



Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Key stage 1

Pupils should be taught:

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

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|--|--|--|--|
| Year 1 | Fire and Ice Explore mark making/ Use different media to explore lines. | Fire and Ice Explore mark making/ Use different media to explore lines. | Heroes Super hero logo design- Exploring simple repetitive patterns | Heroes Super hero logo design- Exploring simple repetitive patterns | Down Under- Australia Looking at aboriginal art. Explore pointillism and artists. Create an aboriginal art work- dots and animals symbols. | Down Under- Australia Looking at aboriginal art. Explore pointillism and artists. Create an aboriginal art work- dots and animals symbols. |
| Year 2 | Journeys Mixing colours Different tones Artist – Seascape/story sea pictures Watercolours to create a sea scape | Journeys Mixing colours Different tones Artist – Seascape/story sea pictures Watercolours to create a sea scape Christmas card- using crumbling, folding, tearing different materials | Where are we? Clay work- making house tiles. Science link-Plants Observational drawing of leaves, plants. Rubbings or leaf printing. | Where are we? Clay work- making house tiles. Science link-Plants Observational drawing of leaves, plants. Rubbings or leaf printing. | Seaside theme(Victorian seaside) D/T link puppets joining fabric with running or over stitch. Observational drawings of sea shells/pebbles. | Seaside theme(Victorian seaside) D/T link puppets joining fabric with running or over stitch. Observational drawings of sea shells/pebbles. Science link- Fruit drawing- observational/ton e stretching using coloured pencils. |
| Year 3 | Stone age – Study cave paintings/colour/ designs. Create own design- using different media. Pebble painting of a cave animal/symbol. | Stone age Study cave paintings/colour/ designs. Create own design- using different media. Pebble painting of a cave animal/symbol. | Ancient Egyptians <u>Canopic jars.</u> Study the jar designs and figures on Canopic jars. Design a Canopic jar and its lid with (a head of one of the ancient Egyptian sons of Horus.) Make the Canopic jar in clay using the coil or slab method. Make a flat lid and model the chosen head to be attached to the lid. | Ancient Egyptians Study the jar designs and figures on Canopic jars. Design a Canopic jar and its lid with (a head of one of the ancient Egyptian sons of Horus.) Make the Canopic jar in clay using the coil or slab method. Make a flat lid and model the chosen head to be attached to the lid. | Rainforests Study the painting the tiger in a tropical storm by Henri Rousseau. Look at the colours and patterns made by the plants and leaves. Make sketch drawings of plants and leaves. Look carefully at detail and shape of leaves. Using marbling inks create papers with different patterns of greens/ yellows for leaves or background. Build a collage using overlapping and layering. Make parrot or toucan using collage materials. Build a collage of layers using different materials. | Rainforests Study the painting the tiger in a tropical storm by Henri Rousseau. Look at the colours and patterns made by the plants and leaves. Make sketch drawings of plants and leaves. Look carefully at detail and shape of leaves. Using marbling inks create papers with different patterns of greens/ yellows for leaves or background. Build a collage using overlapping and layering. Make parrot or toucan using collage materials. Build a collage of layers using different materials. |




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| <p>Year 4</p> | <p>The Romans- Studying Roman mosaic designs- colour, design and materials. Linked to D/T Designing and making your own roman mosaic tile using tiles, coloured mosaic pieces and child friendly grout.</p> <p>Batik at Burwell residential trip.</p> | <p>The Romans- Studying Roman mosaic designs- colour, design and materials. Linked to D/T Designing and making your own roman mosaic tile using tiles, coloured mosaic pieces and child friendly grout</p> | <p>Weather around the world-</p> <p>Study of landscape paintings by various artists including JM Turner, D Hockney. Looking at the sky, horizon line, and foreground. Creating landscape painting using water colour washes, bleeds. Creating mood and feeling.</p> | <p>Weather around the world-</p> <p>Study of landscape paintings by various artists including JM Turner, D Hockney. Looking at the sky, horizon line, and foreground. Creating landscape painting using water colour washes, bleeds. Creating mood and feeling.</p> | <p>The planet – Linked to English work Making dragons eyes including a marble type effect for the eye.</p> <p>Observational plant and flower head drawing Marbling paper for the leaves and flower head. Using the marbled paper to make a flower/plant design.</p> | <p>The planet – Linked to English work Making dragons eyes including a marble type effect for the eye.</p> <p>Observational plant and flower head drawing Marbling paper for the leaves and flower head. Using the marbled paper to make a flower/plant design.</p> |
| <p>Year 5</p> | <p>The Mayans Study the wall art paints from the Mayan era. The Maya painted murals on the walls of their buildings including their houses, temples, and public buildings. The subjects of the murals varied widely including scenes from daily life, mythology, battles, and religious ceremonies.</p> | <p>Frederick Catherwood- an artist who documented the Ancient Maya temples, settlements through his paintings in the 19th century.</p> <p>Create a painting with perspective proportions using the paintings of Fredrick Catherwood. Add collage to part of the areas using different colours, papers and techniques. Background is blue paper. Border edge. Make a collage image of a mural figure. Build up the layers. Print with it.</p> <p>Collograph print</p> | <p>Anglo Saxons and Vikings. Study the designs and the art work of the Anglo Saxons especially the jewellery. Focus on the brooches and cloak clasps worn by men and women. Look at the designs, patterns and materials used. Emphasis the craftsmanship that went into their making. Compare with the work of jewellery made today. Use of gem stones, gold and glass as well as other metals.</p> | <p>Anglo Saxons and Vikings. The focus is on a D/T project. Designing and making a purse based on Viking purse designs. Making a pattern. Cutting out material and sewing. Study the purses and their embossed designs. Making a drawstring 'leather' purse.</p> | <p>Earth and Space Learn to draw one point perspective drawing.</p> <ul style="list-style-type: none"> ▪ Perspective drawing: Begin by looking at perspective drawings/paintings of famous artists ▪ David Hockney- Early Woldgate ▪ Late spring tunnel and winter tunnel with snow. ▪ Van Gogh- Les Alyscamps, The bedroom ▪ L S Lowry- A village square ▪ Hobbema- The Avenue of Middelharnis ▪ Introduce the art terms – vanishing point intersecting lines foreground background parallel lines one-point perspective drawing | <p>Earth and Space</p> <p>The focus is on a D/T project- exploring, designing and making Moon buggies.</p> |



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| <p>Year 6</p> | <p>Ancient Greeks Study Greek pots, how they tell a story and multiple shapes for different functions. Design pot retelling Greek Myth including decorative patterns and 2D figures. Make pots using clay and various techniques. Paint.</p> | <p>Ancient Greeks Study Greek pots, how they tell a story and multiple shapes for different functions. Design pot retelling Greek Myth including decorative patterns and 2D figures. Make pots using clay and various techniques. Paint.</p> | <p>WWII Exploring multiple artists' use of photography and sketch to create interpretations. Recreate using inspiration from their varying techniques.</p> | <p>WWII Exploring multiple artists' use of photography and sketch to create interpretations. Recreate using inspiration from their varying techniques.</p> | <p>British History Research Project- <i>Art not linked</i> Celebrating Primary School. Use of collage, printing, drawing, lettering and fonts, multimedia to create celebratory piece.</p> | <p>British History Research Project- <i>Art not linked</i> Celebrating Primary School. Use of collage, printing, drawing, lettering and fonts, multimedia to create celebratory piece.</p> |
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| | Unit Title | Knowledge & Key Questions | Specific Resources |
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| Autumn | Fire and Ice | <p>Abstract art questions:</p> <ul style="list-style-type: none"> What do you see when you look at the painting? How has the painting been made? What colours have been used? How would you describe these colours? What shapes can you see? What kind of lines can you see? How do you think the artist was feeling when they painted this? How does the painting make you feel? Do you like it? Why? <p>Target tracker statements:</p> <ul style="list-style-type: none"> Know the names of tools, techniques and elements that he/she uses Use a variety of tools including pencils, rubbers, crayons, pastels, felt tip pens, charcoal, ballpoint pens, chalk and other dry media to represent objects in lines. Cut, glue and trim material to create images from a variety of media: photocopies, fabric, crepe paper, magazines. | <ul style="list-style-type: none"> Twinkl Year 1 Art Chaos A selection of abstract artists- Mondrian, Paul Klee, Mark Rothko, Jackson Pollark, Robert Delaunay, Kandinsky <p>To use a painting by Robert Hooke- The great fire of London to support/talking point about the topic. Also help children understand that there were no photographs. All images were drawn or painted.</p>  |
| Spring | Heroes | <ul style="list-style-type: none"> Collect a series of objects- man made or natural to be able to use to print repeating patterns. Use chosen colours to print a repeating pattern. Study artists who have created repeating patterns as a finished design. Paul Klee- Castle and Sun, Andy Warhol- Marilyn Monroe, Flowers <p>Abstract art questions:</p> <ul style="list-style-type: none"> What do you see when you look at the painting/print? How has the print been made? What colours have been used? How would you describe these colours? What shapes can you see? What kind of lines can you see? How do you think the artist was feeling when they painted/printed this? How does the painting/print make you feel? Do you like it? Why? <p>Target tracker statements:</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> | KS1 Twinkl power point Printing. |
| Summer | Down Under -Australia | <ul style="list-style-type: none"> Explore pointillism- Georges Seurat, Paul Signac, Maximilien Luce and Van Gogh <p>Figurative art questions:</p> <ul style="list-style-type: none"> What does the painting represent? What colours can you see? What is happening in the painting? How does it make you feel? What is the artist tell you? A story? Do you like it? Why? <p>Target tracker statements:</p> <ul style="list-style-type: none"> Explore mark making using a variety of tools. Explain what he/she likes about their work and the work of others. | <ul style="list-style-type: none"> Twinkl- Pontillism Study aboriginal artists and their work. <p>Create an aboriginal art work- dots and animal symbols. Aboriginal animal symbols Paint Cotton buds End of a paint brush or pencil.</p> |



| | Unit Title | Knowledge & Key Questions | Specific Resources |
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| Autumn 1 | Journeys | <ul style="list-style-type: none"> Mixing colours Different tones Artist – Seascape/story sea pictures Watercolours to create a sea scape Explore paintings that represent a journey. <p>Figurative art questions:</p> <ul style="list-style-type: none"> What does the painting represent? What colours can you see? What is happening in the painting? How does it make you feel? What is the artist tell you? A story? Do you like it? Why? | <ul style="list-style-type: none"> |
| Autumn 2 | Journeys | <ul style="list-style-type: none"> Christmas card- using crumbling, folding, tearing different materials <p>Target tracker statements: Make a textured collage from a variety of media and by folding, crumpling and tearing different materials.</p> | <ul style="list-style-type: none"> |
| Spring | Where we are. | <p>Science link-Plants</p> <ul style="list-style-type: none"> Observational drawing of leaves, plants. Rubbings or leaf printing. Study the artists – Georgia O’Keefe, Van Gogh, Monet and Manet - plant and flower paintings. <p>Figurative art questions:</p> <ul style="list-style-type: none"> What does the painting represent? What colours can you see? What is happening in the painting? How does it make you feel? What is the artist tell you? A story? Do you like it? Why? Compare the artist’s work. What draws your attention to particular areas of the work? <p>Target tracker statements:</p> <ul style="list-style-type: none"> Select particular techniques to create a chosen product and develop some care and control over materials and their use. Know that different artistic works are made by craftspeople from different cultures and times. | <p>Make links to the work of William Morris and his work of repetitive prints of floral designs.</p> <p>Take sections of a design and make a simple design that can easily be repeated in a pattern through printing.</p> <p>Twinkl- William Morris power point.</p> |
| Summer 1 | Seaside | <ul style="list-style-type: none"> D/T link puppet making with joining fabric with running or over stitch. Look at the construction of a hand puppet and other puppets and the link with history/toys and entertainment. Discuss Punch and Judy- typical sea side show in Victorian times. <p>Target tracker statements:</p> <ul style="list-style-type: none"> Develop techniques to join fabrics and apply decorations such as running or over stitch. | <ul style="list-style-type: none"> Fabric Thread Needles Buttons |
| Summer 2 | Seaside | <ul style="list-style-type: none"> Observational drawings of sea shells/pebbles Show examples of artists work of sea shells and pebbles. Look at how to build a drawing of a sea shell/pebble- light and dark shade/shadow. <p>Target tracker statements:</p> <ul style="list-style-type: none"> Represent things observed, remembered, or imagined using colour/tools in 2D and 3D. Experiment with tones using pencils, chalk or charcoal | <ul style="list-style-type: none"> Paper Pencils Charcoal Chalk |



| Unit Title | Knowledge & Key Questions | Specific Resources |
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| <p>Autumn</p> <p>Stone age</p> | <p>Figurative art questions:</p> <ul style="list-style-type: none"> ▪ What does the painting represent? ▪ What colours can you see? ▪ What is happening in the painting? ▪ How does it make you feel? ▪ What is the artist telling you? A story? ▪ Do you like it? Why? <ul style="list-style-type: none"> ▪ Study some cave art work and use the questions above to discuss the work. ▪ Children to have cave art examples for their books and to give their own options using the questions. ▪ Children to design their own cave painting using some of the symbols and typical animal imagery found in cave paintings- A5 work- glue into books- use natural colours – pastels and blended pencil crayons. Maybe tea stain the paper first. ▪ Pebble painting of a cave painting of an animal. <p>Target tracker statements:</p> <ul style="list-style-type: none"> ▪ Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. ▪ Know about some of the great artists, architects and designers in history and describe their work. ▪ Compare and create form of natural and man-made objects. | <ul style="list-style-type: none"> ▪ Stone age cave painting PowerPoint. ▪ National Geographic Cave art video https://www.youtube.com/watch?v=ZjeioT1gFOc |
| <p>Spring</p> <p>Ancient Egyptians</p> | <p><u>Canopic jars.</u></p> <ul style="list-style-type: none"> ▪ Study the jar designs and figures on Canopic jars. ▪ What do the designs represent? ▪ Where did the ancient Egyptians get their design ideas from? ▪ What colours can you see? ▪ Why did they use certain colours? ▪ What are the jars made from? ▪ How are the jars made? ▪ What buildings were the jars put in? Why? ▪ What Ancient Egyptian design influences can you see today? – tiles, fabric, bathroom ideas, pottery. <ul style="list-style-type: none"> ▪ Study several Canopic jars designs and use the questions to gather ideas and opinions. ▪ Chn to record their own opinions in their art books. ▪ Design a Canopic jar and its lid with (a head of one of the ancient Egyptian sons of Horus.) <ul style="list-style-type: none"> • Duamutef- a jackal- stomach • Qebhsenuf- a falcon- intestines • Imsety-human-liver • Hapy-baboon-lungs ▪ Make the Canopic jar in clay using the coil or slab method. Make a flat lid and model the chosen head to be attached to the lid. <p>Target Tracker statements:</p> <ul style="list-style-type: none"> ▪ Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. ▪ Know about some of the great artists, architects and designers in history and describe their work. | <ul style="list-style-type: none"> ▪ Canopic jar examples at the British museum. ▪ https://www.britishmuseum.org/collection ▪ Art Deco links to look at designs and influences. ▪ V and A Museum London https://www.vam.ac.uk/articles/art-deco-global-influences ▪ Art deco – 1920 designs influenced by ancient Egyptian designs- Chrysler building interior-New York / Hoover building-London ▪ Furniture, fabric and ornaments- lights, colours. ▪ Look at several designs and make links to ancient Egypt designs. ▪ Look specifically at art works and discuss- Like/ dislike/why? ▪ Using some of the art deco patterns to design a small tile- symmetry/ colour/ repeating patterns. |

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| <p>Summer 1</p> | <p>Rainforests</p> | <p>Figurative art questions:</p> <p>The tiger in a tropical storm. Henri Rousseau.</p> <ul style="list-style-type: none"> ▪ What does the painting represent? ▪ What colours can you see? ▪ What is happening in the painting? ▪ How does it make you feel? ▪ What is the artist telling you? A story? ▪ Do you like it? Why? <ul style="list-style-type: none"> ▪ Make sketch drawings of plants and leaves. Look carefully at detail and shape of leaves. ▪ Look at sections of the painting and draw parts using pencils, coloured crayons/ pastels/water colour paints. <ul style="list-style-type: none"> ▪ Using marbling inks create papers with different patterns of greens/ yellows for leaves or for the background. ▪ Build a collage of the leaves using different colours/ textures. <p>Target tracker statements:</p> <ul style="list-style-type: none"> ▪ Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. ▪ Know about some of the great artists, architects and designers in history and describe their work. ▪ Explore shading using different media ▪ To create a collage using overlapping and layering. | <ul style="list-style-type: none"> ▪ Study the painting: The Tiger in a tropical by Henri Rousseau. <p>https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised</p> <p>Henri Rousseau was a French post-impressionist painter. (May 21, 1844 - September 2, 1910) He was inspired by the jungle and botanical gardens. Look closely at some pictures related to these to support the children's understanding of these places and how the leaves, plants and light all work together.</p> |
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| Unit Title | Knowledge & Key Questions | Specific Resources |
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| <p>Autumn</p> <p>The Romans</p> | <ul style="list-style-type: none"> ▪ What do the designs represent? ▪ Where did the Romans get their design ideas from? ▪ What colours can you see? -repetitive patterns ▪ Why did they use certain colours? ▪ What are the mosaics made from? ▪ How are the mosaics laid? ▪ What buildings were the mosaics designs put in? ▪ What Roman design influences can you see today? ▪ Look at Roman mosaic designs and discuss the questions. Use several designs and evaluate using the questions. ▪ Design a tile using roman design ideas: make the design simple/ select 2 or 3 colours close to Roman colours used for the design. <p>Target tracker statements:</p> <ul style="list-style-type: none"> ▪ Describe some key ideas, techniques and working practices of artists, architects and designers who he/she has studied. | <ul style="list-style-type: none"> ▪ Mosaic pieces ▪ Tiles ▪ Child friendly grout ▪ Paper for designs/crayons for colour Roman mosaic links: St Albans: /www.hertsmemories.org.uk/content/herts-history/towns-and-villages/st-albans/roman-mosaics Bath: www.ancient.eu/Roman_Baths/ |
| <p>Spring</p> <p>Weather around the world</p> | <p>Figurative art questions:</p> <ul style="list-style-type: none"> ▪ What does the painting represent? ▪ What colours can you see? ▪ What is happening in the painting? ▪ How does it make you feel? ▪ What is the artist telling you? A story? ▪ Do you like it? Why? ▪ Study the work of Hokusai. Look at several of his pieces of his work especially The Great Wave. ▪ Explore the woodblocks and focus on the significance of Mount Fuji appearing in many of his pieces. ▪ Look at landscapes of other artists and compare their techniques, colours and key ideas (JM Turner, D Hockney) <p>Target tracker statements:</p> <ul style="list-style-type: none"> ▪ Describe some key ideas, techniques and working practices of artists, architects and designers who he/she has studied. ▪ Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. ▪ Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learned techniques. | <p>Hokusai works of art. Colour wash for the sky- line/ tone/texture and movement.</p> <p>Practice using a white wax crayon to give the effect of water/ waves, rain, puddles and water as well as clouds.</p> <p>The water colour painting needs to include clouds. Use the wash/ bleed effect.</p> |
| <p>Summer</p> <p>Our Planet</p> | <ul style="list-style-type: none"> ▪ Observational plant and flower head drawing ▪ Marbling paper for the leaves and flower head. ▪ Using the marbled paper to make a flower/plant design. ▪ Study the flower and plant drawings of Georgia O'Keefe, Van Gogh, Dutch flower artists and the Japanese artist, Ogata Korin. <p>Figurative art questions:</p> <ul style="list-style-type: none"> ▪ What does the painting represent? ▪ What colours can you see? ▪ What is happening in the painting? ▪ How does it make you feel? | <ul style="list-style-type: none"> ▪ Flowers/ plants/ greenery ▪ Crayons/ pencils/ pastels ▪ Paper/sketch books Marbling inks/paper/ brush/ large trays |



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| | <ul style="list-style-type: none">▪ What is the artist telling you?▪ Do you like it? Why? <p>Target tracker statements:</p> <ul style="list-style-type: none">▪ Use a variety of techniques e.g., marbling, silkscreen and cold water paste.▪ Draw familiar objects with correct proportions.▪ Describe some key ideas, techniques and working practices of artists, architects and designers who he/she has studied.▪ Use taught technical skills to adapt and improve his/her work. | |
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| | Unit Title | Knowledge & Key Questions | Specific Resources |
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| Autumn 1 | Ancient Mayans | <ul style="list-style-type: none"> Study the wall art paintings from the Mayan era. -Bonampak Mexico The Maya painted murals on the walls of their buildings including their houses, temples, and public buildings. The subjects of the murals varied widely including scenes from daily life, mythology, battles, and religious ceremonies. Compare these to the work of the ancient Egyptians: <ul style="list-style-type: none"> What are the similarities and differences? What colours did they use? What do the murals tell you? How do they make you feel? Why did they paint in this way? <p>Target tracker statements:</p> <ul style="list-style-type: none"> Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Develop skills using clay including slabs, coils and slips. | <ul style="list-style-type: none"> Twinkl Mayan art information <p>Create a mural piece of work using clay and colours that appear in the fresco paintings in Bonampak Mexico.</p> <p>Background is black card background</p> <p>Create a border edge- simple geometric shapes- triangles, squares, rectangles placed around the edge of the black card to form a boarder.</p> <p>Make a clay image of a God, using images of Maya Gods. - focus on features- nose, mouth, eyes, head wear.</p> <p>Paint the God in the mural colours of orange, yellow, blue and white.</p> <p>Attach the finish God to the black card background. (Glue gun)</p> |
| Autumn 2 | Ancient Mayans | <ul style="list-style-type: none"> Look at the paintings of Frederick Catherwood: <p>Figurative art questions:</p> <ul style="list-style-type: none"> What does the painting represent? What colours can you see? What is happening in the painting? How does it make you feel? What is the artist telling you? Do you like it? Why? <p>Target tracker statements:</p> <ul style="list-style-type: none"> Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Mix colours to express mood, divide foreground from background or demonstrate tones. | <p>Frederick Catherwood (27 February 1799 – 27 September 1854) was an English artist, architect and explorer, best remembered for his meticulously detailed drawings of the ruins of the Maya civilization.</p> <p>Create a painting with perspective proportions using the paintings of Fredrick Catherwood.</p> <p>Add collage to part of the areas using different colours, papers and techniques.</p> <p>Background is blue paper.</p> <p>Border edge.</p> <p>Make a collage image of a mural figure.</p> <p>Build up the layers.</p> <p>Print with it.</p> <p>Collograph print https://www.youtube.com/watch?v=SaSKKg-igNU</p> |
| Spring 1 | Anglo Saxon and Vikings | <ul style="list-style-type: none"> Look at many resource pictures of Anglo Saxon art work – discuss the materials used, different designs. What were the items used for and by whom? Study the patterns, materials and items. Design a brooch worn as a cloak clasp or decoration. Look at the symmetrical designs. The designs are going to be transferred by drawing them onto card. The string is glued to the card over the design. These designs can be used to print with or covered with foil. Sharpies are used for the simple colour decoration onto the foil. | <p>Brooch designs</p> <p>Southend museum. https://southendmuseum.wordpress.com/2017/12/07/anglo-saxon-brooches/</p> <p>Canturbury Kent https://canterburymuseums.co.uk/beaney/explore/explorers-and-collectors/anglo-saxon-brooch/</p> <p>British Museum Liverpool Museum.</p> |



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| <p>Spring 2</p> | <p>Anglo Saxon and Vikings</p> | <p>The focus is on a D/T project.</p> <ul style="list-style-type: none"> ▪ Design and make a purse based on Viking purse designs. ▪ The project involves making a pattern, cutting out material and sewing. ▪ Study the purses and their embossed designs. ▪ Make a drawstring ‘leather’ purse. ▪ Study many different designs and make notes of the materials used and the patterns on the work. ▪ Compare designs to designs of purses today. Are there any similarities or differences? ▪ Look at the colours, materials and designs today. Many men’s wallets/purses use leather and are simple in their design. Why? What did the Vikings use their purses for? Who carried purses? ▪ Study Viking and Celtic patterns/knots. ▪ Look at their influence in design work today as well as in the past. ▪ What do the designs represent? ▪ Where did the Vikings get their design ideas from? ▪ What colours can you see?-repetitive patterns ▪ Why did they use certain colours ▪ What Viking design influences can you see today? <p>Target tracker statements: Art and design</p> <ul style="list-style-type: none"> ▪ Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. <p>Target tracker statements D/T</p> <ul style="list-style-type: none"> ▪ Make careful and precise measurements so that joins, holes and openings are in exactly the right place. ▪ Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. ▪ Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. | <ul style="list-style-type: none"> ▪ Leather Viking purses ▪ https://www.yac-uk.org/activity/make-a-leather-purse ▪ Michael Carroll designs https://mccelticdesign.com/ |
| <p>Summer</p> | <p>Earth and space</p> | <ul style="list-style-type: none"> ▪ Perspective drawing: Begin by looking at perspective drawings/paintings of famous artists ▪ David Hockney- Early Woldgate ▪ Late spring tunnel and winter tunnel with snow. ▪ Van Gogh- Les Alyscamps, The bedroom ▪ L S Lowry- A village square ▪ Hobbema- The Avenue of Middelharnis ▪ Introduce the art terms – <ul style="list-style-type: none"> • vanishing point • intersecting lines • foreground • background • parallel lines • one-point perspective drawing ▪ Using the video link together create a one point perspective city scape drawing. Discussing each point as the image is gradually drawn. | <ul style="list-style-type: none"> ▪ Look at many examples of one point perspective art work by famous artist listed. ▪ Discuss the one point perspective art work introducing the art terms. ▪ Ask the children to look and make notes of their observations. <p>Lesson 5B-one point perspective city scape drawing. 7 minutes</p> <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=twcFW0RyOQ8 <p>The children are going to watch the video link and together discuss the art terms raised. Either by re-watching the link or guiding the children through the stages, begin to draw their own perspective drawing. Work in a step by step sequence so the children have time to understand and develop the skills</p> |



| Autumn | Unit Title | Knowledge & Key Questions | Specific Resources |
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| | <p>Ancient Greeks</p> | <ul style="list-style-type: none"> ▪ Studying ancient Greek ceramics- pots and their designs. (Black figures, Greek terracotta) ▪ Look at a series of photographs of Ancient Greek pots. ▪ What do the designs represent? ▪ Where did the ancient Greeks get their design ideas from? ▪ What colours can you see? -repetitive patterns ▪ Why did they use particular colours? ▪ What are the pots made from? ▪ How were they made? ▪ Why was Greek pottery so important? ▪ What ancient Greek design influences can you see today? ▪ Draw a series of cylindrical shapes- perfecting ellipses and correct proportions. 3D <p>Create silhouettes based on ones found on Greek pot designs.</p> <p>Use the silhouette to design a Greek pot with repeated patterns on the rim and near the base of the pot. Use orange and black as the main colours.</p> <p>Draw several design ideas of pots with patterns and silhouette.</p> <p>Make a small ceramic pot. Use clay and tools to produce intricate patterns and textures.</p> <p>Target tracker statements:</p> <ul style="list-style-type: none"> ▪ Refine use of learnt techniques (designing from multiple perspectives and using clay) ▪ Describe the work and ideas of various artist, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts ▪ Begin to develop an awareness of composition scale and proportion in their work ▪ Explain and justify preferences towards different styles and artists. ▪ Produce intricate patterns and textures in a malleable media ▪ Use different techniques, colours, and textures when designing and making pieces of work and explain choices ▪ Follow a design brief to achieve an effect for a particular function | <ul style="list-style-type: none"> ▪ Photograph and links to patterns and designs <p>Potters and pottery influenced by ancient Greek designs.</p> <p>3D pots making and decoration Link the clay work with year 5 structural properties.</p> |
| <p>Spring</p> | <p>World War Two.</p> | <p>Study the use of multiple angles of the same still in photographs that David Hockney uses when overlapping polaroid's to make one piece of art. http://www.hockney.com/works/photos/composite-polaroids</p> <p>Study the powerful hidden messages and meanings in Ben Heine's art called Pencil Vs Camera. How he captures a still, then integrates the use of sketch to show what is actually going on "under the surface". Discuss how images could be interpreted and the metaphors that these could be demonstrating. Link to WWII topic, which places, people, objects could be photographed and then have hidden</p> | <p>David Hockney pictures taken from multiple perspectives and collaged</p> |

feelings, messages, what is really going on sketched underneath.

<https://benheine.com/pencil-vs-camera-in-schools/>
<https://benheine.com/art/pencil-vs-camera-images/>

Study **the powerful drawings by Henry Moore the sculptor**. He did some very powerful but simple drawings of people in the London Underground in the bombing raids.

<https://www.tate.org.uk/kids/explore/who-is/who-henry-moore>

The children experiment with all three artist's styles and techniques by starting with a **photograph** (this may be one taken during WWII or a drama of them recreating a scene from WWII). They could:

- Drawing in Moore's style, sketch and draw the photograph, draw it and then swap over, do several big quick sketches, -
- Use multiple perspective of the same image to collage like Hockney.
- Take out part of the image and sketch their metaphor or hidden meaning.
- They may want to combine ideas from all three artists to create an interpretive piece.

Evaluate the work.

Target Tracker statements:

- Select ideas based on first hand observation, experience or imagination and develop these through research.
- Refine use of learnt techniques (sketch and photography)
- Adapt final work following feedback or discussion based on preparatory ideas.
- Describe the work and ideas of various artist and designers, using appropriate vocabulary and referring to historical and cultural contexts
- Explain and justify preferences towards different styles and artists
- Begin to develop an awareness of composition scale and proportion in their work
- Use simple perspectives in the work using a single focal point
- Use different techniques and colours when designing and making pieces of work and explain choices




Ben Heine art combining photographs and sketches



Henry Moore drawings of the London Underground.
<https://www.tate.org.uk/kids/explore/who-is/who-henry-moore>



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| <p>Summer</p> | <p>Art Research Project.</p> | <p>This is not topic linked- a celebration of work for end of the primary years. A collage involving computers word processing and other media – representing a memory of their primary schooling. To include printed lettering and symbols, mixed media of collage materials to create a collage image which tells an individual story of their primary years from nursery to year 6.</p> <p>To study artists work for inspiration and design ideas.</p> <p>Extending the explorations of word and images to graffiti art and artists- explore their work. Banksy David Chloe Street artists.</p> <p>Examples of word/image creations can be found on Pinterest.</p> <ul style="list-style-type: none"> • To create your own individual list of words and images ideas related to yourself from nursery to year 6. • Pick out specific moments/ memories – How are you going to show these? • Explore different lettering on the computer and other artists. • Look at collage media to use for background- newspapers, magazines, brochures- maybe have a colour theme. Cutting and tearing papers. <p>Plan out design ideas on paper. Think about how your design is to evolve across the paper. A3 Gather together your resources. Carefully lay out the ideas and build the story creation before gluing.</p> <p>Target tracker statements:</p> <ul style="list-style-type: none"> ▪ Refine use of learnt techniques (printing and collage) ▪ Adapt final work following feedback or discussion based on preparatory ideas. ▪ Describe the work and ideas of various artist, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts ▪ Explain and justify preferences towards different styles and artists ▪ Produce intricate patterns and textures in a malleable media ▪ Use different techniques, colours, and textures when designing and making pieces of work and explain choices ▪ Create intricate printing patterns by simplifying and modifying sketchbook designs | <p>Letters and words course work guide from the Tate Modern Shows examples of some well-known artists work: Tracey Emin Gwyther Irwin Mimmo Rotella</p> <p>https://www.tate.org.uk/art/student-resource/exam-help/letters-and-words</p> <p>Image taken at Kettles Yard, Cambridge</p>  |
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