



**Intent:**

**Why our art curriculum looks like this:**

At Kingsthorne Primary school, we believe that high-quality Art lessons will inspire children to think innovatively and develop their creativity.

Our Art curriculum provides children with the opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, sculpture and digital art and are given the opportunity, year on year, to explore and evaluate different creative ideas. Children are introduced to a range of works, which have been carefully planned to develop an understanding of style and art vocabulary. The skills they acquire are applied to their cross-curricular topics; allowing children to use their art skills to reflect on topics in greater depth e.g. printing in the style of the Mayan Codex. It is paramount that art is purposeful; be this as a means of expression or to explore the styles of artists that inspires their own work.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and improve.

As a school we have decided to introduce sketch books in Y1. We found that the book moving all the way through the school really captures the skills being taught, the thought process of the children and their creativity developing year on year. We also thought carefully when selecting the artists and topics to ensure that art from all cultures is studied such as Greek masks, Diva lamps, Chinese Art, Viking Art and African Art. Covid impacted on the skills taught in art, as a school we have reflected on some of the skills which may need catch-up lessons. On individual year group documents we indicated where skills have been missed and which year groups will need to recap previous objectives before moving on, these documents move up with that year group so that teachers can plan effectively.

**Implementation:**

The skills and knowledge that children will develop throughout each art topic are mapped out across each year group and throughout the school to ensure coverage and progression. By teaching the knowledge, we can ensure that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. By teaching the skills, the children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art; drawing, painting, printing, textiles and sculpture. Co-ordinated, whole school art work, through our House Challenges, ensures that art is given high status in the curriculum.

After being awarded the Silver Arts Mark Award, Kingsthorne strive to move forwards to Gold and we are currently involved in writing the statement of commitment to do so.

The school's high-quality art curriculum is supported through the availability of a wide range of resources, which have been specifically linked to the topics taught.

**Impact:**

Classroom and corridor displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school encourages art with House challenges being based on them, visiting artists teaching very specific art to the children and sculptures enhancing the outside and indoor environments. Art sketch books show a journey and encourage children to explore materials as well as produce finished pieces of work.

Year Group	<p align="center"><b>What we teach and why</b> Highlight repeats / skills building up</p>			<p align="center"><b>Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting?</b> Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..</p>
	Autumn	Spring	Summer	
Nursery	<p><b>Topic Title</b> Aut 1: All About Me Aut 2: Nursery Rhymes and Celebrations</p> <p><b>Links to DM</b> 22-36</p> <ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks.</li> <li>30-50</li> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.</li> </ul> <p><b>Key Knowledge &amp; Vocabulary</b> The children will learn about textures through playdough and other malleable materials. They will use paints, felt tips, crayons and chalks to experiment with colours. Vocab – names of colours, names of objects found in Autumn Names of different festivals and celebrations</p>	<p><b>Topic Title</b> Spr 1 – People Who Help US Spr 2 – Colours and Patterns</p> <p><b>Links to DM</b></p> <ul style="list-style-type: none"> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.</li> </ul> <p><b>Key Knowledge &amp; Vocabulary</b> The children will explore colour mixing with paints, dyes and different playdoh. They will explore patterns and sequences in the natural environment and man-made patterns. They will practice drawing different vehicles, people objects linked to people who help us. Vocab - learn the names of people who help us and key words such as hosepipe</p>	<p><b>Topic Title</b> Sum 1 – Bears Sum 2 - Seaside</p> <p><b>Links to ELG</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Key Knowledge &amp; Vocabulary</b> Children will use different tools to create pictures and explore the patterns and colours of Bears from around the world. Children will explore the texture of sand and water and use different materials to create objects found at the seaside. Vocab - names of different types of Bears and describing words – big, hairy, scary</p>	<p><b>Adaptations and Experiences</b> Throughout the year the children will, through child-led learning-</p> <ul style="list-style-type: none"> <li>Introduces a storyline or narrative into their play.</li> <li>Plays alongside other children who are engaged in the same theme.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p>The children have free access to a variety of materials in the painting, mark making and junk modelling areas.</p> <p><b>Threads</b> Drawing Painting/printing Sculpture</p>

	<p><b><u>Sequence of Lessons</u></b>  Children will explore objects from nature and draw them. They will also use them to create artwork using conkers and acorns to roll in paint across paper. They will use fir cones to make imprints in the playdoh.</p> <p>Children will look at different celebrations and read stories such as 'Ten Christmas Wishes' They will create firework pictures using wax crayons on black paper and marble rolling with paints on paper. They will make Diwali lamps, out of clay and make poppies using different red and black materials. They will create Christmas crafts using different materials.</p> <p>The children will practise drawing pictures of themselves creating their faces on paper plates. They will learn about their bodies through rhymes and stories 'Wow Look what a body can do' and try drawing their own different body parts.</p> <p><b><u>How does this link build on previous learning?</u></b></p>	<p><b><u>Sequence of Lessons</u></b>  Children will create pictures of emergency vehicles using the easel and paints. They will also create them using boxes and materials from the junk modelling.</p> <p>Children will explore colours and patterns using the iPad and books to research. They will look at art from around the world and make their own carnival masks, aboriginal paintings and mosaics.</p> <p>They will use different coloured ice cubes to mix colours and make marks on paper.</p> <p>They will experiment with 'Big Art' on the floor to explore making big marks and large pictures using a variety of materials.</p> <p><b><u>How does this link build on previous learning?</u></b></p>	<p>Names of different objects found at the seaside and explore words linked to the seaside – sun, hot, wet</p> <p><b><u>Sequence of Lessons</u></b>  Children will research bears from around the world using iPad and books. They will create their own pictures/patterns to represent the bears experimenting with colours.</p> <p>They will listen to stories and nursery rhymes with bears such as 'We're Going on A Bear Hunt' and represent the bears using paints, crayons, pencils and different fabrics to explore textures.</p> <p>Children will design and make their own beach scenes and objects you will find at the beach. They will use the sand and water trays to role play their own experiences or their learning about the seaside. They will listen to stories about the Seaside: 'Goose at the Beach' and 'Sharing a Shell' and create their own pictures from them.</p> <p><b><u>How does this link build on previous learning?</u></b></p>	
<b>Reception</b>	<p><b><u>Topic Title</u></b>  Aut 1- Local Environment  Aut 2- Up in the Air</p> <p><b><u>Links to DM</u></b>  •Understands that different media can be combined to create new effects.  •Create simple representations of events, people and objects.</p>	<p><b><u>Topic Title</u></b>  Spr 1- Changes  Spr 2- Tea Party</p> <p><b><u>Links to DM</u></b>  •Explores what happens when they mix colours.  •Understands that different media can be combined to create new effects.</p>	<p><b><u>Topic Title</u></b>  Sum 1- Water and Under the Sea  Sum 2- Cooking and Growing</p> <p><b><u>Links to ELG</u></b>  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Children use what they have learnt about media and materials in original ways, thinking</p>	<p><b><u>Adaptations and Experiences</u></b>  Throughout the year the children will, through child-led learning-</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play.</li> <li>•Plays alongside other children who are engaged in the same theme.</li> <li>•Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>

<ul style="list-style-type: none"> <li>•Chooses particular colours to use for a purpose.</li> <li>•Selects appropriate resources and adapts work where necessary.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> The children will learn how to create simple representations of objects. They will try out different techniques for making pictures. Vocab- Names of the colours, autumn, leaves, print, rub, explore.</p> <p><b><u>Sequence of Lessons</u></b> When learning about Autumn the children will learn how to create different autumn pictures, from drawing/paining autumn tress, to leaf rubbing and leaf printing. During autumn 2 the children will explore making fireworks pictures using a variety of resources such as- chalk, paint, glitter. We will discuss how they can adapt their work, if necessary. The children make a 3D model of a home for a hedgehog when learning about animals in the environment.</p> <p><b><u>How does this link build on previous learning?</u></b> Children will have been given access to paints and brushes. They will have seen 3D sculptures</p>	<ul style="list-style-type: none"> <li>•Manipulates materials to achieve a planned effect.</li> <li>•Create simple representations of events, people and objects.</li> <li>•Experiments to create different textures.</li> </ul> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> The children will learn how to make different colours. They will learn how to use a variety of media to create pictures. Vocab- Colour names, mix, change, effect, Monet.</p> <p><b><u>Sequence of Lessons</u></b> The children will begin to explore colour mixing by coloured ice cube painting. Then they will use what they have learnt to mix colours to paint and create an Elmer picture. They will explore combining different media to create their picture. They will also begin to explore different textures. The children will then learn about the artist- Monet and create Monet style paintings, manipulating different materials to achieve their planned effect.</p> <p><b><u>How does this link build on previous learning?</u></b> The children will have been given the opportunity to mix colours together</p>	<p>about uses and purposes. They represent their own ideas, thoughts and feelings through art, role play and stories.</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> The children will be able to show what they have learnt of how to use media and material. They will be able to show their own ideas using a variety of techniques.</p> <p><b><u>Sequence of Lessons</u></b> The children will begin by creating their own rainbow fish, using what they have learnt about media and materials. When learning about Tiddler they will create different textures for the different fish. During the topic Cooking and Growing they will explore the artist Arcimboldo and create their own face pictures using the fruits and vegetables. They will then explore printing with the vegetables.</p> <p><b><u>How does this link build on previous learning?</u></b> The children will have been able to feel different textures</p>	<p>The children have free access to a variety of materials in the painting, mark making and junk modelling areas.</p> <p>The children independently make 3D models, drawings and paintings using their imagination through child-led learning.</p> <p><b><u>Curriculum links through art-</u></b> Remembrance Day poppy crafts Diwali pictures</p> <p><b><u>ART Curriculum Homework Links:</u></b> 3D model of transport in Local Environment topic Up in the Air collage in Up in the air topic 3D model for Water and Under the Sea topic</p> <p><b><u>Threads</u></b> Drawing Painting Sculpture</p>
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Year 1	<p><b><u>Topic Title</u></b> All About Me</p> <p><b><u>Links to NC</u></b> Name primary &amp; secondary colours Create a repeating pattern in print Cut, roll and coil materials</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> primary colours, secondary colours, mixing, printing</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to recognise and name three primary colours. (painting/colour)  L.O I am learning that mixing primary colours creates secondary colours. (painting/playdoh mix)  L.O. I am learning to mix my own secondary colours. (painting/colour)  L.O. I am learning to create a repeated pattern using secondary colours. (painting/print)</p> <p><b><u>How does this link build on previous learning?</u></b> In Reception the children explore paint in creative play, observing and naming</p>	<p><b><u>Topic Title</u></b> Animals</p> <p><b><u>Links to NC</u></b> Choose appropriate resources and tools  Use own ideas to make something  Make a model stronger</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> model, salt dough, 3D, 2D, collage, papier mache</p> <p><b><u>Sequence of Lessons</u></b> (animal artist day) L.O. I am learning to draw simple images using pictures and my imagination. L.O. I am learning to sculpture a 3D animal model using my design images. (collage/paper mâché) L.O. I can work with an adult to make my animal model stronger.</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to draw simple images using pictures and my imagination. L.O. I am learning to sculpture a 3D animal model using my design images. (salt dough) L.O. I can work with an adult to make my animal model stronger (so it can stand on its own).</p> <p><b><u>Topic Title</u></b> Animals</p> <p><b><u>Links to NC</u></b> Use pencils to create lines of different thicknesses in drawings</p>	<p><b><u>Topic Title</u></b> Seaside &amp; Holidays Plants</p> <p><b><u>Links to NC</u></b> Describe what is seen and give an opinion about the work of an artist Ask questions about a piece of art Create moods in artwork Name primary &amp; secondary colours</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> mixing, brush strokes, colours, Van Gogh</p> <p><b><u>Sequence of Lessons (Kapow- landscapes lessons) Van Gogh- beach scene</u></b> L.O. I am learning to use line to represent the horizon LO: I am learning to compose a beach scene using collage LO: I am learning to use paint to show the different colours in the sea LO: I am using the colours from a famous painting to recreate the colours in my collage</p> <p><b><u>How does this link build on previous learning?</u></b> Continuing from Spring term – observing work from an artist but incorporating use of paint which was explored throughout Autumn term.</p>	<p><b><u>Adaptations and Experiences</u></b> Curriculum House Challenge (Art)</p> <p>In 2019 we recreated pieces of from famous artists using different materials and stimulus. We do an Art challenge every year</p> <p>In Y1 we have a visiting artist who comes into school to teach the children all about 3D sculptures. The children learn that being an artist is a career too. A trip to the farm also helps children to visualise the animals in a 3D way.</p> <p><b><u>Curriculum Links through art:</u></b></p> <p><b><u>RE</u></b> – Diwali - water colour Diva Lamps - Harvest Festival – printing with vegetables, paper mâché vegetables to create a combine harvester as a collaborative class piece for display. - Remembrance Day – finger painting poppies to create poppy fields - Eid – creating Mehndi patterns using pencil</p> <p><b><u>Science</u></b> – observing the changes in the seasons, creating observational sketches of autumnal plants using pastels.</p> <p><b><u>ART Curriculum Homework Links:</u></b> <b><u>All About Me</u></b> Draw a self-portrait.</p> <p><b><u>Animals</u></b> Draw an animal.</p> <p><b><u>Threads</u></b> Use imagination to form simple images from a given starting point, beginning to use a sketchbook (sketchbook)</p>
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	<p>the colours and using paint to create images during continuous provision. Children have access to paintbrushes and paint throughout the day. In Year 1 we build on these foundations by putting colours into the colour groups (primary/secondary) and mixing colours; creating paint patterns.</p>	<p>Describe what is seen and give an opinion about the work of an artist</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> shading, pencil control, cross hatch, thick, thin, Albert Durer</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to observe work from an artist (Albert Durer) and express my opinion L.O. I am learning to use pencil and chalk to create different lines of thickness. (see Kapow) L.O. I am learning to create different marks and waves L.O. I am learning to use pencil to create different marks. L.O. I am using my imagination to form simple images.</p>		<p>Begin to control lines to create simple drawings (drawing)</p> <p><b>Painting and printing</b> Hold a large paintbrush correctly and make different brush strokes. Recognise and name the primary colours and mix them to make secondary colours. Develop controlled printing with cut out shapes (colour, painting and printing)</p> <p>Understand the difference between 2D and 3D when looking at sculptures. Investigate with a range of materials and connect them to make simple structures (sculpture and collage)</p> <p>Describe the artwork of famous artists (artists)</p>
Year 2	<p><b><u>Topic Title</u></b> Transport (paint techniques and famous artists)</p> <p><b><u>Links to NC</u></b> Name primary &amp; secondary colours, use painting, drawing and sculpting to develop their ideas.</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Primary colours, secondary colours, sculpture, tints, shades, charcoal, paint, pastels, finger painting</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to add white to a colour to make it lighter- Tint (painting)  L.O. I am learning to add black to a colour to make it darker- shade (painting)</p>	<p><b><u>Topic Title</u></b> Around the World (press prints)</p> <p><b><u>Links to NC</u></b> Drawing, Use a range of materials to create art including print</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> pencils. Press, print, rollers, inks.</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to use press printing to create a piece of artwork. (painting/print) <ul style="list-style-type: none"> <li>Draw simply to create a design, no words.</li> </ul> </p>	<p><b><u>Topic Title</u></b> Houses and Homes (clay sculptures)</p> <p><b><u>Links to NC</u></b> Develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space. Begin to investigate sculptures</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Sketch, shade, twist, pinch, roll, pattern, texture</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to sketch using a variety of graded pencils adding tone where needed - children sketch different style houses from different eras (drawing)</p>	<p><b><u>Adaptations and Experiences</u></b> In Y2 children are taken to Avoncroft Museum where they are exposed to art in different ways. They then use the buildings which they see to create art back at school.</p> <p>Children are shown videos from Youtube to show them what press-printing looks like at a large-scale production factory and think of the links to jobs</p> <p><b><u>Curriculum Links:</u></b> <b><u>Curriculum:</u></b> Transport – produce a piece of artwork based around a type of transport.</p> <p>Sculpt a diva – Rama and Sita – Diwali. (RE objective)</p>

	<p>LO: I am learning to describe the work of Monet and compare it to Van Gough (artists)</p> <p>L.O. I am learning to experiment with tints and shades and brush strokes to create a piece of artwork in the style of Claude Monet.- waterlillies (painting)</p> <p>LO: I am learning to re-create brush strokes similar to Van Gough in The Starry Night (painting)</p> <p><b><u>How does this link build on previous learning?</u></b> Mixing primary colours to make secondary colours. Exploring different brush strokes which different artists use</p>	<ul style="list-style-type: none"> <li>Transfer this onto polystyrene tile, press to create the impression;</li> <li>Print using printing inks and rollers</li> <li>Create a repeated pattern using 2 colours.</li> </ul> <p>L.O. I am learning to use a computer program to design my own piece of art based on the work of Mondrian.</p> <p><b><u>How does this link build on previous learning?</u></b> Previous experience of printing repeated patterns with objects in Y1</p>	<p>LO: I am learning to use different sketching techniques including shading (drawing)</p> <p>L.O: I am learning to consider which tools would be best to create texture and pattern in my clay (Sketchbook)</p> <p>L.O. I am learning to make patterns in clay and practise pinching, rolling, twisting and scratching (sculpture)</p> <p>L.O. I am learning to use a sketch to recreate pattern and texture in clay (sculpture)</p> <p><b><u>How does this link build on previous learning?</u></b> Children have been introduced to clay when creating a diva lamp in Y1 linked to RE. This will develop their skills with new techniques and having to create their own design in their tile</p>	<p>Collage, painting and cutting to make a paper dragon for Chinese New Year (RE objective)</p> <p>Mondrian – using primary colours only, links to paint on the computer.</p> <p>Link to Merchant’s house from Avoncroft Museum.</p> <p><b><u>Threads</u></b> When creating art work, begin to think what materials best suit the task. Begin to develop art work in sketch books.</p> <p>Improve mastery of drawing by drawing on smaller and larger scales and beginning to experiment with different grades of pencil. Begin to add detail to line drawings</p> <p>Create and experiment with shades of colour recognising if colours are warm or cold. When printing, experiment with marbling, investigating how ink changes and moves in water. Begin to use computer art programs to create art</p> <p>Begin to investigate clay sculptures, include pinching, rolling, twisting and scratching.</p> <p>Describe and compare art work created by different artists</p>
Year 3	<p><b><u>Topic Title</u></b> Kandinsky</p> <p><b><u>Links to NC</u></b> To improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p>	<p><b><u>Topic Title</u></b> Stone Age (See Kapow free lesson – prehistoric patterns also for ideas)</p> <p><b><u>Links to NC</u></b> Record their observations and use them to review and revisit ideas.</p>	<p><b><u>Topic Title</u></b> Pop Art</p> <p><b><u>Links to NC</u></b> Record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design</p>	<p><b><u>Adaptations and Experiences</u></b> In Y3 children are introduced to lots of different artists from different backgrounds, countries, periods of time, cultures and religions. They are able to compare work of the artists and think about what inspired them.</p> <p>During INSPIRE workshops the children are asked to design a mosaic tile with their parents</p>



<p>Learn about great artists, architects and designers in history.</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Kandinsky, abstract, shape, colour, line, blending, imagination.</p> <p><b><u>Sequence of Lessons</u></b> L.O. To explore how music can inspire shape and colour (SKETCHBOOK)</p> <p>L.O. I can draw lines and shapes in the style of Kandinsky (DRAWING)</p> <p>L.O. I understand how to blend complementary colours in the style of Kandinsky's colour wheels (PAINTING)</p> <p>L.O. I can generate ideas in the style of Kandinsky (SKETCHBOOK)</p> <p>L.O. I can demonstrate control in my painting when blocking and blending colour (PAINTING)</p> <p>LO: I can describe the work of Kandinsky and compare it to my own (work of artists)</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Y1: using pencil to create different lines of thickness, creating different marks by using different pencil pressures and using pencil to create different marks</p>	<p>To improve their mastery of art and design techniques, including drawing and painting, with a range of materials.</p> <p>Learn about artists, architects and designers in history.</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> cave painting, Stone Age, animals, hunters, natural colours, charcoal, paint.</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to develop sketches based on cave paintings</p> <p>L.O. I am learning about the 4 rules of shading (see Kapow to help)</p> <p>I am learning to use charcoal to create texture on my cave drawing</p> <p>L.O. I am learning to experiment with pigments in natural products to create a wash (Kapow)</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Y2: use different sketching techniques including shading and sketch using a variety</p>	<p>techniques, including drawing and painting with a range of materials.</p> <p>Learn about great artists, architects and designers in history.</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Andy Warhol, colour, pencil control, portrait, repeating images, tracing.</p> <p><b><u>Sequence of Lessons</u></b> L.O. I can compare the work of Andy Warhol to other artists I have studied</p> <p>L.O. I can use colour blocking to create art in the style of Andy Warhol</p> <p>L.O. I can show an awareness of third dimension when draw a self-portrait</p> <p>L.O. I can use a simple screen-printing technique to create a piece of art influenced by Andy Warhol</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Y1: create a repeated pattern</p> <p>Y2: use press printing to create a piece of artwork and describe the work of Monet and compare it to Van Gough</p>	<p><b><u>Curriculum Links:</u></b></p> <p><b><u>Curriculum:</u></b> Stone Age: creating sketches of different meals and clothing.</p> <p><b><u>Science:</u></b> Rocks and Soils: creating observational sketches of different rocks.</p> <p><b><u>Inspire:</u></b> Italy and the Romans: create a mosaic using paper.</p> <p><b><u>Threads</u></b></p> <p><i>Use Sketchbooks to generate ideas and observations e.g. it may show different versions of an idea</i></p> <p><i>Improve mastery of drawing For instance, show an awareness of third dimension, develop blending to create areas of tone and create textures and patterns</i></p> <p><i>Improve mastery in painting by demonstrating increasing control of the types of marks made and experiment with different effects and textures such as blocking in colour, blending, washes, thickening paint. Also experiment and discuss pigments in natural products to make different coloured paints. Develop understanding of printing including simple screen print</i></p> <p><i>Develop the mastery of sculpture by combining materials to make patterns and textiles</i></p> <p><i>Know and describe the work of artists, architects and designers and express ideas and thoughts about their own and others art</i></p>
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	Y2: describe the work of Monet and compare it to Van Gough	of graded pencils adding details where needed	Y3: describe the work of Kandinsky and compare it to my own	
Year 4	<p><b><u>Topic Title</u></b> Rainforests</p> <p><b><u>Links to NC</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To create sketch books to record their observations and use them to review and revisit ideas About great artists, architects and designers in history. Print onto different materials using at least four colours Use a range of brushes to create different effects in painting Experiment with the styles used by other artists</p> <p><b><u>Key Knowledge &amp;</u></b></p> <p><b><u>Vocabulary</u></b> Paint, colour mixing, Oil pastels, shading, blending, crosshatching, collage, Rousseau, impressionism, print rollers,</p> <p><b><u>Sequence of Lessons</u></b></p> <p>LO I am learning to give my own thoughts on the work of Henry Rousseau/Nick Gustafson Cezanne (Artists)</p> <p>LO I am learning to sketch using shading and shadow (Drawing)</p>	<p><b><u>Topic Title</u></b> Ancient Greece</p> <p><b><u>Links to NC</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To create sketch books to record their observations and use them to review and revisit ideas Integrate their digital images into their art</p> <p><b><u>Key Knowledge &amp;</u></b></p> <p><b><u>Vocabulary</u></b> Greek theatre mask, Greek vase, silhouette, scene, collage, design, create, evaluate, mod roc, acrylic paint</p> <p><b><u>Sequence of Lessons</u></b> LO: I am learning to research the key ideas and techniques of famous designers such as Rio Kubaybah's animal faces, and Thalia and Melpomene (famous designers) LO I am learning to design a Greek theatre mask, considering carefully which resources I will need (Sketchbook) LO I am learning to use mod roc and manipulate it to create texture to create a mythical creature mask (sculpture)</p>	<p><b><u>Topic Title</u></b> Birmingham Past and Present.</p> <p><b><u>Links to NC</u></b> To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Key Knowledge &amp;</u></b></p> <p><b><u>Vocabulary</u></b> Paint, colour mixing, three dimensional, perspective Oil pastels, shading, blending, crosshatching,</p> <p><b><u>Sequence of Lessons</u></b></p> <p>LO I am learning to improve mastery in drawing a 3D shape adding shadows and shading to add tone (Drawing)</p> <p>LO I am learning to use different media to create effects such as shading, shadows and cross hatching to add line, pattern and texture into three dimensional shapes (Drawing)</p>	<p><b><u>Adaptations and Experiences</u></b> In Year 4 a Greek Soldier visits the children and themes the day around Ancient Greece. Together they look at Ancient Greek Art.</p> <p>During the rainforest term an expert artist visits the year group who teaches print work and bases it all around rainforest art.</p> <p><b><u>Curriculum Links</u></b></p> <p><b><u>Autumn Term</u></b> RE Mehndi patterns Rangoli patterns for Diwali</p> <p><b><u>Spring Term</u></b> ENGLISH Draw own Mythical creature to use for own version of a Greek Myth</p> <p><b><u>Summer Term</u></b> Visit to Birmingham Museum and Art Gallery and walking tour of Birmingham landmarks</p> <p><b><u>Threads</u></b> Use sketchbooks for planning and refining ideas. Making good choices of resources e.g. it shows a range of ideas for composition which help plan a piece of art work</p> <p>Improve mastery in drawing for example develop further drawings featuring the third dimension, adding shadows and develop an identified element of their work e.g. line, pattern, texture</p>

	<p>LO I am learning to mix colours to use oil pastels to create bold colours</p> <p>LO I am learning to research Mayan codex and create my own ideas in the similar style(Artists)</p> <p>LO I am learning to use polystyrene and, rollers and acrylic paint create a print in the style of Mayan codex art (Painting/Printing)</p> <p><b><u>How does this link build on previous learning?</u></b></p>	<p>LO I am learning to independently mix colour tones in Acrylic paint to decorate my mask (painting)</p> <p><b><u>Topic Title</u></b> Ancient Greek vase</p> <p><b><u>Links to NC</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Greek vase, silhouette, scene, design, create, evaluate, coil pot, colour mix, shade, tone</p> <p><b><u>Sequence of Lessons</u></b> LO I am learning to research the key ideas and techniques used to make ancient Greek vases LO I am learning to develop and use the technique of coiling to make a Greek vase and experiment with surface patterns LO I am learning to develop the mastery of painting by showing an understanding of independently mixing colour tones by tinting and shading to decorate a clay vase</p> <p><b><u>How does this link build on previous learning?</u></b>  Y2: use press printing to create a piece of artwork and describe the work of Monet and compare it to Van Gough</p>	<p>LO I am learning to refine my ideas and skills of drawing a still life composition (Kapow)</p> <p><b><u>How does this link build on previous learning?</u></b> Y1: using pencil to create different lines of thickness, creating different marks by using different pencil pressures and using pencil to create different marks Y2: use different sketching techniques including shading and sketch using a variety of graded pencils adding details where needed</p>	<p>Develop the mastery of painting by showing an understanding of complimentary colours, using knowledge from Y2 by independently mixing colour tones by tinting and shading and creating more abstract colour pallets. Begin to manipulate colour and pattern to create prints including string roller prints</p> <p>Develop the mastery of sculpture and collage by experimenting with surface patterns and textures on sculptures. Introduce mod-roc</p> <p>Know and research key ideas and techniques of different artists, architects and designers and express original thoughts and ideas about the art of others and use other people's opinions of their work to identify how to improve it.</p>
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	Y1,2, &3: Previous experience of researching artists and painting in their style from Y1,2, &3: Previous printing and colour mixing experience	Y3: use a simple screen-printing technique to create a piece of art influenced by Andy Warhol	Y3: use different grades of pencils and charcoal to create texture on my cave drawing	
Year 5	<p><b><u>Topic Title</u></b> Space Art- pointillism and Perspective</p> <p><b><u>Links to NC</u></b> Research the work of an artist and use their work to replicate a style</p> <p>Identify and draw objects and use marks and lines to produce texture</p> <p>Successfully use shading to create mood and feeling</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Shade, tone, distinct dots, perspective, horizon, focal / vanishing point, spheres, depth, illusion, pointillism, chalks, George Seurat, water based</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to identify the features of George Seurat's art. (artists)</p> <p>L.O. I am learning to practice pointillism technique. (Sketchbook)</p> <p>L.O. I am learning to use pointillism considering when to make dots closer</p>	<p><b><u>Topic Title</u></b> Ancient Egypt- etching</p> <p><b><u>Links to NC</u></b> Create an accurate print design following criteria</p> <p>Use images which they have created, scanned and found; altering them where necessary to create art</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Printing, mark making, collage, tracing</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning to practice mark making using aluminium foil (Sketchbook)</p> <p>L.O. I am learning to create an outline using appropriate tools</p> <p>L.O. I am learning to use etching techniques to create detail</p>	<p><b><u>Topic Title</u></b> William Morris</p> <p><b><u>Links to NC</u></b> Research the work of an artist and use their work to replicate a style</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Use images which they have created, scanned and found; altering them where necessary to create art</p> <p>Identify and draw objects and use marks and lines to produce texture</p> <p>Successfully use shading to create mood and feeling</p> <p>Express emotion in their art</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> William Morris, Nature, man-made patterns, spiky, watery, slimy, fluid, hard, jagged, soft, leafy, downy, soft, mirror, rotation, half-drop, repeat, brickwork</p> <p><b><u>Sequence of Lessons</u></b> L.O. I am learning research the work and ideas of William Morris</p> <p>L.O. I am learning to use my sketchbook to enhance my skills and techniques</p>	<p><b><u>Adaptations and Experiences</u></b> During the Summer term, when the children are taught about William Morris, they look at different wallpapers. Including those inspired by cultures, William Morris, events and on design at the time. This opens children's eyes to the idea of interior design as a job and links to some of their cultures too.</p> <p>The children are taught about Egyptian art and its purpose was to serve as a home for a spirit or God. They link his to their understandings of different beliefs in RE and their own religions and cultures.</p> <p><b><u>Links to the curriculum</u></b> <b>Autumn</b> <i>Science - Link to scenes of the universe</i></p> <p><b>Spring</b> <i>History- Links to hieroglyphs and images from Egyptian topic.</i></p> <p><b>Summer</b> <i>Science- Links to plants topic</i></p> <p><b><u>Threads</u></b> <i>Use sketchbooks to record observations, develop ideas using enhanced knowledge of skill and technique for example my sketch book shows how my work will be produced and examples of how the qualities of materials will be used.</i></p>

	<p>or further apart to create perspective (colour)</p> <p>L.O. I am learning how artists use perspective in their drawings</p> <p>L.O. I am learning to use line to create perspective.</p> <p>L.O. I am learning to create 3D spheres using perspective and shading.</p> <p>L.O. I am learning to practice water-colour backgrounds.</p> <p>L.O. I am learning to combine my skills to create a piece of art.</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Y3 – tone, texture and pattern, 3D effect- Kandinsky, cave art and self-portraits. Experiment with marks, texture, background and effects created using paint, blending and washing.</p> <p>Y4 - Shading and shadow, drawing in third dimension, blending of colours to create abstract pallet style, collage of mythical creature. Children have previously learnt about artists and their styles- beginning to evaluate it.</p>	<p>L.O. I am learning to use screen printing techniques to create a final print</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Y3- simple screen print – Andy Warhol art.</p> <p>Y4 – Mayan codex print. Shading and shadow, drawing in third dimension, blending of colours to create abstract pallet style, collage of mythical creature.</p>	<p>I am learning to make deliberate choices about the grade of pencil I use</p> <p>L.O. I am learning to create wall paper in the style of William Morris.</p> <p>L.O. I am learning to consider how thoughts feelings and emotions have influenced a piece of art. (look at Picasso Blue and Rose eras)</p> <p>L.O. I am learning to blend colours to demonstrate feelings and emotions- create big art with rollers, paintbrushes etc of different emotions</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Y3 – tone, texture and pattern, 3D effect- Kandinski, cave art and self-portraits. Experiment with marks, texture, background and effects created using paint, blending and washing.</p> <p>Y4 - Shading and shadow, drawing in third dimension, blending of colours to create abstract pallet style, collage of mythical creature. Children have previously learnt about artists and their styles- beginning to evaluate it.</p>	<p><i>Improve mastery of drawing e.g. use line to create perspective, use tone and shading with increasing sophistication and make deliberate choices about the grade of the pencil being used.</i></p> <p><i>Develop mastery of painting by experimenting and developing their own style of painting and begin to select and mix colours to depict their own thoughts, feelings and intentions. Develop children's understanding and techniques when printing</i></p> <p><i>Develop the mastery of sculpture by incorporating form pattern and texture into my sculpture using technical vocabulary to explain my work</i></p> <p><i>Research and evaluate the work, ideas and ways of working of important artists, designers and architects developing own ideas from the work of the artist</i></p>
	<p><b><u>Topic Title</u></b> Vikings vs Anglo Saxons Topic linked to current news- Banksy, BLM,</p> <p><b><u>Links to NC</u></b></p>	<p><b><u>Topic Title</u></b> Extreme Earth (Including Mountains and UK Counties- link this to the free video on KApow for Impressionism)</p> <p><b><u>Links to NC</u></b></p>	<p><b><u>Topic Title</u></b> What was Life like for Children in WW2?</p> <p><b><u>Links to NC</u></b></p>	<p><b><u>Adaptations and Experiences</u></b> In Y6 the children are asked to produce a piece of legacy art which is displayed in the school to show the year group that has moved onto new schools. The children have created art such as a bench for the outside area, a collage of Birmingham, a tapestry and most recently a 'Covid-inspired' piece of graffiti art.</p>

	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history – <u><i>The Bayeux Tapestry</i></u></p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> splatter, wash, sponge, shade, perspective, tone, light, dark, shading, cross-hatching, lines.</p> <p><b><u>Sequence of Lessons (Kapow- still image)</u></b></p> <p>I am learning to compose a still image of Viking artifacts (or personal belongings)</p> <p>I am learning to sketch and adapt the composition as I do so</p>	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Colour, perspective, tone, prototype, realism, symbolism</p> <p><b><u>Sequence of Lessons (Kapow- based on impressionist painting Y6)</u></b></p> <p>I am learning to evaluate the work of different artists and give reasoned opinions</p> <p>I am learning to develop a range of ideas considering how impressionist painters made different shades of colour</p> <p>I am learning to mix colours to create accurate colours and annotate my pallet</p> <p>I am learning to create my own image using paint strokes</p> <p><b><u>How does this link build on previous learning?</u></b> Children will use techniques developed in Viking lessons including shading and mixing colours to create different tones.</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including paintings with water colours.</p> <p>about great artists –</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Blitz, silhouette, light, dark, wash</p> <p><b><u>Sequence of Lessons (Kapow)</u></b> I am learning to consider my own personality when creating a graffiti tag</p> <p>I am learning to understand the emotive work of Kathe Kollwitz and create my own Graffiti tag</p> <p>I am learning to carefully select and mix colours to convey subtle emotions such as fear, hope and suspicion <u>to my portrait</u></p> <p>I am learning about symbolism in painting (Picasso Guernica)</p>	<p><b><u>Threads</u></b> <i>Use sketchbook to work independently, systematically and think critically to develop a range of ideas which show curiosity, imagination and originality. (For instance it shows how my work will be produced, why I chose certain materials and a process from research to final piece of art work)</i></p> <p><i>Improve the mastery of drawing by using line to create negative space, manipulate tone deliberately to portray emotions using chiaroscuro techniques and draw for a sustained period of time.</i></p> <p><i>Develop the mastery of painting by selecting colours to accurately reflect objects and tone using colour to convey subtle emotions e.g. hope, fear, suspicion</i></p> <p><i>Develop mastery of sculpture by researching, planning and using relevant processes effectively to create a successful sculpture</i></p> <p><i>Analyse, interpret and evaluate the work of important artists, designers and architects and give reasoned evaluations of their own and others work.</i></p>
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	<p>I am learning to see light and shade in a new way using a negative medium</p> <p>I can use tints and hues to bring life to my still life (evidene in BB)</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>It follows on from the Year 5 objectives of blending colours to convey emotions, moods and movement.</p> <p>Children have previously evaluated the work of different artists and will be encouraged to do this in greater depth, articulating their thoughts and feelings on an artist's style or piece of art.</p>	<p>It follows on from evaluating the work of different artists in earlier year groups.</p> <p>It also builds on the Year 5 work involving different grades of pencil.</p>	<p>I am learning to carefully use paint to recreate my own emotional piece of art based on Guernica</p> <p><b><u>How does this link build on previous learning?</u></b></p> <p>Children will use techniques developed in previous lessons including shading and mixing colours to create different tones. They also develop the skill of conveying emotion through art, as they have done in the Autumn and Spring terms.</p> <p>Children will use sketch books to make observational drawings to support finished pieces.</p>	
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Thread Key:

Create sketch books to record their observations and use them to review and revisit ideas

Improve mastery of art and design: Drawing

Improve mastery of art and design: painting

Improve mastery of art and design: sculpture

Know about great artists, architects and designers in history and evaluate and analyse their own and others creative works