/ texturize paper to make their own tesserae, or use squares from magazines. Use ICT to create virtual mosaics. Children to be given choice of whether to print their mosaics or draw tesserae. Give justification of their design choice.</p> <p>Explore what fresco is and how they are made. Children design their own fresco using their favourite story as a subject matter. Explore the technique of painting into wet plaster.</p> <p>Design and make Roman shields.</p>
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	<p>Use glue, white cotton and liquid acrylic paints to create a winter batik fabric design in the style of Anna Blatman.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">World on a Plate</p>	<p>Beautiful India?</p> <p>Learn about the rangoli patterns used to celebrate Diwali. Create our own rangoli patterns in groups using coloured rice. Use floor space outside to create welcoming patterns in chalk.</p> <p>Talk about the significance of the elephant in Indian art. Use different fabrics cut into elephant shapes and decorate several with different stitches and materials to make an elephant mobile.</p> <p>Living Off the Land</p> <p>Use the flower press to create a range of pieces from which we can create flower bookmarks.</p> <p>Find out about the local tradition of well dressing and invite a well dresser to demonstrate the process to us. Use local natural materials to create our own versions on a paper plate.</p> <p>Use the tutorial on blowingrockmuseum.org to paint our own watercolour pictures in the style of Beatrix Potter. After studying the art of Beatrix Potter, decide on a creature to be your main character for stories and illustrations. Find a photo of the animal, preferably in a human like pose. Sketch your animal focusing on big shapes (is the body an egg shape or a rectangle?) first. Then add a few details such as eyes and some fur. Colour with watercolour pencils or washable markers. Use sketchy marks to mimic fur. Blend several colours together. Use a brush with water to blend the pencil or marker marks into a painted look.</p>	<p>Look at the work of Andy Warhol and produce work inspired by his food based art.</p> <p>Use a variety of apps to replicate Andy Warhol's artwork and create a montage of pop art.</p> <p>Use key vocabulary to demonstrate knowledge and understanding of colour theory.</p> <p>Screen printing to make a food inspired bag for life.</p> <p>Explore the artist Cezanne and produce still life drawing and paintings inspired by his work. Experiment with showing line, tone and texture with different hardness of pencils.</p>	<p>Make observations on the work of Andy Warhol and offer facts about his work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding of colour theory.</p> <p>Design and produce work inspired by his food based art. Use a variety of apps to create montage of pop art.</p> <p>Screen printing to make a food inspired bag for life.</p> <p>Explore the artist Cezanne and produce still life drawing and paintings inspired by his work. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p>
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All the World a Stage	<p>Cinderella... and other fairy tales</p> <p>Use the tate.org.uk materials to create ink pictures of fairytale characters.</p> <p>Following Tate Kids tutorials, create surreal stories by juxtaposing unusual objects together in a surrealist style.</p> <p>Use Modroc and masking tape to create and paint the sweets for the cottage from Hansel and Gretel.</p> <p>Use an old shoe with Modroc to create a slipper for Cinderella and decorate.</p>	<p>Look at the role of theatre as part of Ancient Greek culture. Develop ideas by sculpting theatre masks using a variety of paper modelling techniques (curling, tearing, scrunching, folding etc.)</p> <p>Explore Ancient Greek architecture. Create a 3D representation of the three kinds of Greek column. Building on that knowledge, use a range of charcoal, to experiment with mark making. Looking at light and shade, and using rubbers to create changes in tone to represent Greek columns.</p> <p>Look at the patterns, designs and techniques used on Greek vases. Use a scraffito technique with black acrylic paint and wax crayons to create a Greek vase design, depicting an Olympic sport.</p> <p>Movement depiction – look at modern artists. Use photography to capture images of children moving and use the techniques that artists have used to express movement in their own artwork. Paint their own images.</p>	<p>Look at the role of theatre as part of Ancient Greek culture. Develop ideas by sculpting theatre masks using a variety of paper modelling techniques (curling, tearing, scrunching, folding etc.)</p> <p>Explore Ancient Greek architecture. Create a 3D representation of the three kinds of Greek column. Building on that knowledge, use a range of charcoal, to experiment with mark making. Looking at light and shade, and using rubbers to create changes in tone represent a chosen Greek column.</p> <p>Develop techniques using light and shade, and use rubbers to create changes in tone to represent Greek columns.</p> <p>Look at the patterns, designs and techniques used on Greek vases. Use a scraffito technique with black acrylic paint and wax crayons to create a Greek vase design, depicting an Olympic sport.</p> <p>Movement depiction – look at modern artists. Use photography to capture images of children moving and use the techniques that artists have used to express movement in their own artwork. Paint their own images.</p>
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Our DNA	<p>Incredible Me! Find out about the life of Andy Warhol and how he created his portraits. Create our own screen prints and customize them to reflect our own personalities.</p> <p>Model 'Woman with a head full of cloud ' with silhouettes painted with our own special things.</p> <p>Carefully observe the features of a friend and draw them.</p> <p>Think about portrait painters before the days of photography- can we see how/ why they might have flattered the sitter? (see Twinkl KS1 portraits unit pack)</p> <p>Towers and Turrets</p> <p>Look at some of John Piper's pictures of Harlech castle. Which do children like best and why? Remind ourselves of the architectural elements of a castle and look at how to create them using pastels and strong lines or blending. Draw our own favourite castle in a similar style.</p> <p>Introduce the clay. Talk about what clay is, where it comes from and the way that it behaves. Talk about how if our hands are hot then what could happen to the clay? What conditions do we need to keep the clay in in order to work with it? What if it is too wet? Give the children a small slab of clay and a range of clay tools, knives, forks, paint brushes etc. Using these tools the children are going to experiment with mark making in the clay. How are they going to best create the patterns of tiles or columns, ridges etc?</p>	<p>Use cardboard looms to practice Viking weaving. Progress to making bracelets using a Viking weaving/braiding technique.</p> <p>Explore the style and shape of Viking helmets and using papier mâché, design and make their own Viking helmets.</p> <p>Research the patterns and styles of Viking jewellery and design and make their own using clay. Add surface decoration and use metallic paints to decorate.</p>	<p>Use cardboard looms to practice Viking weaving by making bracelets. Progress to using this technique to create bags making handles from Viking braiding techniques.</p> <p>Explore the style and shape of Viking helmets and using papier mâché, design and make their own Viking helmets.</p> <p>Research the patterns and styles of Viking jewellery and design and make their own using clay. Use tools to carve, add shape, add texture and pattern. Use metallic paints to decorate.</p>

	<p>What about if they need to join clay pieces together – how are they going to do this?</p> <p>Use a piece of clay wrapped around a tube to create a castle shape and use slip to attach architectural features they have created.</p>		
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Plague	<p>Pirates</p> <p>Create our own pirate treasure maps by aging paper with tea and then outlining in black ink and shading with crayons.</p> <p>Learn some different stitching techniques, including running stitch. Use a paper pattern to cut out the shape and sew a basic puppet outline in felt.</p> <p>Use other fabrics and embellishments to complete the puppet and different ways of adding to them, either by stitching or gluing them.</p> <p>Enjoy using our puppets as part of pirate puppet shows.</p>	<p>Use Sgraffito technique on rat images to create texture on front covers for topic books.</p> <p>Design and make their own plague bags and add stitching detail. Develop skills in stitching, cutting and joining.</p> <p>Look at Marc Chagall 'Peace Windows' and stain glass windows in Eyam church as a starting point. Using this as inspiration, use symbols of the plague to create tissue paper, ink and wax crayon stain glass windows.</p>	<p>Use Sgraffito technique on rat images to create texture on front covers for topic books.</p> <p>Design and make their own plague bags and add stitching detail to create effects with texture and colour. Compare the materials used in creating a bag compared to weaving.</p> <p>Look at and evaluate Marc Chagall 'Peace Windows' and stain glass windows in Eyam church as a starting point. Using this as inspiration, use symbols of the plague to create tissue paper, ink and wax crayon stain glass windows.</p>
	<p>Great Fire of London</p> <p>Following the accessart tutorial with artist Lanceleot Richardson, use charcoal to create tones, patterns, lines and shapes and discuss how it is made. Enlarge and create a grid over our picture of St Paul's Cathedral. Give each child a square of the grid to recreate using charcoal and the techniques we have learned. Individually our pieces look abstract but are like pieces of a jigsaw and will be out together to make a picture.</p> <p>Use potato printing to create art work on the GFofL theme in the style of Paul Klee. Think about how colour can represent emotions.</p> <p>Use appropriate tissue paper colours to collage a background and add black outlines to create buildings.</p>		

Travel Through Time	<p>Travel and Transport</p> <p>Find out about the work of Jackson Pollock and abstract expressionism: print using toys with wheels to create our own abstract pieces.</p> <p>Learn about creating a watercolour wash and experiment with doing so in different colours. Mix watercolours to produce a fading blue wash and then add a silhouette to show Titanic sailing across the Moon.</p> <p>Collage onto paper plate rings to create porthole pictures to show what was inside the different cabins of Titanic.</p>	<p>After research about the different planets in the solar system, children design and make their own large scale planet landscapes using materials such as papier mâché, paints and any other useful items. Build in groups.</p> <p>Use splatter painting and chalk/pastels to create their own solar systems. Experiment with stencils, showing lines, tone and texture, shadow and form.</p>	<p>After research about the different planets in the solar system, children design and make their own large scale planet landscapes. Allow children to use different materials (other than clay) to create 3D sculptures of the planets. E.g. using papier mâché, paints and any other useful items. Build in groups and evaluate artwork together.</p> <p>Use splatter painting and chalk/pastels to create their own solar systems. Experiment with stencils and line marking to show light and dark, tone, smudge and hard and soft effects with chalk pastel.</p>

Industrial Age	<p>Kings and Queens</p> <p>Study a range of portraits of QEII by different artists. What media have they used? Which do children like best and why?</p> <p>Create their own painting of QEII. Learn how to mix colours to create the shades they need and think about how to describe them. Select appropriate brushes for different parts of the painting.</p> <p>From a range of materials add to their painting eg feather in the hat, jewels, buttons, fabric to add texture. Consider how to join these to the painting.</p> <p>Use paper folding techniques to design, make and decorate a set of matryoshka dolls.</p>	<p>Study Joseph Wright of Derby and look at his use of light and dark. Explore through photography creating chiaroscuro effects then enhancing with iPads to create a painted look.</p> <p>Choose favourite objects from home to sketch using a variety of media to create different tone in the style of Joseph Wright of Derby.</p> <p>In contrast, explore William Morris' outlook on life and how it affected his design principals. Design a wallpaper pattern in the style of William Morris, having first experimented with an app that allows you to explore aspects of patterns e.g. symmetry, rotation and repetition.</p> <p>Design printing blocks based on sketches from nature.</p>	<p>Study Joseph Wright of Derby and look at his use of light and dark. Explore through photography creating chiaroscuro effects then enhancing with iPads to create a painted look.</p> <p>Choose favourite objects from home to sketch using a variety of media to create different tone in the style of Joseph Wright of Derby.</p> <p>In contrast, explore William Morris' outlook on life and how it affected his design principals. Design a wallpaper pattern in the style of William Morris, having first experimented with an app that allows you to explore aspects of patterns e.g. symmetry, rotation and repetition.</p> <p>Give detailed observations comparing the two artists.</p> <p>Design printing blocks based on sketches from nature.</p>
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Treasure Hunters	<p>Toys Though Time</p> <p>Sketch three toys after they have been sorted – one from each era.</p> <p>Identify and experiment with techniques used by artists. Discuss different techniques some artists have used to paint toys (Watercolour paints and ink pens? Acrylic or oil paints and 'B' pencils).</p> <p>Paint a picture of an old toy using watercolour and ink techniques</p> <p>Watch Lauren Child demonstrate her work and have a go ourselves to create a picture of our own toy.</p> <p>Superheroes Rule</p> <p>Look at the pop art work of Roy Lichtenstein and Yayoi Kusama. Sketch our own designs for each element of a pop art picture and make choices about the most effective.</p> <p>Use primary and secondary colours to weave paper backgrounds and add our chosen pieces in coloured paper.</p> <p>On thicker card, choose a mixture of primary and secondary colours and different shades to create the different layers and add patterns, inspired by Kusama. Build the sculptures and glue them together on a background.</p>	<p>Through a several stage process, re-create papyrus paper using techniques similar to the ancient Egyptians. Explore designs used/tomb paintings and hieroglyphics to create their own ideas using paint onto their papyrus paper.</p> <p>Design Egyptian head wear and jewellery based on research completed. Use photographic self-portraits on which to model their designs using painting techniques. Make and decorate cartouches to add to self-portraits. Progress to making these in clay.</p>	<p>Through a several stage process, re-create papyrus paper using techniques similar to the ancient Egyptians. Explore designs used/tomb paintings and hieroglyphics to create their own ideas using paint onto their papyrus paper.</p> <p>Design Egyptian head wear and jewellery based on research completed. Use photographic self-portraits on which to model their designs using painting techniques. Make and decorate cartouches to add to self-portraits. Progress to making these in clay.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Hooray for Habitats</p>	<p>Jack and the Beanstalk</p> <p>Sponge print/ collage a beanstalk with finger prints for leaves and a handprint with flags on each finger for the castle.</p> <p>Bring in a variety of leaves and look at the shades of colour. Create colour swatches for green by shading crayons/ pencils etc and arrange them into a collage-see picture.</p> <p>Printing, careful observation and drawing of leaves/ flowers.</p> <p>Collage on card circles of different sizes to make a whole class Gustav Klimt style tree of life- see pictures.</p> <p>Collage their own paper and paint/ decorate a tree of life:</p> <p>https://kinderart.com/art-lessons/arthistory/gustav-klimt-tree-of-life/</p> <p>Tree of Life - Albany Museum of Art</p> <p>Paws, Claws and Whiskers</p> <p>Use plastic bottles and forks to design and create our own ladybirds, adding acrylic paint to the inside and melting the prongs of the forks to make the antennae.</p> <p>Look at examples of Adire Eleko Cloth. Adire is the name given to indigo (blue) dyed cloth produced by Yoruba women of south western Nigeria using resist</p>	<p>Study the life and work of Henri Rousseau with particular regard to his rainforest paintings. Discuss and evaluate his style. Create collages based on his work using line and texture inspired by the bold, clear lines of his paintings.</p> <p>Create a class montage based on the painting, 'Surprised' having experimented with shades of green in acrylic paint and pastel.</p> <p>Make observational drawings of plants understanding techniques and vocabulary required for still life drawing. Experiment with colour mix shades of green to understand hints, shades and tones of specific colours.</p> <p>Explore Frida Kahlo's expressive rainforest inspired paintings. Create self-portraits in the style of Frida that reflect the life and emotions of the children.</p>	<p>Study the life and work of Henri Rousseau with particular regard to his rainforest paintings. Discuss and evaluate his style. Create collages based on his work using line and texture inspired by the bold, clear lines of his paintings.</p> <p>Create a class montage based on the painting, 'Surprised' having experimented with shades of green in acrylic paint and pastel.</p> <p>Make observational drawings of plants understanding techniques and vocabulary required for still life drawing. Experiment with colour mix shades of green to understand hints, shades and tones of specific colours.</p> <p>Explore Frida Kahlo's expressive rainforest inspired paintings. Create self-portraits in the style of Frida that reflect the life and emotions of the children.</p>
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	<p>dye techniques. Use a grid on a piece of cloth to design patterns to camouflage a woodland creature. Cover these with wax and dip into dye of the appropriate colours. Scrape off the wax to reveal the patterns.</p> <p>Draw an animal for our woodland background and dye in a different shade of the colour before cutting out and adding to the background using fabric glue. Decorate to add details in other colours.</p>		
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Where does this sit?

Key stage 1 Pupils should be taught:

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

Key stage 3 Pupils should be taught:

- to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.