

Art and Design Curriculum Overview

Our Ultimate End Goal:

What will our artists be able to do when they leave us?

By the end of their time at Britannia Community Primary School, our Year 6 artists and designers will engage confidently in the production of creative work.

Intent

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

The children will:

- record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of complex activities;
- improve their ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials;
- foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
- develop the cross-curricular use of art and design in all subjects.

The national curriculum for art and design aims to ensure that all pupils:

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

Early Years Foundation Stage Framework and National Curriculum Coverage

EYFS	Key Stage 1	Key Stage 2	
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Creating with Materials ELG – Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>Pupils should be taught to:</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 • 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>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.</p> <p>Pupils should be taught to:</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 materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	

Long Term Plan Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Portraits (self) <i>Piet Mondrian – Closed Lines</i>	Collage- portraits in style of Picasso <i>Picasso</i>	3D- create a tile with a picture of something from our local area on. <i>Chris Gryder</i>	Printing <i>Manchester Bees- Sasha Ray</i>	Textiles <i>Haf Weighon</i>		
Autumn 2	Mixing colours to make fireworks and Rangoli patterns. Andy Goldsworthy- Natural art						Painting inspired by music <i>Kandinsky</i>
Spring 1	Ice painting Cold colours	Printing – plants and observational drawings. <i>Andy Warhol</i>	Textiles - pen to thread textiles work. <i>Varka Kozlovic</i>		Collage – food packaging collage <i>Kurt Schwitters</i>	Collage- linked to space. <i>Matthew Cusick</i>	
Spring 2	Painting and drawing a royal (Portraits)			Digital Media Creating mosaics using a digital package. <i>Gary Drostle</i>			Digital Art- linked to computing <i>Shigeru Miyamoto</i>
Summer 1	Printing using vegetables Observational drawing using vegetables				Painting – Rivers and scenes. <i>Van Gogh</i>	3D- figure drawing adapted to sculpture <i>Henry Moore</i>	Batik linked to animals and plants <i>Gabrielle Lasporte</i>

Summer 2	Collage – fish design	Digital Media-creating trains <i>Harold Cohen</i>	Painting- homes or animals <i>Monet</i>	3D Sculptures <i>Klaus Oldenburg</i>		Printing – linked to Ancient Greek patterns <i>Roy Lichtenstein</i>	
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EYFS - Reception					Key Stage 2			
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Creating with Materials ELG – Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>Exploring and Developing Ideas</p>	<p>Explore the work of an artist and make verbal comments</p> <p>Answer questions about their work</p> <p>Try things out to create own artwork</p>	<ul style="list-style-type: none"> - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Begin to develop their ideas – Experiment with independ - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<ul style="list-style-type: none"> - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds. - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
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	Evaluating and Developing Work	<p>Discuss own work and say what they like and want to change verbally</p>	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal. 	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal.
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	Drawing	<p>Experiment with the types of marks made with the range of media.</p> <p>Experiment with a variety of media; pencils, crayons, pastels, felt-tips, charcoal, chalk.</p>	<ul style="list-style-type: none"> - Choose a variety of media; pencils, crayons, pastels, felt-tips, charcoal, chalk. - Control the types of marks made with the range of media. 	<ul style="list-style-type: none"> - Experiment with a variety of media; pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk. - Control the types of marks made with the range of media. 	<ul style="list-style-type: none"> - Experiment with ways in which surface detail can be added to drawings. - Draw for a sustained period of time at an appropriate level. - Use journals to collect and record visual information from different sources. 	<ul style="list-style-type: none"> - Experiment with ways in which surface detail can be added to drawings. - Draw for a sustained period of time at an appropriate level. - Use journals to collect and record visual information from different sources. 	<ul style="list-style-type: none"> - Work from a variety of sources including observation, photographs and digital images. - Work in a sustained and independent way to create a detailed drawing. - Use a journal to collect and develop ideas. - Develop close observation skills using a variety of view finders. - Identify artists who have worked in a similar way to their own work. 	<ul style="list-style-type: none"> - Work from a variety of sources including observation, photographs and digital images. - Work in a sustained and independent way to create a detailed drawing. - Use a journal to collect and develop ideas. - Develop close observation skills using a variety of view finders. - Identify artists who have worked in a similar way to their own work.
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	Lines and Marks	<p>Draw lines and marks from observations</p> <p>Experiment with own line drawing</p>	<ul style="list-style-type: none"> - Name, match and draw lines/marks from observations. - Invent new lines. 	<ul style="list-style-type: none"> - Name, match and draw lines/marks from observations. - Invent new lines. - Draw on different surfaces with a range of media. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements to create lines and marks. 	<ul style="list-style-type: none"> - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. 	<ul style="list-style-type: none"> - Use dry media to make different marks, lines, patterns and shapes within a drawing. - Experiment with wet media to make different marks, lines, patterns, textures and shapes. 	<ul style="list-style-type: none"> - Use dry media to make different marks, lines, patterns and shapes within a drawing. - Experiment with wet media to make different marks, lines, patterns, textures and shapes.
	Tone		<ul style="list-style-type: none"> - Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<ul style="list-style-type: none"> - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements to achieve variations in tone. 	<ul style="list-style-type: none"> - Apply tone in a drawing in a simple way. 	<ul style="list-style-type: none"> - Begin to use different techniques for different purposes i.e. shading, hatching within their own work. - Start to develop their own style using tonal contrast and mixed media. 	<p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <ul style="list-style-type: none"> - Continue to develop their own style using tonal contrast and mixed media.

	Texture	Investigate textures using rubbing techniques	- Begin to investigate textures by describing, naming, rubbing, copying.	- Investigate textures by describing, naming, rubbing, copying.	- Apply a simple use of pattern and texture in a drawing.	- Create textures with a wide range of drawing implements.	- Begin to experiment with wet media to make different marks, lines, patterns, textures and shapes.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
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	Form and Shape	<p>Observe and draw shapes from observations</p> <p>Use stencils to create shape</p>	<ul style="list-style-type: none"> - Observe and draw shapes from observations. - Draw shapes in between objects. 	<ul style="list-style-type: none"> - Observe and draw shapes from observations. - Draw shapes in between objects. Invent new shapes. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements to draw different forms and shapes. 	<p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> - Begin to show an awareness of objects having a third dimension. 	<ul style="list-style-type: none"> - Explore colour mixing and blending techniques with coloured pencils. - Begin to use simple perspective in their work using a single focal point and horizon. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. - Show an awareness of how paintings are created i.e. Composition. 	<ul style="list-style-type: none"> - Explore colour mixing and blending techniques with coloured pencils. - Begin to use simple perspective in their work using a single focal point and horizon. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. - Show an awareness of how paintings are created i.e. Composition
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	Digital Media	<p>Use an app to experiment with brush strokes and colour choices</p> <ul style="list-style-type: none"> - Explore ideas using digital sources i.e. internet, CD-ROMs. - Record visual information using digital cameras, video recorders. - Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> • lines by changing the size of brushes in response to ideas; • shapes using eraser, shape and fill tools; and • colours and texture using simple filters to manipulate and create images. 		<ul style="list-style-type: none"> - Record and collect visual information using digital cameras and video recorders. - Present recorded visual images using software. - Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. - Change the type of brush to an appropriate style. - Create shapes by making selections to cut, duplicate and repeat. - Experiment with colours and textures by using effects and simple filters to 			<ul style="list-style-type: none"> - Record, collect and store visual information using digital cameras etc. - Present recorded visual images using software e.g. Photostory, Powerpoint. - Use a graphics package to create and manipulate new images. - Be able to Import an image into a graphics package. - Understand that a digital image is created by layering. - Create layered images from original ideas.
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			<ul style="list-style-type: none">- Use basic selection and cropping tools.		manipulate and create images for a purpose.			
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	Painting	<p>Experiment with mixing colours</p> <p>Experiment with a range of different painting tools independently</p> <p>Experiment with different types of paint for different purposes</p>	<ul style="list-style-type: none"> - Use a variety of tools and techniques including different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Experiment with tools and techniques e.g. layering, mixing media, scrapping through. - Name different types of paint and their properties. - Identify primary and secondary colours by name. - Mix primary shades and tones. - Mix secondary colours. - Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> - Record and collect visual information using digital cameras and video recorders. - Present recorded visual images using software. - Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. - Change the type of brush to an appropriate style. - Create shapes by making selections to cut, 	<ul style="list-style-type: none"> - Develop a painting from a drawing. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. - Mix and match colours to create atmosphere and light effects. - Be able to identify and work with complementary and contrasting colours.
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						<p>duplicate and repeat.</p> <ul style="list-style-type: none">- Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.		
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	Printing	<p>Experiment printing with hard and soft materials.</p> <p>e.g. corks, pen barrels, sponge.</p> <ul style="list-style-type: none"> - Make simple marks on rollers and printing palettes. <p>Roll printing paint over found objects to create patterns</p> <p>Create simple printing blocks with vegetables.</p>	<ul style="list-style-type: none"> - Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. - Make simple marks on rollers and printing palettes. - Take simple prints i.e. mono – printing. - Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. - Create simple printing blocks with press print. - Build repeating patterns and recognise pattern in the environment. 		<ul style="list-style-type: none"> - Create printing blocks using a relief or impressed method. - Create repeating patterns. - Print with two colour overlays. 		<ul style="list-style-type: none"> - Create printing blocks by simplifying an initial journal idea. - Use relief or impressed method. - Work into prints with a range of media e.g. pens, colour pens and paints. - Create prints with three overlays. 	
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			<ul style="list-style-type: none">- Design more repetitive patterns.- Experiment with overprinting motifs and colour.- Make rubbings to collect textures and patterns.					
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	Textiles			<ul style="list-style-type: none"> - Match and sort fabrics and threads for colour, texture, length, size and shape. - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. - Cut and shape fabric using scissors/snips. - Apply shapes with glue or by stitching. - Apply decoration using beads, buttons, feathers etc. - Create cords and plaits for decoration. - Apply colour with printing, dipping, fabric crayons. 		<ul style="list-style-type: none"> - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Develop skills in stitching, cutting and joining. - Match the tool to the material. - Experiment with paste resist. 		<ul style="list-style-type: none"> - Use fabrics to create 3D structures. - Use different grades of threads and needles. - Experiment with batik techniques. - Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
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	3D	<p>Manipulate malleable materials in a variety of ways including rolling, kneading, pinching, pressing and other techniques.</p> <p>Explore using malleable materials for a purpose</p> <p>Experiment with constructing and joining with a range of materials.</p>		<ul style="list-style-type: none"> - Manipulate malleable materials in a variety of ways including rolling and kneading and more techniques. - Explore sculpture with a range of malleable media. - Manipulate malleable materials for a purpose, e.g. pot, tile. - Understand the safety and basic care of materials and tools. - Experiment with constructing and joining recycled, natural and manmade materials independently. - Use simple 2-D shapes to create a 3-D form. - Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> - Plan, design and make models from observation or imagination. - Join clay adequately and construct a simple base for extending and modelling other shapes. - Use papier mache to create a simple 3D object. - Create surface patterns and textures in a malleable material. 		<ul style="list-style-type: none"> - Shape, form, model and construct from observation or imagination. - Plan a sculpture through drawing and other preparatory work. - Develop skills in using clay including slabs, coils, slips, etc. - Use recycled, natural and man-made materials to create sculptures. - Produce intricate patterns and textures in a malleable media. 	
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	Collage	<p>Create images using different materials such as foil, tissue and paper.</p> <p>Arrange and glue materials, including using PVA and glue stick.</p> <p>Fold, crumple, tear and overlap papers with support.</p>	<ul style="list-style-type: none"> - Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. - Arrange and glue materials to different backgrounds. - Sort and group materials for different purposes e.g. colour texture. - Fold, crumple, tear and overlap papers. - Work on different scales. - Collect, sort, name match colours appropriate for an image. - Create and arrange 			<ul style="list-style-type: none"> - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. - Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> - Use a range of media to create collages. - Add collage to a painted, printed or drawn background. - Use different techniques, colours and textures etc. when designing and making pieces of work. - Use collage as a means of extending work from initial ideas. 	
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			shapes appropriately. - Create, select and use textured paper for an image.					
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				Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Understand that marks can represent objects, ideas, and experiences (e.g. "this is my house").</p> <p>Learn to use different tools like pencils, crayons, or chalk to create lines, shapes, and textures.</p> <p>Explore control and coordination through drawing basic shapes and patterns.</p>					<p>I know how to make observations from sight and record them in my art journal.</p>	

Sketch books				<p>A sketchbook is an artists way of keeping their work and annotating it with ideas.</p> <p>Different grades of pencil will give different effects. The higher –B the softer the pencil.</p> <p>First hand observation means to look at an object in real life and draw what you see.</p> <p>Mosaics are pictures made up by arranging small pieces of broken up stone, tile or glass. Mosaics were used as a wall or floor decoration in the Roman times.</p> <p>Tone is the lightness or darkness of something.</p> <ul style="list-style-type: none">• Pencils give different tones and H pencils are harder than B pencils.•	<ul style="list-style-type: none">• Tone in sketching shows light and dark areas	<ul style="list-style-type: none">• I know how to make observations from sight and record them in my art journal.• It is important to plan a sculpture by making careful observations first.	<ul style="list-style-type: none">• Tonal light along• A gre scale a seri
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Print making	<p>Recognize that repeated shapes and patterns can be created using tools and objects (e.g. sponges, leaves, stamps).</p> <p>Understand the basic process of applying paint or ink and pressing to make a print.</p> <p>Develop awareness of symmetry, repetition, and simple pattern design.</p>	<ul style="list-style-type: none"> • Using a crayon over an object will make a rubbing and show its texture • A mono-print is made by placing a sheet of paper over rolled out ink and pressing down into it with a pencil. • Prints can be made by using lots of different materials. • A repeating pattern is when the same pattern is done over and over. • A printing block can be made by pressing 		<ul style="list-style-type: none"> • An impressed print is where you carve out of the printing block. • A relief print is where you add detail on top of the printing block. • Printing with 2 colour overlays means to print using the same block twice with 2 colours. The second time I either add or remove more of the printing block. • You must push down on the printing block evenly to give an even 		<ul style="list-style-type: none"> • I know how to transfer drawn ideas to a printing block to create and impressed printing block. • I know that an impressed printing block is created by pushing down into the block with a sharp tool or pencil. • I know that to print with 3 overlays means to use 3 colours and 3 different prints. • 	
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		<p>into a block of polystyrene to make a pattern in it.</p> <ul style="list-style-type: none">• If I put a printing block in ink and press it down, I can say which parts you will see on the paper.•		coverage of ink			
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Painting	<p>Learn how to use brushes and other tools to apply paint in different ways (dab, stroke, swirl).</p> <p>Begin to explore colour mixing (e.g. red + blue = purple).</p> <p>Explore expressing feelings, ideas, or stories through painted marks and images.</p>		<ul style="list-style-type: none"> You can use different pens, pencils etc when drawing to try and get different effects. Primary colours are red, blue and yellow and these can be used to make secondary colours. Smaller brushes are better for small detailed parts of a painting and bigger ones for things like backgrounds and washes. Different paint types include: poster, oil and acrylic Adding sand to paint it makes it rough and adds texture to a painting. 		<ul style="list-style-type: none"> There are lots of different types of lines: straight wavy, zigzag etc. Mixing primary colours creates secondary colours. Red and yellow make orange, blue and yellow make green and blue and red make purple. Adding white to a paint creates a lighter tone. Adding water to paint creates a thinner texture which is good for 	<ul style="list-style-type: none"> I know how to create a painted background using a wash by mixing paint to a thin texture by adding water. 	<ul style="list-style-type: none"> Contrasting opposite
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					<div>backgrounds and is called a wash.</div> <div><div>• Thick paint such as acrylic can be layered to create texture.</div><div>• </div></div>		
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Collage	<p>Recognize different materials (paper, fabric, buttons) and how they can be combined.</p> <p>Learn simple joining techniques (glue, tape, overlapping).</p> <p>Develop an understanding of composition by choosing and placing materials with intention.</p>	<ul style="list-style-type: none"> • A collage is made from putting different materials together. • I can tear or cut materials to make a collage • Different materials can overlap to make a collage. • 			<ul style="list-style-type: none"> • Collage is made of collecting different materials and collating them. • When creating a collage you can tea, cut and overlap materials. • Collage is a way to represent a range of materials and ideas. • Texture can be created by layering materials. • 	<ul style="list-style-type: none"> • I know that when I am using a range of media, I can use different textures and materials to create my collage. • I know how to layer materials to create texture and depth to my collage. • I know how cutting gives a smooth edge and tearing give a rougher edge to the materials I choose to use. • To use a range of media means to use different textures and materials to create a collage. • Layering materials create texture and depth to my collage. • 	
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Digital	<p>Understand that digital tools (like tablets or interactive whiteboards) can be used to make marks and images.</p> <p>Learn basic navigation skills (swipe, tap, drag) in creative apps or programs.</p> <p>Begin to explore digital drawing</p>	<ul style="list-style-type: none">• Take pictures using a camera holding it carefully to focus.• Look at the shapes within an image to help draw it from observation• Change the brush size to create lines like the ones in my drawings.• Add shapes to my picture.• Use a rubber to erase things on my picture.• Use filters to change images and how they look.• 					
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Making	<p>Explore combining different materials to build or create models (e.g. boxes, tubes, clay).</p> <p>Understand the use of tools safely (scissors, glue sticks, simple hole punchers).</p> <p>Develop spatial awareness and problem-solving by assembling, balancing, or joining parts.</p>		<ul style="list-style-type: none"> • Paint can be added to a clay model when it is dry- some clay dries in the air and some clay needs an oven or furnace to dry it. • Different implements are more suited for drawing on different surfaces. • Dying material means to stain it a different colour. • Dyes can be made from natural materials such as beetroot or onion skins. • A plait can be created by weaving at least 3 strands of thread. • A cord can be made by twisting thread. • 	<ul style="list-style-type: none"> • A 3D structure is a shape that has 3 dimensions; height, width and length. • Papier mache is made from PVA glue and water and I can use this to join pieces of materials such as newspaper together. • When papier mache sets, the surface will be hard. • The more layers of papier mache I use, the stronger my model will be. • Papier mache models can be painted with poster or acrylic paint. 	<ul style="list-style-type: none"> • Paste resist is created by mixing flour and water. • Paste resist blocks the ink and it won't stick to this part. • Ink will dye the fabric. • Stitching creates a textured effect. • Stitching joins materials together. • When joining materials you can use pins to hold the materials in place. • 	<ul style="list-style-type: none"> • Shapes and models come from observations and drawings. • Clay is a man-made material. • Tools are used to add intricate detail into clay. • 3 main skills in clay are slabs, coils and slips, • A slab is clay which has been made flat by rolling. • A coil is a rolled piece of clay, these can be added together to build up a model. • Slip is used to join clay to clay and to decorate. It is the consistency of toothpaste when it is used like glue and paint when it is used like a glaze. It is usually a make of clay and water. • 	<ul style="list-style-type: none"> • Tonal light along • A gre scale a seri • Mixed comb medi work and s •
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Artist and Art Work Knowledge		<ul style="list-style-type: none"> • Picasso portraits place features of the face in different positions. • Picasso was a Spanish artist. • Picasso created some portraits and used bright colours. • I should use a mirror to see the positions of features on my face to draw shapes in the correct places or if it is a portrait, observe carefully. • Harold Cohen is a British artist who made 	<ul style="list-style-type: none"> • Chris Gryder is a ceramics artist who works with clay. He is inspired by the natural world to create his artwork and he makes some pieces following the same method that fossils are created. • Monet is a French painter who liked painting nature. One of his most famous paintings is The Water Lily Pond. • Monet used oil paint • Varka creates art work by blending material with thread, ink, paper, wool and string. • Varka combines markings created from 	<p>Claus Oldenburg is an American sculptor who liked to make large models of everyday objects. He created some of his work with his wife. One of his most famous pieces is Lipstick.</p> <p>Gary is a British artist who specialises in mosaics. One of his most famous pieces is the fish pond mosaic.</p> <p>Sasha Ray is an artist based in Manchester who creates work based on Manchester.</p>	<ul style="list-style-type: none"> • Kurt Schwitters is a German artist who creates collages in the style of modernism. • Modernism art started in the 60's and is abstract. • Abstract art does not represent an image from our everyday world. • Kurt used a range of magazine cuttings, recycled materials and other waste items for his collages. • Van Gough was a Dutch painter who 	<ul style="list-style-type: none"> • I know that Roy Lichtenstein is an American artist who was part of the pop art movement, like Andy Wahol. • I know that Roy's work is inspired by the comic strip. • I know that one of Roy's most famous pieces is 'Whaam!' • I know that Matthew Cusick is an artist who is best known for creating artwork collages out of maps. • Henry Moore was an artist during WW2 and created work showing the lives of people in war time. • Henry Moore is an artist from Yorkshire who created large scale sculptures of people in the style, Cubism. • 	<ul style="list-style-type: none"> • Gabriell • Her art t • Modern • dyes are • Batik or
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		<p>a computer program that creates art by itself.</p> <ul style="list-style-type: none"> • Andy Warhol was a famous American artist who was part of the creation of pop art. One of his famous pieces of work was a painting of a tin of Campbell's soup. • Andy Warhol liked painting with bright colours. 	<p>thread with markings from pen.</p>		<p>created the famous painting 'The Starry Night'</p> <ul style="list-style-type: none"> • Haf Weigton is a Welsh artist who works with dying and stitching. 		
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Key Vocabulary			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Collage	<u>Year 1</u>	<u>Year 3</u>	<u>Year 5</u>

<p>Paper, Card, Fabric, Tissue, Foil, Buttons, String, Leaves, Feathers, Glitter, Scissors, Glue, Glue stick, Tape, Brush, Soft, Rough, Smooth, Shiny, Sticky, Flat, Bright, Cut, Stick, Tear, Glue, Press, Place, Make, Pick</p> <p>Digital media</p> <p>Tablet, Computer, Screen, Camera, Mouse, Keyboard, Button, Tap, Click, Drag, Swipe, Press, Move, Draw, Take, Record, Make, Picture, Photo, Video, Colour, Shape, Line, Sound, Voice, Music, App, Bright, Loud, Quiet, Big, Small, Fast, Slow.</p> <p>Printing</p> <p>Print, Press, Roll, Dab, Stamp, Push, Ink, Paint, Pad, Block, Shape, Pattern, Repeat, Mark, Picture, Sponge, Roller, Tray, Paper, Copy, Over, Under, On, Off, Smooth, Wet, Dry, Light, Dark.</p> <p>Drawing</p> <p>Draw, Line, Shape, Colour, Mark, Scribble, Picture, Sketch, Dot, Curve, Straight, Wiggly, Thick, Thin, Light, Dark, Pencil, Crayon, Chalk, Pen, Paper, Rub out, Smudge, Shade, Pattern, Detail.</p>	<p><i>Collage</i></p> <p>Images, media, backgrounds, photocopies material, fabric, crepe paper, magazines, arrange, colours, textures, overlap, scales, fold crumple</p> <p><i>Digital Media</i></p> <p>Digital sources, internet, CD-Rom, visual information, digital media, digital camera, images, effects, filter, manipulate.</p> <p><i>Printing</i></p> <p>Hard materials, soft materials, marks, rollers, printing pallet, mono-printing, objects, repeating patterns, press print, rubbing, textures.</p> <p><u>Year 2</u></p> <p><i>3D</i></p> <p>Clay, tools, textures, observations, craftspeople, other cultures, sculpture, malleable, materials, construct, 2D and 3D, manipulate</p> <p><i>Painting</i></p> <p>Texture, rubbing, copying, designers, craftspeople, cultures, review, develop, observations, patterns, media, scales, artefacts, brushes, brush sizes, paints, properties of paints, mixing, primary, secondary.</p>	<p><i>3D</i></p> <p>Models, clay, joining, extending, modelling, patterns, textures, malleable, papier mache.</p> <p><i>Digital Media</i></p> <p>Duplicate, brush, graphics package, precision, digital camera, style, repeat.</p> <p><i>Printing</i></p> <p>Printing blocks, repeating patterns, overlays, ink, roller, impression, relief print, impressed print, tools</p> <p><u>Year 4</u></p> <p><i>Painting</i></p> <p>Block colour, colour washes, thickened colour, textural effects, scales, tints, shades, primary colours, secondary colours.</p> <p><i>Textiles</i></p> <p>Paste resist, cotton, needle, stitching, ink, dye, material, cutting, joining.</p> <p><i>Collage</i></p> <p>Tearing, overlapping, layering, textures, ripping, cutting.</p>	<p><i>Printing</i></p> <p>Printing blocks, relief method, impressed method, overlays, media, roller.</p> <p><i>Collage</i></p> <p>Paint, print, draw, background, foreground, collage, colours, textures, design, extend.</p> <p><i>3D</i></p> <p>Shape, form, model, construct, observe, recycled, natural, man-made, materials, sculptures, slabs, coils, slips, intricate patterns, malleable material.</p> <p><u>Year 6</u></p> <p><i>Digital Media</i></p> <p>Visual information, photo, manipulate, filter, images, graphics, layering</p> <p><i>Painting</i></p> <p>Preliminary studies, mixing, colours, primary, secondary, brush grades, imaginative work, observational drawings, sources, light effects, atmosphere, complimentary and contrasting colours.</p> <p><i>Textiles</i></p> <p>Threads, needles, batik, overlap, layer, textures, effects.</p>
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	<i>Textiles</i> Thread, fabric, length, shape, modify, fraying, fringing, pulling threads, twisting, plaiting, cords, stitching, beads, buttons, feathers, printing, dipping weaving.		
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Experiences and Opportunities

Children should have regular opportunities to look at real works of art in galleries and in their local environment and to consider the role that the arts have to play in shaping the world around us and helping us all to make it a better place.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trips/Visits:	Trips/Visits:	Trips/Visits: Local art walk of the area	Trips/Visits:	Trips/Visits:	Trips/Visits:	Trips/Visits:
Visitor: Hugh Templeton	Visitor: Hugh Templeton	Visitor: Hugh Templeton	Visitor: Hugh Templeton	Visitor: Hugh Templeton	Visitor: Hugh Templeton	Visitor: Hugh Templeton
Sharing artwork: Artist of the art term and class display	Sharing artwork: Artist of the art term and class display	Sharing artwork: Artist of the art term and class display	Sharing artwork: Artist of the art term and class display	Sharing artwork: Artist of the art term and class display	Sharing artwork: Artist of the art term and class display	Sharing artwork: Artist of the art term and class display
Whole school art gallery	Whole school art gallery	Whole school art gallery	Whole school art gallery	Whole school art gallery	Whole school art gallery	Whole school art gallery

Potential trips: art galleries (lots of options in Lancashire). Rotation between year groups (similar to the Halle trip).

Whole school have an art visitor booked for 24/25 academic year.