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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** | Use lines and shapes to create an outline drawing of my own face.  **Colour Creations**  **Autumn**  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** | Portrait  Self-portrait  Shape  line  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 and paint with primary colours.  Identify secondary colours and mix primary colours to make secondary colours.  Begin to understand shades of light and dark of colours.  Begin to mix colours to create a self-portrait.  **Colour creations**  **Autumn**  To use a range of tools to apply paint  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**  Recreate paintings in the style of Tingatinga  **Art of Africa**  **Summer** | |
| **Key vocabulary** | abstract  colour  colour wheel  dark  light  primary colour  secondary colour  shade  mixing | 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 detail and proportion  **Chinese Art**  **Spring** | | Create a piece of clay artwork inspired by the artwork of Benin, plaque or animal sculpture. Select suitable tools and techniques to make a clay sculpture, considering detail and proportion.  **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** |  | Spring – last lesson: retrieval of printing skills and consolidating knowledge of Chinese art.  L.O. To create a printing block to create a print in the style of traditional Chinese art.  **Spring** | | 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** | Summer – first lesson: retrieval of Collage skills and link to recycled art unit.  L.O. To make a collage that depicts energy and movement with a range of shapes and colours. Cut and layer shapes accurately to create desired effect.  Use of TATE kids resources.  <https://www.tate.org.uk/kids/make/cut-paste/play-collage>  **Summer** |  | | Create a monochromatic print incorporating light, dark shades and layering. Use Notan as a stimulus.  **Japanese Art**  **Spring** |
| **Key vocabulary** | collage  combination  crepe paper  material  overlapping  texture  tissue paper | Recap Year 1 and  3D  diorama | Observational | Shape  Line  Edge  Layer  Movement  Energy | Identity  Outline  Contrast | | Kirigami  express |