

# Hadley Wood Primary School

## Art and Design Curriculum Overview



### Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

## **Curriculum Intent:**

At Hadley Wood we encourage all children to be as creative as possible in order to develop 'confident and capable' artists. We believe art can have a powerful and positive effect on children, helping them to become confident, creative learners who are able to express their individual interests, thought and ideas.

The teaching of art and design in school is based on a set of art skills and experiences outlined in our long term overview below. These were devised by the Art and Design Subject Lead – in collaboration with the teaching team – and are based on the revised National Curriculum objectives and also using the age specific skills for each age range. Half-termly Arts Trophies celebrate many forms of the arts, including: solo performances, poetry compositions and performance; creative art opportunities with a specific focus such as: painting, conceptual art, fine art and abstract art pieces.

As a 'Values' school one of our core aims is to provide pupils with opportunities to experience success, accept that they will not be brilliant at everything and to celebrate the success of others. We recognise that the arts can provide an excellent platform for this. In our experience, pupils can then transfer their new artistic skills to other areas of the curriculum, making them more likely to re-engage, take calculated risks and build resilience. We are proud to be a Gold Arts Mark school (September 2019) and are currently in the process of reapplying for this.

Our children explore and develop their skills and creativity using a wide range of media. We value the use of sketch books and encourage the importance of experimentation, exploration and pushing ideas in imaginative ways. We believe our broader creative curriculum helps to develop resilient learners and our teachers work hard to plan and deliver a broad and varied art curriculum that links (where possible) to their current topic. This ensures that the children are practicing their art skills in as meaningful a way as possible.

We believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We encourage children to learn from and be inspired by the work of great artists from different cultures and understand the contribution art has made to society, both past and present. As pupils progress, we support them to be able to think critically and develop a more rigorous understanding of art and design.

## **How we plan for and teach art:**

At Hadley Wood Primary School, art is taught over 3 half terms per year with key skills alternating in each year group. Teachers plan sequences of lessons across the half term that will build on and develop the children's skills culminating in a final piece.

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with the children developing a considerable knowledge of individual artists as well as individual works and art movements. Our art curriculum ensures coverage of the National Curriculum, with children revisiting concepts to deepening the knowledge and skills acquired.

A similar focus on skills means that 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, collage and sculpture.

Each year one of our Arts Trophy competitions is dedicated to developing artistic skills and creativity. Trips to art galleries and exhibitions are carried out to enhance the children's learning experiences and deepen their understanding and knowledge, whilst cultivating a love of art in its many different forms.

### **What you will see in our Art & Design lessons:**

1. Every lesson is carefully planned around **an enquiry question (the Big Question) for children to answer**. By ensuring that these questions spark children's enquiry and **curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**Flashbacks or Blast Offs**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers utilise a range of strategies drawn from the Walkthru principles developed by Tom Sherrington including: **Think, Pair, Share, Quizzing, Cold Calling, No Opt Out opportunities or quizzing** to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.
5. Teachers skilfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** for failing alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

## Art and Design long Term Overview: EYFS – Year 6

Development matters				Curriculum provision	Contribution on wider Art and Design knowledge and what later content this prepares for
3-4 years old	Expressive Arts and Design	Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Children paint pictures of their families experimenting with colour and design.</p> <p>Provide a range of mark making resources, encouraging children to draw pictures, make cards, write shopping lists and make labels.</p> <p>Create self-portraits by combining a range of materials. Have collage materials readily available for children to explore when creating independently.</p> <p>In preparation for our Nativity, children learn songs and help to generate their own actions and dance moves to accompany the songs.</p> <p>Focus on the work of Wassily Kandinsky, exploring colour mixing and learning about 'hot' and 'cold' colours.</p> <p>Support children to think about uses and purposes of materials when creating a bridge for the Billy Goats to cross the stream.</p>	<p>An understanding of colour and design prepares pupils with solid foundations for our Art curriculum. For example in Year 1 pupils further explore the topic of colour in their unit on "Express yourself through colour," as well as learning about Peter Thorpe's "Rockets," in Year 2 and mixing colours to create different shades and tints, which is further developed in our study of Stephanie Peters "Liquid Flame."</p> <p>Pupils have the opportunity to explore mixed media, through collage work, considering the painting "Surprised," by Henri Rousseau in Year 1, "Rockets," by Peter Thorpe in Year 2 and portraits, where the children collage a frame in Year 5.</p> <p>Throughout the art curriculum pupils explore sculpture and are encouraged to select materials and tools, in Year 4 the pupils look at making natural and man-made sculptures, in Year 5 pupils use clay</p>

		Expressive Arts and Design	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Encourage children to independently select materials and tools when constructing their own props.</p> <p>Discuss how effective resources are when shaping, assembling and joining materials and how work could be improved, adapting work when appropriate.</p> <p>Provide opportunities for observational drawings, e.g. our caterpillars, considering colour, design, texture and form.</p> <p>Provide daily opportunities to develop fine motor skills, using tweezers, scissors, small objects, hammers and nails.</p> <p>Regularly provide play-doh with cutters and cutlery to further explore mark making and develop control and accuracy.</p> <p>Support children in sharing their creations with the class and explaining the processes they have used.</p>	<p>to make Greek pots and in Year 6 pupils use wire to model soldiers.</p> <p>Our art curriculum provides pupils with an opportunity to study the techniques of a range of artists, such as Henri Rousseaux, Peter Thorpe, Mary Cassat, Antony Goudi, Andy Warhol, Stephanie Peters, William Morris and Claude Monet, as a stimulus for their own work.</p> <p>Pupils are given the opportunity to study, refine, design, create and evaluate using a range of techniques throughout their learning at Hadley Wood School, building on the solid foundations of the EYFS curriculum.</p>
Reception	Expressive Arts and Design	Physical Development	Develop their small motor skills so that they can use a range of tools		

			<p>competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>		
		Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		
ELG	Physical Development	Fine Motor Skills	<p>Hold a pencil comfortably using the tripod grip.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>		
	Expressive Arts and Design	Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques,</p>		

		<p>experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>		
	Being Imaginative	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		

Year 1	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 1	<p><b>Colour Theory and Fireworks!</b></p> <p>Explore primary and secondary colours</p> <p>Colour theory and what happens when colours are mixed</p> <p>Making tints and shades</p> <p>Explore different styles of painting techniques to create fireworks</p> <p>Examine "The Rocket" by Edward Middleton Manigault</p> <p>Use different materials to create a bonfire at the foreground of the painting</p>	<p>Pupils secure their knowledge of making <b>primary and secondary colours</b>. They learn that when primary colours are mixed together, they create secondary colours. They explore the principal that adding white and black to a colour changes the <b>tint and shade</b> and use this to create their own <b>tones</b> of colours. Pupils think about how different colours can represent them and emotions in different ways. They recreate their own <b>Firework painting using Edward Middleton Manigault's work "The Rocket"</b> as a stimulus and develop an understanding of collage when creating a bonfire using different <b>natural and man-made materials in the foreground</b>.</p>	<p>Through the development of knowledge of primary and secondary colours and the effects of these on a composition pupil are prepared for Pupils' understanding of colour theory is further developed in a unit of work on <b>portraits in Year 2</b> when white and black are added to secondary colours to create skin tones.</p>

<p>Summer 1</p>	<p><b>Post-impressionist art: Henri Rousseau 'Surprised' (1891)</b></p> <p>Landscape</p> <p>Mixed media – combine collage, drawing, painting and chalk pastels</p>	<p>Using <b>'Surprised'</b> as a starting point, pupils explore the imaginary world of <b>Henri Rousseau</b> who despite painting jungle scenes created all his artworks from observations he made in the botanical gardens of Paris. They make <b>'observation drawings'</b> of animals indigenous to Madagascar by combining <b>'pencil', 'charcoal', 'paint' and 'chalk pastel'</b>. Pupils also <b>'mix' and 'match' paint</b> to leaves they have collected before creating their own jungle foliage. Drawing on Rousseau's technique of <b>'layering shape and colour'</b>, pupils create a final composition of <b>collaged leaves and animals</b>.</p>	<p>An understanding that some artists work from imagination prepares pupils to express their own opinions and responses to ideas and experiences in a visual and tactile form. The idea of creating an illusion of space within an artwork is further explored when <b>pupils look at the work of Peter Thorpe in Year 2. In Year 3, pupils study the work of Stephanie Peters, an artist creating a visual conversation about our ever-changing planet.</b></p>
<p>Summer 2</p>	<p><b>Artist study: Stephen Wiltshire</b></p> <p><b>How can I show tone and texture in my drawings?</b></p> <p>Learn about the work of an important modern artist: Stephen Wiltshire</p> <p>Use drawings to develop and share ideas, experiences and imagination</p> <p>Explore different textures and tones</p> <p>Observe and draw landscapes</p>	<p>Pupils will explore the life and work of the <b>artist Stephen Wiltshire</b>. They will learn that his unique work is created completely from <b>memory</b> and he produces incredibly <b>detailed landscapes</b> after only seeing them once. They will develop their understanding of <b>tone</b> by exploring what happens when you add more pressure to your <b>pencil</b>. Throughout the course of the unit, pupils will use a range of different media to explore tone and highlighting. This will include the use of different grades of pencil before moving on to using <b>charcoal and/or pen and ink</b>.</p>	<p>Pupils will begin to develop their knowledge and understanding of a range of artistic styles implemented by different artists. <b>This will be further developed when children explore the work of Henri Rousseau in the summer term of Year 1.</b> Stephen Wiltshire is an inspirational BAME autistic artist who draws everything from memory. This discussion has cross-curricular links with the pupils PSHE unit of work on gifts and talents. As a modern living artist, children can begin to appreciate the different forms art can take. Pupils will explore tone through experimenting with different forms of pressure. <b>This will prepare them for the portrait unit of work in Year 2.</b></p>
<p><b>Year 2</b></p>	<p><b>Substantive Knowledge Content based around a Big Question</b></p>	<p><b>Recurring themes, ideas and language</b></p>	<p><b>Contribution on wider Art and Design knowledge and what later content this prepares for</b></p>
<p>Autumn 2</p>	<p><b>Impressionism: Mary Cassatt 'Children playing on the beach' (1884)</b></p> <p>Self portrait</p>	<p>Pupils develop an understanding of <b>'portrait'</b> painting through the exploration of a number of major artists' work, including how the wealth, status, employment and leisure pursuits of the sitters have been conveyed. They continue to broaden the range of both drawing and painting techniques they can use including understanding the <b>'scale</b></p>	<p>Developing an understanding of how artists convey information about the sitter through costume, artefacts and background prepares pupil well to look at a range of art work featuring proportions of the body <b>e.g. exploring the "Terracotta Soldiers," in Year 3.</b></p>

	Drawing – experiment with mark making; draw from observation including scale and proportion	<b>and proportions of a face’, mixing ‘tones’ and ‘tints’</b> to match skin tones, using <b>‘contrasting’ colours</b> to make a portrait stand off the <b>‘background’</b> and <b>‘visual texture’</b> to represent hair. <b>Mary Cassatt’s</b> portraits of children on a beach are the inspiration for pupils’ final compositions.	
	Painting – create tonal and tint cards; mix and match different techniques; create texture		
Summer 1	<b>Abstract art: Peter Thorpe ‘Rocket’ paintings (mid 1980s)</b>	Pupils explore the <b>‘graphic’</b> style of Peter Thorpe’s <b>‘abstract’</b> artwork and begin to understand and use the terms <b>‘foreground’</b> and <b>‘background’</b> to describe <b>compositional elements</b> closest and furthest away from the viewer. Painting skills are developed through the use of a range of tools and techniques such as <b>‘rolling’, ‘blowing’ and ‘splattering’</b> . Pupils add a <b>‘three-dimensional’</b> or additional ‘two dimensional’ element to their compositions by creating a collage from a range of materials or using a range of mediums.	Foreground’ and ‘background’ are concepts which are evident in both still-life and landscape painting. The idea of creating an illusion of space within an artwork is further explored when <b>pupils look at the work of Monet in Year 6,</b>
	Painting – use primary and secondary colours and a range of tools and techniques to create texture		
	Mixed media– collect, sort, match and combine materials or oil paster/paint/ watercolours create a three-dimensional image or two dimension image as designed		
	Printmaking – simple marbling technique		
Summer 2	<b>Animal Sculpture: Nick Mackman</b>	Pupils explore the <b>‘sculpture’</b> work by Nick Mackman and the range of different media used to create animal sculptures, describing the differences and similarities between different practices and disciplines. Pupils take inspiration from the different animals found in Zambia to <b>draw, design and sculpt their own animal in clay.</b>	This learning prepares the pupils to work with clay in a range of different contexts, including taking inspiration from <b>Terracotta Soldiers in Year 3 and clay pots in Year 5. The drawing of animals supports pupils understanding of how to use basic shapes to create animals as used within the Year 3 unit on Lascaux paintings.</b>
	Use a range of mediums including clay and paint		
	Develop an understanding of form within sculpture		
	Sculpt an animal from Zambia, using techniques inspired by Nick Mackman		
<b>Year 3</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider Art and Design knowledge and what later content this prepares for</b>

Autumn 2	<b>Artist Study - Abstract art: Stephanie Peters 'Liquid Flame' (2015)</b>	Using <b>Stephanie Peters'</b> visual documentation of natural disasters as a starting point, pupils' experiment with a diverse range of techniques and explore ways of breaking the <b>'two-dimensional surface' using 'paper', 'glue', 'string', 'paint' and 'charcoal'</b> to represent a wildfire.	Pupils continue to develop an understanding that art can be used to express opinion and stimulate debate on current issues. <b>This prepares pupils well to study the work of artists commenting on sustainability in Year 5 and deforestation using the work of David Hockney's "Winter Timber" as a stimulus in Year 4.</b>
	Landscape		
	Painting – mix and match colours for a purpose contrasting and complimentary colours		
	Collage – combine paper and glue with other media including textiles/sewing		
Spring 1	<b>Paintings: Lascaux paintings 15,000 – 17,000BCE</b>	Through study of this artwork, pupils gain an understanding that, In the absence of language, early man used cave painting to <b>'communicate', 'comment on everyday life'</b> and explain the struggle for survival. They use <b>'string'</b> to reduce <b>'observations'</b> of animals to their simplest <b>'outline'</b> before drawing in <b>'charcoal'</b> , and explore ways of creating the <b>'texture'</b> of a cave wall with <b>'mixed media'</b> . Pupils create final <b>'compositions'</b> to 'tell the story' of a hunt.	Pupils continue to develop a curiosity for and appreciation of human creativity. They build a picture of how artists comment on and make sense of the world around them. <b>This prepares pupils well to study natural and man-made sculptures in Year 4 and consider William Morris' work and how we can translate this to creating a pattern linked to biomes.</b>
	Cave painting		
	Drawing – focus on shape, use string and charcoal		
	Painting – explore a range of tools; create texture with mixed media		
Summer 1	<b>Clay: Terracotta Soldiers</b>	The <b>Terracotta Army</b> is a collection of <b>terracotta sculptures</b> depicting the armies of Qin Shi Huang, the first Emperor of China. It is a form of <b>funerary art</b> buried with the emperor in 210–209 BCE with the purpose of protecting the emperor in his afterlife.  Pupils will take inspiration from this to <b>draw and design</b> their own <b>terracotta soldiers</b> . They will <b>sculpt</b> the soldier from <b>clay</b> , after exploring the different stances of the <b>human form</b> in detail. They will develop skills to make <b>'slip and score'</b> the clay as a <b>'joining technique'</b> , experimenting with creating <b>'different textures'</b> .	Pupils continue to develop an understanding of the processes involved in creating sculptures from clay in preparation <b>for pot making in Year 5 and model soldiers in Year 6</b> . They consider the different materials and the forms that the sculptures make and prepares the pupils with the knowledge to consider different materials and techniques.
	Explore the history of the Terracotta Army in China.		
	Draw the human body in different positions using proportion.		
	Design own terracotta warrior		
	Experiment with a range of techniques to join clay together and add details		
<b>Year 4</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider Art and Design knowledge and what later content this prepares for</b>

Autumn 1	<p><b>Artist Study: Andy Warhol.</b></p> <p>Explore and critique art by Andy Warhol</p> <p>Observe colours and select colour to reflect mood</p> <p>Explore colour different techniques used in the pop era.</p> <p>Create initial sketches as a preparation for painting and printing</p>	<p>Pupils are introduced to the artist Andy Warhol. They examine his work using language appropriate to critique art: <b>bold, dull, flow, dull, thick, contrasting, flat, dramatic, depth, organic, angular, primary, secondary, tertiary.</b> Pupil explore the use of colour and the colour wheel to support the idea of contrasting, harmonious and tonal colours. They enquire what made the <b>'Pop Art era'</b> so different and how Andy Warhol changed how everyone perceives art. Pupils then create their own sketches and prepare <b>'paintings'</b> and <b>'printing'</b> based on the work of Andy Warhol.</p>	<p>Pop art was seen as 'a post war expression of a world totally occupied with the pursuit of materialism.' The austerity of the war years was coming to an end and artists were making a commentary on contemporary society and culture. The use of printing builds pupils confidence in preparation for printing within the mosaic units. <b>The study of William Morris in Year 5 and his use of muted and dark colours and Monet in Year 6</b> serve as a contrast to Andy Warhol's vivid and vibrant work.</p>
Summer 1	<p><b>Mosaic:</b> Design and create a mosaic based on the style of a Roman Mosaic.</p> <p>Investigate and analyse a range of existing products</p> <p>Understand the historical and cultural development of art forms</p> <p>Consider the work of architect Antoni Gaudi and his use of mosaic within buildings</p> <p>Mastery of art and design techniques (printing).</p>	<p>Pupils will study Roman 'mosaics' and look at their significance in Roman society. Look at why, when and how the Romans created them and how they have helped us understand more about how the Romans lived. They will understand that mosaic continues to be an architectural medium, and look at the <b>'architecture' of Antoni Gaudi</b> Pupils develop their technique of printing including their <b>'control and use of materials including printing blocks, rollers and trays'</b>. They use this knowledge to design and create their own mosaic, making choices about colour and style within the mosaic.</p>	<p>Pupils consolidate their understanding of pattern and design while creating mosaics which prepares them for learning about <b>repeated patterns as seen in the work of William Morris in Year 5.</b></p>
Summer 2	<p><b>Designer Study:Barbara Hepworth</b> - Children will explore Hepworth's sculptures and techniques, culminating in the creation of their own clay sculpture inspired by her style.</p> <p>Discussion on sculpture shapes</p> <p>Introduction to clay tools and their uses</p> <p>Use tools and classroom items to create textures on clay</p>	<p>Pupil's question and make thoughtful observations across the unit. Children revisit key ideas such as abstract art, natural shapes, landscape, emotion, and the use of space within sculpture, inspired by the work of Barbara Hepworth. They regularly discuss how sculptures can show feelings without looking realistic and how artists are inspired by nature. Important vocabulary is repeated and built upon each lesson, including sculpture, sculptor, abstract, form, texture, surface, pattern, shape, score, slip and join. Pupils are encouraged to use this language when describing artworks and explaining their own creative choices.</p>	<p>The understanding of the work of Barabara Hepworth prepares pupils to consider the different elements that support the design process when looking at the work of <b>William Morris in Year 5.</b> The techniques reflecting the message of nature and the environment support pupils in <b>Year 6 when recreating "The Great Wave" by Hokusai and Monet's works of art.</b></p>

	Practise score and slip technique to join clay pieces.		
	Design and create a final sculpture.		
	Evaluate final sculpture based on creativity, technique, and inspiration		
<b>Year 5</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider Art and Design knowledge and what later content this prepares for</b>
Autumn 1	<p><b>Sculpture: Design and make a Greek pot.</b></p> <p>Explore pottery designs</p> <p>Develop joining techniques</p> <p>Create patterns by scraping and gouging</p> <p>Make thumb and coil pots</p>	<p>Pupils explore the range of shapes of different Greek pots, considering the significance of the similarities and differences. They sketch the <b>'shapes observed' and explore 'pottery designs', 'identify patterns'</b>, stories or messages behind the designs. Pupils design their own pot to portray a message. Pupils make <b>'Slip'</b> to add pieces as well as smoothing. They create a <b>flat tile</b> and practise <b>'scraping/gouging' clay to create patterns or pictures</b>. Pupils create thumb pots and assess their work in preparation for their final designs and consider the techniques that will best suit this piece.</p>	<p>Pupils consider the different elements needed to create visually effective 3D art, as well as exploring the importance of both design and purpose. This understanding of pattern is further explored in <b>Year 5 when pupils use mixed media to create Anglo Saxon artwork. Pupils also revisit sculpture in Year 6, where they make Soldiers and consider how to develop shape and form.</b></p>
Spring 1	<p><b>Artist Study: William Morris</b></p> <p><b>How can I use block printing techniques to create artwork representing a biome?</b></p> <p>Use sketch books to record observations</p> <p>Review and revisit ideas recorded in sketch books to improve piece.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Apply simple use of pattern and texture in a drawing.</p>	<p>Pupils will explore the work of William Morris, a British textile designer. Pupils will then explore the school's natural surroundings to make <b>close observation sketches of natural objects/materials</b> – flowers, bark, grass, leaves etc. in sketch books. Time will be spent reviewing and revisiting ideas recorded in the books to improve the piece to add in additional detail. Pupils will <b>'carve'</b> their pattern carefully into polystyrene blocks for printing. Using their draft block, pupils will practise <b>'printing'</b> techniques to make a <b>'repeating pattern'</b>. Again, time will be spent reviewing the impact of the design and changes will be made where relevant to improve the original design. Pupils will transfer their finished design onto a material of their choice e.g. t-shirt, cushion cover etc.</p>	<p>Pupils will build on their understanding from the <b>Year 1 unit of work exploring the work of Henri Rousseau with regards to the jungle biome</b>. Pupils will develop their ability to make observational drawings of natural objects and turn these into patterns for printing.</p>

	Design and create a block print in the style of William Morris.		
Summer 1	<p><b>Observational Drawing: How can I use a range of materials and techniques to enhance my observational drawings</b></p> <p>Understand the importance of looking at details in observational drawing</p> <p>Explore contour line techniques</p> <p>Develop a range of art and design techniques in colour, texture and tone.</p> <p>Create detailed drawings to create a narrative</p> <p>Evaluate my work and the work of others.</p>	Throughout this unit of work, pupils begin to develop their understanding of the different types of drawing techniques within the context of observational drawing. The pupils will build on prior knowledge of drawing techniques by developing their by developing the skills of <b>'scale'</b> and <b>'proportion'</b> , and using <b>'tone'</b> and <b>'texture'</b> to add <b>'depth'</b> , <b>'light'</b> and <b>'shadow'</b> . They will also explore how to add detail to art used <b>'hatchings'</b> , <b>'lines'</b> and <b>'patterns'</b> . Pupils will be provided with the opportunity to enhance their skills through <b>'observational drawings'</b> . At the end of the unit, the pupils will be provided with the opportunity to take part in a 'class gallery' to share and offer feedback on each other's work enabling them to <b>'review'</b> and <b>'revisit'</b> ideas to improve their artwork.	Pupils continue to develop an understanding that artists depict, comment on and reflect elements of the culture they live in. This is revisited in <b>Year 6 with work inspired by Hokusai</b> . Using watercolours is also revisited in <b>Year 6 through artwork based on interpretations of Monet's paintings</b> .
<b>Year 6</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider Art and Design knowledge and what later content this prepares for</b>
Autumn 1	<p><b>Sculpture: Model Soldiers</b></p> <p>Explore battle stances</p> <p>Use wire to create a frame</p> <p>Develop the sculpture with art roc</p>	Pupils look at the fundamental drawing skills artists use to represent the human figure. Pupils take inspiration from the work of Henry Moore and Barbara Hepworth to explore shape and form. Focusing on <b>'scale'</b> and <b>'proportion'</b> , they practise <b>'sketching'</b> soldiers in battle in different <b>'poses'</b> and at speed. Pupils then use modelling wire to create the structure of their soldier in battle stance. To further develop the sculpture pupils use art roc to cover the wire soldier and carefully mould this to shape of soldier, smoothing and sculpting the art roc to create desired effect. To add further details pupils use wire to <b>'sculpt'</b> a helmet and a weapon. The soldiers are sprayed bronze to give a statue effect.	<p>Solid foundations laid within the Key Stage 1 and 2 nation curriculum support pupils in readiness for Key Stage 3 where pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.</p> <p>They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>&gt; to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>&gt; to use a range of techniques and media, including painting</li> </ul>
Spring 2	<b>Silk Painting: The Great Wave by Hokusai</b>	Pupils take inspiration for the work of Hokusai's The Great Wave to design their own <b>'silk painting'</b> linked to their learning on Kensuke's Kingdom. They develop their	

	Drawing – sketching images for design	understanding of ' <b>proportion</b> ' to create realistic images and then draw these onto silk. They carefully trace over their drawing with ' <b>gutta</b> ' to create a 'resist' and then use ' <b>silk paints</b> ' to finish off the design, adding water to create different ' <b>shades</b> ' of a colour.	<p>&gt;to increase their proficiency in the handling of different materials</p> <p>&gt; to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>&gt; about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
	Transferring the image onto silk and adding gutta		
	Painting using silk paints		
Summer 1	<b>Artist Study: Monet</b>	Taking inspiration from Monet, pupils create a painting based on the local area. Pupils develop <b>watercolour skills</b> such as creating colour ' <b>washes</b> ', making colours appear lighter by adding water to make paint ' <b>transparent</b> ' rather than ' <b>opaque</b> ', as well as applying paint ' <b>wet on dry</b> ' and ' <b>wet on wet</b> ' to create different effects. They use a range of starting points to analyse how objects appear to get smaller as they get further away, converging towards a single ' <b>vanishing point</b> ' on the ' <b>horizon line</b> '. Pupils combine what has been learned in a final watercolour composition, maximising the use of ' <b>one point perspective</b> ' to make objects in the ' <b>foreground larger and brighter</b> ' and those in the ' <b>background smaller and lighter</b> '.	
	One point perspective		
	Drawing – sketching using line and shape		
	Painting – use of watercolour washes and techniques		

## Progression of skills in art and design for EYFS, KS1 and KS2

Where relevant links are applicable between art and design and technology and Forest School these have been noted on this skills document to provide clarity around coverage of skills.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists, Designers and Architects studied in depth (other artists are also studied alongside these)	Kandinsky	Edward Middleton Manigault Steven Wiltshire Henri Rousseaux	Mary Cassatt Peter Thorpe Nick Mackman	Stephanie Peters	Andy Warhol Barbara Hepworth	William Morris	Claude Monet Katsushika Hokusai

<p><b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>- Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>- Explore different textures</li> <li>- Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the variety of drawings tools</li> <li>- Explore different texture</li> <li>- Observe and draw landscapes</li> <li>- Observe patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tools and surfaces</li> <li>- Draw a way of recording experiences and feelings</li> <li>- Discuss use of shadows, use of light and dark</li> <li>- Sketch to make quick records</li> <li>- Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with the potential of various pencils</li> <li>- Close observation</li> <li>- Draw both the positive and negative shapes</li> <li>- Create initial sketches as a preparation for painting</li> <li>- Accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and draw the effect of light</li> <li>- Scale and proportion</li> <li>- Accurate drawings of whole people including proportion and placement</li> <li>- Work on a variety of scales</li> <li>- Create computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>- Produce increasingly accurate drawings of people</li> <li>- Show awareness of the concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>- Produce increasingly accurate drawings of people</li> <li>- Show awareness of concept of perspective</li> </ul>
<p><b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> <li>- Experimenting with and</li> <li>- Use primary colours</li> <li>- Naming colours</li> <li>- Mixing colours (not formal)</li> <li>- Learn the names of different tools that bring colour</li> <li>- Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>- Name all the colours</li> <li>- Mix a range of colours</li> <li>- Find collections of colour</li> <li>- Apply colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to describe colours by objects</li> <li>- Make a range of tones of one colour (using white)</li> <li>- Darken colours without using black</li> <li>- Use colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently mix colours</li> <li>- Make colour wheels</li> <li>- Introduce different types of brushes</li> <li>- Techniques: apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently mix colours and match tint, tone, shade</li> <li>- Observe colours</li> <li>- Select suitable equipment for the task</li> <li>- Select colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour</li> <li>- Select colour to fit purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour</li> <li>- Select colour for a range of purposes</li> <li>- Select colour to express feeling</li> <li>- Work with silk paints to explore colour and its dynamic</li> </ul>
<p><b>Texture</b> (textiles, clay, sand, plaster, stone)</p> <p><b>Opportunities for this are further enhanced during Forest School</b></p>	<p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials –</li> </ul>	<p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>- Collage making</li> <li>- Sorting</li> </ul>	<p>Pupils will be given opportunities to develop the following skills within the <b>D and T curriculum:</b></p>	<p>Pupils will be given opportunities to develop the following skills within the <b>D and T curriculum:</b></p>	<p>Pupils will be given opportunities to:</p> <ul style="list-style-type: none"> <li>- Observe and design textural art pieces</li> <li>- Experiment</li> </ul>		<p>Pupils will be given opportunities to:</p> <ul style="list-style-type: none"> <li>- Develop experience in the <b>D and T curriculum:</b></li> <li>- Use a wider variety of stitches</li> </ul>

	Developing sensory skills - Creating simple collages - Creating simple weaving	materials according to specific qualities - Discussions on how textiles create things	- Overlap and Overlay materials to create effects - Use large eyed needles – running stitches - Explore simple appliqué work - Start to explore other simple stitches - Create collages	- Use smaller eyed needles and finer threads	With creating mood, feeling, and movement - Compare different Fabrics  As part of <b>Forest School</b> pupils will: - Attempt weaving - Attempt Tie dying, batik		- Select and use materials - Embellishing - Apply knowledge of different techniques to express feelings - Work collaboratively on a larger scale
<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Pupils will experience: Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	Pupils will experience as part of the D and T curriculum: - Construction - Using materials to make known objects for a purpose - Ability to shape and form from Direct observation (malleable and rigid materials) - Making simple joins	Pupils will develop: - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Pinch and roll coils and slabs using a modelling media making joins  - Decorative techniques - Ability to replicate patterns and textures in a 3-D form - Understanding of a range of sculptor's styles	Pupils will develop: - Ability to shape, form, model and construct (malleable and rigid materials) - Ability to plan and develop - Understanding of different adhesives and methods of construction - Awareness of aesthetics	Pupils will develop: - Ability to plan and develop - Experience surface patterns / textures - Ability to discuss own work and work of other sculptors - Ability to analyse and interpret natural and manmade forms of construction	Pupils will develop: - Ability to plan and develop ideas - Ability to shape, form, model and join - Observation or Imagination skills - Understanding of properties of media - Ability to discuss and evaluate own work and that of other sculptors	Pupils will develop: - Ability to plan and develop ideas - Understanding of shape, form, model and join - Observation or Imagination skills - Understanding of properties of media - Ability to discuss and evaluate own work and that of other sculptors

<p><b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Pupils will explore: - Rubbings - Opportunities to print with variety of objects - Opportunities to print with block colours</p>	<p>Pupils will explore opportunities to: - Print with a growing range of objects</p>			<p>Pupils will explore opportunities to: - Use sketchbook for recording textures/patterns - Create mono printing - Explore colour mixing through overlapping colour prints  - Interpret environmental and manmade patterns - Modify and adapt print</p>	<p>Pupils will explore opportunities to: - Combine prints - Design prints - Make connections - Discuss and evaluate own work and that of others - Builds up drawings and images of whole or parts of items using various techniques - Create screen printing - Explore printing techniques used by various artists</p>	
<p><b>Pattern</b> (paint, pencil, textiles, printing)</p>	<p>Pupils will explore opportunities to: - Create repeating patterns - Create irregular painting patterns - Explore simple symmetry</p>	<p>Pupils will explore opportunities to: - Show awareness and discussion of patterns - Create repeating patterns - Explore symmetry</p>	<p>Pupils will explore opportunities to: - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Create natural and manmade patterns - Discuss regular and irregular patterns</p>	<p>Pupils will explore opportunities to: - Find patterns in the environment – Design - Make patterns on a range of surfaces</p>	<p>Pupils will explore opportunities to: - Explore manmade patterns - Create symmetrical patterns  - Use ICT to make patterns Create tessellations</p>	<p>Pupils will explore opportunities to: - Explore environmental patterns - Create own abstract pattern to reflect personal experiences and expression - Create pattern for a range of purposes</p>	