**CYCLE A**

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| **Art and Design** | **EYFS****Nursery and Reception** | **KS1****Year 1 & Year 2** | **LKS2****Year 3 & Year 4** | **UKS2****Year 5 & Year 6** |
| **AUTUMN** | Nursery:* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
* Explore colour and colour-mixing.

Reception: * Begin to show accuracy and care when drawing.
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
 | Make Your Mark: DrawingTo use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceAbout 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 | Abstract Art and Space: Sculpture and 3DTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. | I Need Space: DrawingTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. |
| **SPRING** | 3D Paper Play: Sculpture and 3DTo use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,form and spaceAbout 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 | Growing Artists: DrawingTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. | Portraits: Painting and Mixed MediaTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. |
| **SUMMER** | Clay Houses: Sculpture and 3DTo use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,form and spaceAbout 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 | Power Prints: DrawingTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. | Make My Voice Heard: DrawingTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. |
| The depth thread is drawingTeach – Practice - Repeat | By the time pupils leave TPNA, pupils should have improved their mastery of drawing techniques.FS● Explore mark making using a range of drawing materials.● Investigate marks and patterns when drawing.● Identify similarities and difference between drawing tools.● Investigate how to make large and small movements with control when drawing.● Practise looking carefully when drawing.● Combine materials when drawing.KS1● That a continuous line drawing is a drawing with one unbroken line.● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.How to:● Hold and use drawing tools in different ways to create different lines and marks.● Use mark making to replicate texture.● Look carefully to make an observational drawing.● Complete a continuous line drawing.LKS2● Use shapes identified within in objects as a method to draw.● Create tone by shading.● Achieve even tones when shading.● Hold and use a pencil to shade.● Make careful observations to accurately draw an object.● Use pencils of different grades to shade and add tone.● Hold a pencil with varying pressure to create different marks.● Use observation and sketch objects quickly.● Draw objects in proportion to each other.● Use charcoal and a rubber to draw tone.UKS2● Draw the same image in different ways with different materials and techniques.● Decide what materials and tools to use based on experience and knowledge.● Effects different materials make.● The effects created when drawing into different surfaces● Achieve the tonal technique called chiaroscuro. (Sounds like kee-aa-ruh-skyuor-row) |
| SMSC development – Spiritual, Moral, Social, Cultural | Our pupils and staff are expected to ‘be the best person they can be’ by being able to SHINE when engaged in Art and Design lessons. We ensure that all pupils within the school have a voice that is listened to by having an Arts Council. Each class is represented by a member. When pupils have a strong interest or skill in an area they have been encouraged to lead extra-curricular activities for example drawing club. * Spiritual - Pupils are introduced to the work of great artists and experience wonder and awe at the achievements of these great works of art.
* Moral- Pupils develop mutual respect and the consideration for others’ work and are encouraged to show compassion when discussing the work of others. Art is widely varied and it should be appreciated that not all styles are to everyone’s taste.
* Social- Pupils work in pairs, groups or teams with HONESTY AND OPENNESS. The pupils will be honest about their learning and ask for help when needed. The pupils will be trusted to access and use the resources sensibly and respectfully. When pupils are giving advice to one another as to how to improve further we encourage the ‘Austin’s Butterfly’ method which is constructive, focused and respectful.
* Cultural- Units of work throughout our curriculum cover various cultures and civilizations from around the world. This leads to a greater understanding of different ways of life and a respect for cultures that are different from our own; how they can enrich our own lives. We expect our pupils to work with EMPATHY AND COMPASSION: Pupils should be taught to respect and appreciate the diversity and history of Art and Design.
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**CYCLE B**

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| **Art and Design** | **EYFS****Nursery and Reception** | **KS1****Year 1 & Year 2** | **LKS2****Year 3 & Year 4** | **UKS2****Year 5 & Year 6** |
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* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
* Explore colour and colour-mixing.

Reception: * Begin to show accuracy and care when drawing.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | Map It Out: Craft and DesignTo use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,form and spaceAbout 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 | Painting Light and Dark: Painting and Mixed MediaTo develop their techniques, including their control and their use of materials, with creativity,experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. | Interactive Installations: Craft and DesignTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. |
| **SPRING** | Colour Splash: Painting and Mixed MediaTo use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceAbout 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 | Egyptian Scrolls: Craft and DesignTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. | Photo Opportunity: Craft and DesignTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. |
| **SUMMER** | Life In Colour: Painting and Mixed MediaTo use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,form and spaceAbout 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 | Fabric of Nature: Craft and DesignTo develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. | Making Memories: Sculpture and 3DTo develop their techniques, including their control and their use of materials, with creativity,experimentation and an increasing awareness of different kinds of art, craft and design.To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]About great artists, architects and designers in history. |
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