

Year 1	Art & Design			
KS1 Objectives	Autumn 12 Lessons		Spring 12 Lessons	Summer 12 Lessons
Focus	Transitional Curriculum adapted from original long term plan to support effective transition from EYFS to Y1.	Van Gogh – Sunflowers Transitional Curriculum adapted from original long term plan to support effective transition from EYFS to Y1.	Self-Portrait	Nature – Barbara Hepworth
Media (e.g. chalks, charcoal, pastels, coloured pencils, oil pastels, pens, paint, clay, fabric, paper etc.)	Opportunities for Continuous Provision to support links between ‘Creation’ topic theme in RE and ‘Animals’ in Science <ul style="list-style-type: none"> • Colour mixing using handprints. • Fabric painting to create hanging to include favourite animals for worship area. • Ephemeral art relating to Creation Walk to contribute to RE floor book. • Animal pictures. 	Paint: Ready Mix.	Drawing: coloured pencil, pastels, wax crayons	Sculpture: Mixed media and clay
To use a range of materials creatively to design & make products		To mix red and yellow to make different tones. To mix tones with white to create different shades.	To create a self-portrait using different drawing materials and compare the effects.	To design own abstract modernist nature sculpture inspired by Barbara Hepworth.
To use drawing, painting & sculpture to develop and share		To look closely at the paintings and real/artificial flowers to	To explore how they would like to represent themselves.	To look at examples of Barbara Hepworth’s sculptures and

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their ideas, experiences and imagination	<ul style="list-style-type: none"> Initial self-portraits using mirrors to compare with unit in Spring Term. Artistic interpretations of the 7 days of the Creation story. Animal prints. Look at 'Tiger in a Tropical Storm' (1891) by Henri Rousseau. What are the children's responses to the painting? Drawing – step by step pictures (giraffes/cats) 	identify and draw the shape of petals and leaves.	Discuss personal attributes that they value and how these could be shown in their art.	discuss how she has represented the form of natural features.
To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space		To identify colours and patterns and recreate in own work.	<p>To create lines of different thicknesses using different materials.</p> <p>To explore the use of form and space to create different textures using various coloured pencils and pastels.</p>	To explore simple techniques using clay, including making textures, rolling and pinching.
To know about the work of a range of artists, craft makers & designers and to describe the differences and similarities between different practices and disciplines		To know when Van Gogh lived, which other artists were alive at this time, and what practices and disciplines they used.	To describe similarities and differences between portraits and self-portraits created by a wide range of artists (including Van Gogh, Picasso, Frida Kahlo).	To describe similarities and differences between Barbara Hepworth's work and that of other sculptors such as Anish Kapoor and Rachel Whiteread.
To describe the differences and similarities between their work and that of named people studied		To describe differences and similarities between their work and that of Van Gogh.	To discuss how the portraits and self-portraits they have studied have inspired their work.	To critique their own sculptures and compare to those of Barbara Hepworth.

Year 2	Art and Design		
KS1 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Designers	Artists	Craft Makers
Focus	Lauren Child	Paul Klee/ Guiseppe Arcimboldo	Nick Park
Media (E.g. chalks, charcoal, pastels, coloured pencils, oil pastels, pens, paint, clay, fabric, paper etc.)	Drawing: Pencil, coloured pencil and pen Collage: Photos, photocopies and wallpaper samples	Pastels and Paint: Oil and ink wash Drawing: Pencil and coloured pencil	Modelling clay Drawing: Pencil and coloured pencil
To use a range of materials creatively to design & make products.	To use collage and drawing to create a Great Fire of London scene.	To consider how oil pastels are different to chalk pastels and explore the different techniques and properties of oil pastels and inks. To develop further collage skills to create a portrait in the style of Giuseppe Arcimboldo.	To design own modelling clay characters for an Antarctic animation.
To use drawing, painting & sculpture to develop and share their ideas, experiences and imagination.	To follow Lauren Child's style to illustrate a picture using their imagination.	To explore a range of paintings (ink wash) and identify common themes to inspire their imagination. To explore drawing on a theme of animals (birds and fish).	To look at examples of Nick Park's models and discuss how he has represented different forms and characters.
To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space.	To use pencil, coloured pencil, pen and collage to create illustrations, focusing on line, pattern and texture.	To know that Paul Klee was an expressionist and cubist and know the particular elements that create his style, including line, shape, form and space. To understand that Guiseppe Arcimboldo was a mannerist painter and know the elements that create his style.	To explore simple techniques using modelling clay, including making textures, joining, rolling and pinching.

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KS1 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Designers	Artists	Craft Makers
To know about the work of a range of artists, craft makers & designers and to describe the differences and similarities between different practices and disciplines.	To identify the key features of Lauren Child's illustrations and compare those to other children's illustrators.	To know how these styles compares to that of other artists around at this time, including similarities and differences between practices and disciplines.	To describe the similarities and differences between Nick Park and other stop-action animators.
To describe the differences and similarities between their work and that of named people studied	To critique their own work and name similarities and differences between their own work and that of Lauren Child.	To critique their own work and name similarities and differences between their own work and that of Paul Klee and Giuseppe Arcimboldo.	To critique their own sculptured characters based on The Antarctic and compare to that of Nick Park.

Year 3	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Artists Rock Art: pictographs and petroglyphs	Designers	Artists
Focus: To continue to develop an increasing awareness of different kinds of art and design	Rock Art: pictographs and petroglyphs	Fabric design and printing: William Morris, Orla Kiely and Kaffe Fassett	Observational drawing and watercolour painting: Georgia O’Keeffe
Media: To improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materials	Creating paint with natural material and using stone age tools and techniques. Developing use of chalk and pastels – highlighting and blending techniques. Use of plaster and clay with tools to create petroglyph designs.	To develop abilities to design, make and print fabric using a range of materials. Polystyrene tile, wood/card block printing, printing with recycled materials.	To develop drawing and watercolour skills and techniques. Drawing flowers from still life observation and painting with watercolours.
To know about great artists, architects & designers and how they have shaped our history & contributed to our culture	To learn how the stone age cave paintings were made by the world’s first artist and the influence and importance of their discovery in modern times.	To know how William Morris influenced art and design, including artists like Orla Kiely and Kaffe Fassett	To learn about Georgia O’ Keeffe’s development as an artist and how she has influenced other artists and designers. Why is she called the ‘Mother of Modernism’?
To know the historical & cultural development of their art forms	To learn about the development of rock art- pictographs and petroglyphs during the stone age period and beyond	To know how fabric printing techniques from the 1880s have developed and contributed to those used today.	To explore the development of painting from Victorian impressionism into modernism in the early 20 th century

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KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Artists Rock Art: pictographs and petroglyphs	Designers	Artists
To use sketch books to record observations (Build on skills taught in previous year groups)	To observe, sketch and record ideas for the final piece	To create sketches of William Morris', Orla Kiely's and Kaffe Fassett's work, focusing on repeating patterns	To draw flowers and plants from still life observations.
To review and re-visit sketch work	To review and evaluate sketches and plans for pictographs and petroglyphs	To review own sketches of artists and use to create own simple repeating pattern ready for printing	To revisit, review and evaluate sketch work. To draw a series of sketches to improve observational drawing techniques
To continue to use a range of materials creatively to design & make products	To create pictographs and petroglyphs using various media.	To create simple repeated printed patterns using polystyrene tiles and card block tiles.	The design and make an 'Art gallery in a box' using a range of media- to showcase paintings of flowers.
To continue to develop control and experiment with different kinds of art and design	To create pictographs and petroglyphs using various media.	To explore using one more colour to layer their design and develop control using tools on polystyrene	To experiment with a range of water colour techniques and develop control and confidence when painting with watercolours.
HC Confidence /Aspiration /Resilience / Spirituality			

Year 4	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Designers	Architects	Artists
Focus: To continue to develop an increasing awareness of different kinds of art and design	Decorative jars from ancient to modern	Gaudi	Impressionism - Monet & Post-impressionism - Matisse & Cezanne
Media: To improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materials	Sculpture: clay	Drawing: pencil drawing	Paint: Watercolour techniques
To know about great artists, architects & designers and how they have shaped our history & contributed to our culture	To know about the historical development of how jars and other ceramics have been decorated around the world and how they have influenced art and design	To know about Gaudi and how his architectural style was perceived by critics of the time	To know how impressionist and post-impressionist artists changed people's views of art and contributed to our culture
To know the historical & cultural development of their art forms	To know how styles of decoration have evolved over time and compare the works of different cultures (e.g. ancient Chinese Vases and Egyptian canopic jars)	To gain an overview of how architecture and building design has changed over time	To know how impressionism and post-impressionism emerged

Year 4	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Designers	Architects	Artists
To use sketch books to record observations (Build on skills taught in previous year groups)	To use sketch paper and skills to copy a design from one of the cultures studied (e.g. an Ancient Egyptian canopic jar) and create own design inspired their work	To use sketch paper to make observational drawings of Gaudi's buildings	To create a pencil sketch to plan a painting To use watercolour paper to explore watercolour techniques (e.g. Wash, lifting up, bleeding into each other etc.)
To review and re-visit sketch work	To critique their design and identifying key areas for improvement and name the techniques and skills necessary to create their sculpture from clay (e.g. rolling, pinching, joining, creating texture etc.)	To review sketches medium and make necessary improvements	To review and critique sketches and draft painting techniques, identifying key areas for improvements
To continue to use a range of materials creatively to design & make products	To use clay in a number of creative techniques to produce their jar inspired by Ancient Chines or Ancient Egyptian canopic jar designs	To use pencils to create their own building façade inspired by Gaudi	To use watercolour paper and paints creatively to produce an independent watercolour painting
To continue to develop control and experiment with different kinds of art and design	To use a range of clay sculpture techniques with control to create own decorated jar	To experiment with different pencil drawing techniques, improve their control and finish off their final piece	To apply taught watercolour techniques to recreate a small section of a known painting using control
HC Confidence /Aspiration /Resilience / Spirituality	To develop confidence when using a range of clay techniques To aspire to improve sills and finished result	To develop confidence to make observational drawings. To aspire to improve.	

Year 5	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Artists	Architects	Designers
Focus: To continue to develop an increasing awareness of different kinds of art and design	Gemma O'Brien Typography/ illustrated lettering/ super graphics.	Bhai Ram Singh The Durbar Room, Osborne House	Vivienne Westwood
Media: To improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materials	Drawing: sketching and coloured pencil	Observation and sketching of Durbar Room plaster work using pencil.	Drawing: To copy a range of Westwood designs using sketching and coloured pencils.
To know about great artists, architects & designers and how they have shaped our history & contributed to our culture	To know how Bauhaus Modernism changed art culture and perception of art during the 20th C including the contrast in opinions.	To know how Bhai Ram Singh came to the attention of Queen Victoria and how he was chosen by John Lockwood Kipling to work on the Durbar Room	Learn about Vivienne Westwood and consider how her art has changed and influenced fashion choices during the late 20th century.
To know the historical & cultural development of their art forms	To know the origins of illuminated lettering and how it has evolved into the typography of the 20 th C	To know the origins of clay and plaster renders.	To explore the cultural development of techniques and the cultural influences of the time (e.g. fashion)
To use sketch books to record observations (Build on skills taught in previous year groups)	To use grid paper and rulers to explore pattern and perspective to create 3D lettering.	To observe, sketch and record ideas for final piece	To make sketches of one of the famous designs, identifying colours, shapes and designs

Year 5	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Artists	Architects	Designers
To review and re-visit sketch work	To review and evaluate the fine detail and effectiveness of their sketches and make improvements	To review and evaluate the fine detail and effectiveness of their sketches and make improvements	To review and evaluate the fine detail and effectiveness of their sketches and make improvements
To continue to use a range of materials creatively to design & make products	To explore the use of drawing media to create a range of Super Graphics	To create a 3D plaster work tile using various media	To explore the use of drawing media to create a range of creative effects in the style of Westwood.
To continue to develop control and experiment with different kinds of art and design	To explore how the use of complementary colour and media to create different effects and develop control of line drawing	To create a 3D plaster work tile using various media	To explore how the use of complementary colour to create different effects and develop control of line drawing
HC Confidence /Aspiration /Resilience / Spirituality			

Year 6	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Architects	Artists	Designers
Focus: To continue to develop an increasing awareness of different kinds of art and design	Charles Barry and Augustus Pugin/Parliament	Banksy/Bambi/Graffiti	Clarice Cliff/Ancient Greek Pots
Media: To improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materials	To improve pencil drawing techniques, including shading with a range of pencil grades.	To improve lettering and stencil work, as is seen with graffiti.	To develop their techniques when working with clay (making a clay pot).
To know about great artists, architects & designers and how they have shaped our history & contributed to our culture	To research and explore the work of Charles Barry and Augustus Pugin, to include a visit to Parliament. To determine the style of their architecture and use as inspiration for their own work.	To research and explore the work of Banksy and Bambi and their style of graffiti.	To research and explore the work of Clarice Cliff, making links to how the Ancient Greeks recorded their lives on pots.
To know the historical & cultural development of their art forms	To understand and be aware of the gothic period and how building designs reflected this.	To explore the history of graffiti and how it is linked to modern day culture.	To understand the history of pots and how some elements have changed but a lot remains unchanged (including material).
To use sketch books to record observations (Build	To use their sketch books to design a gothic building with a range if pencil grades.	To use their sketch books to refine and improve their lettering and stencil skills.	To develop pot designs in their sketch books, using Clarice Cliff and the Ancient Greeks as inspiration.

Year 6	Art and Design		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	Architects	Artists	Designers
on skills taught in previous year groups)			
To review and re-visit sketch work	To evaluate their drawings and use to improve future sketches.	To evaluate their graffiti designs and stencils and use to make improvements towards the end product.	To evaluate their sketches and clay designs to make improvements towards the end product.
To continue to use a range of materials creatively to design & make products	To use a range of pencil grades to draw and shade in the gothic style.	To use stencils and spray paint to make their own graffiti.	To use clay and clay paint to make their own pot design.
To continue to develop control and experiment with different kinds of art and design	To explore and understand how different pencil grades are used, making appropriate choices for detail and shading.	To explore and understand how stencils can be used in art. To develop control and experiment with using spray paint and stencils to produce art work.	To explore and understand how to design with clay, including how to add designs and paintings.
HC Confidence /Aspiration /Resilience / Spirituality	Confidence – to work with pencil grades Aspiration – to become an architect Resilience – to develop and hone technique	Confidence – to use stencils and spray paint to make designs Aspiration – to use art as a political stand and to get messages out there Resilience – to alter and improve work	Confidence – to work with clay Aspiration – to become a potter Resilience – to persevere when working with a new material