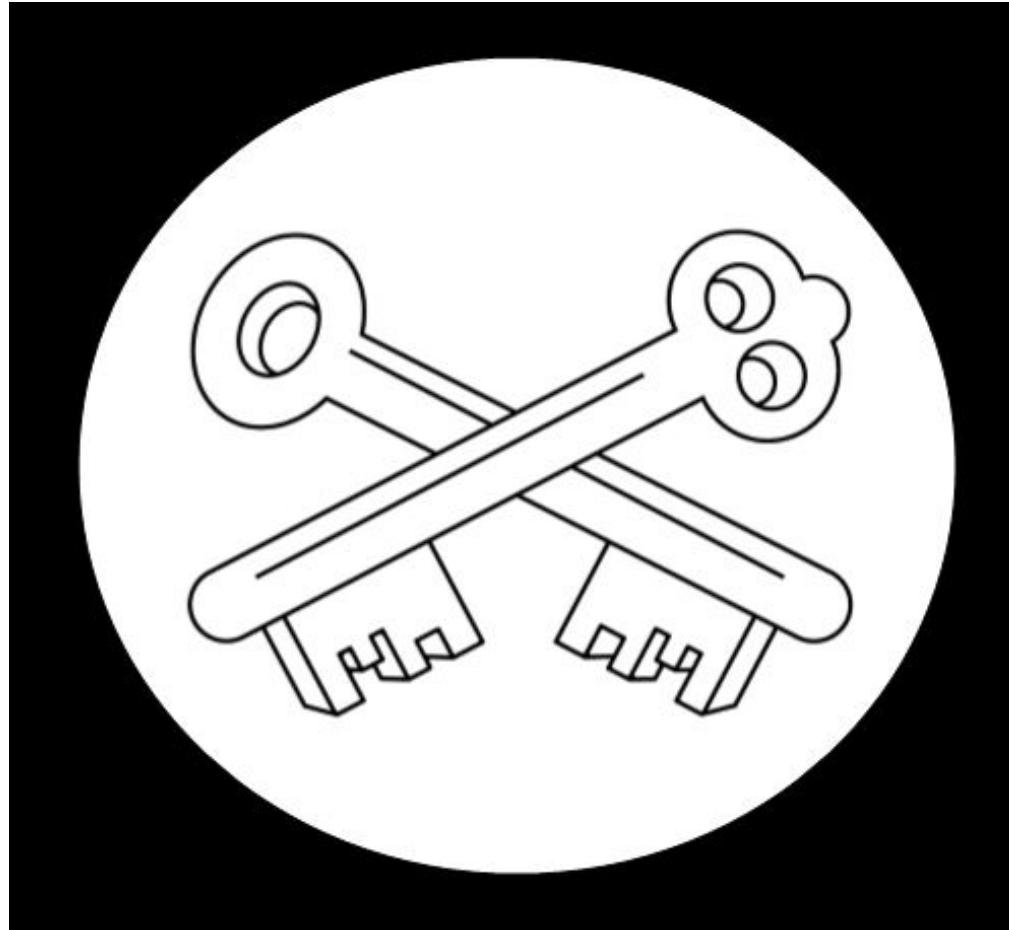


ST PETER'S COFE JUNIOR SCHOOL



ART & DESIGN CURRICULUM

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ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



		
Head	Heart	Hands

We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.
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In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

EDUCATION RECOVERY

Our Art and Design curriculum is planned to build on and revisit core knowledge and skills year on year. As an example, our learning on colour theory starts with mixing secondary colours and tints in year three, moves onto mixing tertiary colours in year four, is further embedded by learning how to mix secondary and tertiary colours with watercolours in year five, and then is developed in year six when children learn how to mix tints and use them to make an object look 3-dimensional.

Our planning is also organised in such a way that teachers recap on relevant previous learning at the start of each new unit, using formative assessment to discover any gaps.

Although, during the second coronavirus lockdown in early 2021, children in all year groups were supplied with detailed video art lessons which covered all the material that they would have been taught in that term, and feedback from children and parents suggested that these were widely accessed and very popular, we acknowledge that not all children will have accessed all the content.

To help class teachers focus on what is most important in terms of missed art learning, they have been given a list of core knowledge in Art and Design, encompassing colour theory, elements of art, and types of art. When, during discussions at the start of unit and at the start of each lesson, gaps are identified, teachers can focus on this core knowledge when deciding what to emphasise and re-teach. This core knowledge is also made explicit on knowledge organisers which children stick into their books at the start of each topic.

Because skills such as colour-mixing and drawing are revisited year on year, with the previous building blocks being covered again before new skills are taught, teachers are able to make sure that children are competent at one skill level before moving on.

PURPOSE AND RATIONALE

At St Peter's, we believe Art and Design helps children grow in confidence, learn more about themselves and develop their creativity. It is a subject which everyone can access, regardless of their literacy or numeracy skills. It provides children with opportunities to develop their cultural knowledge, finding out more about the world around them now and in the past, and the creative forces which have shaped the way our culture looks today. Because the results of an art lesson are so visual, tangible and immediate, it gives children the opportunity to gain great satisfaction from their creations, learn how to appraise their own work critically, give and receive feedback and see immediate results when they make changes and revisions. In this respect, it is an important tool in helping them develop a growth mindset and developing learning skills which can have a positive effect in other areas of the curriculum.

We believe that everyone can and should access and enjoy Art and Design lessons. We aim to present, scaffold and teach skills and knowledge in inclusive, inspiring and relevant ways. In line with the National Curriculum, our programme of study from year three to year six includes learning about a range of artists and designers from the past through to the 21st century, giving children a broad understanding of developments in Art and Design, and developing a vocabulary to help them evaluate their work. Every unit involves developing core skills in painting and drawing, while through the school we also experiment with a wide range of other media such as sculpture, collage, printing and textiles. Rather than just emulating the work of artists, however, the focus in our lessons is very much on individual creativity. There is no "right" or "wrong" way to approach a piece of work, ideas are valued just as much as technical skills, and as students progress from year three to year six they are encouraged to gradually develop their independence in selecting subject matter and choosing their own tools and techniques.

ART LESSONS

- ❑ Art and Design is taught for an afternoon a week in a six-week block each term. Consequently, children study one unit of art each term.
- ❑ Each unit has a theme, which might be anything from *Portraits* to *Landscapes*, *Painting Skills* or *Art from Nature*. And, with the exception of the *Dragons* unit in year 4 (which looks at the use of the dragon as a design motif in British culture) each unit will focus on at least one, or sometimes even two or three, artists. Children are given the opportunity to look at examples of artists' work through images and short films, discuss and evaluate it in pairs and as a class, and, in year five and six, research artists independently using the internet. All units involve developing either drawing or painting skills, or sometimes both, as well as skills in other media such as sculpture, digital art, photography, collage, clay and printing.
- ❑ We take the outcomes from the document *Weaving Skills and Knowledge* as our starting point, and aim to ensure the skills for each year group are woven into our lessons for that year.

KNOWLEDGE AND PROGRESSION

Key concepts and vocabulary in Art and Design are introduced by teachers from year three to six, with new vocabulary explicitly highlighted on Smartboard presentations, and knowledge developed in a progressive way throughout the school. For example, colour theory begins with mixing primary and secondary colours in year three, goes onto tertiary colours, shades, tints and tones in year four then to opposite and adjacent colours in year six.

SKETCHBOOKS

- ❑ Children have their own sketchbooks.
- ❑ These are used for practising drawing and sketching skills, notes from research, ideas pages, and showcasing original, or photographs of, final pieces of work.
- ❑ Children are encouraged to annotate their work to show the development of their ideas, and from time to time write comments to assess their own work and that of their peers.

CELEBRATING SUCCESS

- ❑ Finished artwork is displayed on boards in year group areas and larger exhibitions in communal areas.

ASSESSMENT

Each child has a sheet stuck into the front of their sketchbook showing the key learning outcomes in Art and Design for their year group. These are highlighted by the teacher at the end of each unit when achieved, and an assessment grade is given, in line with the grades used in St Peter's school reports.

WHY THIS AND WHY HERE?

Unit	Why this and why here?
Painting Skills	An exciting hands-on project to stimulate their interest in art in year 3. Opportunity to compare and contrast styles of two different artists - Van Gogh and O'Keefe. Develops crucial painting and colour-mixing skills and knowledge which will be useful in subsequent topics and year groups.
Picasso Faces	Teaches basic skills in drawing facial portraits which are developed further in year 4 and year 6. Gives children the opportunity to develop skills in drawing, painting and sculpture around the same topic area - faces. Gives children the chance to broaden their knowledge of art from other cultures by studying the African tribal masks which inspired Picasso's cubist sculptures.
Art from Nature	Provides lots of opportunities for outdoor learning during the Summer term. Introduces a completely different art form - environmental art - to broaden children's understanding of what constitutes "art".
Dragons	Links to English topic of The Jabberwocky, and quest stories. Develops awareness of how a particular design motif (a dragon) can be used through the centuries and across different cultures, by exploring dragons in British culture, and other cultures, such as China, Japan and the Vikings. Again provides opportunities for children to take the same topic and ideas and transfer them to different art forms, creating dragons in watercolours, with clay, and by printing with poly blocks.
Pop Art Superheroes	Introduces Pop Art. Builds on year 3 skills in drawing facial portraits, experimenting with Pop Art-style faces and then moving onto figure drawing.

David Hockney Landscapes	Develops skill of drawing with perspective. Gives children the opportunity to study how art has developed chronologically by looking at landscapes through the ages. Provides opportunities to develop painting and colour mixing skills further and try out photography and ipad art.
Texture in Still Life and collage	Provides an opportunity for children to become more skilled at observational drawings, and learn in a structured way about the six key elements of art - line, shape, tone, texture, colour and form. Eduardo Paolozzi's Pop Art collages are a fun accessible topic which give children the opportunity to develop a very personal piece based around their own interests and make more independent choices.
Paul Klee and Watercolours	Develops skills in watercolour painting which children then use during their residential trip to Hathersage. The works of Paul Klee and Wassily Kandinsky fit well with exploring the idea of expressing mood and emotion through a work of art.
Alexander Calder Sculptures	Alexander Calder's sculptures and paintings are bright, accessible and fun and his "moving circus" provides a great inspiration for children's work. The children have the opportunity through this unit to develop their 3D modelling skills, creating two different sculptures using wire and other materials.
Nicolas Party Paintings	Nicolas party's brightly coloured paintings are a good vehicle for helping year sixes to develop and refine their painting skills, and build their knowledge of composition, tone and colour theory. The fact that he is a young, contemporary artist painting today reinforces the idea that art isn't just something from the past.
Architecture	This is an art topic that appeals equally to both genders - while many boys are interested in construction, we also make sure we include women architects as an inspiration to girls as well. It looks at more technical design skills, such as creating ideas boards, drawing in 2-point perspective, and creating architectural sketches and gives them further freedom to research and follow their own ideas and interests.

	It gives children an idea of a career area which might be open to them if they have an interest in art and design.
Native Art	Focuses explicitly on art from other cultures - the Canadian Inuits and the Ashanti people from Ghana. Gives children the opportunity to try out textile printing.

How our curriculum supports gaps in our pupils' knowledge and skills?

Context and demographics	Implications for St Peter's Art and Design Curriculum
We are a junior school, so it is important that the curriculum links closely to what the children have been taught in key stage one.	As well as closely following the National Curriculum, which introduces new skills in Key Stage 2 such as the use of sketchbooks, we look at the skills, activities and artists covered at our feeder school, James Peacock Infant School, to ensure that each of our units builds upon and refers back to the skills learned in key stage one.
School location deprivation indicator is in quintile 1 (least deprived) of all schools. Despite the above, there are pockets of deprivation in the catchment and an increasing number of pupils are coming to the school from one of the 10% most deprived neighbourhoods in the UK.	Art at St Peter's is seen as an important way of developing children's "cultural capital", and we seek to expose children to as many different art forms and artists as we can, giving them an awareness of the creative forces which have shaped the way our culture looks today. The nature of our catchment means that while a number of children will have had exposure to works of art and galleries through their family life, there are a significant proportion who have not. To address this, our art lessons often contain "art gallery" segments, where we put a number of works of art blown up to a large size by our featured artist on the interactive whiteboard, and give children the opportunity to look at them, analyse them, and talk about what they like and don't like about them. In years five and six, children are given the opportunity to do online research into our featured artists, finding, discussing and often sketching examples of their work which appeals to them.
95% of the local population is white with very few residents born outside of the UK.	Because of the limited number of pupils from different cultural backgrounds in our school, we ensure we give pupils the opportunity to study art from other cultures. Examples include looking at how African tribal masks inspired picasso's cubist sculptures, trying out traditional Adinkra textile printing which originates in Ghana, looking at dragons in chinese and Japanese Art and culture, and studying the Inuit artist Kenojuak Ashevak.

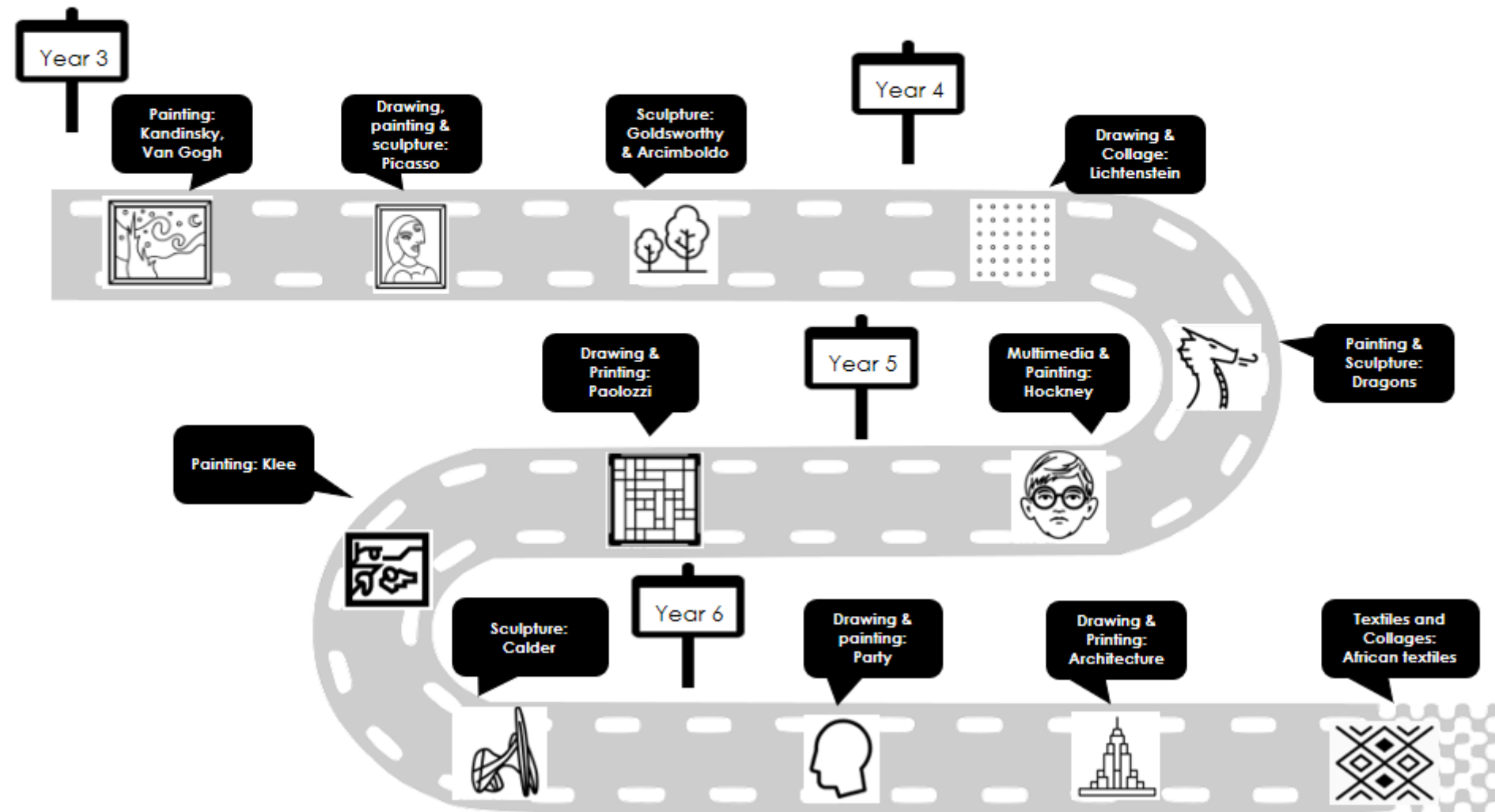
Year group/term	Topic	Artists/Art movements studied	Skills/techniques
Year 3 term 1	Painting skills	Vincent Van Gogh, Wassily Kandinsky, Georgia O'Keefe	Painting, drawing.
Year 3 term 2	Picasso Faces	Pablo Picasso	Drawing, painting, 3D modelling.
Year 3 term 3	Art from Nature	Andy Goldsworthy, Giuseppe Arcimboldo	Drawing, wax rubbing, collage, large-scale 3D sculpture using natural materials
Year 4 term 1	Dragons	Dragons used as design motifs in British culture through the ages	Drawing, watercolour painting, clay sculpture.
Year 4 term 2	Pop Art Superheroes	Pop Art - Roy Lichtenstein	Drawing, mixed media collage.
Year 4 term 3	David Hockney landscapes	David Hockney	Drawing, photography, ipad art, painting.
Year 5 term 1	Texture in still life and collage	Eduardo Paolozzi	Drawing, printing, collage
Year 5 term 2	Paul Klee and watercolours	Paul Klee, Wassily Kandinsky	Watercolour painting, mixed media (paint and pastels)
Year 5 term 3	Alexander Calder sculptures	Alexander Calder	3D sculpture, painting
Year 6 term 1	Nicolas Party paintings	Nicolas Party	Drawing, photography, painting.
Year 6 term 2	Architecture	Antoni Gaudi, Le Corbusier, Frank Gehry, Norman Foster and Zaha Hadid	Drawing and Printing
Year 6 term 3	Native Art	African textiles and Kenojuak Ashevak	Printing, textiles and sculpture

ART & DESIGN CURRICULUM OVERVIEW

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Painting: Kandisky, Van Gogh		Drawing, painting and 3D sculpture: Picasso portraits		Sculpture: Andy Goldsworthy and Giuseppe Arcimboldo	
Year 4	Drawing & collage: Roy Lichtenstein (Pop Art)		Painting and sculpture: Dragons in British culture		Multimedia & Painting: David Hockney	
Year 5	Drawing & Printing: Eduardo Paolozzi		Painting: Paul Klee		Sculpture: Alexander Calder	
Year 6	Drawing and painting: Nicolas Party		Drawing and Printing: range of architects		Textiles, drawing and sculpture: Native Art: African textile printing/Kenojuak Ashevak	

ST PETER'S LEARNING JOURNEY: ART & DESIGN

"All Children are Artists."
Pablo Picasso



BIG IDEAS AND CONCEPTS

Creativity: The use of imagination to create an original piece of art.

Year 3, 4, 5 and 6 - all units

Drawing: Developing the skill of making marks on paper with pencil, pen, crayon, pastel or another medium, including creating shade, tone and texture.

Year 3 - all units

Year 4 - all units

Year 5 - Paolozzi

Year 6 - Nicolas Party

Year 6 - Architecture

Painting: Using a variety of paint types and brushes to create a range of effects.

Year 3 - Kandinsky, Van Gogh and O'Keefe

Year 3 - Picasso

Year 4 - Dragons

Year 4 - Hockney

Year 5 - Klee

Year 5 - Calder

Year 6 - Nicolas Party

Sculpture: Creating 3-dimensional representative or abstract forms using a wide range of materials, from natural materials to clay, cardboard, wire and others.

Year 3 - Picasso

Year 3 - Arcimboldo and Goldsworthy

Year 4 - Dragons

Year 5 - Calder

Year 6 - Kenojuak Ashevak

Evaluate and Analyse: Assessing the value of, comparing and interpreting their own work and that of their peers and of a range of artists and designers.

Year 3, 4, 5 and 6 - all units

Great artists, craft makers and designers: Individuals and groups of people whose work has contributed to the development of global art and design movements, in fine art, craft and design disciplines such as architecture.

Year 3, 4, 5 and 6 - all units

PROGRESSION IN ART AND DESIGN

Drawing

Year 3	Year 4	Year 5	Year 6
• Draw a simple picture of a vase of flowers from still life, then use this to produce a flower painting, (Term 1). • Start to use different grades of pencil to show tone and texture (begun in term 1, developed with face sketches in term 2, then with close-up leaf drawings in term 3). • Learn to draw faces, showing facial expressions (Term 2). • Make notes about how they could improve their drawings of faces.	• Move on from drawing faces and facial expressions to learning how to draw the whole body, showing body language, and drawing figures and forms in movement (Term 1). • Greater independence in drawing is encouraged - opportunity to choose freely what kind of dragon to draw, whether to copy any one of their choice or design their own (Term 2). • Develop skills in adding texture to drawings - texture chart exercise, then incorporate into landscape drawings (Term 3). • Learn to add perspective to landscape drawings (Term 3). • Use sketchbooks to adapt and improve original ideas with greater independence.	• Still life drawing skills developed. Exercises to develop observational skills for object drawings. Encouraged to create detailed object drawings including texture, tone, line, shape and colour. (Term 1). • Given greater freedom to select a range of materials such as different grades of pencil and coloured pastels to achieve the effects they want. Explain why they have chosen these. (Term 1).	• Still life drawing techniques developed further, building on skills already learned, but introducing a focus on different compositions, such as horizontal, vertical and triangular. Move around groups of objects to create a composition, photograph it, then draw it, adding tone, texture and colour. (Term 1). • Learn how to use different grades of pencil to shade objects so that they look 3D. (Term 1) • Learn to create detailed drawings of architecture, focussing on line and shape, rather than tone and texture, and building on skills from year 4 in drawing perspective. (Term 3). • Keep detailed notes in sketchbooks about why they have chosen specific tools and techniques.

Painting

Year 3	Year 4	Year 5	Year 6
- Learn to identify, use and mix primary and secondary colours and know where they sit on the colour wheel. (Term 1). - Practise mixing a range of colours and predict these with accuracy. (Term 1). - Create a background using a wash.(Term 1). - Use a range of brushes to create different effects.(Term 1). - Choose colours to express moods and emotions. (Term 2).	- Learn to identify, use and mix primary, secondary and tertiary colours and know where they sit on the colour wheel. (Term 3). - Learn how to add white to these to create a tint. (Term 3). - Experiment with watercolours, trying out a range of blending techniques. (Term 2).	- Further develop watercolour painting techniques, practising mixing primary, secondary and tertiary colours in watercolours. (Term 2). - Learn about and mix warm and cold colours.(Term 2). - Plan and create an original painting inspired by the work of a great artist. (Term 2). - Understand the term "abstract" and create an abstract painting. (Term 3). - Develop skills in expressing emotion through painting by creating a painting inspired by a piece of music. (Term 2).	- Learn how to use and mix acrylic paints.(Term 1). - Learn about complementary and adjacent colours and where they sit on the colour wheel. (Term 1). - Develop skills in colour mixing to be able to mix any colour required. (Term1). - Learn how to use paint to create shadow and tone and make objects look 3-dimensional. (Term 1).

Other media

Year 3	Year 4	Year 5	Year 6
Collage - Create a simple collage, using printed images supplied by the teacher, cutting out shapes accurately and overlapping images. (Term 3).	Collage - Create a layered collage, using images drawn and painted themselves. (Term 1). Photography/Digital - Take digital photographs of landscapes, then import them into the <i>Brushes</i> app to create a piece of ipad art. (Term 3).	Digital/photography - Combine colour, pattern and images found via the internet to create a digital collage using the <i>PicCollage</i> app. (Term 1). Collage - Create a more sophisticated mixed media collage on a theme of their choice, combining paint, drawing and digitally printed images. (Term 1).	Printing - Create a detailed collagraph print using layered cardboard, string and other materials. (Term 2). - Make block prints using a range of materials such as vegetables and use to print onto fabric. (Term 3). - Make decisions about the effectiveness of printing methods. (Term 3).

Printing - Create a print design to a given criteria (Pop Art theme) and use it to make a relief print using a polystyrene block, printing in two colours. (Term 1).

Digital - Experiment with digital photography of still life compositions. (Term 1).

Textiles - Experiment with printing patterns on to fabric. (Term 3).

Sculpting

Year 3

- Create a 3-D sculpture of a face out of recycled cardboard, and paper, experimenting with different joining and cutting techniques to create texture and form. (Term 2).
- Work in groups to create large-scale outdoor sculptures using natural materials in the style of Andy Goldsworthy. (Term 3).

Year 4

- Sculpt clay to create a dragon, using either a pinch pot or sausage shape as a base, and developing techniques in joining and sculpting clay and using tools to create texture. (Term 2).
- Develop independence by choosing and designing a dragon shape based on suggested options or own ideas. (Term 2).

Year 5

- Create an animal mobile inspired by Alexander Calder by twisting and joining wire and adding buttons, beads and other decorations. (Term 3).
- Create a circus-themed "stable" sculpture inspired by Alexander Calder's work, out of a range of materials, including cardboard, clay, wire, pipe cleaners, buttons, beads, feathers and recycled materials. (Term 3).
- Increased independence in selecting techniques and materials. (Term 3).
- Designs based on children's own research into Calder's work. (Term 3).

Year 6

- Create a sculpture inspired by Kenojuak Ashevak using visual and tactile elements (Term 3).

Artists

Year 3	Year 4	Year 5	Year 6
• Explore work by artists from other periods of time. • Explore work from other cultures. • Compare the work of different artists.	• <i>Explain some of the features of</i> work by artists from other periods of time. . • Experiment with styles which artists have used.	• Research the work of an artist and use their work to replicate a style.	• Research the work of an artist, use this to replicate their style, <i>and explain how their work has been inspired by the artist.</i> • Research the work of designers (ie. architects) and include technical aspects in their work inspired by this research.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Painting skills - Van Gogh, Kandinsky and O'Keefe	Year:	3	Term:	1
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Links to prior learning

Builds on skills learned in KS1 - recaps on mixing secondary colours and further develops brush skills.

New learning

- How to mix a wider range of colours.
- Learning about impressionism and the techniques used by Vincent Van Gogh - defined brush strokes, impasto.
- Creating a background using a wash.
- Creating a final painting based on observational drawings.
- Learning about art from different periods of time and how styles have developed - still life paintings.
- Learning about the artist Georgia O-Keefe.

Preparation for future learning

Establishes a foundation in painting skills which is built upon in subsequent years.

Develops observational drawing skills which are built upon in future years.

Key vocabulary

Primary colours, secondary colours, impressionist, impasto, still life, wash, modernist.

Big ideas and key concepts

Creativity, drawing, painting, evaluate and analyse, great artists, craft-makers and designers.

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 3 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Drawing, painting and sculpture: Picasso	Year:	3	Term:	2
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Links to prior learning

KS 1 - Drawing - begin to show different tones in drawing by applying different pressure with pencils.

KS1 - Sculpture - use a range of materials that are cut, torn and glued.

KS1 - Digital media - take photographs of themselves showing different moods.

New learning

- Learn in a structured way how to draw facial features and put these together to create portraits showing facial expressions.
- Learn the numbering system for different grades of pencil, and start to use these to show tone and texture.
- Learn about Pablo Picasso and in particular his cubist portraits and sculptures.
- Learn about how Picasso was inspired by traditional African tribal masks, and explore the idea of art coming from a variety of different cultures and cultural influences.
- Choose colours, when painting, to express moods and emotions.

Preparation for future learning

Work on using colour to express moods and emotions is developed further in year 5 - Klee and Kandinsky watercolour painting unit.

Skills in drawing faces developed further when drawing whole bodies and incorporating body language in year 4 term 1.

Key vocabulary

Portrait, tone, texture, cubist, warm and cold colours, sculpture.

Big ideas and key concepts

Creativity, drawing, painting, sculpture, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 3 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Sculpture and collage: Arcimboldo and Goldsworthy	Year:	3	Term:	3
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Links to prior learning

KS1 - collage - use a combination of materials that are cut torn and glued, sort and arrange materials and mix to create texture.

KS1 - sculpture - use a range of natural and man-made materials.

New learning

- Learn about the paintings of Giuseppe Arcimboldo.
- Learn about Andy Goldsworthy's environmental art.
- Make large-scale sculptures with natural materials inspired by the work of Andy Goldsworthy.
- Learn how to carefully cut out and overlap images to create an effective collage.

Preparation for future learning

Further develops still life observational drawing skills (through drawing leaves with tone and texture) which are built upon in year 5 term 1.

Collage skills are built upon in year 4 (term 1) and year 5 (term 1).

Key vocabulary

Sculpture, collage, environmental art.

Big ideas and key concepts

Creativity, drawing, sculpture, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 3 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Painting and sculpture: Dragons	Year:	4	Term:	1
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Links to prior learning

Clay skills developed from KS1 - children may have had the opportunity to try making simple sausage shapes and pinch pots in KS1.

Drawing skills developed from year 3.

New learning

- Introduced to the idea of a design motif, in this case a dragon, being used through many centuries by craft-makers and designers - looking at dragon images in Roman, Viking and British art and folklore.
- Learn how the design of dragons has developed over the centuries, and look at how it crops up in other cultures, for example in China and Japan.
- Introduced to painting with watercolours and learn several techniques for blending colours.
- Greater independence in drawing - opportunity to choose freely what kind of dragon to draw, whether to copy any one of their choice or design their own.
- Learn how to model and sculpt a variety of shapes from clay and join them together successfully to make a dragon.
- Use tools to create texture on clay.

Preparation for future learning

Watercolour painting skills will be built upon in year 5 (term 2).

Key vocabulary

Watercolours, wax resist, pinch pot, acrylic paint, printing.

Big ideas and key concepts

Creativity, drawing, painting, sculpture, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 4 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Drawing and collage: Lichtenstein	Year:	4	Term:	2
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Links to prior learning

Builds on drawing faces and facial expressions in year 3 term 2.

Collage skills developed from year 3 term 3.

New learning

- Find out about the art movement Pop Art.
- Learn about the work of the artist Roy Lichtenstein, and the features of his work, including Ben Day dots.
- Learn how to draw the whole body, showing body language, and draw figures and forms in movement.
- Learn how to use tracing techniques to copy an image.
- Create a collage using images the children have drawn themselves and a background they have painted.

Preparation for future learning

Collage skills are built upon in year 5 (term 1).

Pop Art is revisited in year 5 (term 1), with further artists introduced.

Key vocabulary

Pop Art, Ben Day dots, line, tone, shape, figure.

Big ideas and key concepts

Creativity, drawing, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 4 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Painting and multi-media: Hockney	Year:	4	Term:	3
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Links to prior learning

Builds on knowledge about primary and secondary colours and the colour wheel from year 3.

Builds on skills of adding texture to drawings learned in year 3.

Link to exploration of art from other historical periods in year 3.

New learning

- Learn about perspective in drawings and paintings
- Learn about how styles of landscape painting have developed over time.
- Learn about the life and work of David Hockney
- Learn about ipad art and have the opportunity to create a picture using the *Brushes* app
- Learn how to take a digital landscape photograph, showing perspective, on an ipad
- Try sketching landscapes outdoors
- Learn about tertiary colours, where they sit on the colour wheel, and how to mix them
- Learn about how to use white to mix a tint

Preparation for future learning

- Digital ipad photography will be revisited in year 6 (term 1)
- The work on mixing tertiary colours will be developed using watercolours in year 5 (term 2).
- Colour-mixing skills with paint will be built upon in year 6 with acrylic paint (term 1).

Key vocabulary

Landscape, tertiary colours, tints, shades, tones and hues, perspective, en plein air.

Big ideas and key concepts

Creativity, drawing, painting, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 4 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Printing and collage: Paolozzi	Year:	5	Term:	1
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Links to prior learning

Builds on collage skills developed in years 3 and 4.

KS1 - printing - builds on simple skills developed in KS1.

Builds on observational drawing skills developed in year 3 and 4.

New learning

- Learn about Eduardo Paolozzi's Pop Art collages.
- Learn to identify and describe the formal elements of art: line, tone, shape, colour, texture and form.
- Learn to draw more detailed still life object drawings including texture, tone, line, shape and colour..
- Learn how to select their own equipment and materials, such as different grades of pencil and coloured pastels, to achieve the effects they want and be able to explain why they have chosen these.
- Develop their skills to create a more sophisticated mixed media collage on a theme of their choice, combining paint, drawing and digitally printed images and including different textures.
- Learn how to create a print design to a given criteria (Pop Art theme)
- Make a relief print using a polystyrene block, printing in two colours.
- Use the app *PicCollage* to create a digital collage incorporating digitally-painted backgrounds and images from the internet.

Preparation for future learning

Printing skills will be built upon during year 6 in terms 2 and 3 (architecture collagraph prints and fabric printing)

Still life drawing skills will be developed further in year 6 term 1 (Nicolas Party).

Key vocabulary

Line, tone/value, shape, texture/pattern, form, Pop Art, collage, printing.

Big ideas and key concepts

Creativity, drawing, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 5 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Watercolour painting: Klee	Year:	5	Term:	2
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Links to prior learning

Builds upon watercolour painting skills learned in year 4 term 2.

Re-inforces colour mixing skills (tertiary colours) learned in year 4 term 3.

Links to work on using paintings to express moods and emotions - year 3 term 2.

New learning

- Learn about the work of Paul Klee.
- Learn how to recognise abstract art.
- Further develop watercolour painting techniques, practising mixing primary, secondary and tertiary colours in watercolours.
- Learn how to paint a sky with watercolours and use paint tones to show perspective (near and far).
- Learn about and mix warm and cold colours..
- Learn how to independently plan and create an original painting inspired by the work of a great artist (Klee).
- Develop skills in expressing emotion through painting by creating a painting inspired by a piece of music.

Preparation for future learning

The concept of abstract art will be explored in more detail in year 5 term 3 (Alexander Calder).

Skills in planning and creating a piece of work inspired by a great artist will be further developed in year 5 term 3 (Calder) and year 6 term 1 (Nicolas Party).

Key vocabulary

Watercolours, warm colours, cold colours, mood, emotion, abstract art.

Big ideas and key concepts

Creativity, drawing, painting, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 5 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Sculpture and painting: Calder	Year:	5	Term:	3
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Links to prior learning

Develops understanding of the concept of abstract art introduced in year 5 term 2.

New learning

- Learn how to research the work of an artist and use their work to replicate a style.
- Find out about the life and work of Alexander Calder, including his sculptures, mobiles and paintings.
- Create an animal mobile by twisting and joining wire and adding buttons, beads and other decorations.
- Develop sculpture/model-making skills by creating a circus-themed sculpture inspired by Alexander Calder's work, out of a range of materials, including cardboard, clay, wire, pipe cleaners, buttons, beads, feathers and recycled materials.
- Develop Increased independence in selecting techniques and materials.

Preparation for future learning

Practice in researching an artist to find inspiration for artwork will be built upon in year 6 term 1 (Nicolas Party).

Key vocabulary

Sculpture, mobile, stabile, abstract art, primary colours.

Big ideas and key concepts

Creativity, painting, sculpture, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 5 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Drawing and painting: Nicolas Party	Year:	6	Term:	1
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Links to prior learning

Builds on skills in painting and colour mixing in years 3, 4 and 5

Builds on skills in still life drawing, in particular from year 5 term 1

Using the ipad camera - year 4 - term 3

Researching an artist to find inspiration - year 5 term 3

New learning

- Learn about Nicolas Party - his life and work.
- Learn about different kinds of compositions for drawings and paintings, such as horizontal, vertical and triangular.
- Learn how to use different grades of pencil to shade objects so that they look 3D.
- Learn to keep detailed notes in sketchbooks about why they have chosen specific tools and techniques.
- Learn how to use and mix acrylic paints.
- Learn about complementary and adjacent colours and where they sit on the colour wheel.
- Learn how to use paint to create shadow and tone and make objects look 3-dimensional.
- Experiment with digital photography of still life compositions.
- Learn how to explain how their work has been inspired by the artist.

Preparation for future learning

Preparation for recording their observations and opinions in sketchbooks in more detail in KS3

Explaining how their work has been influenced by an artist is preparation for a more detailed level of analysis and evaluation at KS3

Key vocabulary

Composition, horizontal, vertical, triangular, acrylics, complementary colours, adjacent colours, inspiration, tint, tone.

Big ideas and key concepts

Creativity, drawing, painting, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 6 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Drawing and printing: Architecture	Year:	6	Term:	2
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Links to prior learning

Builds on drawing skills learned throughout the school.

Follows on from printing project in year 5 term 1.

Builds on skills in assessing and evaluating their own work, ie. analysing the tools and techniques they have chosen and their inspirations, which was introduced in year 6 term 1.

New learning

- Learn about what architecture is and about the designs of great architects including Antoni Gaudi, Le Corbusier, Frank Gehry, Norman Foster and Zaha Hadid.
- Learn how to sketch like an architect.
- Learn how to create an ideas board in their sketchbooks, taking inspirations from artists' sketchbooks, architects' mood boards and commercial design such as magazines.
- Learn what a collagraph print is and how to create a layered collagraph plate.
- Print using a collagraph plate.
- Develop skills in evaluating their own work, methods and the choices they have made, eg. how they have adapted and improved their work as they have gone along.

Preparation for future learning

Preparation for recording their observations and opinions in sketchbooks in more detail in KS3

Explaining how their work has been influenced by an artist is preparation for a more detailed level of analysis and evaluation at KS3

Key vocabulary

Architecture, classical, gothic, perspective, hatching, cross-hatching, printing, collagraph, plate, graphic design.

Big ideas and key concepts

Creativity, drawing, evaluate and analyse, great artists, craft-makers and designers

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 6 Art.

ART & DESIGN CURRICULUM UNIT PLANNER

Unit:	Printing, textiles and sculpture: African textiles and Kenojuak Ashevak	Year:	6	Term:	3
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Links to prior learning

Art from other cultures: year 3 term 2

Builds on sculpture skills from year 5 term 3 - Alexander Calder

Develops collagraph printing skills learned in year 6 term 2

New learning

- The idea of native/indigenous cultures around the world developing their own unique styles of art influenced by their culture and surroundings
- Learn about Adinkra cloth printing from Ghana
- Learn about the life and work of Inuit artist Kenojuak Ashevak
- Develop skills in working with textiles - using both visual and tactile elements
- Learn how to overprint using 2 colours
- Develop 3D modelling skills to make a detailed animal model from recycled materials

Preparation for future learning

Work on sculpture and textiles moves towards KS 3 objective of increasing their proficiency in handling different materials

Explaining how their work has been influenced by an artist is preparation for a more detailed level of analysis and evaluation at KS3

Key vocabulary

Textiles, native/indigenous art, adinkra cloth printing, collagraph print.

Big ideas and key concepts

Creativity, drawing, sculpture, evaluate and analyse, great artists, craft-makers and designers.

Assessment opportunity

Teacher assessment - recorded in front of sketchbooks - at the end of unit.

What teachers need to know

This unit is already fully planned and resourced. Smartboard slides and resources can be found in Staffshare - Art - Year 6 Art.

