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| **Art and Design Programmes of study** **KS1*** 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
* To learn 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.

**KS2*** 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]
* To learn about great artists, architects and designers in history.
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sketch Books** | Create and use a sketch book to sample, practise and develop skills (Ie; colour mixing, joining, pencil strength, brush types etc) |
|  **Appreciation and Reflection (linked to famous artist or art movements ) )**  |
| **Autumn** | Piet Mondrian and Wassily Kandinsky | Rita Greer | Vincent Van Gogh Sunflowers and starry night | Sonia Delauney and Orphism art | Constable, Monet, Turner | Banksy |
| **Spring** | Lorenzo M. Duran | Yayoi Kusama | Hastimangala festival | Sir Christpoher Wren | Nine Dragons scroll, Terracotta army | Hokusai, Notan |
| **Summer**  | Indigenous Australian Dreamtime stories | Henri Rosseau | Georgia O’Keeffe, Orla Kiely | Vik Muniz, Messy msxi, Robert Bradford | Surrealism | Esther Mahlangua and Ndebele designs |
|  **Developing ideas and mastering techniques** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Drawing** | To create a picture using cross hatching to show different textures using a range of drawing tools (pencils, chalk, charcoal)**Aboriginal Art****Summer** | To explore light and dark using chalk. To begin to develop shape, tone and texture**Sparks and flames****Autumn**To use lines to create shapes and texture to create an observational drawing of an animalTo use drawing skills to make repeated patterns and silhouettes**Animal Art** **Spring**To use sketching skills and observational skills to develop tone, shape and texture**.****Henri Rosseau****Summer**  | To use a variety of drawing tools (pencils, chalk, charcoal) to develop lines, shape, tone and texture in a similar style to VGV. Begin to consider perspective to create a sense of movement**Vincent Van Gogh****Autumn** | To appreciate architectural features and be able to draw lines of symmetry in buildings considering shapes and tintsFocus of different types of shading techniques to create building shapes/featuresCreate own artwork/sketch applying the skills of hatching, cross-hatching, scumbling and stippling to draw an outline of a famous building**Famous buildings****Spring**To sketch designs for clothes in the style of SD. Accurately depicting the style of the artist**Sonia Delaunay****Autumn** | To introduce simple rules of perspective to give depth to their drawings**A sense of place****Autumn**To represent light, shade, pattern and texture in a range of drawing work.To create a proportional self –portrait**Frida Khalo****Summer** | To develop techniques to recreate street art such as use of stencils and/or satirical street art**Street Art** **Autumn**Sketch using the seven visual effects of LineShapeTone ColourPatternTextureForm And apply to Japanese Art inspire ideas**Japanese Art****Spring** |
| **Key vocabulary** | Cross hatchsketchtextureshade | Recap Year 1 andobservationallightdarkportraitself portraitshadingsketchtonesilhouette | Recap Year 2 andPerspective  | Recap Year 3 andSymmetryHatchingcross-hatchingscumblingstippling | Recap Year 4diagonalfocal pointhorizonperspectivevanishing pointSurrealist | Recap Year 5 andformsatirical  |
| **Painting**  | To identify primary colours and secondary colours. Use a colour wheel. Begin to understand tones of light and dark **Colour creations****Autumn**To use a range of tools to apply paint To begin to understand how to make colours by mixing. **Aboriginal Art****Summer** | To mix paints to create a desired shade for an Antarctic animal scene**Animal Art** **Spring**To copy patterns and colour seen in pictures using a range of brush strokes to create a Henri Rosseau inspired painting**Henri Rosseau****Summer** | To explore how paints can be mixed to create tints. To copy patterns and colour seen in pictures using a range of brush strokes to add texture and tintsTo use line and colour to create a portrait in the style of VGV**Vincent Van Gogh****Autumn**To understand the differences between shades, tone and tints**Indian Art** **Summer** | To use a range of painting techniques to create feeling of movement within a painting such as journey**Sonia Delaunay****Autumn** | To use a range of painting techniques to create a piece of landscape art**A sense of place****Autumn**Understand and use a range of brushstrokes, control and line to create a Chinese art piece focusing on linear art form.**Chinese Art****Spring**  | To recreate painting techniques of tones and colours **Japanese Art** **Spring**To develop techniques to recreate street art such as use of stencils and/or satirical street art**Street Art** **Autumn** |
| **Key vocabulary** | abstractcolourcolour wheeldarklightprimary coloursecondary colour | Recap Y1 and: cutoutlinepatternprintingspongestencil | Recap Year 2 and:texturetintsperspective portrait hueRangoli | Recap Year 3 andcolour palettemediumsOrphism | Recap Year 4 andLinearcalligraphy | Recap Year 5 andabstractbrightnessclose-upcontrast |
| **3D modelling/sculpture** | Use modelling materials to create an object that is recognisable using natural materials **Earth Art****Spring**Handle and manipulate malleable materials to make a boomerang or a rainstick (playdough, clay) **Aboriginal Art** **Summer** | Use a range of modelling materials and select the tools most appropriate to complete a representations of a London Landmark. Create a layered 3d scene using a range of materials**Sparks and flames****Autumn** | To create detailed models and clay structures adding embellishments, decorations and details. **Plant Art** **Summer** | To create a range of models and sculptures inspired by a specific genre or artist. **Famous buildings****Spring**Explore the texture and appearance of different junk materialsLayer cardboard to create a 3D model.To use a range of joining and finishing techniques to develop and improve their sculpture or model (sanding, etching etc)**Recycled Art****Summer**  | To create a range of models and sculptures inspired by a specific genre or artist.considering shading and proportion**Chinese Art****Spring** |  **Art of Africa****Summer** |
| **Key vocabulary** | circlecolourmaterialnaturalsculpture | Recap Year 1 andFeaturedlayered3dcirclecolourmaterialnaturalsculpturespiralsymmetry | Recap Year 2 andembellishment  | Recap Year 3 andetching | Recap Year 4 andShading Proportion  | Recap Year 5 andLarge scale  |
| **Printing** | To begin to understand the importance of repeated patterns**Earth Art** **Spring** | To create mono prints using printing ink and a range of tools (paint brush, sponge, etc) to create a repeated pattern**Animal art****Spring** | To make repeated patterns using block printing with a simple design on fabric or to produce a class mural. To begin to create repeat prints using different colours. **Indian Art** **Spring**To create a simple printing block to create a leaf print to reflect the style of Orla Kiely**Plant Art** **Summer** |  |  | To create a range of more abstract prints experimenting with colour, shape, size and repetition. Use Houskusai as inspiration **Japanese Art** **Spring**To use repeated and abstract patterns to convey meaning on a printing tile design**Street Art****Autumn** |
| **Key vocabulary** | Repeated Patterncolour | Recap Y1 and: layeringmotionoutlineprintingstencil string | Recap Year 2 and Rangoli |  |  | Recap KS1 and AbstractBlockorigami |
| **Collaging**  | To practise cutting/tearing and sticking a range of natural materials such as leaves and sticks onto a piece of paper. To use a variety of natural materials to create a collage focusing on a specific theme (Earth) **Earth Art** **Spring** | To cut and tear a range of fabrics and experiment using different joining techniques (gluing, stapling, stitching, Velcro) To use a variety of materials including tissue paper and techniques such as layering to create a collage focusing on a the Great Fire of London**Sparks and flames****Autumn** | To use a variety of materials to create a collage focusing on a specific theme. To use a range of collaging effects including digital collaging to create a clear image**Plant art****Summer**  |  |  | Create a monochromatic print incorporating light, dark shades and layering. Use Notan as a stimulus.**Japanese Art** **Spring**To work as a group to build up a 3D structure using collaging techniques to express their personalities **Express yourself** **Summer** |
| **Key vocabulary**  | collagecombinationcrepe papermaterialoverlappingtexturetissue paper | Recap Year 1 and3Ddiorama | Observational  |  |  | Kirigamiexpress |