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| **Long Term Individual Subject Curriculum Plan 2020-21** | | | | |
| **Art and Design** | | | | |
|  | **Autumn** | **Spring** | **Summer** |
| Y6 | **Flanders Field**  **Drawing, Painting** | **Art of Africa**  **Drawing, Painting, Sculpture** | **Cityscapes**  **Drawing and Painting** |
| Knowledge | Drawing can be used to represent people, places and objects in different ways.  There is a need to experiment with paint and its effects.  Working on a large scale does not necessarily mean working with a large piece of paper.  They can control the use of tools and their suitability for different tasks  The work of others throughout history has influenced what they see today. | Drawing can be used to represent people, places and objects in different ways.  There is a difference between a stylised and an accurate drawing.  Drawing from life produces a more accurate representation of a moving figure.  Objects in a still life may be partially hidden to the eye.  There is a need to experiment with painting styles.  To develop skills in colour mixing it is necessary to consolidate prior knowledge. | The importance of first hand observation, experience and imagination, and exploring ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  The roles and purposes of artists, craftspeople and designers working in different times and cultures.  If their sketches communicate emotions.  Why they have combined different tools to create their drawings.  Why they have chosen specific drawing techniques. |
| Skills | Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Be able to select from a range of drawing tools and use with increased control to create a specific effect  Use paint skills to create a piece of work  Work from a variety of sources, inc. those researched independently.  Show an awareness of how paintings are created (composition).  The design process is a necessary starting point for sculpture  Materials have their limitations – Clay can dry out easily and break  Sculpture may require different stages of completion. | Select from a range of drawing tools and use with increased control to create a specific effect - a distorted or blurred image.  Use drawing as a starting point that may, or may not, be taken forward into work with other media – designing, planning or producing a sketch.  Draw a figure in action – Paying attention to proportion, position and movement.  Draw backgrounds that complement a piece of multiple media art.  Use paint skills to create a piece of work from the imagination.  To be able to use a colour wheel to create different tones and contrasting colours.  Use a flat brush to apply tones of paint in order to create a shaded effect.  Create original pieces that show a range of influences and styles. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Draw for a sustained period of time over a number of sessions working on one piece.  Develop their own style of drawing through: line, tone, pattern, texture.  Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  Develop their own style using tonal contrast and mixed media.  Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.  Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.  Work in a sustained and independent way to develop their own style of painting. This style may be through development of colour, tone and shade.  Purposely control the types of marks made and experiment with different textures and effects inc. blocking in colour, washes, thickened paint creating different textures.  Mix colours, shades and tones with confidence building on prior knowledge. Understanding which works well in their work and why.  Annotate work in sketch books. |
| Vocabulary | Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight Still life Traditional Modern Abstract Composition Arrangement Complimentary Tonal Shading Line Shape Pose Position Proportion Balance | Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading | **Drawing:**  Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.  **Painting:**  Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading. |
| Y5 | **Autumn - Inventors - Leonardo Da Vinci**  **Drawing** | **Spring - Greek Vases**  **Drawing, Painting and Sculpture** | **Summer - Talking Textiles**  **Drawing, Textiles** |
| Knowledge | Different artists draw in different ways – each have their own style and technique depending on purpose and intent.  There are different functions of drawing and the purpose of drawing in the wider world.  How particular materials and methods express personal views and styles.  There are similarities and differences in the styles adopted by artists across a range of times and cultures.  There is a need to question and make thoughtful observations about starting points and select ideas and processes to use in their work. | Drawing can be used as a starting point that may be taken forward into work with other media.  The relationship between shape, scale and position is important.  There is a need to experiment.  You can use paint skills to create an image based on sources of inspiration or from the imagination    2D design is the starting point for 3D sculpture  Materials have limitations – (i.e clay will dry out and possibly crack)  Understand that it is necessary to reflect on and evaluate a completed piece of work. | A variety of source material can be used for their work.  Drawing can be used as a starting point that may be taken forward into work with other media.  Plain cloth may be altered, manipulated and enhanced in a variety of ways - printing, dying, weaving, stitching, textures, embroidering.  Certain colours and textures complement each other.  Basic skills must be mastered and built upon in order to achieve a successful result. |
| Skills | Use a choice of techniques to depict movement, perceptive, shadows and reflections  Look at, and talk about, drawings from other periods and cultures  Explore different tools and surfaces and experiment with paint application, colour and scale  Sketch (lightly)before painting to combine line and colour  Use the qualities of different paints to create visually interesting pieces  Combine colours, tone and tints to enhance the mood of the piece  Give details (including own sketches) about the style of some notable artists, artisans and designers  Show how the work of those studied was influential in both society and to other artists | Use a variety of source material for their work.  Work in a sustained and independent way from observation, experience and imagination  Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test media and materials.    Create imaginative work from a variety of sources.  Plan a sculpture through drawing and other preparatory work.  Recognise and be able to name some famous sculptures from a particular time period | To have an awareness of the potential of the uses of material  Select and use materials to achieve a specific outcome.  Join fabrics in different ways, including stitching.  Use different grades and uses of threads and needles.  Extend their work within a specified technique.  Use a range of media to create collage.  Work in a sustained and independent way from observation, experience and imagination.  Use a wide variety of drawing tools and media, using increased control.  Recognise different functions of drawing and the purpose of drawing in the wider world.  Look at, and talk about, drawings from other periods and cultures |
| Vocabulary | Viewpoint, Direction, Angle, Perspective, Alter, Modify, Interior, Exterior, Natural form, Image, Subject, Portrait, Traditional, Representational, Imaginary, Modern, Abstract, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Realistic, Proportion background, mid-ground and foreground | Viewpoint, Direction, Angle, Perspective, Alter, Modify, Interior, Exterior, Natural form, Image, Subject, Portrait, Traditional, Representational, Imaginary, Modern, Abstract, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Realistic, Proportion, Surface texture, Balance, Scale, Transform, Composition, Structure, Construct, Flexible, Pliable, Solid, Slip, Attachment. | Viewpoint Distance Direction Angle Perspective Alter Modify Interior Exterior Image Subject Portrait Cloth Fray Tweed Embellished Manipulated Embroidered Warp Weft Replicate |
| Y4 | **Autumn -Indian Art**  **Drawing, Painting, Sculpture and Printing** | **Spring - Still Life – Plant Art**  **Drawing, Painting and Sculpture** | **Summer - Famous Buildings Around the World**  **Drawing, Painting and Collage** |
| Knowledge | Understand that art and design has different roles within different cultures.  Drawing develops spatial concepts  Drawing can be used as a starting point for other processes  There are different functions of drawing and the purpose of drawing in the wider world  Different brush strokes result in the impact of the finished painting.  Images can be collected and used as inspiration  Prints may be altered by rotation, overlaying and adapting the original – use different colour, size, add texture.  Prints can be extended and continuous  The design process is a necessary starting part for any sculpture - using 2d form in sketchbooks.  Materials have very different qualities that may not always be appropriate for their work.  Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off. | Drawing is a two dimensional representation of a three dimensional world  Drawing can be used as a starting point for other processes  Different brush strokes result in the impact of the finished painting.  Images can be collected and used as inspiration.  The design process is a necessary starting part for any sculpture.  Materials have very different qualities that may not always be appropriate for their work.  Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off. | Understand the impact, roles and purposes of artists, craftspeople and designers working in different times and cultures.  Drawing is a two dimensional representation of a three dimensional world  Drawing can be used as a starting point for other processes  Different brush strokes result in the impact of the finished painting.  Images can be collected and used as inspiration.  The design process is a necessary starting part for a piece of work.  Materials have very different qualities that may not always be appropriate for their work.  Inspiration for collage and textile work can be drawn from real life.  Colour and texture can be representational as well as realistic |
| Skills | Annotate sketches to explain and elaborate ideas  Use shading to show light and shadow  Use hatching and cross hatching to show tone and texture  Use paints in a variety of ways to produce different effects. E.g. sprinkling powder paint on a wash to create a water effect.  Use clay and other mouldable materials  Include texture that conveys, symbolism, feelings, expression or movement  Use layers of two or more colours  Replicate patterns observed in natural or built environments  Use precise repeating patterns  To work on their own and collaboratively with others, on projects and on different scales.  Explore and work from images from the natural and designed world to produce textured pieces | Make informed choices in drawing inc. paper and media.  Alter and refine drawings and describe changes using art vocabulary.  Annotate sketches to explain and elaborate ideas  Use shading to show light and shadow  Use hatching and cross hatching to show tone and texture  Use watercolour paint to produce washes for backgrounds and then add the detail  Experiment with creating mood  Use clay and other mouldable materials  Include texture that conveys feelings, expression or movement | Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Make informed choices in drawing inc. paper and media.  Alter and refine drawings and describe changes using art vocabulary.  Annotate sketches to explain and elaborate ideas  Use shading to show light and shadow  Use hatching and cross hatching to show tone and texture  Use watercolour paint to produce washes for backgrounds and then add the detail  Experiment with creating mood  Make selections from a range of materials to suit a design purpose.  Include texture that conveys feelings, expression or movement |
| Vocabulary | Mughal painting, Rajput painting, Mysore painting, Tanjore painting, Kangra painting, Madhubani painting and Pattachitra murals, miniatures, Plan Distance Direction Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Pounce Linear Register Manipulate Block Repeat Continuous Cylinder Representational Imaginary Abstract Idealised Natural Swirling Stippled Transparent Opaque | Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Shape Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective | Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Shape Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract |
| Y3 | **Autumn - Stone Age art and investigating patterns.**  **Drawing, Painting, Printing** | **Spring - Observational Figure Drawings**  **Drawing and Painting** | **Summer - Roman Mosaics**  **Sculpture** |
| Knowledge | Drawing can be used to develop ideas.  Drawing can be used as a starting point for other processes – plans for models.  It is important to carefully observe when drawing from life, noting scale, shape and position of the original.  Objects look smaller in the background and some parts of the object may not be seen.  There is an appropriate vocabulary to describe the colour and consistency of paint.  Scale can be altered to give a different effect.  Brushes must be used appropriately and looked after in order to obtain the best results. | Drawing can be used to develop ideas.  Drawing can be used as a starting point for other processes.  It is important to carefully observe when drawing from a range of sources.  There is an appropriate vocabulary to describe the colour and consistency of paint.  Scale can be altered to give a different effect.  Brushes must be used appropriately and looked after in order to obtain the best results.  Mix a range of tones from one colour and use a wider colour vocabulary – add white to red, blue or green to extend a range of tones.  Apply paint in a range of controlled strokes, dots, lines and washes | Understand that drawing can be used to develop ideas  See that drawing can be used as a starting point for other processes  Develop understanding and control of modelling using clay and card.  Increase control and knowledge of tools; their suitability for different tasks and how to store and care for them safely.  Explore and use a variety of approaches as they create ideas for 3D work. |
| Skills | Sketch lightly  Use different hardness of pencils to show line, tone and texture.  Represent objects with correct proportions.  Understand that paint is used in different ways for different effects.  With guidance, add detail to work.  Make some independent decisions about colour.  Use a number of brush techniques using thick and thin brushes, to produce shapes.  Mix colours effectively.  Begin to understand and identify complimentary colours and warm and cold colours. | Sketch lightly  Use different hardness of pencils to show line, tone and texture  Represent figures and objects with correct proportions  Understand that paint is used in different ways for different effects  With guidance, add detail to work  Make some independent decisions about colour  Use a number of brush techniques using thick and thin brushes, to produce shapes.  Mix colours effectively  Begin to understand and identify complimentary colours and warm and cold colours.  Replicate some of the techniques used by notable artists, artisans and designers | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Sketch lightly  Use different hardness of pencils to show line, tone and texture  Represent objects with correct proportions  Use clay and over mouldable materials  Work independently with a wider range of materials  Add materials to provide interesting detail  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Complete a process of plan, design and make. |
| Vocabulary | Frame Position Boundary Label Line Symbol Practical Impractical Change Improve Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Foreground Middleground Imprint Impression Mould Background Surface Absorb Stencil Negative image Positive image | Content, subject and ideas; form, composition and arrangement; materials, processes and techniques, position, boundary, abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, wash, tint shade, background, foreground and middle ground. | Mosaic, Roman, floor, tile, tessera/tesserae, interstices, glass, paper, design, pattern Viewpoint Detail Decoration Natural Form Two-dimensional Three-dimensional Tiles |
| Y2 | **Autumn - Earth Art**  **Drawing, Painting, Sculpture and Printing** | **Spring**  **Figure drawing developed into clay** | **Summer – Seaside Art**  **Collage using papers, fabric materials, drift wood** |
| Knowledge | Drawing can be used to develop ideas.  Drawing can be used as a starting point for other processes.  Ideas and feelings can be expressed and represented through painting.  Printed images are reproducible and appear on textiles, wallpaper etc.  Images can be made in a variety of way, not just drawn or painted.  Their own technical skills can be improved through self-evaluation.  There is a specific vocabulary relating to sculpture and 3D materials that can be used to compare and comment on different approaches.  Sculpture does not have to be permanent and may take place outside the classroom.  Recognise the variety of textiles in different times and cultures.  Identify methods used in the production of textiles. | Show that drawings can be used as a starting point for other processes.  Children will observe and record proportions in relation to scale.  Develop an understanding of specific vocabulary relating to sculpture and 3D materials that can be used to compare and comment on different approaches.  Be able to evaluate their own work in terms of how they could change it and whether they feel it was successful of not. | Understand that visual ideas and images can be represented using different materials.  To collect different materials to assemble and create images discussing possible uses of these materials for creating their seaside images.  To understand the evaluation process. To describe what they like and what they would change next time. |
| Skills | Look at and talk about drawings from other periods and cultures  Understand that drawing and has different purposes in different cultures  Combine and manipulate materials to explore structure and form.  Makes experimental assemblages or sculptures on a large or small scale.  Experiment with combinations of materials.  Use scissors accurately to cut out shapes for attaching.  Combine materials into a mixed media image. |  | Mix materials to create texture  Joining, positioning and manipulating materials with some independence  Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc |
| Vocab | Nature, natural materials, manmade, environment, comparison, still life, sculpture, structure, construct, model, stone, curve, form, impress, texture, stencil layered favourite, Positive Negative Stencil Tearing Overlapping Layering Surface Torn Multiples Versions Direct prints Peeling Run Response Commercial abstract |  | Mixed media, collage, layers, combine, opinion, horizon |
| Y1 | **Autumn - Colour Creations**  **Painting** | **Spring - Sparks and Flames**  **Drawing, Painting and Sculpture** | **Summer - Self Portraits**  **Drawing, Painting and Sculpture** |
| Knowledge | It is important to experiment with shades and tones to develop skills.  Ideas and feelings can be expressed through painting.  The colour and consistency of paint can be best described using appropriate vocabulary.  It is useful to talk about the work of other artists.  Differences are valuable and all end products do not have to look the same.  Colours can be grouped and categorised | Understand images can be created by using layers.  Different effects and materials can be assembled to create images.  It is important to experiment with shades and tones to develop skills.  It is useful to talk about the work of other artists.  Differences are valuable and all end products do not have to look the same.  Colours can be grouped and categorised | Understand that drawing can be used to develop ideas  Develop an understanding of the creative potential of digital technology  Understand ideas and feelings can be expressed through drawing and painting.  Understand that the colour and consistency of paint can be best described using appropriate vocabulary.  See that It is useful to talk about the work of other artists.  Accept that differences are valuable and all end products do not have to look the same.  Understand that sculpture does not have to be permanent and may take place outside the classroom.  Understand that clay can be manipulated and moulded into different shapes. |
| Skills | Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.  Begin to explore the use of line, shape and colour  Use thick and thin brushes  Identify primary and secondary colours.  Mix primary colours to make secondary  Mix paints from a limited range to create different effects.  Combining materials and tools and enjoy how to achieve different effects. | Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.  Begin to explore the use of line, shape and colour  Combining materials and tools and enjoy how to achieve different effects.  Use combination of materials that are cut, torn and glued  Use scissors accurately to cut out shapes for attaching.  Create images from imagination, experience or observation.  Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. | Can use images and symbols to name and describe feelings.  Represent familiar objects by combining shapes.  Add detail to artwork  Colour own work neatly following lines.  Draw lines of different sizes and thickness  Use thick and thin brushes  Combining materials and tools and enjoying how to achieve different effects.  Describe the work of notable artists.  Use the computer/digital camera as a tool for creating  Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.  Explore sculpture with a range of malleable media, especially clay  Change the surface of a malleable material.  Understand the safety and basic care of materials and tools |
| Vocabulary | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, charcoal, coloured pencil, drawing pencil, charcoal, pastel, felt tip pen, Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright, complimentary | Foreground Middle Ground Background Colour Pattern Shape Texture Glue Stick Scissors Layer | Compare and contrast self portraits, different, like, dislike, similar Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment Charcoal Coloured pencil Drawing pencil Felt tip pen Marker Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright Model Cut Stick Fold Bend Attach Assemble |
| Reception | |  |  |  | | --- | --- | --- | | **Expressive Arts and Design – Exploring Media and Materials - Art** *­ical* | | | | EYFS Development Bands | Key Learning | Vocabulary | | **Birth To Five Matters**  Range 5  • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience  • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose  Range 6  • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking  • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.  • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.  **Statutory Framework Early years Foundation Stage Curriculum 2021**  Statutory ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. | Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.  Communication – talk about what they are dong, talk about colours, patterns, shapes, textures, in what they see, touch and feel.  Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.  Physical Skill – manipulate and control a range of tools and equipment for different purposes.  Art Processes and Techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.  Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. | See, hear, smell, touch, natural, manmade, artefacts, texture, shape, colour, pattern, size, features, painting, drawing, collage, sculpture, tools, materials, printing, clay, model, tone, form, line, space, adaptations, refine, floor, easel, tables, walls, appreciation, artists, craft, mix, pressing, dabbing, fabric, hard, soft, apron, pallet, brushes, pastels, water colours, rollers, tint, brush strokes, thick, gentle, twirl, spread, firm, shade, contrast, mono tones, pressure, pinch, flatten, twist, roll, bend, 2d, 3d | | | | |
| Nursery |