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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. | | | | | | | |
|  | **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 animal  To 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 tints  Focus of different types of shading techniques to create building shapes/features  Create 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  Line  Shape  Tone  Colour  Pattern  Texture  Form  And apply to Japanese Art inspire ideas  **Japanese Art**  **Spring** |
| **Key vocabulary** | Cross hatch  sketch  texture  shade | Recap Year 1 and  observational  light  dark  portrait  self portrait  shading  sketch  tone  silhouette | Recap Year 2 and  Perspective | Recap Year 3 and  Symmetry  Hatching  cross-hatching  scumbling  stippling | Recap Year 4  diagonal  focal point  horizon  perspective  vanishing point  Surrealist | | Recap Year 5 and  form  satirical |
| **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 tints  To 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** | abstract  colour  colour wheel  dark  light  primary colour  secondary colour | Recap Y1 and:  cut  outline  pattern  printing  sponge  stencil | Recap Year 2 and:  texture  tints  perspective  portrait  hue  Rangoli | Recap Year 3 and  colour palette  mediums  Orphism | Recap Year 4 and  Linear  calligraphy | Recap Year 5 and  abstract  brightness  close-up  contrast | |
| **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 materials  Layer 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** | circle  colour  material  natural  sculpture | Recap Year 1 and  Featured  layered  3d  circle  colour  material  natural  sculpture  spiral  symmetry | Recap Year 2 and  embellishment | Recap Year 3 and  etching | Recap Year 4 and  Shading  Proportion | | Recap Year 5 and  Large 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  Pattern  colour | Recap Y1 and:  layering  motion  outline  printing  stencil  string | Recap Year 2 and  Rangoli |  |  | | Recap KS1 and  Abstract  Block  origami |
| **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** | collage  combination  crepe paper  material  overlapping  texture  tissue paper | Recap Year 1 and  3D  diorama | Observational |  |  | | Kirigami  express |