

# ART AND DESIGN Curriculum



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Rode Heath Primary School

## Intent

At Rode Heath Primary School, our intention is to deliver a high-quality art and design education which engages, inspires and challenges our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We aim to provide a curriculum that is well-planned, relevant and values led. Through our art and design curriculum, we strive to bring out the artistic talent and creative imagination which lies within all of our pupils. We aim to nurture skills and teach concepts important for self-expression and well-being, encouraging our pupils to believe in themselves and have the confidence to '**make their mark**'. Our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Implementation

Each class completes three art units per year; each unit focuses on particular skills in one or more areas, eg. drawing, painting, collage, 3D, printing, textiles or digital media. Progress in these areas is built in across the year groups, and skills and media are revisited as the pupils move up the school. Some art units are linked to other curriculum subjects, or to that term's 'Topic', while others are taught as discreet units. Several units across the key stages also link directly to real-life creative industries to help the children make the connection between art as a subject and art as a career. Each unit of work has one or more artwork(s) that the children discuss and learn about. These key artworks come from different eras and include a range of genres, styles, and culturally and ethnically diverse art and artists. The key artworks inspire the pupil's own practical work through the concept, medium or subject matter. Pupils are also given opportunities to develop their own ideas and experiences in their work. - to 'Think like an Artist'.

Each pupil has a sketchbook that moves up through the year groups with them; an excellent way to see each child's art journey from Year 1 to Year 6. They use their sketchbooks to explore and experiment with skills and techniques, and in KS2, to develop and plan their ideas and respond to the artwork of other artists, designers, craftspeople etc. Pupils then produce final pieces/outcomes which can go on display in classrooms, around the school, in the sketchbooks or go home. Teachers do not mark in the sketchbooks, assessment is carried out formatively and there is an emphasis on self and peer assessment methods.

KS1 and KS2 pupils also have their own Doodle Books which are used during spare minutes in a day or at playtimes. In these, pupils are free to draw what they choose - to be imaginative, to be creative and to 'make their mark', developing self-expression and nurturing well-being.

In addition, we hold an 'Art Attack' week every year where we coordinate activities across the entire primary range so all children produce either an individual, or collaborative piece of high-quality work. During these weeks we often invite artists into school to work with all pupils on particular mediums. This year we studied the artist Yayoi Kusama, the results of which can be viewed in our new entrance hall where work from the whole school is displayed.

Our aims are to:

- produce creative work, exploring ideas and recording 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.

### **Impact**

What better way to assess the impact of our Art and Design Curriculum at Rode Heath than through listening to what our pupils have to say about it.

Year 1: Can we do art everyday? It makes me feel happy. I love painting and mixing colours. I love art.

Year 2: I love art because I can do things from my imagination, I get to paint and learn about artists. Art makes me feel happy and free, like I'm in my own world. My teacher helps me by explaining it and she helps us to organise ourselves.

Year 3: Art isn't just about something you draw, it's about imagination. I feel comfortable and creative in art lessons. I'm proud when other people like my art. Art is different to other lessons; the things we do are different every time. We get to learn about artists. Sometimes it's 2D then it can be 3D! I like looking back in my book to see how much better I'm getting.

Year 4: When I look back in my sketchbook it is much better than what I did before. I feel calm and composed in art. My teacher helps me to learn new skills. We have art lessons to open up new doors. I am proud when other children comment on my work.

Year 5: I feel calm and at peace and lovely in art lessons. I feel really excited when we do art as its my favourite subject. Art reminds us we have creativity. Art lessons are different to other lessons because they promote non-verbal creativity. My teacher is a great instructor. I like looking at different pieces of art. I am proud when I had fun and I didn't worry.

Year 6: I am happy in art because I can express myself. I am proud when I try and don't always succeed but I try again and I do succeed! I like art because it's important to express your feelings and you're free to be yourself. My teacher makes me feel better about my art when I'm not confident. Art lessons are excellent because we get to learn how to do art in different ways. I feel great in art because it feels like a small break where I get to be creative and be in my own head.

## Curriculum Overview Key Stage 1

	Drawing	Painting	3D
<b>Year 1</b>	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, crayons, pastels, felt tips.</li> <li>• Experiment with mark making - begin to control the types of marks made with the range of media.</li> <li>• Use different sized paper.</li> <li>• Use basic shapes and different lines to represent observed, imagined and remembered ideas and things.</li> <li>• Use drawing as a medium to develop and share ideas.</li> <li>• Draw on different surfaces with a range of media.</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Observe and draw - begin to 'draw what you see'.</li> <li>• Invent new shapes</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Investigate textures by describing, naming, rubbing, copying, exploring</li> </ul>	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Use painting as a medium to develop and share ideas.</li> <li>• Incorporate known experiences or create from imagination.</li> <li>• Focus on using lines and shapes to create images.</li> <li>• Learn how to grip a paintbrush.</li> <li>• Begin to learn to use correct brush for a task.</li> <li>• Experiment with a variety of media; powder paint, ready mixed paint, watercolours.</li> <li>• Control the types of marks made with the range of media by varying equipment used to create it, fingers, sticks, brush sponge etc.</li> <li>• Paint on different surfaces with a range of equipment and materials.</li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Colour mixing - Know the primary colours are red, blue and yellow. Mix primary colours to make the secondary colours. Use these in their work.</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Use pencil drawings to guide the painting.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Investigate texture by using different effects, washes, stippling, thick, thin paint,</li> </ul>	<ul style="list-style-type: none"> <li>• Use modelling and sculpting as a medium to develop and share ideas.</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• Understand the safety and basic care of materials and tools</li> </ul> <p><b><u>Shape / Form</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials to create known and unknown shapes and forms.</li> <li>• Explore how shapes are joined using glue, tape, string etc.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Explore how to create texture on a range of materials, printing, scratching, sticking, applying collage</li> </ul> <p>• use of clay, plasticine, construction kits</p> <p>• encourage vocabulary - thin, thick, bendy, shiny, straight etc</p>

paint with sand and other mediums mixed in to alter the texture of the shape.  
•Paint on different surfaces with a range of equipment and materials

### Architects, artists, designers, sculptors, craftmakers in history and today

Look at and talk about works of artists at the start of/during every unit (pottery, sculpture, drawing, painting, photography etc.) (Teachers to include a photo/image of the **artist**.)  
Describe and ask questions about the work, create a piece of work in response to it.  
Talk about their own work.

#### Superheroes

**Andy Warhol - Pop Art**

[Linked to topic](#)

Painting, Printing,  
Drawing (portraits)



#### Weather

**Mondrian and Rothko - Colour**  
[Discreet unit](#)

Collage, Drawing,  
Painting

**Piet Mondrian Colour,**  
Collage, Drawing



**Mark Rothko - Painting**



#### Into the Woods

**Hoang Tien Quyet - Making Birds**

[Linked to Topic](#)

**John James Audubon -**

3D/Paper Sculpture, drawing,  
painting



Year 2	Drawing	Painting	3D
	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, <b>rubbers</b>, crayons, pastels, felt tips, <b>chalk</b></li> <li>• Control the types of marks made with the range of media.</li> <li>• Use different sized paper.</li> <li>• Use basic shapes and different lines to represent observed, imagined and remembered ideas and things.</li> <li>• Use drawing as a medium to develop and share ideas.</li> <li>• Draw on different surfaces with a range of media.</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Observe and draw</li> <li>• Invent new shapes</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Investigate textures by describing, naming, rubbing, copying, exploring</li> <li>• <b>Apply a simple use of pattern and texture in a drawing eg. dots, wavy lines or swirls</b></li> </ul> <p><b><u>Tone</u></b></p> <ul style="list-style-type: none"> <li>• Investigate tone by drawing <b>light/dark lines, light/dark patterns, light/dark shapes</b></li> <li>• Begin to add tone to a drawing.</li> </ul>	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Use painting as a medium to develop and share ideas.</li> <li>• Incorporate known experiences or create from imagination.</li> <li>• Focus on using lines and shapes to create images. <b>Think about how objects are placed together to create composition.</b></li> <li>• Choose the correct brush for a task.</li> <li>• Experiment with a variety of media; ready mixed paint, watercolours</li> <li>• Control the types of marks made with the range of media by varying equipment used to create it, fingers, sticks, brush sponge etc.</li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a colour wheel to recap primary and secondary colours. Introduce <b>warm and cold colours.</b></li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• <b>Recreate what can be seen by incorporating sketches and pencil drawings to guide the painting</b></li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Investigate texture by <b>painting light/dark lines, light/dark patterns, light/dark shapes</b> using different effects, washes, stippling, thick, thin paint, paint with sand and other mediums mixed in to alter the texture of the shape</li> <li>• <b>Develop and use a texture for effect.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use modelling and sculpting as a medium to develop and share ideas.</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• <b>Manipulate malleable materials for a purpose</b></li> <li>• Understand the safety and basic care of materials and tools</li> </ul> <p><b><u>Shape / Form</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials to create known and unknown shapes and forms.</li> <li>• Explore how shapes are joined using glue, tape, string etc.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Explore how to create texture on a range of materials, printing, scratching, sticking, applying, collage</li> <li>• <b>Change the surface of a malleable material e.g. build a textured tile.</b></li> <li>• evaluate and adapt work</li> <li>• clay work – small pumpkins</li> <li>• paper constructions/junk modelling – castles</li> </ul>

### Tone and Tints

- Use white to make colours lighter, black to make colours darker.

- combining media using shades of the same colour e.g. oil pastel on paint
- Discuss happy/sad colours – mood
- develop vocabulary of tone – light, dark, weak, strong, pale, vibrant etc
- use of fine brushes for detail.

### **Architects, artists, designers, sculptors, craftmakers in history and today**

- Look at and talk about works of artists at the start of/during every unit (pottery, sculpture, drawing, painting, photography etc.) **Include a photo/image of the artist.**

Describe and ask questions about the work, create a piece of work in response to it.

- Talk about their own work

### Journeys

**Yayoi Kusama**

[Discreet](#)

Drawing, 3D- clay



### Our Amazing World

**Van Gogh**

[Linked to Topic](#)

Drawing, Painting



### The Seaside

**Janet Bell - seascape artist**

[Linked to topic](#)  
[Real-life Industry](#)

Painting, Collage, Textiles





## Curriculum Overview Key Stage 2

Year 3	Drawing	Painting	3D
	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• <b>Begin to use sketchbooks to collect and record visual information from different sources, to express likes and dislikes.</b></li> <li>• <b>Begin to record shapes and lines with some degree of accuracy from observation.</b></li> <li>• Draw for a more sustained period of time at an appropriate level.</li> <li>• <b>Review and refine a drawing.</b></li> <li>• Experiment with different grades of pencil to create lines and marks.</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil to draw different forms and shapes.</li> <li>• <b>Begin to show an awareness of objects having a third dimension.</b></li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing</li> </ul> <p><b><u>Tone</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements such as charcoal to</li> </ul>	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• <b>Begin to use sketchbooks to collect and record visual information from different sources, to express likes and dislikes.</b></li> <li>• Incorporate known experiences, observed or imagined ideas and things.</li> <li>• Paint with a variety of media; ready mixed paint, acrylic, watercolours</li> <li>• <b>Control the types of marks made by using different width of brushes.</b></li> <li>• Use washes for backgrounds</li> <li>• <b>Work for a more sustained period of time at an appropriate level.</b></li> <li>• <b>Review and refine a painting.</b></li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Colour mixing - colour wheel activities, primary, secondary and tertiary colours</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Incorporate sketches and pencil drawings to guide the painting.</li> <li>• Think about how objects are placed together to create composition.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Apply appropriate texture by painting light/dark lines, light/dark patterns, light/dark shapes using different effects, washes, stippling, thick, thin paint, inscribing.</li> <li>• Paint on different surfaces with a range of equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the safety and basic care of materials and tools.</li> <li>• Look at the work of a wide range of sculptures and artists.</li> <li>• <b>Plan, create and evaluate a sculpture.</b></li> </ul> <p><b><u>Shape / Form</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials to create known and unknown shapes and forms.</li> <li>• Explore how shapes are joined using glue, tape, string etc. <b>and completed using paint and varnish.</b></li> <li>• <b>Use coiling techniques to coil pots</b></li> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Explore how to create texture on a range of materials, printing, scratching, sticking, applying, collage</li> <li>• Change the surface of a malleable material e.g. build a textured tile</li> </ul> <ul style="list-style-type: none"> <li>• clay work - coiled pots, tiles with relief patterns</li> <li>• paper sculpture (pop up books / origami)</li> </ul> <p><b>Clarice Cliff clay pots</b></p>

achieve variations in tone. eg. through smudging, hatching.  
• Apply tone in a drawing in a simple way.

- experiment with light and shade
- introduce hatching - shading • geometrical shapes • use of charcoal smudging for light and shade

### Tone and Tints

- Develop ability to mix shades of colours and make choices about the colours to use.

## **Architects, artists, designers, sculptors, craftmakers in history and today**

- Look at and talk about works of artists at the start of/during every unit (pottery, sculpture, drawing, painting, photography etc.) Include a photo/image of the artist.
- Start to comment on, compare and be inspired by images and artists work.
- Create images, items related to stimuli.
- Talk about their own work and others.

### Canals

**Clarice Cliff - Local artist**

[Real-life Industry](#)

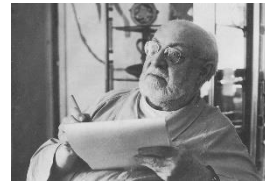
3D - card/wet tissue sculpture,  
Drawing, Painting



### Science Rocks

**Henri Matisse**  
[Discreet Unit](#)

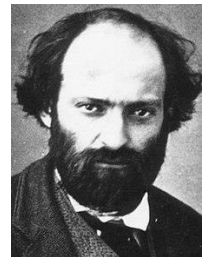
Collage, Drawing



### Living off the Land

**Paul Cezanne**  
[Linked to topic](#)

Still -life, Drawing,  
Painting



<p><b>Year 4</b></p>	<p style="text-align: center;"><b>Drawing</b></p> <p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources, to express likes and dislikes.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Record shapes and lines from observation.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• <b>Review and refine a drawing.</b></li> <li>• Experiment with different grades of pencil to create lines and marks.</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil to draw different forms and shapes.</li> <li>• Show an awareness of objects having a third dimension.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing</li> </ul> <p><b><u>Tone</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>• Apply tone in a drawing.</li> </ul>	<p style="text-align: center;"><b>Painting</b></p> <p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use sketchbooks</b> to collect and record visual information from different sources, to express likes and dislikes.</li> <li>• Incorporate known experiences, observed or imagined ideas and things.</li> <li>• Paint with a variety of media; ready mixed paint, acrylic, watercolours, <b>Brusho</b></li> <li>• Control the types of marks made by using different width of brushes.</li> <li>• Use washes for backgrounds</li> <li>• Work for a more sustained period of time at an appropriate level.</li> <li>• <b>Review and refine a painting.</b></li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Colour mixing - colour wheel activities, primary, secondary and tertiary colours.</li> <li>• <b>Use layers of colour to build up pictures - dark to light (and light to dark)</b></li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Incorporate sketches and pencil drawings to guide the painting.</li> <li>• Think about how objects are placed together to create composition.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Use learned painting and brushstroke techniques for effect (splashing, stippling, thick, thin paint, inscribing)</li> <li>• <b>Experiment with Sgraffito</b> - (painting a preliminary surface, then applying a second layer and scratching into it to reveal the lower colour).</li> </ul>	<p style="text-align: center;"><b>3D</b></p> <ul style="list-style-type: none"> <li>• Understand the safety and basic care of materials and tools.</li> <li>• Look at the work of a wide range of sculptures and artists.</li> <li>• Plan, create and evaluate a sculpture.</li> <li>• <b>Introduce newspaper/ paper sculpture/ wire sculpture.</b></li> <li>• <b>Create wire and wood bases to be covered with papier mache/tissue paper/ Modroc.</b></li> <li>• <b>Begin to make more complex and accurate sculptures.</b></li> </ul> <p><b><u>Shape / Form</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials to create known and unknown shapes and forms.</li> <li>• Explore how shapes are joined using glue, tape, string etc. and completed using paint and varnish.</li> <li>• Construct and join recycled, natural and manmade materials</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Explore how to create texture on a range of materials, printing, scratching, sticking, applying, collage</li> <li>• Change the surface of a malleable material e.g. build a textured tile</li> </ul> <p><b>wire /paper/Modroc sculptures</b></p>

•Paint on different surfaces with a range of equipment and materials

**Tone and Tints**

- Mix own tints and shades to use in their work with more independence.
- Colour match tones to suit their composition.

**Architects, artists, designers, sculptors, craftmakers in history and today**

- Look at and talk about works of artists at the start of/during every unit (pottery, sculpture, drawing, painting, photography etc.) **Include a photo/image of the artist.**
- Start to comment on, compare and be inspired by images and artists work.
- Create images, items related to stimuli.
- Talk about their own work and others.

**Egyptians**

**Lorien Stern**  
Discreet unit



3D - clay



**Celts**

**Faith Ringgold**  
Discreet unit

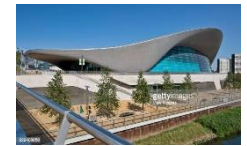


Collage, textiles, Drawing, Painting



**Romans**

**Dame Zaha Hadid**



**Norman Foster**



Real-life Industry -  
Architects

Drawing, 3D - sculpture

Year 5	Drawing	Painting	3D
	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Use a sketchbook to collect and develop ideas, to keep notes explaining about items and how to develop work further.</li> <li>• Record more complex shapes and lines from observation.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Review and refine a drawing.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul> <p><b><u>Perspective</u></b></p> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work by using a single focal point and horizon, and/or shading.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their work e.g. foreground, middle ground and background.</li> </ul> <p><b><u>Lines, Marks, Tone, Form &amp; Texture</u></b></p> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> </ul>	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources, to keep notes explaining about items and how to develop work further.</li> <li>• Paint with a variety of media; ready mixed paint, acrylic, watercolours, Brusho.</li> <li>• Work for a sustained period of time at an appropriate level.</li> <li>• Review and refine a painting.</li> <li>• Look at different styles of artists and begin to develop their own.</li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Use knowledge of colour mixing and mark making expressively.</li> <li>• Develop further their understanding of colour theory. i.e. complementary colours, primary, secondary and tertiary colours</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Incorporate sketches and pencil drawings to guide the painting.</li> <li>• Think about how objects are placed together to create composition.</li> </ul> <p><b><u>Perspective</u></b></p> <ul style="list-style-type: none"> <li>• Develop understanding of perspective and begin to use it in their work.</li> <li>• Begin to develop an awareness of scale and proportion in their work e.g. foreground, middle ground and background.</li> </ul> <p><b><u>Tone and Tints</u></b></p> <ul style="list-style-type: none"> <li>• Mix own tints, shades and flesh tones.</li> </ul>	<p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Understand the safety and basic care of materials and tools</li> <li>• Look at a range of sculptures and artists. Choose one for in-depth analysis. Evaluate and analyse their work and form their own opinion.</li> <li>• Plan, create and evaluate a sculpture</li> <li>• Create wire and wood bases to be covered with papier mache/tissue paper/ Modroc</li> <li>• Use newspaper/ paper/ sculpture/ wire sculpture</li> <li>• Make more complex and accurate sculptures.</li> <li>• Make plans before beginning work</li> </ul> <p><b><u>Shape / Form</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials to create known and unknown shapes and forms.</li> <li>• Join using glue, tape, string etc. and add finishing techniques.</li> <li>• Use coiling techniques to form coil pots</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Explore how to create texture on a range of materials, printing, scratching, sticking, applying, collage</li> <li>• Change the surface of a malleable material e.g. build a textured tile</li> </ul> <p>• Greek coil pot Wire/paper sculpture</p>

• Start to develop their own style using tonal contrast and mixed media.

• action sketching • cartoons • landscape, portrait, still life • use of charcoal smudging for light and shade

• Create shades and shadows with more independence- 3D effects through use of tone.

### Texture

• Add texture by painting light/dark lines, light/dark patterns, light/dark shapes using different effects, washes, stippling, thick, thin paint, paint with sand and other mediums mixed in to alter the texture of the shape

• Paint on different surfaces with a range of equipment and materials.

• symbolism in painting • greater understanding of abstract art as a medium for expressing emotions and feelings • more thought about own composition, perspective and focus

## **Architects, artists, designers, sculptors, craftmakers in history and today**

• Look at and talk about works of artists at the start of/during every unit (pottery, sculpture, drawing, painting, photography etc.) **Include a photo/image of the artist.** • Start to comment on, compare and be inspired by images and artists work. • Create images, items related to stimuli. • Talk about their own work and others. • **Research the work of an artist and use their work to replicate a style**

### Space

**Peter Thorpe**  
[Linked to topic](#)



Drawing, Painting, 3D-paper



### Vikings

**Hew Locke**

[Linked to topic](#)  
(boats/ships)

Drawing, Painting, collage



### Olympics and Greeks

**Ancient Greek Pottery Artwork**  
[Linked to topic](#)



3D -sculpture

Make an ancient Greek instrument inspired by Greek paintings

Year 6	Drawing	Painting	3D
	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Use a sketchbook to collect and develop ideas, to keep notes explaining about items and how to develop work further..</li> <li>• Record more complex shapes and lines from observation.</li> <li>• <b>Develop close observation skills using a variety of view finders.</b></li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• <b>Review and refine a drawing.</b></li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul> <p><b><u>Perspective</u></b></p> <ul style="list-style-type: none"> <li>• Use simple perspective in their work using a single focal point and horizon and/or shading.</li> <li>• Show an awareness of composition, scale and proportion in their work e.g. foreground, middle ground and background.</li> </ul> <p><b><u>Lines, Marks, Tone, Form &amp; Texture</u></b></p> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different mark , lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> </ul>	<p><b><u>Line, shape and mark making</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources, to keep notes explaining about items and how to develop work further..</li> <li>• Incorporate known experiences, observed or imagined ideas and things.</li> <li>• Paint with a variety of media; ready mixed paint, acrylic, watercolours, Brusho.</li> <li>• <b>Observation of close detail of objects, landscapes and human form: Preliminary sketches, experimental work to check composition, colour.</b></li> <li>• <b>Grids: blowing up of small details (magazine cut outs, photographs etc.)</b></li> <li>• Work for a sustained period of time at an appropriate level.</li> <li>• <b>Review and refine a painting.</b></li> <li>• Look at different styles of artists and begin to develop their own.</li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Use knowledge of colour mixing and mark making expressively.</li> <li>• Develop further their understanding of colour theory. i.e. complimentary colours, Primary, secondary and tertiary colours</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>• Incorporate sketches and pencil drawings to guide the painting.</li> <li>• <b>Think about how objects are placed together to create composition.</b></li> </ul> <p><b><u>Perspective</u></b></p>	<p>Understand the safety and basic care of materials and tools</p> <ul style="list-style-type: none"> <li>• Look at a range of sculptures and artists. Choose one for in-depth analysis. Evaluate and analyse their work and form their own opinion.</li> <li>• Plan, create and evaluate a sculpture</li> <li>• Create wire and wood bases to be covered with papier mache/tissue paper/ Modroc</li> <li>• Use newspaper/ paper/ sculpture/ wire sculpture</li> <li>• Make more complex and accurate sculptures.</li> <li>• Make plans before beginning work</li> </ul> <p><b><u>Shape / Form</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials to create more abstract sculptures</li> </ul> <p>Explore how shapes are joined using glue, tape, string etc. and completed using paint and varnish</p> <ul style="list-style-type: none"> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Explore how to create texture on a range of materials, printing, scratching, sticking, applying, collage</li> <li>• Change the surface of a malleable material e.g. build a textured tile</li> </ul>

	<ul style="list-style-type: none"> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of perspective and begin to use it in their work.</li> <li>• Understand foreground, middle and back ground.</li> <li>• Begin to develop an awareness of scale and proportion in their work e.g. foreground, middle ground and background.</li> </ul> <p><b><u>Tone and Tints</u></b></p> <ul style="list-style-type: none"> <li>• Mix own tints, shades and flesh tones.</li> <li>• Create shades and shadows with more independence- 3D effects through use of tone.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Add texture by painting light/dark lines, light/dark patterns, light/dark shapes using different effects, washes, stippling, thick, thin paint, Sgraffito, inscribing, paint with sand and other mediums mixed in to alter the texture</li> <li>• Paint on different surfaces with a range of equipment and materials.</li> </ul> <p>• symbolism in painting • greater understanding of abstract art as a medium for expressing emotions and feelings • more thought about own composition, perspective and focus</p>	<p>More abstract forms to provoke different interpretations</p>
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## Architects, artists, designers, sculptors, craftmakers in history and today

- Look at and talk about works of artists at the start of/during every unit (pottery, sculpture, drawing, painting, photography etc.) **Include a photo/image of the artist.**
- Start to comment on, compare and be inspired by images and artists work.
- Create images, items related to stimuli.
- Talk about their own work and others
- Research the work of an artist and use their work to replicate a style
- **Carry out an in-depth study on an artist**

### Heroes

Hannah Hoch/  
Access Art Activism  
unit

Linked to topic (WW1)



Digital media, Collage



### Dynamic Planet

Robin Wight -local artist  
Linked to topic/Real-life  
Industry (Trentham  
Gardens)



3D wire  
sculptures/abstract eco  
sculptures



Compare with Antony Gormley



Contrast with abstract wire and paper  
sculptures







### Voyages into Adventure

Identity

(Access Art Identity pathway)





photography/drawing/painting





	Key Artworks	Art and Design End Points
Year 1	   	<ul style="list-style-type: none"> <li>• Know how to use pencils, crayons, pastels and felt-tips for drawing.</li> <li>• Know how to use basic shapes and lines to represent observed, imagined and remembered ideas.</li> <li>• Know how to use drawing, painting and sculpting as a way to share ideas</li> <li>• Know how to grip a paintbrush and which brush to use for a particular task</li> <li>• Know the primary colours are red, blue and yellow. Know how to mix primary colours to make the secondary colours. Use these in their work.</li> <li>• Know how to use malleable materials in a variety of ways including rolling and kneading</li> <li>• Know how to use a range of materials to create a 3D form</li> <li>• Know how to create a repeating pattern in print</li> <li>• Know how to use IT to create a picture</li> <li>• Know how to talk about their artwork</li> </ul>

Year 2



- Know how to use a variety of media for drawing; pencils, rubbers, crayons, pastels, felt tips, chalk
- Know how to use basic shapes and lines to represent observed, imagined and remembered ideas.
- Know how to apply a simple use of pattern and texture in a drawing eg. dots, wavy lines or swirls
- Know lines and shapes create images and how objects are placed together to create composition.
- Know colours can be represented on a colour wheel and there are warm and cold colours.
- Know how to incorporate sketches and pencil drawings to guide a painting
- Know how to use white to make colours lighter and black to make colours darker.
- Know how to create texture on a range of materials, printing, scratching, sticking, applying collage
- Know how to manipulate malleable materials for a purpose
- Know how to make joins in clay
- Know how to look at and talk about the work of artists

<p>Year 3</p>	  	<ul style="list-style-type: none"> <li>• Know how to make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Know how to use sketchbooks to collect and record visual information from different sources, to express likes and dislikes.</li> <li>• Know how to record shapes and lines with some degree of accuracy from observation.</li> <li>• Know how to use different grades of pencil to create lines and marks.</li> <li>• Know how to apply tone in a drawing in a simple way.. eg. through smudging, hatching.</li> <li>• Know how to control the types of marks made by using different width of brushes.</li> <li>• Know how to use washes for backgrounds</li> <li>• Know how to mix shades of colours and make choices about the colours to use.</li> <li>• Know how to apply appropriate texture by painting light/dark lines, light/dark patterns, light/dark shapes using different effects, washes, stippling, thick, thin paint, inscribing.</li> <li>• Know how to use coiling techniques to make a coil pot</li> <li>• Know how to use different collage techniques</li> <li>• Know how to identify the techniques used by different artists</li> <li>• Know how to compare the work of different artists</li> </ul>
<p>Year 4</p>		<ul style="list-style-type: none"> <li>• Know how to use sketchbooks to collect and record visual information from different sources, to express likes and dislikes.</li> <li>• Know how to draw shapes and lines from observation and how surface detail can be added to drawings.</li> <li>• Know that objects have a third dimension.</li> <li>• Know how to mix own tints and shades and how to colour match tones to suit their composition.</li> </ul>

		<ul style="list-style-type: none"> <li>• Know how to use layers of colour to build up pictures - dark to light (and light to dark)</li> <li>• Know how to use painting and brushstroke techniques for effect (splashing, stippling, thick, thin paint, inscribing) and how to experiment with Sgraffito</li> <li>• Know how to plan, create and evaluate a sculpture using a range of materials: newspaper/ paper sculpture/ wire sculpture/ junk modelling.</li> <li>• Know how to revisit and refine work, using mixed media: painting, collage, printing</li> <li>• Know how to look at and talk about the work of artists</li> <li>• Know that art is connected to real-life industry</li> </ul>
Year 5	  	<ul style="list-style-type: none"> <li>• Know how to work from a variety of sources including observation, photographs and digital images</li> <li>• Know how to use a sketchbook to collect and develop ideas, to keep notes explaining about items and how to develop work further</li> <li>• Know how to record more complex shapes and lines from observation and how create a detailed drawing.</li> <li>• Know how to use simple perspective in their work by using a single focal point and horizon, and/or shading.</li> <li>• Know how to develop scale and proportion in their work e.g. foreground, middle ground and background</li> <li>• Know how to use complementary colours</li> <li>• Know how to mix own tints, shades and flesh tones</li> <li>• Know how to revisit and refine work, using mixed media: painting, collage, printing</li> <li>• Know how to look at and talk about the work of artists</li> <li>• Know that art is connected to real-life industry</li> </ul>

Year 6



- Know how to work from a variety of sources including observation, photographs and digital images.
- Know how to use a sketchbook to collect and develop ideas, to keep notes explaining about items and how to develop work further..
- Know how to develop close observation skills using a variety of view finders.
- Know how to use grids to blow up small details (magazine cut outs, photographs etc.)
- Know how to incorporate sketches and pencil drawings to guide painting.
- Know how to use simple perspective in their work by using a single focal point and horizon, and/or shading.
- Know how to develop scale and proportion in their work e.g. foreground, middle ground and background
- Know how to 3D effects through use of tone
- Know how to construct with recycled, natural and manmade materials
- Know how to revisit and refine work, using mixed media: painting, collage, printing and photographs
- Know how to integrate digital images into artwork.
- Know how to look at and talk about the work of artists
- Know that art is connected to real-life industry