

Expressive art and design –Children will be introduced to specific skills, following the units within the art curriculum for reception. In addition, through continuous provision, they will be provided with a wide range of opportunities to use observational drawing, explore colour mixing and textures, and begin to master how to use scissors.

Drawing: make your mark

Painting and mixed media: colour splash

Sculpture and 3D: paper play

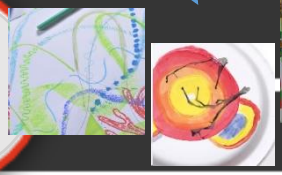
Craft and design: woven wonders

Drawing: tell a story

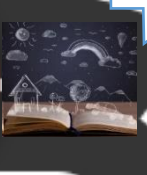
Year R



Year 1 & 2 (A)



Year 1 & 2 (B)



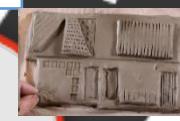
Paint and mixed media: life in colour



Craft and design: map it out



Sculpture and 3d: clay houses (linked to seaside)



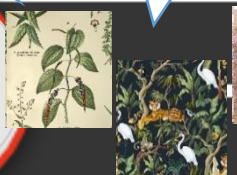
Sculpture and 3D: abstract shape

Painting and mixed media: prehistoric painting

Craft and design: fabric of nature

Drawing: growing artists

Year 3 & 4 (B)



Year 3 & 4 (A)



Drawing: power prints



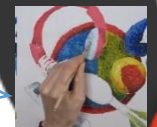
Craft and Design: Ancient Egyptian scrolls



Sculpture and 3D: mega materials



Painting and mixed media: light and dark



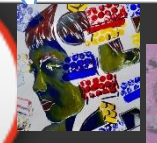
Painting and mixed media: portraits

Craft and design: architecture

Painting and mixed media: artistic study

Craft and design: photo opportunity

Year 5



Year 6



Drawing: I need space

Sculpture and 3D: Interactive installation


Drawing: make my voice heard

Sculpture and 3D: making memories



Daven Primary School



Reception

Skill	Drawing: marvellous marks	Painting and mixed media	Sculpture and 3D	Craft and design
	Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces	Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.	Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden
Other seasonal crafts linked to LTP	Self-portraits and hand prints; drawing houses and families; colour mixing; observational drawings throughout the year e.g. pumpkins, daffodils; autumn wreaths; leaf collages; salt dough decorations; modelling clay for Diva lamps; explore tones of blue and textures within art.			
Oracy opportunities 	Pupils to be able to recall what they have made and begin to explain how they have made it, using a range of artistic vocabulary for the skills and resources they have used. Children to make links to artists e.g. when creating a flower garden look at Sunflowers by Van Gogh.			

YEAR 1 & 2 CYCLE A


Topic	Drawing: make your mark	Painting and mixed media: colour splash	Sculpture and 3D: paper play	Craft and design: woven wonders
	Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Creating simple 3D shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.



			collaborative sculptural piece based on the art of Louise Bourgeois.	
National curriculum subject content coverage	<i>See national curriculum mapping document, alongside mapping of British Values and SMSC documents.</i>			
Oracy opportunities 	When exploring different forms of line and shape, utilise 'which one does not belong?'	Utilise 'talking points' by exploring the following: 'Clarice Cliff paintings rarely use colour'.	Children to use imagination and reasoned explanations to consider: If I were to create a sculpture like Louise Bourgeois 'Maman', I'd create...	Use consensus circle to discuss whether weaving can be classed as art, and why.
YEAR 1 & 2 CYCLE B				
Topic	Drawing: tell a story Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.	Paint and mixed media: life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	Craft and design: map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief	Sculpture and 3D: clay Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.
National curriculum subject content coverage	<i>See national curriculum mapping document, alongside mapping of British Values and SMSC documents.</i>			
Oracy opportunities 	Utilise 'back-to-back' strategy to encourage children to use positional and artistic vocabulary.	Through 'would you rather...?' discuss a range of colour mixing. E.g. I would rather yellow and blue mixed because...	Discuss how felt is made using concept cartoons, encouraging pupils to offer ideas and opinions.	When learning skills, such as pinch pots, complete 'summary bullseye' to consolidate new vocabulary and recount.





YEAR 3 and 4 Cycle A

<p>Topic</p>	<p>Sculpture and 3D: abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	<p>Painting and mixed media: prehistoric painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>Craft and design: fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric</p>	<p>Drawing: growing artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>
<p>National curriculum subject content coverage</p>	<p><i>See national curriculum mapping document, alongside mapping of British Values and SMSC documents.</i></p>			
<p>Oracy opportunities </p>	<p>Use strategies of debating to show personal opinions about the work of Anthony Caro and Ruth Asawa.</p>	<p>Discuss and analyse prehistoric painting by drawing comparisons between techniques then, compared with now.</p>	<p>Utilise ‘which one does not belong’ to distinguish which work is William Norris artwork and how they know.</p>	<p>Use consensus circle to discuss the following: ‘a piece of artwork has to include a range of textures’.</p>


YEAR 3 and 4 cycle B

<p>Topic</p>	<p>Drawing: power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Craft and Design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p>	<p>Sculpture and 3D: mega materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>	<p>Painting and mixed media: light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>
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National curriculum subject content coverage	<i>See national curriculum mapping document, alongside mapping of British Values and SMSC documents.</i>			
Oracy opportunities 	Use summary bullseye to inform/recount how to 'wax resist'.	Complete a balloon debate to choose which would be missed the most: ancient Egyptian art or prehistoric art.	Utilise talking points to discuss why or how 'art can change the world' (link to the idea of recycling).	To summarise learning, promote reasoning and to use new vocabulary, complete 'always, sometimes and never' (based on art skills learnt this unit).
YEAR 5				
Topic	Painting and mixed media: portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Drawing: I need space Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	Craft and design: architecture Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	Sculpture and 3D: interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.
National curriculum subject content coverage	<i>See national curriculum mapping document, alongside mapping of British Values and SMSC documents.</i>			
Oracy opportunities 	Use 'talking points' to discuss what the different portraits tell us about the monarchs in Tudor England.	Use 'odd one out' to reason and evidence, exploring art that is classed as retrofuturism and which art is not.	Adapt 'if I ruled the world' to use logic, reasoned explanations linked to architecture. 'If I were an architect I would...'	Use 'summary bullseye' to inform/recount by giving a live recorded demonstration on how to create/recreate an interactive installation.
YEAR 6				
Topic	Painting and Mixed media: artistic study Identifying an artist that	Drawing: making my voice heard	Craft and design: photo opportunity Exploring photography as a	Sculpture and 3D: making memories



	interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.	On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
National curriculum subject content coverage	<i>See national curriculum mapping document, alongside mapping of British Values and SMSC documents.</i>			
Oracy opportunities 	Balloon debate – students to choose from a range of artists, deciding who the world would miss the most (and why).	'Talking points' used to promote discussion on: can art change the world for the better?	'Consensus circle' used to reach a shared agreement about: 'photography and art created by photographs does not require as much skill as painting'.	'Summary bullseye' used to inform/recount by giving a live recorded demonstration on how to create/recreate a 3D sculpture.

