Art and Design Curriculum

Nursery

Educational programmes: Revised EYFS framework 2021
Expressive arts and design

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

	Drawing and painting	Printing	3D Art sculpture	Collage
	Offer a variety of: Mark-making objects of different thickness e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes Surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps Inside and outside experiences on a large and small scale Collaborative projects	Introduce processes and revisit through the year: Printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint e.g. marbles, toy cars.	Include malleable, construction and loose parts model-making: Explore skills such as joining, stacking, re-shaping and using simple tools. Provide small and large scale projects, indoors and outdoors, including some collaborative working	Offer variety of: Materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources e.g. leaves, shells, petals, pebbles Tools e.g. scissors, glue sticks. Experiences e.g. light box.

	Autumn	Spring	Summer
Learning priorities	**Drawing and Painting** Explore mark-making: ○ As early gestures of drawing e.g. making horizontal lines, circular marks. ○ In a variety of contexts e.g. scribbles in response to music. • Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker. • Choose and explore a variety of colour medium, colour mixing on a variety surfaces. **Printing** • Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold. **Sculpture** • **Clay/Playdough:** Explore properties e.g. poking, pulling, pinching, squeezing, patting. **Collage** • Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface.	**Drawing and Painting** Use mark-making to: ○ Represent simple forms and movement. ○ Create shorter lines, curves, enclosed circles; discovering that lines can make shapes. • Experiment with more of a variety of marks that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control. • Explore mixing colours, begin to talk about / name colours and observe the changes. • **Printing** • Explore with natural and man-made objects, printing on different surfaces 2D and 3D. • Observe that printing means an image can be repeated. **Designer Orla Kiely** **Sculpture** • **Clay/Playdough:** Explore properties further and create different surface textures. Use simple tools to shape and mould, e.g. begin to roll sausages and ball shapes. **Collage** • Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. **Collage Henri Matisse**	**Drawing and Painting** • Draw lines and shapes to: ○ Represent simple forms and movement. ○ Record observations and feelings; adding meaning to pictures e.g. draw a person using a circle for a head and straight lines for limbs. ○ Draw from imagination, using simple abstract lines and shapes. • In painting, begin to be able to select a brush, 'dip, draw, wash and wipe' technique to keep colours clear. • Become more confident in using different mark-makers with increasing control and efficiency. • Become more selective of colours to achieve a desired effect. **Printing** • Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills. **Sculpture** • **Clay/Playdough:** Make a clay form and manipulate it with fingers to suggest a subject. **Collage** • Find, collect, arrange and stick material onto a surface to make a picture or pattern.

Every Child a Confident Learner

	Autumn	Spring	Summer
Retrieval Vocabulary		Draw, paint, colour names	Draw, paint, colour names write, shape, space, people, object, place, build, join, stick, click, make
New Vocabulary	Draw, paint, colour names	Write, shape, space, people, object, place, build, join, stick, click, make	Same, different, change, mix

HEALD PLACE
Every Child a Confident Learner

Reception

Educational programmes: Revised EYFS framework 2021

Expressive arts and design

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

	Drawing and painting	Printing	3D Art sculpture	Collage
	Offer a variety of: Mark-making objects of different thickness e.g. brushes felt pens, pencils, charcoal, pastels, crayons. 2D and 3D surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps. Inside and outside on a large and small scale Collaborative projects.	Revisit techniques from nursery and create own block print with everyday objects, natural and man-made, with techniques such as marking, cutting, crimping, crunching.	Include malleable, construction and loose parts model-making. Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché. Involve children in small and large scale projects indoors and outdoors, including some collaborative experiences, allowing them to share ideas, resources and skills.	Offer a variety of: Materials e.g. recycled textured materials, weaving materials, natural resources, leaves, shells, pebbles. Tools e.g. zig-zag scissors. Experiences e.g. light box.

	Autumn	Spring	Summer
Learning priorities	**Drawing and Painting** • Begin to draw with purpose, deciding what to draw before making marks. • Use a variety of mark-makers with increasing control and efficiency. • Understand that they can draw through observation, e.g. portraits using mirrors. • In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. • Explore what happens mixing primary colours to create secondary colours. **Artist Joan Miro** **Printing** • Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures. **Textile artist Althea McNish** **Sculpture** • **Clay/Playdough:** Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect e.g. sausages, balls, thumb pot). Use tools appropriately to roll, cut, flatten etc. **Collage** • Explore different contrasting textures e.g. rough, smooth. • Use techniques e.g. folding, crunching, tearing and cutting to create different effects.	**Drawing and Painting** • Develop drawing within a range of contexts, e.g. telling a story, figurative or responding to the way an object moves or feels. • Return to and build on previous learning. • Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. • Mix various shades of primary colours to create secondary colours and use these in artwork. **Printing** • Have own ideas for print making, e.g. finding their own everyday objects to experience a variety of shape, texture and pattern. • Take rubbings from objects such as tree bark. **Sculpture** • **Clay/Playdough:** Combine pieces using different techniques and tools to represent a familiar object, e.g. a caterpillar and represent the feel of an object e.g. spiky, furry, smooth. **Collage** • Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. • Make repeating and irregular patterns. **Painter Perle Fine**	**Drawing and Painting** • With independence, create drawings based on feelings, real / imaginative experiences and stories. • Use drawing tools with care and increasing precision. • Draw with increasing complexity and detail. • Observe colour in nature and represent it in artwork; mixing colours to match what they see. **Artist Van Gogh** • Work collaboratively with other children, sharing ideas, resources and skills. • Return to and build on previous learning, refining ideas and developing ability to represent them. **Printing** • Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects e.g. using irregular and repeating patterns. **Sculpture** • **Clay/Playdough:** Make models with a purpose and with increasing skill e.g. shaping, moulding or combining pieces, for instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower. **Collage** • Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.

Every Child a Confident Learner

	Autumn	Spring	Summer
Retrieval Vocabulary	Slot, fold, insert, wedge	One, spiral, art, slow, fast, high, low, happy, sad, upsetting, exciting, loud, quiet	Tab, fringe, tie, wrap, improve
New Vocabulary	Collage, effects, sharing, mix, combine, blend, colour	Cone, spiral, round	Material, texture, form, function, design, joining, technique

HEALD PLACE
Every Child a Confident Learner

KS1 National Curriculum

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

Year 1	Drawing	Painting	Sculpture	Printing	Textiles/Collage
Knowledge	Draw using marks of different forms and thicknesses using a variety of drawing materials. Draw with crayons, pencils and pastels. Draw lines of different shapes and thickness. Describe the shapes and patterns. Use dots and lines to demonstrate pattern and texture. Draw from observation and own imagination. Describe a drawing by an artist.	Make different marks using a variety of tools eg using thick and thin brushes. Mix different colours and apply them to a surface. Paint pictures of what has been observed. Name the primary and secondary colours. Describe how an artist has used colour.	Use different materials to create a 3D model including clay, sticks, paper straws, plasticine and cardboard. Add texture to my models by using a variety of tools/materials. eg, applying different types of papers, textiles. Cut, roll, coil and join materials together. Understand and use technical language such as rolling, cutting, pinching, cupping, pressing, etc.	Use printing tools such as cotton buds and sponges. Print onto fabric or paper. Explore techniques such as repeating patterns and overlaying colours.	Describe how materials feel eg rough, smooth, spiky, bumpy. Choose suitable materials for the work. Cut and tear paper and card for the collage. Join fabrics together by simple stitching and gluing. Begin to describe the processes involved in making various fabrics. Begin to use collage techniques. Begin to weave different materials.
Retrieval Vocabulary	Artist, portrait, face, lips, hair, head, eyebrows, chin, lips, ears, cheeks, forehead, patterns, plants, Lines, shapes, patterns, thick, thin, wide	Colour, water, paintbrush, style, imagination, real, not real Mixing, blending, colours, paint brush, colouring, light, dark, detail, marks, lines	Willow, clay, paper straws, lolly sticks, material, meerkats, hedgehogs, spikes, body, legs, eyes, nose, feet, fur, features Rolling, squeezing, pressing, pinching, cutting, indenting, bending, taping, gluing, team work, clay, eyes, feet, claws, fur, body, features	Materials, paper, materials, sponges, fruit Pressing, repeating, scratching, patterns, materials, small, large	Materials, soft, hard, bumpy, smooth, spiky, rough, shiny, slippery, silky, smooth, bumpy, silky, spiky, rough, shiny
New Vocabulary	Texture, thin, thick, outline, style, pattern, pastel, pencil, lines, curvy, shape, zig zags, dots, spiral, small, large, circles, triangles, diamonds, hearts, crescent moon, square, rectangle, leaf, stem, petal, flower	Brush, paint, stroke, marks, detail, imagination	Roll, coil, join, rolling, cutting, pinching, cupping, pressing	Fabric, overlapping, on top, next to, underneath, rough, smooth, features, body, fur, claws	repeating patterns, collage, weave, Sticking, cutting, tearing, gluing, pressing, stitching

Every Child a Confident Learner

Year 1	Autumn A	Spring A	Summer A
Learning outcomes	**Drawing and painting:** Make a self-portrait. **Printing:** Print patterns using different materials. **Sculpture**: Make a 3D model animal e.g. hedgehog	**Textiles:** Make a plant collage. **Drawing and Painting**: Draw and paint a plant **Sculpture:** Make a sculptural piece using natural objects	**Printing:** Make a print of an animal. **Textiles:** Weave using different materials.
Sequence of learning	**Make a self-portrait** **Learn about the artist Sonia Boyce** **Sonia Boyce is globally recognised artist providing cultural relevance and a positive role model for our diverse community.** • Discuss, explore facial features and discuss the work of artists. • Use a mirror to identify own facial features, hair, neck and shoulders. • Draw a self-portrait including all features. • Explore skin tones and hair colours with watercolour. • Paint a self-portrait. **Learn about traditional West African wax print designs** **Print using different materials** • Print a repeating pattern using different materials • Study fabrics from the Whitworth Art Gallery. **Make a 3D model animal** • **Learn about the British artist Elizabeth Frink.** **Learn about the wildlife sculptor Nick Mackman** **Nick Mackman is a successful, female sculptor and serves as a role model.** • Create a model using clay, pasta and clay skills to make a hedgehog sculpture.	**Make a plant collage** **Learn about the artist Mary Delany** **Mary Delany is a celebrated 18th Century female artist - expert in her field of drawing plants.** • Look at and discuss the features of real plants in the school grounds. • Discuss textures and describe different materials you will use. • Collage a plant using a variety of textured materials. **Learn about Georgia O'Keefe** **Great female artist in history.** • Make an observational drawing of a plant or flower • Look at sensory objects as a key starting point. • Draw using different media • Paint using watercolours and exploring mixing colour. **Learn about the artist Andy Goldsworthy** **Andy Goldsworthy is a contemporary artist that promotes ecology.** • Explore the school grounds collecting natural objects • Arrange the objects to make a pattern or theme in the style of the artist Andy Goldsworthy.	**Make a print of an animal** **Learn about the illustrator Eric Carle** **Eric Carle shows aspirations in terms of a creative job as he is an illustrator.** • Use outline and printing resources to create an animal print**.** • Look at different animal shapes and draw an outline. • Use different resources to make a textured print inside the outline. **Learn about the artist/designer Xenobia Bailey** **Xenobia Bailey is an artist of colour to create cultural resonance.** • Weave using different materials • Discuss what weaving is and the materials which can be used. • Mime the movements needed for weaving. • Weave using different materials such as paper, ribbon and wool.
Artists, craft makers, designers	• Begin to demonstrate knowledge and understanding of different artists, craft makers, designers, cultural traditions and genres. • Begin to compare the work from different artists. • Begin to explore work from different cultures. • Begin to explore work from other periods of time • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. • Begin to describe what they can see and like in the work of other artists, craft makers, designers • Begin to make links with own work.		

HEALD PLACE
Every Child a Confident Learner

KS1 National Curriculum

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

Year 2	Drawing	Painting	Sculpture	Printing	Textiles/Collage
Knowledge	Draw with a range of media. Show detail in drawings by adding pattern and texture. Create light and dark effects by using pastel crayons, charcoal/graphite sticks. Begin to develop and value the individual own style of drawing. Use a viewfinder to focus on a specific part of an artefact before drawing it. Discuss the work of many different artists and how every artist has a different and original style.	Predict outcomes when mixing colours. Mix own brown. Make tints by adding white. Make dark and light tones.	Develop a drawing/painting into a 3D design. Make an imaginary animal by using clay and additional materials. Make models by building features with card and applying different materials for effect. Add texture to my clay work using indenting tools and by impressing objects such as sticks and pasta.	Print by pressing, rolling, rubbing and stamping and explore/discuss the effects that are made. Look at print making by different artists and discussed techniques they have used. Create a print in response to a first-hand experience. Look at how artists and designers have used colour, shapes and lines to create patterns.	Use glue to join fabrics. Embellish fabrics effectively by applying knowledge of how to make patterns. Understand how artists and designers achieve effects by using textiles.
Retrieval Vocabulary	Local area, building, bricks, features, street lights, trees, houses, windows, roads, cars, bikes, people, spaces	Primary, secondary, mixing	Imaginary animals, features of polar bears/animals, body, tail, ears, clay tiles	Repeating, vegetables, fruits, artists, ideas, colours, shapes, lines, patterns	Artists, wool, rugs, blankets, cotton, needles, fabrics, colours, shapes, symmetry, Joining, sewing, threading, attaching, gluing, pressing
New Vocabulary	Detail, background, texture, light, dark, own style, artists, team work	Blending, detail, shadows, light, dark, pale, deep, contrasting, bright, Tinga Tinga, Aboriginal art, traditions, dots, concentric circles, wavy lines, animals, natural colours, symbols	3D design, team work, all clay skills including indenting, willow skills, attaching, fixing, problem solving, questioning	Poly print, Rolling, rubbing, stamping, exploring, technique, carving	Hessian, running stitch, paper weaving

Every Child a Confident Learner

Year 2	Autumn A	Spring A	Summer A
Learning outcomes	**Painting:** Mix and name primary and secondary colours. **Sculpture**: Make a mini beast sculpture.	**Drawing and Painting:** Draw and paint an ocean scene inspired by Hokusai. **Textiles:** Create a inspired by the Brazilian artist Beatriz Milhazes.	**Drawing and painting:** Draw and paint birds and mammals. **Printing:** Print using a wide range of materials.
Sequence of learning	**Mix and name primary and secondary colours** **Learn about the artist Edward Tinga** **Edward Tinga promotes cultural diversity and the exploration of Tanzanian art.** • Learn about the traditional art of Tanzania, Tinga Tinga paintings through notebook and artists, pictures on tables. • Recap on groupings of colours known as primary and secondary through using oil pastel and watercolour on the children's own picture. • Draw an image of animal using models from nursery and artists' resources and make their own Tinga Tinga picture using ideas from artists **Make a mini beast sculpture** **Learn about UK sculptor Lisa Lloyd** **Lisa Lloyd is a female, British artist.** • Make a paper 3D of a bee using tape, paper, cellophane, pipe cleaners and glue.	**Create a collage of an ocean scene** **Learn about the artist Hokusai** **Hokusai is a great Japanese artist in history.** • Learn about life under the ocean including coral and sea creatures • Watch BBC class clips and also clips about Hokusai. • Make a drawing of a great wave in your own style. • Colour and paint your picture. **Beatriz Milhazes in a contemporary Brazilian artist** Brazilian collage inspired by Beatriz Milhazes • Learn about collage techniques. • Use ripping, cutting, tearing technique to make Brazilian inspired collage. • Focus on ideas about nature, plants and flowers.	**Create a picture inspired by Inuit Art** **Learn about Inuit Art** **This gives the children an opportunity to celebrate cultural diversity and traditions in art.** • Learn about Inuit Art and how it celebrates animal life and the natural world. • Draw and compose a picture including key featuresm including natural colours, animals with headdress, decorative qualities. • Use printing technique with cotton buds to print on top of painting. L**earn about the textile designer William Morris** **William Morris is a great artist in history.** • Learn about wallpaper designer including the repetition of shapes, colours and motifs. • Design wallpaper inspired by the artist William Morris. • Draw and paint a background design and then print a final pattern over the top.
Artists, craft makers, designers	• Describe what they can see and like in the work of other artists, craft makers, designers. • Make some comparisons of the work from different artists. • Explore work from different cultures. • Explore work from other periods of time. • Explore the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work • Describe what they can see and like in the work of other artists, craft makers, designers. • Describe the similarities and differences between practices and disciplines. • Describe the similarities and differences between practices and disciplines. • Make links with own work.		

HEALD PLACE
Every Child a Confident Learner

KS2 National Curriculum

- Develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 3	Drawing	Painting	Sculpture	Printing	Textiles/Collage
Knowledge	Create a drawing that evokes a particular feeling or emotion. Select the most suitable drawing materials for specific types of drawing. Use shading, tone and texture to add interesting effects to drawings. Explain the ideas behind own work. Demonstrate use of appropriate vocabulary when assessing own work	Demonstrate a range of colour mixing and application techniques when painting. Use knowledge of colour mixing to produce a variety of paint effects. Experiment with different colours to create a mood. Create a background using a wash. Use a range of different brushes to create different effects. Create the colour tones from one primary and adding gradually another colour.	Share knowledge of 3D design. Use knowledge pf 3D design and construct a model using a wide range of materials. Use a variety of tools and techniques for sculpting in clay. Add texture to a piece of work. Add onto work to create texture and shape. Apply the knowledge of the properties of materials to allow for interesting effects.	Explore printing from other cultures and time periods. Use own ideas and drawings to help create prints. Use a number of colours built up in a sequence when printing. Allow designs to be influenced by the designs of artists from other cultures.	Use textile skills to create artwork that is matched to an idea or purpose. Share opinions about textiles from other cultures and times. Cut very accurately Overlap materials. Select colours and materials to create effect, giving reasons for their choices.
Retrieval Vocabulary	Lines, shapes, charcoal, artists, Rainforest features	Stone Age cave paintings, Application of key skills, mixing, blending, use of colours to evoke emotion, variety of effects, create a mood	Stone Age pottery, firing, invention, clay, build, construct, scratching, blobbing	Patterns, colour, lines, shapes, form, space	Card, outline, effects, over laying, running stitch
New Vocabulary	Stone Age, cave drawings of animals, Repeating, rotating, reflecting, shading, adding tone, effect, emotion, Rousseau, festivals eg Rangoli patterns in chalk for Diwali	Tudor houses, rainforest features in paintings canopy, emergent layer, tropical birds, wild animals, Anglo Saxons shields	Willow, 3D design including papier-mâché, cardboard, embossing	symmetrical, rotating, circular, opposite, vibrant, contrasting, sequencing, building colour, exploring printing from other cultures, recognising repeating, rotating, reflecting	Stencils, plaiting, embroidery

WEALD PLACE
Every Child a Confident Learner

Year 3	Autumn A	Spring A	Summer A
Learning outcomes	**Collage:** Make a stained-glass window. **Drawing and painting:** Make a Stone Age cave painting **Sculpture**: Make a Stone Age clay pot.	**Sculpture:** Make Egyptian Canopic jars. **Drawing and painting:** Draw and paint natural disasters inspired by Turner.	**Printing:** Design and print designs inspired by Islamic patterns. **Textiles:** Make a textile piece inspired by Gaudi.
Sequence of learning	**Make a stained-glass window** **Learn about the artist Marc Chagall** **Marc Chagall is a French, great artist in history.** • Learn about the history of stained-glass windows through developing understanding of how this art form was used in churches and other historical buildings. • Make a design for a stained glass window using repeating patterns and oil pastels. **Make a Stone Age cave painting** **Learn about Stone Age cave painting and pots** • Look at the history of cave painting during stone age and the key features and colours • Use plastic model animals from the nursery and pictures of cave paintings to create their own cave painting using watercolours and charcoal. **Make a Stone Age clay pot** • Apply clay skills to make a Stone Age cooking pot. • Apply the skills of roll, pinch, press, squeeze and indent to make a Stone Age cooking pot.	**Draw and paint natural disasters.** **Learn about the artist Turner** **Turner is a great artist in history.** • Understand the features of natural disasters by using videos, pre-prepared research and PowerPoint. • In sketch books choose a selection to draw, including shading and tone. Choose a one of these disasters to draw out and paint using a range of marks and textures inspired by **Turner.** **Make clay Egyptian Canopic jars** **Learn about Ancient Egyptian Art** **Ancient Egyptian Art celebrates art from a different period in history and consolidates the children's cross curricular knowledge.** • Use and apply the clay skills to make an Ancient Egyptian Canopic jar. • Develop the coiling method to make the pot wider and narrower in place and also to sculpt a lid in the style of an Egyptian God head.	**Create prints using Islamic patterns. Explore making an Islamic style patterns.** **Learn about Traditional Islamic Art** • Paint a background using watercolour and use sponges and printing resources to print a pattern over the top. • Use a range of printing tools e.g. sponges, corks, cotton reels, card, pegs, cotton buds • Develop knowledge of repeating shapes and using symmetry and reflection. **Design a building inspired by Gaudi** **Learn about the architect Gaudi** **Gaudi is a great architect in history.** • Look at the work of the architect Gaudi through pre-prepared research, pictures and power point. • In sketch books draw out a range of features of his work with a focus on pattern, design and colour • Design their own building inspired by Gaudi in drawing and painting. • Use their ideas to create a textile piece using a variety of tactile resources.
Artists, craft makers, designers, architects	Demonstrate knowledge and understanding about the history of art, craft, design and architecture: • Express knowledge of the great artists, architects and designers in history at images of people and understand how they are feeling and what the artist is trying to express in their work. • Compare the work from different artists. • Describe the work from different cultures. • Explore and describe the work from other periods of time. • Describe the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.		

HEALD PLACE
Every Child a Confident Learner

KS2 National Curriculum

- Develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 4	Drawing	Painting	Sculpture	Printing	Textiles/Collage
Knowledge	Investigate pattern by drawing shapes which are reflected repeated and rotated. Draw using a variety of materials to a particular scale. Begin to develop and have confidence in a developing drawing style. Draw from imagination using an intricate drawing style. Develop preparation drawing for a sculpture. Create observational drawing of real objects and first hand experiences. Organise line, tone, shape and colour to represent figures and forms in movement. Begin to use perspectives when drawing landscapes and cityscapes.	Create colours by mixing to represent images that have been observed in the natural and man-made world. Experiment with different colours to create a mood. Combine painting with other media, for example pastels and chalk. Use varied brush techniques to create shapes, texture, patterns and lines Begin to understand term such as background, foreground, borders, and composition.	Use a variety of tools and techniques for sculpting in clay and other mouldable materials. Develop an emphasis on the use of sustainable materials. Experiment with and combine materials and processes to design and make 3D form. Develop an understanding of how to join/attach clay together.	Use a number of colours built up in a sequence when printing. Explore ways of overlaying and overlapping images in the work. Begin to work with different materials and two colours in printing. Explore cityscapes in print. Develop composition. Create an accurate print design related to Lowry. Print onto different materials. Print using a number of colours.	Create a paper mosaic. Use a pasta mosaic to produce a piece of art Use a variety of techniques e.g. overlapping, tessellation, mosaic. Use printed digital images taken with an Ipad and combine them to create a cityscape montage.
Retrieval Vocabulary	Ancient Greece vases depicting patterns of everyday life, typical colours including yellow ochre, black, orange. Application of key skills plus team work skills of supporting others, developing ideas, developing own drawing style	Imaginary, Greek, Mixing, painting with a family of colours from dark to light, paint, textiles	pots, wider, narrower, measuring, height, width, strength, stable, secure Application of key skills in clay, Sculptures	tile patterns, repeating, rotating, abstract patterns, shapes, Application of key skills overlaying, sequencing, repeating, detail, etching, poly print	Collage, overlap, sticking, cutting, shape, measure, arrange, composition,
New Vocabulary	Amphora, encouraging, negotiating, drawing in the style of an artist, Lowry, local area, matchstick men, chimneys, factories, smoke, grey skies, back ground, foreground	composition, borders, outline, mythical, Creating mixed media, chalk	Circumference, , willow, 3D design, mouldable materials	radial patterns, symmetry, reflecting	Tessellation, mosaic, photography, cityscape, montage

READ PLAY
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Year 4	Autumn A	Spring A	Summer A
Learning outcomes	**Drawing and painting:** Draw and paint a mythical creature. **Sculpture:** Design and create a mythical creature out of clay. Make a Greek coil pot with different widths. **Textiles:** Make art work inspired by Nigerian British artist Yinka Shonibare.	**Textiles:** Make a Roman mosaic using different materials. **Collage**- Create a collage inspired by Spanish artist Miro.	**Drawing and painting:** Make a large painting in the style of Lowry, linking with Cultural Capital. **Printing**: Use sheets of polystyrene to create a Manchester themed print. **Drawing and painting:** Create Hindu Rangoli patterns
Sequence of learning	**Create sketches of mythical creatures** **Learn about the artist Albrecht Durer** **Albrecht Durer is a great artist in history.** • Choose 2-3 animals to include in their creature. • Discuss why and what their power will be. • Draw the design their creature • Use key vocabulary and techniques. **Create the creature with clay, using the techniques** • Evaluate the mythical creature. What went well? What was difficult? What will you do next time? Encourage use of key vocabulary to describe. • Peer assess each other's mythical creature. **Make a sketch of a Greek amphora using charcoal.** Make a coil Greek pot using clay **Learn about the potter/ceramicist Ladi Kwali** **Ladi Kwali is an artist of colour who resonates well with our diverse community.** • Include different techniques and using key vocabulary during the process. • Make the pot using the full set of clay skills. • Paint the pot once dry using either acrylic paint. **Make a design inspired by Yinka Shonibare** **Learn about the artist Yinka Shonibare** **Yinka Shonibare is a Nigerian artist who provides a resilient and positive role model for all as he is an artist of colour and a wheel chair user.** • Watch BBC clip about the famous artist Shonibare and history of printed African textiles. • Design your own textile pattern through drawing.	**Create Roman mosaics** **Learn about traditional Roman Art** **Roman Art celebrates art from a different period in history and consolidates the children's cross curricular knowledge.** • Research to understand the origin of mosaics (linking back to Ancient Egyptian and Greece learning) • Create a Roman mosaic – a paper one using collage techniques. Keeping symmetry and use of shapes (squares, rectangles, circles) • Create a Roman mosaic using different materials and objects – dried pasta, beans etc. **Create a painting inspired by Joan Miro** **Learn about the Artist Miro** **Miro is a great artist in history.** • Look at pictures by the artist Miro and talk about common themes. • Use watercolour paints to create a painting inspired by Miro. • Use your ideas to create a collage inspired by Miro using a range of materials.	**Make a scene in the style of Lowry** **Learn about the artist LS Lowry** **LS Lowry is a famous local artist.** • Watch video clips about Lowry and his life. • Discuss ideas about his pictures and identify the key characteristics (factories, chimneys, smoky skies, houses, matchstick people) • Collect ideas on a mind map and have a go at drawing out some key features. • Go outside in the playground and draw some key features from observation first hand. • Use both sources of ideas (their own and Lowry's pictures) to make a cityscape in the style of Lowry. • Colour the scene using crayons and watercolour paint. **Printing** • Use sheets of polystyrene to create a Manchester themed print. • Practise using rollers and ink. **Create Hindu Rangoli patterns** **This is cross-curricular and helps consolidate the RE focus of what it means to be a Hindu in Britain.** • Explore Rangoli patterns and mandala designs. • Create designs from a central point, with repeated shapes

HEALD PLACE
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Artists, craft makers, designers	Demonstrate knowledge and understanding about the history of art, craft and design: • Use inspiration from artists to influence a piece of art work • Experiment with different styles which artists have used. • Begin to explain art from other periods of history.

HEALD PLACE
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KS2 National Curriculum

- Develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 5	Drawing	Painting	Sculpture	Printing	Textiles/Collage
Knowledge	Use shading to create mood and feeling. Organise line, tone, shape and colour to explore patterns and composition. Show light, shadow and reflection, rotation and symmetry. Show an awareness of space when drawing. Use a variety of tools and select the most appropriate explain why they have chosen specific materials to draw with. Draw confidently from observation and imagination. Create drawings of people and landscapes. Collect ideas for 3D and textile projects through drawing in sketch books. Develop ideas to create a composition.	Confidently use different types of paint and know how to blend colours from dark to light. Understand what primary and secondary colours are and create different hues. Create mood in paintings through the choice of colour. Talk about paintings using technical vocabulary and key language. Apply key language when talking about own paintings e.g. the background, foreground, colours, blending, contrast, etc.	Work with a variety of materials including newspaper, willow and clay to make sculptures. Work confidently in a pair or small group to make a larger sculpture. Use questioning confidently to drive group work forward. Think of ways work can be improved and modified through discussion. Experiment with and combine materials and processes to design and make 3D form. Sculpt clay to create models on a range of scales.	Plan a print independently or in a group and discuss the process involved in making it. Use different techniques such as inking, rolling, stencil, monoprint etc.	Experiment with a range of media by cutting, overlapping and layering textiles in order to create texture, effect and colour Combine visual and tactile qualities. Create and arrange patterns.
Rtfg6Retrieval Vocabulary	Linking to space and planets, chalk, pastel, Observation, imagination, draw confidently in their own style, collect ideas for 3D and textile projects, understand the use of composition (arranging a picture)	Acrylic paint, watercolour, primary, secondary, background, foreground, composition, contrast, complimentary colours, blending, tone, light, dark, vibrant, traditional patterns	Rocket pencil pot holder, rocket boosters, patterns, application of key clay skills, using slip, improving, embossing, indenting, scratching and blobbing, attaching	Fabric, polystyrene, rockets, boosters, border, planets, composition, Application of key skills overlaying, sequencing, repeating, poly print	weaving, stitching, running stitch
New Vocabulary	Link to South America, Mola designs , rockets, boosters	Hombre, movement	Rim, circumference, diameter	Monoprint, collagraph	wadding, tassels, cross stitch and blanket stitch

WEALD PLACE
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Year 5	Autumn A	Spring A	Summer A
Learning outcomes	**Drawing:** Design a rocket pencil pot holder inspired by the British artist Clarice Cliff. **Sculpture**: Make a clay rocket pencil pot holder. Make an Anglo -Saxon artefact using clay	**Sculpture**: Make a dream catcher inspired by Native American culture. **Textiles:** Make a weaving using recycled materials and textured resources.	**Textiles**: Make a textile piece inspired by Kuna Indians from Panama **Drawing and Painting**: Design a building inspired by the architect British Iraqi architect Zaha Hadid
Sequence of learning	**Drawing: Make a rocket pencil pot holder** **Learn about the ceramicist Clarice Cliff** **Clarice Cliff is a female, English ceramic artist.** • Learn about the process a potter employs to make a pencil pot. • Design and draw own pencil pot adding colour. **Sculpture:** • Adapt the process to make a rocket style pencil pot holder by using and applying clay skills they know and learning new ones. **Drawing: Design an Anglo-Saxon artefact** **Learn about the Anglo-Saxon jewellery and artefacts found at Sutton Hoo through pre- prepared research** • Draw out features of the treasure found at Sutton Hoo using graphite sticks, charcoal and pencil. • Combine ideas to make their own artefact design **Sculpture**: Make this design using clay. • Paint using acrylic paint.	**Sculpture: Make a Native American dreamcatcher** **Learn about the art forms of traditional dreamcatchers and a more modern sun catcher** • Design a dreamcatcher • Make it using willow, wool, pipe cleaners and beads. **Textiles: Learn about textile artists Olga de Armand from South American and African American fibre artist Bisa Butler** **Make a weaving inspired by both artists** • Collect materials for weaving • Learn about how an artist makes a weaving. • Learn to weave using a variety of materials • Create own weaving using a cardboard loom, warp and different resources for weft.	**Textiles: Make a textile mola inspired by Kuna Indian culture.** **Learn about Kuna Indian culture** • Draw and design own mola using an animal as a motif. • Create a textile mola using felt and different materials. **Make a picture of a futuristic Rusholme** **Learn about the architect Zaha Hadid** **Zaha Hadid is a female architect born in Iraq. She is very accomplished in her field of work.** • Study the architecture of Zaha Hadid • Collect ideas to use for their own futuristic building design. • Draw and paint their own futuristic buildings into a picture combining inspiration her work.
Artists, craft makers, designers, architects	Demonstrate knowledge and understanding about the history of art, craft, design and architecture: • Experiment with different styles that artists have used. • Learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information.		

HEART PLACE
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KS2 National Curriculum

- Develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)
- Learn about great artists, architects and designers in history.

Year 6	Drawing	Painting	Sculpture	Printing	Textiles/Collage
Knowledge	Know when different materials can be combined in a drawing and use this to very good effect. Choose appropriate techniques to convey meaning and intention. Apply different techniques of drawing appropriately to a range of tasks eg scale, genre. Use shading to create mood and feeling. Organise line, tone, shape and colour to explore, represent pattern and composition. Show and awareness of space when drawing. Use a variety of tools and select the most appropriate. Explain why specific materials have been chosen to draw with.	Painting techniques are well developed and there is confidence in own style. Confidently employ a range of techniques to good effect such as blending, showing tones in gradients (light to dark) and creating depth in pictures. Use ideas from the imagination and/or observation to develop painting. Apply a variety of techniques alongside a sensitive understanding of colour to the work. Produce work of a high quality on a variety of scales. Use a wide range of techniques in pieces of work. Explain why specific painting techniques have been chosen.	Make 3D work by investigating how a variety of skills, techniques and materials can be used on the same piece of work. Apply techniques and knowledge of 3D design and construction to the work. Work on a variety of scales with a wide range of materials. Reference work to the initial ideas, talk about how the work has developed and what factors have influenced changes made. Create work which is open to interpretation by the audience. Use both visual and tactile elements in work produced.	Plan a print independently or in a group and discuss the process involved in making it. Use a range of techniques in work produced. Include a greater amount of detail in the prints made and build up colours in a variety of ways. Print onto fabric and other materials.	Investigate different textile qualities by applying knowledge of appliqué when making tassels. Explore the work of designers through history. Apply skills and techniques in order to embellish work to a high standard. Produce work in a variety of media such as appliqué. Include both visual and tactile elements in work produced. Add decoration to create effect. Use a range of mixed media. Justify the materials chosen. Combine pattern, tone and shape. Plan and design a collage.
Retrieval Vocabulary	Combining different materials, creating effects, hombre, conveying emotion, meaning, mood, cross hatching , patterns, background, foreground, symbols, culture, rivers	As before plus, hombre, blending, tone, light, dark, vibrant, movement, technique, traditions	Bird sculpture-scrunching, taping, gluing, building	As before plus fabric printing, collagraph, monoprint Poly print, etching, lines, shapes. Indenting, printing, colour mixing, texture, pattern	Application of applique skills, making tassels, sewing on buttons, using binka, using a range of stitches, embroidery, Running stitch, star stitch, blanket stitch
New Vocabulary	Aborigines, tradition, animals, indigenous	Spot technique, colour symbolism, natural pigments	Plumes, bills, mantle, feathers, details	Marbling, oil resist	Rationing, Make Do and Mend, recycling, re- using

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Year 6	Autumn A	Spring A	Summer A
Learning outcomes	**Textiles:** Make a 'Make Do and Mend' textile bag. **Drawing and Painting:** Create a portrait inspired by Frida Kahlo	**Printing:** Print an Art deco inspired pattern using a poly printing sheet **Sculpture:** Make a fantasy bird of paradise sculpture using paper, straws, card and other resources.	**Sculpture:** Make a willow festival lantern **Drawing and Painting:** Make art work about a river inspired by Aboriginal Art.
Sequence of learning	**Textiles: Make a Make Do and Mend Textile Bag** **Learn about the designer Mary Quant** **Mary Quant is a female, British designer who produced innovative textile pieces.** • Learn about the history of rationing in clothes during WW2 through original footage films and power point. • Look at work of designers and draw out their own textile bag design. • Make their own bag by using a variety of skills including sewing, cutting, gluing, applique, making tassels, handles. **Drawing and Painting: Create a portrait linked to South America artist Frida Kahlo** **Learn about the painters Frida Kahlo and Diego Rivera** **Frida Kahlo and Diego Rivera are significant figures worldwide. Frida provides a positive and unfiltered role model for all.** • Learn about the Mexican artists Diego Rivera and Frida Kahlo. • Make a portrait in the style of Frida Kahlo surrounded by symbols which create their identity.	**Printing: Make a print inspired by Art Deco** **Learn about the designer/architect Charles Rennie Mackintosh** **Charles Rennie Mackintosh designed significant buildings. A very well celebrated architect.** • Learn about the period of Art Deco design occurring between WW1 and WW2, including buildings, furniture, clothes and jewellery with a focus on Charles Rennie Mackintosh's architecture using pre- prepared research. • Collect ideas to draw an Art Deco building or window in your sketch book. Make a poly print of your Art Deco design. **Sculpture**: **Make a bird of paradise sculpture** **Learn about the artist Grayson Perry using pre-prepared research.** • Learn about Birds of Paradise in the Rainforest using pre-prepared research. • Learn about features of Birds of Paradise through BBC clips, linking with Brazilian rainforest. • Draw their own fantasy bird design. Make a 3D model using paper, tape, straws, card and tissue.	**Make art work about a river inspired by Aboriginal Art** **Learn about Aboriginal Art** • Recap on traditions in Aboriginal art through PowerPoint/notebook and BBC clips. • Watch film of river in Australia and develop knowledge about tradition life/ animals painted/ cultural beliefs. • Make a marble print to cut and use in a painted piece. • Make an Aboriginal style picture including animals, and cut prints. **Make a willow festival lantern** **Learn about traditional festival lanterns** • Learn about different festivals through BBC class clips which use light and lanterns such as Diwali, Wesak, Lunar New Year. • Learn how to use willow by making loops, bending, fixing, building, connecting • Work in pairs to investigate 'How can I make a 3D lantern using willow?' • In a pair or group make a lantern using willow, tape, cellophane, tissue paper and PVA glue and other materials.
Artists, craft makers, designers, architects	Demonstrate knowledge and understanding about the history of art, craft, design and architecture: • Make a record about the styles and qualities in own work. • Say what or who their work is influenced by. • Include technical aspects in their work eg architectural design.		

HEADPLACE
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