

Woodham Burn Primary School



Art and Design Curriculum

Art and Design Curriculum

Intent

At Woodham Burn Primary School, our Art and Design curriculum aims to engage, inspire, and challenge every child, nurturing creativity and developing individual talents. Through acquiring key knowledge and mastering essential skills and techniques, pupils are given opportunities to experiment and produce original works of art. As they progress, children become confident in evaluating and analysing art, appreciating its role in shaping history and culture.

Our curriculum is underpinned by the Kapow Primary Art and Design scheme, written by subject specialists. This scheme ensures full coverage of the National Curriculum and progression competencies set by the National Society for Education in Art and Design, supporting pupils to meet end-of-key-stage expectation

Implementation

- We deliver a broad and balanced curriculum that builds on prior learning and provides challenge for all learners.
- Kapow's spiral curriculum revisits key skills with increasing complexity, ensuring progression across year groups.
- Lessons begin with spaced retrieval of essential knowledge and vocabulary, prioritising high-value language.
- Creativity and independence are embedded, enabling pupils to make informed artistic choices and produce unique outcomes.
- Work is celebrated through Learning Journeys (EYFS), Sketch books (KS1/KS2), floor books, and Class Dojo.
- Art is integrated across the wider curriculum, enriching learning experiences wherever possible.

Kapow's strands run throughout:

- Generating ideas
- Using sketchbooks
- Making skills (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing
-

Units focus on Drawing, Painting and Mixed Media, and Sculpture and 3D, encouraging exploration, experimentation, and application of skills.

Impact

Through Kapow's approach, pupils at Woodham Burn develop technical proficiency, creativity, and confidence. They learn to evaluate their work, articulate their artistic journey, and apply metacognitive strategies. By the end of KS2, children will:

- Produce imaginative, knowledge-rich artwork.
- Demonstrate proficiency in key techniques.
- Understand and appreciate significant artists and cultural influences.

Assessment is ongoing through formative and summative quizzes, discussions, and practical demonstrations, ensuring every child achieves their full potential.



| Kapow Primary Art and Design at Woodham Burn | | | |
|--|---|---|--|
| | Autumn | Spring | Summer |
| EYFS Foundations for Art and Design | <p>Nursery: Our Colour World Self- portraits using drawing tools. Exploring Colour and colour mixing. Experimenting with Pattern and Shape.</p> <p>Reception: All Change Painted self portraits using colour mixing skills. Explore shape and colour using the work of Kadinsky.</p> <p>Reception: Materials Around Us Use different materials to create patterns.</p> | <p>Nursery: Around the World Use a range of Mark making materials to create drawings linked to cold places.</p> | <p>Reception: Fun at the Seaside Paint seaside landscape using a range of colours</p> |
| Year 1 | <p>Drawing Exploring Line and Shape Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.</p> | <p>Painting and Mixed Media Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> | <p>Sculpture and 3D Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> |
| Year 2 | <p>Drawing Understanding Tone and Texture Exploring how artists use tone and texture and applying these techniques in observational drawings.</p> | <p>Painting and Mixed Media Life in Colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p> | <p>Sculpture and 3D Clay Houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p> |
| Year 3 | <p>Painting and Mixed Media Prehistoric Painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p> | <p>Drawing Developing Drawing skills Developing shading skills and drawing techniques to create botanical-inspired digital drawings.</p> | <p>Sculpture and 3D Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.</p> |
| Year 4 | <p>Drawing Exploring tone, texture and proportion Exploring tone, texture and proportion to create realistic drawings.</p> | <p>Painting and Mixed Media Light and Dark Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> | <p>Sculpture and 3D Mega Material Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p> |

| | | | |
|---------------|--|--|--|
| Year 5 | <p>Drawing</p> <p>Depth, emotion and movement</p> <p>Exploring mark making for showing depth, emotion and movement.</p> | <p>Craft and Design</p> <p>Architecture</p> <p>Investigating the built environment, drawing from observation and evaluating design features of buildings. Children explore famous architecture, developing ideas to create their own individual vision for a unique space.</p> <p>Hundertwasser, Zaha Hadid</p> | <p>Sculpture and 3D</p> <p>Interactive Installation</p> <p>Exploring how artists use space, scale and materials to create installation art that conveys ideas, transforms spaces and shapes the viewer's experience.</p> |
| Year 6 | <p>Drawing</p> <p>Expressing Ideas</p> <p>Exploring how artists express ideas and how they use scale to do so.</p> | <p>Painting and Mixed Media</p> <p>Portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</p> | <p>Sculpture and 3D</p> <p>Making Memories</p> <p>Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p> |

Progression of Knowledge and Skills



Art and Design Curriculum

Progression of Knowledge- Formal Skills

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---|---|--|--|--|--|
| Colour | <p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple | <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p> | <p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> | <p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p> | <p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> | <p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> |
| Form | <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p> | <p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> | <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> | <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> | <p>To know how to create texture on different materials.</p> | <p>To know that applying thick layers of paint to a surface is called impasto.</p> |
| Shape | <p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p> | <p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes</p> | <p>To know that negative shapes show the space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p> | <p>To know how to use basic shapes to form more complex shapes and patterns.</p> | <p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p> | <p>To know how an understanding of shape and space can support creating effective composition.</p> |
| Line | <p>Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.</p> | <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> | <p>To know that different drawing tools can create different types of lines.</p> | <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> | <p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> | <p>To know how line is used beyond drawing and can be applied to other art forms.</p> |

| | | | | | | |
|----------------|---|--|--|---|---|---|
| Pattern | <p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p> | <p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p> | <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> | <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> | <p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> | <p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting or in repeated shapes within a composition.</p> |
| Texture | <p>Know that texture means 'what something feels like'.</p> <p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p> | <p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</p> | <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> | <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> | <p>To know how to create texture on different materials.</p> | <p>To know that applying thick layers of paint to a surface is called impasto.</p> |
| Tone | <p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p> | <p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones</p> | <p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> | <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p> | <p>To know that tone can help show the foreground and background in an artwork.</p> | <p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images</p> |

Progression of Skills - Drawing

| EYFS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|--|---|--|
| Generating ideas | Talk about their ideas and explore different ways to record them. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Experiment with mark making in an exploratory way. | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (including Formal elements) | Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation | Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. | To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |

| | | | | | | | |
|---------------------------------|---|---|--|--|---|---|---|
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and analysing | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

Progression of Skills – Painting and Mixed Media

| EYFS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|--|---|---|---|
| Generating ideas | Explore different ways to use paint and a range of media according to their interests and ideas. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | N/A | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (including Formal elements) | <p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p> | <p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing.</p> <p>Play with combinations of materials to create simple collage effects.</p> <p>Select materials based on their properties, eg shiny, soft.</p> | <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering</p> | <p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> | <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> | <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> | <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus. Work collaboratively on a larger scale</p> |

| | | | | | | | |
|---------------------------------|---|---|---|--|---|---|---|
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and analysing | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

Progression of Skills – Sculpture and 3D

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---|--|---|--|---|---|--|
| Generating ideas | Explore and play with clay and playdough to make child-led creations. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | N/A | Use sketchbooks to explore ideas in an open-ended way. | Use sketchbooks to help make decisions about what to try out next. Experiment in sketchbooks, using drawing to record ideas. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |

| | | | | | | | |
|--|---|---|---|---|--|---|--|
| Making skills (including Formal elements) | <p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p> | <p>Use their hands to manipulate a range of modelling materials, including paper and card.</p> <p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> | <p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p> | <p>Able to plan and think through the making process to create 3D forms.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Explore how shapes can be used to create abstract artworks in 3D.</p> | <p>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p> | <p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process (ARCHITECTURE)</p> | <p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p> |
| Knowledge of artists | <p>Enjoy looking at and talking about art.</p> | <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> | <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p> | <p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p> | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> | <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> | <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> |

| | | | | | | | |
|--------------------------|---|--|---|---|--|--|--|
| Evaluating and analysing | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p> | <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> | <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process</p> | <p>. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
|--------------------------|---|--|---|---|--|--|--|

EYFS – Year 6 Topics of Learning



Art and Design Curriculum

Early Years Foundations of Learning

Art and Design in EYFS enables children to:

- take risks and make connections, especially when playing
- become absorbed in actions and explorations of their own ideas expressing them in a variety of creative ideas
- initiate their own learning, making choices and decisions
- respond to what they see, hear and experience using all of their senses
- explore processes, media and materials to be creative and make new things emerge as a result.

Art and Design opportunities are planned into our curriculum, however, as part of our continuous provision, children are drawing, painting, and creating sculptures all the time- be it in a construction area with a range of building blocks, in the junk modelling area, at the creation station or outside with water, sand and chalks. We deliver a curriculum based on the Early Years Foundation Stage Framework. The most relevant statements for Art and Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Supporting Our Children

| Supporting Our Children | |
|---|--|
| Physical Development | <ul style="list-style-type: none">• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.• Suggested activities: threading and sewing, woodwork, pouring, stirring, making models with junk materials, construction kits and malleable materials like clay.• We regularly review the equipment for children to develop their small motor skills, ensuring it is appropriate for the different levels of skill and confidence of children in the class. |
| Fine Motor Skills | |
| Expressive Arts and Design Creating with Materials | <ul style="list-style-type: none">• We teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.• We provide a range of materials and tools and teach children to use them with care and precision.• We provide opportunities for shared learning and collaboration as well as promote independence, taking care not to introduce too many new things at once. |

| Nursery End Goals related to art and design that we wish to develop | | Reception End Goals related to art and design that we wish to develop |
|---|--|---|
| Physical Development Fine Motor Skills | <ul style="list-style-type: none"> Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors or ribbons Hold equipment/tools consistently in the same hand, e.g., pencil, paint brush, glue spreader. Hold a pencil consistently in the same hand using a tripod grip for mark making, name writing, drawing etc. Have developed finger strength and control in order to be able to manipulate and use tools independently and effectively. Hold and operate scissors correctly to make snips in paper | <ul style="list-style-type: none"> Hold a pencil effectively and with good control- using the tripod grip in almost all cases. Hold a pencil close to the point. Have a preference for a dominant hand, consistently. Use scissors correctly to cut around a picture along the lines. Use paint brushes with control to paint recognisable pictures. Show more accuracy and care when drawing. Draw recognisable pictures with more details e.g. a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc |
| Expressive Arts and Design Creating with Materials | <ul style="list-style-type: none"> Draws an identifiable picture of a person and basic animal Explores colour mixing with a range of media, e.g. tissue paper, food colouring/water, light boxes, paint Use a range of resources to build with a purpose or meaning e.g. junk modelling, construction kits, loose parts, wooden blocks Use drawing to represent ideas like movement or loud noises, such as movement / art to music. Show different emotions in their drawing / paintings like happiness, sadness, fear e.g. on people's faces. | <ul style="list-style-type: none"> Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique Be able to use shapes and colour to express emotions within creations |

Specific Vocabulary linked to this subject can be found in the Woodham Burn EYFS Curriculum Document.

| YEAR 1 | | | |
|-------------------------------------|--|--|---|
| Drawing Exploring Line and Shape | | Painting and Mixed Media Colour Splash | Sculpture and 3D Paper play |
| Knowledge | 1. I know that abstract art uses a lot of shapes | 1. I can name the primary colours: red, yellow and blue | 1. I can roll paper to make a cylinder |
| | 2. I can create an abstract piece using different colours and shapes in an interesting way | 2. I can say which two primary colours are needed to mix each of the secondary colours green (yellow and blue) orange (red and yellow) | 2. I can combine paper cylinders to make a sculpture |
| | 3. I can use circles and ovals in my work to make abstract compositions | 3. I can choose a suitable brush for the marks I want to make | 3. I can adapt my ideas as I work |
| | 4. I can describe the lines in the work of an artist and in my own work | 4. I can use the right amount of paint | 4. I can fold and roll paper to create 3D shapes |
| | 5. I can understand that there are different types of lines and can experiment with different resources to create them (vertical, horizontal, diagonal, wavy, cross hatch) | 5. I can use a variety of colours in my printing | 5. I can choose how to arrange the paper shapes to make a 3D drawing |
| | 6. I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist | 6. I can create new colours by overlapping prints | 6. I can overlap paper strips on my 3D drawing |
| | 7. I can use different materials and lines to make different types of marks, reflecting what I can hear in music. | 7. I can work carefully and accurately when making my patterns | 7. I can plan a sculpture by drawing my ideas first |
| | 8. I know that there are many different ways of drawing lines, and that they feel different to make, and that they look different | 8. I can mix at least five different shades of my chosen secondary colour | 8. I can use at least three different techniques for shaping paper |
| | 9. I can add plants and creatures to bring art to life | 9. I can use my five mixed colours to create patterns | 9. I can add detail to my tree |
| | 10. I can evaluate my art and the work of others using the language I have learnt | 10. I can choose to paint with colours that look good next to each other | 10. I can work cooperatively |
| | 11. I can name the primary colours: red, yellow and blue | 11. I can describe my plate and compare it to others | 11. I can create different parts of a sculpture |
| | 12. I can mix primary colours to make secondary colours: orange, green, purple | | 12. I can secure parts of the sculpture together |
| | 13. I can say which two primary colours are needed to mix each of the secondary colours green (yellow and blue) orange (red and yellow) purple? (blue and red) | | 13. I know that 3D sculpture can be created from a range of materials |
| | 14. I can choose a suitable brush for the marks I want to make | | 14. I can use different tools to paint with |
| | | | 15. I can work as part of a collaborative project |
| | | | 16. I can paint onto 3D surfaces using appropriate methods. |

| | | | |
|-------------------|---|--|---|
| Vocabulary | Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk | Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick | Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine |
| Resources | <p>Pre-cut circles of different sizes, enough for multiple circles to be used by pairs of pupils</p> <p>Glue sticks</p> <p>Scissors</p> <p>Black marker pens</p> <p>Either dark or light A3 sugar paper for mounting the work</p> <p>Digital or iPad cameras</p> <p>Cut black sugar paper or card into 12cm squares – one per pupil</p> <p>Cut thin white string into 12cm lengths, and others into random shorter lengths (selection per pupil)</p> <p>Thin white and coloured chalks</p> <p>A roll of white paper or lining paper</p> <p>A range of materials: HB pencils and softer pencils (2B or 3B), coloured pencils, chalks, pastels, oil pastels</p> <p>Plasticine or play dough in: red, yellow and blue – two balls of each per child</p> <p>Crayons and coloured pencils</p> <p>Coloured tissue or cellophane in primary colours</p> <p>Paper or sketchbooks</p> <p>A paint palette</p> <p>Red, yellow and blue ready-mixed paint</p> <p>A piece of A3 paper (mid to heavy quality)</p> | <p>Plasticine or play dough in red, yellow and blue – two balls of each per child</p> <p>Crayons and coloured pencils</p> <p>Coloured tissue or cellophane in primary colours</p> <p>Paper or sketchbooks</p> <p>A paint palette</p> <p>Red, yellow and blue ready-mixed paint</p> <p>A piece of A3 paper (mid to heavy quality)</p> <p>A selection of coloured bricks or other small classroom objects in red, yellow and blue</p> <p>Ready-mixed primary paints in palettes/plates – one per pair of pupils</p> <p>Palettes – one per pupil</p> <p>Water pots</p> <p>Brushes (a range of sizes)</p> <p>Protective aprons/shirts</p> <p>Paper or plastic on the tables</p> <p>A3 off-white sugar paper (per child)</p> <p>Pencils</p> <p>Chalks or marker pens for outlining numbers</p> <p>Lots of Lego or Duplo blocks</p> <p>Other objects suitable to print with eg cotton reels, corks, building blocks etc</p> <p>Scrap paper or sketchbooks for experimenting</p> <p>Loose paper for printmaking</p> <p>Ready mixed paint</p> <p>Drinking straws</p> | <p>A4 thin coloured card</p> <p>A4 thin white card</p> <p>Card from packaging boxes or similar</p> <p>Masking tape</p> <p>Metallic paint (optional)</p> <p>Sponges for painting</p> |

YEAR 2

| YEAR 2 | | | |
|---|---|--|--|
| Drawing Understanding Tone and Texture | | Painting and Mixed Media Life in Colour | Sculpture and 3D Clay Houses |
| Knowledge | <ol style="list-style-type: none"> 1. I can experiment with charcoal to draw different marks. 2. I can understand a word and explain how I can draw it. 3. I can express the meaning of words using charcoal mark-making techniques. 4. I can describe how an object feels. 5. I can experiment with making different marks to make texture. 6. I can recognise and describe shapes (taught in Maths lessons) in an object to start a drawing. 7. I can use mark-making techniques to add texture. 8. I can show expression by drawing eyes, eyebrows and mouths. 9. I can make quick sketches of people. 10. I can sketch a new character, adding expressions, details and texture. 11. I can recount a familiar story and select key events. 12. I can create and draw imaginary scenes for a storybook. 13. I can use mark making to show different textures. | <ol style="list-style-type: none"> 1. I can name the primary and secondary colours. 2. I can describe what happens when I mix two secondary colours. 3. I can make choices about how to make colours lighter or darker. 4. I can describe colours and textures. 5. I can choose painting tools to recreate a texture. 6. I can mix a range of secondary colours. 7. I can explain a 'collage' is an artistic composition made of various materials. 8. I can choose materials and tools to make textures with paint. 9. I can mix colours to match something I see. 10. I can choose collage materials based on colour and texture. 11. I can describe how my choices match my ideas. 12. I can try out different arrangements of materials, including overlapping. 13. I can say what I like or don't like about artwork. 14. I can talk about how I could improve my work. 15. I can choose which materials and tools to use. | <ol style="list-style-type: none"> 1. I can flatten clay to make a smooth surface. 2. I can shape clay using my hands. 3. I can make different marks in clay by pressing into it. 4. I can shape clay to make a model. 5. I can use the pinching technique to shape a pot 6. I can use my fingers and thumbs to make the sides of the pot even 7. I can join clay to help decorate my pot 8. I can describe my ideas about the work of artist Rachel Whiteread 9. I can roll a smooth clay tile 10. I can create a pattern by pressing into and joining pieces onto my tile 11. I can roll a smooth clay tile 12. I can create a pattern by pressing into and joining pieces onto my tile 13. I can draw a house that will be made into a clay tile 14. I can decide how to create features like a door, windows and the roof in clay 15. I can label my drawing clearly 16. I can use my design to guide my clay work 17. I can use both pressing in and joining clay techniques on my tile 18. I can evaluate my finished tile and say how it reflects my design |
| Vocabulary | Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina | Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface | Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine |

| | | | |
|------------------|--|---|---|
| Resources | <p>Charcoal Buff coloured paper A3 or A4 White chalk Small tactile objects Pillow case, bag or cloths A range of sketching pencils Pastels (Oil and soft) Soft toy (Teacher 's own and children to supply from home or use from school) A variety of textured paper such as wallpapers, card and tissue paper A4 cardboard viewfinders</p> | <p>Ready-mix paint A range of materials for collage (such as: coloured paper, tin-foil, cellophane, tissue, crepe paper, scraps of fabric and colourful magazine pages) Magnifying glasses (optional) Painting tools (such as: brushes, sponges, cotton buds, bits of card, foil and forks) A3 or larger thick paper or card Drawing materials: crayons, chalks or pastels</p> | <p>Tables coverings boards for each pupil to work on clay of your choice, enough for each child to have a piece approximately fist-sized rolling pins a range of clay modelling tools wire loop tools for cutting and shaping (optional) a range of interesting everyday items that can be pressed into the clay, e.g. building blocks, spoons, string A range of clay modelling tools Cocktail/kebab sticks or similar for scoring clay Optional: wire loop tools for cutting and shaping Small pots for 'slip' Old paintbrushes to be used with clay slip</p> |
|------------------|--|---|---|

YEAR 3

| YEAR 3 | | | |
|--|--|--|--|
| Painting and Mixed Media Prehistoric Painting | | Drawing Developing Drawing skills | Sculpture and 3D Abstract shape and space |
| Knowledge | <ol style="list-style-type: none"> 1. I can identify features that prehistoric paintings have in common 2. I can describe why prehistoric people often painted animals 3. I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate 4. I can identify key 2D shapes in an image 5. I can scale up a drawing by sketching the simple shapes first 6. I can successfully apply and blend charcoal to create form, tone and shape 7. I can identify and collect coloured natural items to paint with 8. I can describe which natural items made the most successful colours, giving reasons 9. I can create paints using all natural ingredients as prehistoric artists did 10. I can mix paint to create a range of natural colours 11. I can experiment with techniques to create different textures 12. I can add fine detail using smaller brushes 13. I can work in a group to create a large piece of artwork. 14. I can create designs using both positive and negative impressions of my hand. 15. I can create natural colours using paint. | <ol style="list-style-type: none"> 1. I can recognise and draw simple shapes in objects (based on prior Maths learning). 2. I can use shapes to form the basis of my own drawing. 3. I know that tone refers to the light and dark areas of an object or artwork. 4. I can use the side of a pencil so that the lead is flat to the paper. 5. I can shade in one direction, with no gaps and straight edges. 6. I can blend from light to dark to dark light creating smooth tones. 7. I can create different textures on paper by using a rubbing technique. 8. I can change the tool or colour that I use to change how my rubbing looks. 9. I can apply the technique of another artist. 10. I can tear and shape my rubbings to create a final piece. 11. I can experiment with drawing skills and tools. | <ol style="list-style-type: none"> 1. I can define 'sculpture' the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone 2. I can try different ways to join card shapes. 3. I can build a 3D structure that stands up on its own. 4. I can try out more than one way to join 3D shapes. 5. I can work with a partner to make larger structures. 6. I can problem solve if something I try doesn't work first time. 7. I can identify 2D shapes in photos of 3D objects. 8. I can identify shapes in the background space between objects (negative space). 9. I can use drawings to plan a sculpture. 10. I can follow my sketchbook plan. 11. I can make choices about how to join materials. 12. I can adapt my ideas if things don't go to plan. 13. I can compare two sculptor's work. 14. I can say what I like and what I could change about my sculpture. 15. I can choose how to add texture and colour to the surfaces of my sculpture. |
| Vocabulary | Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone | Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder | Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space |

| | | | |
|-----------|---|---|---|
| Resources | <p> Sketchbooks Coloured pencils and/or crayons Charcoal Large beige or grey sugar paper White chalk Optional: Earthy toned pastels Paper towels Hairspray or fixative Sketchbooks Natural products to supplement what the children find Coloured spices such as turmeric, paprika, cinnamon, nutmeg Flour Water Brushes Plastic pots or cups Palettes for colour mixing Thick paper or card (one sheet per pupil) Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or modroc PVA glue Poster paints Paint palettes Pencils Twig, elastic band and sponge (optional) </p> | <p> A selection of sketching pencils to include 2B, 4B, 6B Still life objects to draw Black ink or paint (optional) Real flowers Wax crayons A3 paper or larger Graphite sticks (optional) Pastels both oil and soft (optional) Fineliner pens (optional) Watercolour paints (optional) Teabags for staining paper (optional) Cardboard viewfinders </p> | <p> Strong card; packaging boxes or similar (the equivalent of a large box per child) Tissue paper PVA glue Art straws (1 box) Tin foil or foil trays Cardboard tubes eg wrapping paper inner tubes String 1mm thick plastic coated wire (approx 250 cm per pupil) OR sticky waxed string strips (4 per pupil) Clipboards racing paper Black biros </p> |
|-----------|---|---|---|

YEAR 4

| YEAR 4 | | | |
|---|---|---|--|
| Drawing Exploring tone, texture and proportion | | Painting and Mixed Media Light and Dark | Sculpture and 3D Mega Material |
| Knowledge | <ol style="list-style-type: none"> 1. I can experiment with shading to create different tones. 2. I can use contrasting tones to make a drawing look three dimensional. 3. I can explore more than one way of holding a pencil to create different effects. 4. I can explore charcoal as a drawing material. 5. I can look for areas of light and dark, and recreate these using tone. 6. I can show how big one object is compared to another when I draw. 7. I can use scissors with precision. 8. I can make decisions about how to place drawn elements in my composition. 9. I can create contrast by combining different shapes, sizes and textures. 10. I can draw tone by 'hatching' parallel pencil lines. 11. I can choose an interesting part of my composition to recreate. 12. I can scratch into the paint using a range of marks to add contrast and patterns. | <ol style="list-style-type: none"> 1. I can add different amounts of black paint to mix shades of a colour 2. I can add different amounts of white paint to mix tints of a colour 3. I can describe the way colours change in different lights 4. I can add black to make a colour darker and add white to make a colour lighter 5. I can use just one original colour in my painting and only change it by adding black, white or water 6. I can describe how I created a paint effect 7. I can use a painting tool in a new way 8. I can use tints and shades of colour to make my painted object appear 3D 9. I can explain that composition means the overall piece of artwork created from different elements. 10. I can choose and arrange objects to create my own still-life composition 11. I can select important detail to include in my composition sketch 12. I can organise the equipment I will need to paint using my chosen technique 13. I can show light and dark by using tints and shades of colour 14. I can show what I have learned about techniques in the way I paint | <ol style="list-style-type: none"> 1. I can use my whole arm to draw big shapes. 2. I can use curved lines to suggest three dimensional shapes. 3. I can name key features of Magdalene Odundo's artwork (curved, natural, organic, smooth) 4. I can draw a simple design for a three-dimensional piece. 5. I can use tools and my hands to carve, model and refine my sculpture. 6. I can work safely with the carving tools. 7. I can bend the wire to make shapes. 8. I can join wire by twisting and looping it. 9. I can add details using smaller pieces of wire. 10. I can work safely with the tools and equipment I am using. 11. I can neatly cut out and arrange sections of a sculpture 12. I know about the work of Sokari Douglas Camp 13. I can try different ways of joining materials to make something three dimensional. 14. I can explore combinations of colour and texture. 15. I can decide how to display my sculpture. |
| Vocabulary | Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print | Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism | Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving |

| | | | |
|------------------|--|---|--|
| Resources | <p>Drawing pencils of various grades e.g. HB, 2B, 4B</p> <p>Range of media for drawing: charcoal, pastels, chalks, ink</p> <p>Length of ribbon - approx 30 cm per child</p> <p>Interesting objects to draw: umbrellas, hats, clothes hangers, piles of books, boxes etc.</p> <p>Charcoal</p> <p>Coloured wax crayons</p> <p>Black ready-mix paint</p> <p>Liquid soap - a small amount to mix into paint</p> <p>Polystyrene sheets suitable for printing Acetate sheets suitable for printing</p> <p>A range of everyday objects to print with: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc</p> <p>Cotton bed sheet to print onto OR similar fabric OR large pieces of card (1 large piece per group of pupils)</p> | <p>A selection of simple 3D objects to paint: fruit, cups and bowls work well</p> <p>Red, yellow, blue, black and white paint</p> <p>Other tools for painting such as sponges, glue spatulas and cotton buds</p> <p>Things to mix into the paint to add texture such as sand, salt, glitter or dried oats</p> | <p>Chalk</p> <p>Sugar Paper</p> <p>A selection of 3D containers with curved sides e.g. buckets, vases, jugs, mugs OR images</p> <p>Images or objects to work from to create soap sculptures, either related to your chosen theme or some natural objects such as eggs, pebbles, sea shells etc.</p> <p>Sketchbooks</p> <p>Pencils</p> <p>Bars of soap (not too hard or too soft)</p> <p>Carving tools (cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks)</p> <p>Ribbon (ideally black)</p> |
|------------------|--|---|--|

YEAR 5

| YEAR 5 | | | |
|--|---|---|---|
| Drawing Depth, emotion and movement | | Craft and Design Architecture | Sculpture and 3D Interactive Installation |
| Knowledge | 1. I can discuss the effect of an image. | 1. I can lightly sketch basic shapes to plan the composition of my drawing. | 1. I can give a definition for installation art. |
| | 2. I can discuss how popular culture can influence art and design. | 2. I can roughly measure features to help work out the right proportion. | 2. I can identify similarities and differences between art installations. |
| | 3. I can explain retrofuturism is the use of a style or aesthetic considered futuristic in an earlier era. | 3. I can look closely to draw details accurately. | 3. I can analyse artworks and justify my ideas. |
| | 4. I can evaluate different images using the formal elements: Line, Shape, Form, Colour, Space, Texture, Value. | 4. I can evaluate my drawing as I work, making any adjustments if needed. | 4. I can justify my opinions of installation artworks. |
| | 5. I can suggest how a piece of art is created. | 5. I can select an interesting area from my house drawing using cropping methods. | 5. I can work safely when creating my model installation space. |
| | 6. I can discuss the choices an artist has made. | 6. I can go over my drawing firmly (but not pressing the paper) to create a clear print. | 6. I can create the effect of a large-scale space when photographing my box. |
| | 7. I can make decisions about tools and materials to try in my own work. | 7. I can evaluate my composition and print. | 7. I can suggest the effect on the viewer of being in my model installation space. |
| | 8. I can use a range of processes to create a drawing. | 8. I know an architect is a person who is qualified to design buildings | 8. I can adapt everyday objects and make them interesting for the viewer. |
| | 9. I can describe how I think an artwork was made. | 9. I can design a building, following a brief. | 9. I can make changes and try new ideas if something doesn't work first time. |
| | 10. I can choose and combine materials based on their texture. | 10. I can use a perspective plan or front elevation view to draw my design. | 10. I can move my object around within a space and find the best way to display it. |
| | 11. I can create an effective printing plate that considers how I expect it to print. | 11. I can justify the design choices I made. | 11. I can choose a clear message for my installation. |
| | 12. I can generate ideas about the future. | 12. I can recognise and describe Hundertwasser's work. | 12. I can identify how my installation idea might make the viewer feel. |
| | 13. I can record ideas through sketches and visual notes. | 13. I can select information and present it in an interesting way. | 13. I can describe how I have considered space, materials and arrangement in my installation. |
| | 14. I can develop ideas to form a composition for a final piece. | 14. I can develop new ideas inspired by the style of an artist. | 14. I can describe how installations can be interactive. |
| | 15. For printing: | 15. I know a monument is a statue, building, or other structure erected to commemorate a famous or notable person or event. | 15. I can show what I have learned about installation art in my final idea. |
| | 16. I can apply printing ink evenly to cover the plate. | 16. I can describe my interpretation of a monument. | 16. I can explain the choices I have made when displaying my installation art. |
| | 17. I can apply even pressure when printing. | 17. I can design a monument to symbolise a person or event. | |
| | 18. I can select appropriate tools and materials. | | |
| | 19. I can choose a drawing technique to produce my drawn idea. | | |
| | 20. I can evaluate my work to make improvements. | | |

| | | | |
|-------------------|---|--|---|
| Vocabulary | Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop | Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate | Analyse, Art Medium, Atmosphere, Concept, Culture, Display, Elements, Evaluate, Experience, Features, Influence, Installation Art, Interact, Interactive, Location, Mixed Media, Performance Art, Props, Revolution, Scale, Scaled Down, Special Effects, Stencil, Three Dimensional |
| Resources | Printing ink in a variety of colours Rollers Acetate sheets or similar Ink palettes Coloured paper and card Gluesticks Range of media for drawing: charcoal, pastels, chalks, ink, felt-tips | Clipboards (optional if drawing outside) Drawing pencils of various grades e.g. HB, 2B, 4B Card for making viewfinders Printing ink, rollers and trays Printable acetate sheets Masking tape Drawing media such as: pastels chalks, felt-tips Large sheets of paper such as sugar paper and marker pens (1 per group) Access to tablets or similar devices - one between two children Variety of coloured papers, such as tissue paper or sugar paper | Sketching pencils. Sketchbooks. Pens for writing. Glue sticks. Cardboard boxes (photocopier paper boxes are ideal, enough for one per small group of children). White or coloured paper to line boxes (optional). Thin card. Pencils. Scissors. Sticky tack. Wipeable tablecloths or newspapers. PVA glue and glue spreaders or old brushes. A range of materials to drop into the boxes and create 'explosions' (paint, liquid paint, chalk, glitter, coloured sand). Used tea bags (|

YEAR 6

| YEAR 6 | | | |
|-----------------------------|---|---|--|
| Drawing Expressing Ideas | | Painting and Mixed Media Portraits | Sculpture and 3D Making Memories |
| Knowledge | <ol style="list-style-type: none"> 1. I can collect information to identify the key features of Maya art. 2. I can explore mark-making using a range of handmade tools 3. I can make comparisons between different artworks. 4. I can draw my Maya Spirit companion and consider its meaning. 5. I can generate a range of symbols, patterns and colours that represent me. 6. I can take inspiration from an artist's style. 7. I can discuss the effect of light and dark on an object and consider how to draw it. 8. I can explain the term Chiaroscuro and understand how it can be used for effect. 9. I can create form by applying chiaroscuro to a tonal drawing. 10. I can discuss the similarities and differences between art styles. 11. I can discuss ideas about what art is or should be and justify choices. 12. I can identify something I feel strongly about and consider how to represent it through a drawing. 13. I can analyse how an artist conveys a message. 14. I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect. 15. I can work independently, revisiting and reviewing my work to develop it. | <ol style="list-style-type: none"> 1. I can draw a portrait using the continuous line method 2. I can vary the size, shape and position of the words for interest 3. I can explore the way a background can change the effect of a drawing 4. I can explain what I want my photo composition to be 5. I can decide the best position for my line drawing when copying it onto the background 6. I can use Art vocabulary to describe similarities and differences between portraits 7. I can justify my opinion when discussing the message behind a self-portrait 8. I can justify my opinion when discussing the message behind a self-portrait 9. I know 'mixed media' is the use of a variety of media in an entertainment or work of art 10. I can describe the intention of my self-portrait 11. I can explain why my choice of medium matches my idea 12. I can use my chosen medium to create a self-portrait that represents an aspect of my identity. | <ol style="list-style-type: none"> 1. I can identify common themes within different artworks. 2. I can consider how I can use art to express myself. 3. I can reflect on my work and choices. 4. I can generate a selection of memories from primary school. 5. I can represent ideas within a composition of shapes. 6. I can create a cardboard relief sculpture. 7. I can generate a selection of memories from primary school. 8. I can represent ideas within a composition of shapes. 9. I can create a cardboard relief sculpture. 10. I can use my plans to construct 3D forms. 11. I can combine materials and techniques to fit my ideas. 12. I can work independently, experimenting with tools and materials. 13. I can identify areas of my work to refine. 14. I can select appropriate tools and materials to improve my work. 15. I can reflect on my work and personal development as an artist. |
| Vocabulary | Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience | Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium | Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection |

| | | | |
|------------------|---|---|---|
| Resources | <p>Charcoal OR chalk pastels</p> <p>A3 cartridge paper OR thin card - enough for two sheets per child</p> <p>Drawing pencils of various grades e.g. HB, 2B, 4B</p> <p>Masking tape</p> <p>Ready-mix paint in black and white</p> <p>Black marker pens</p> | <p>A photograph of themselves or a mirror each</p> <p>Tracing paper)</p> <p>A poem or piece of text or simply a list of words that the children think describes themselves</p> <p>Equipment for painting; paint, brushes, water</p> <p>Paper for collage – ideally a range of colours and textures</p> <p>iPads</p> <p>Fine-liner pens or sharpies to draw portrait outlines</p> <p>A4 sheets of carbon copy paper</p> <p>OR</p> <p>A4 acetate sheets, 1 per child</p> <p>Printing ink or paint, printing rollers and trays</p> | <p>Shoe boxes (1 per child)</p> <p>Cardboard boxes of different sizes (e.g. food packaging)</p> <p>Scraps of fabric</p> <p>Coloured tissue paper</p> <p>Tracing paper</p> <p>Black fine liner pens</p> <p>Glue guns</p> <p>Photographs of pupils at different school ages</p> <p>Masking tape</p> |
|------------------|---|---|---|