

# Spring Meadow Primary and 'School House' Nursery



## Art and Design Curriculum Overview

## Art and Design Curriculum

### Purpose of Study

Our high quality art and design education will enable pupils to critically explore a range of historical and contemporary artists, designers, craft makers and architects from a range of cultural backgrounds. Art and design teaching will develop a passion for creativity, enabling children to develop their skills in drawing, painting, sculpture and other art. Our curriculum will equip children with the skills to experiment and create their own work of art, exploring ideas and recording their experiences. Pupils will become skilled in using the language of art and design in order to evaluate and analyse their own artwork and the artwork of their peers.

### Aims

*'Every human is an artist' -Don Miguel Ruiz*

Our curriculum aims to ensure that all pupils:

- Children will learn about the work of contemporary and historical artists, designers, craft makers and understand the historical and cultural significance of the work
- Children will develop skills in a range of medias so that they can proficiently use them to create a piece of work
- Children will use sketchbooks to record their ideas and experiment with different techniques which then leads to them producing a final outcome
- Children will use the language of art to analyse and evaluate their own work and the work of others
- Children will become confident in using a range of mediums to communicate and express themselves

### Organisation

- Art and design will be taught weekly. There will be a unit focus to cover for a 6 week period and a focus on the development of drawing skills for the remainder of the term. Classes have the flexibility to alternate art unit focus lessons and drawing skill focus lessons.
- In EYFS, there will be specific taught sessions of art and design each half term and children will also have access to a range of materials as part of the continuous provision.
- Wherever possible, cross-curricular links will be made to year-group topics.
- Each unit of teaching will have a focus on a specific media and artist or designer.

- Each unit will involve children learning a new technique and refining their skills using a new media. This will be documented in sketchbooks across key stages 1 and 2.
- At the end of each unit of work, children will produce a final outcome.

### Progression

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Evaluating and analysing artwork</b>	To return to and build on their previous learning, refining ideas and developing their ability to represent them.  Share their creations, explaining the process they have used.	To be able to talk about their artwork and with peers. What materials and techniques have you used? What have you drawn? What might you do next? What have you discovered?	To be able to talk about their artwork and with peers. What materials and techniques have you used? What have you drawn? What might you do next? What have you discovered?	To be able to talk about their artwork and with peers. Tell me about your drawing/which artists inspired you? How do you feel about the end result? Tell me about things you really liked or enjoyed? What would you like to explore more of?	To be able to talk about their artwork and with peers. Tell me about your drawing/which artists inspired you? How do you feel about the end result? Tell me about things you really liked or enjoyed? What would you like to explore more of?	To be able to talk about their artwork and with peers. Tell me about your drawing/which artists inspired you? How do you feel about the end result? Tell me about things you really liked or enjoyed? What would you like to explore more of?	To be able to talk about their artwork and with peers. Tell me about your drawing/which artists inspired you? How do you feel about the end result? Tell me about things you really liked or enjoyed? What would you like to explore more of?
<b>Drawing</b>	Begin to show accuracy and care when drawing.	To understand that drawing is a physical and emotional	To learn how we can go into our own environments,	To discover and learn how to make drawings that capture a	To explore how we can create sequenced	To be introduced to typography design.	To explore the work of set designers.

		<p>activity. When we draw, we can move our whole body.</p> <p>To explore drawing through mark making and experimenting with the marks they make.</p> <p>To learn how we can draw from observation and imagination.</p>	<p>even when they are familiar to us, and learn to see with fresh eyes and curiosity.</p> <p>To understand the basic use of a sketchbook by using drawings to design their work.</p> <p>To explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</p>	<p>sense of drama or performance using charcoal.</p>	<p>imagery to share and tell stories.</p> <p>To explore how we can sequence drawings to help viewers respond to our story.</p> <p>To introduce different types of artists such as an illustrator and a graphic novelist and author.</p>	<p>To explore how we can use visual letters and other elements to help convey ideas and emotions.</p>	<p>To explore how they can create their own model set, inspired by a creative stimulus.</p> <p>To use sketchbooks to brainstorm, record, test and reflect.</p> <p>To learn about artists who explore their identity within their art.</p> <p>To explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition.</p>
<b>Painting</b>	To explore a variety of materials,	To explore uses of the watercolours.	To know that expressive painting can be		To explore the genre of still life.	To explore using mixed media to create land or city	

	tools and techniques, experimenting with colour, design, texture, form and function.	To discover what watercolour can do, how it acts and how they can control it.	<p>representational or more abstract.</p> <p>To learn how we can enjoy, and respond to, the way paint and colour exist on the page.</p> <p>To explore how artists use sound to inspire their work.</p> <p>To learn how some artists work in partnership with musicians.</p>		To revisit and develop their drawing (and looking) skills using observational drawings of physical objects and then go on to use this to create a piece of art (collage, photography, painting)	<p>scapes with energy and a sense of place.</p> <p>To explore the format and composition of their art through exploratory work.</p>	
<b>Sculpture</b>	To explore different materials freely, to develop their ideas about how to use them and what to make.	<p>To explore sculpture, making their own and the work of other sculptors.</p> <p>To learn what a sculpture can be.</p> <p>To explore properties of</p>	<p>To know that architects design buildings and other structures which relate to our bodies and which enhance our environment.</p> <p>To learn how architects take inspiration from the environment</p>	<p>To enable children to be able to make sculptural representations of characters from film and literature.</p> <p>To support children to learn how to use their own</p>	<p>To explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure.</p> <p>To know that artists take creative risks and that they</p>	<p>To explore the work of architects and individual builders/designers.</p> <p>To use sketchbooks and drawings to collect, process and reflect upon ideas.</p>	<p>To explore colour in a personal and intuitive way.</p> <p>To produce their own piece of work taking inspiration from artists who use colour, light and form to create</p>



		<p>materials, and what happens when you join one or more materials together to construct new forms.</p> <p>To understand how we can work from a similar stimulus or starting point but end up with very different individual results.</p>	<p>their building will exist in, and from the people they will serve, to design exciting structures.</p> <p>To encourage children to use their imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.</p>	<p>sketchbooks to explore their response to the original stimulus and then go on to develop and make a sculptural character.</p>	<p>feel safe enough to be able to take creative risks in their work.</p> <p>To explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear or failure.</p>	<p>To go on to build an architectural model of their own aspirational home or tiny house.</p>	<p>immersive installations.</p> <p>To use sketchbooks to record, test and reflect.</p>
<b>Collage/Textiles</b>	<p>To join different materials and explore different textures.</p>	<p>To build an understanding about the way they can make marks on a drawing surface.</p> <p>To experiment with how they can use the marks they</p>	<p>To be inventive with the materials they use and the way in which they are used to create a piece of art.</p>	<p>To enable pupils to respond to a painting from another culture or era in order to create their own creative response using layering of shape, colour and line.</p>	<p>To explore patterns and develop a range of technical skills and knowledge through drawing and collage.</p> <p>To explore creating repeated patterns and applying them to</p>	<p>Introduction to the idea that design is often about relationships – between the designer/artist and the person who sees, buys or wears the end result.</p>	<p>Introduction to the work of a craftsman/ designer.</p> <p>To explore how artists bring their own personality to their work.</p> <p>To make their own model chair using the 'design</p>


		make to create their drawings.		<p>To introduce pupils to artists that combine paint and sewing, art and craft, to make work.</p> <p>To explore how artists use fabric, paint and thread to make work in response to landscapes.</p> <p>To know that we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p>	<p>a range of different products or outcomes.</p> <p>To learn about two aspects of making art: context and composition.</p>	<p>Introduction to contemporary designers.</p> <p>To be able to use their sketchbooks to explore and test, before making decorative papers through which they can bring their designs to life.</p>	through making' technique.
<b>Print</b>	To explore, use and refine a variety of artistic effects to express their ideas and feelings.	<p>To explore the world around them to understand the concept of print.</p> <p>To learn about the different</p>	<p>To introduce mono printing.</p> <p>To explore artists who use monoprint in their work.</p>	To explore using a range of techniques such as collage, printing to create meaningful compositions.		To explore the process of making monotypes and to enable them to use the technique to make artwork which is poetic and fluid.	

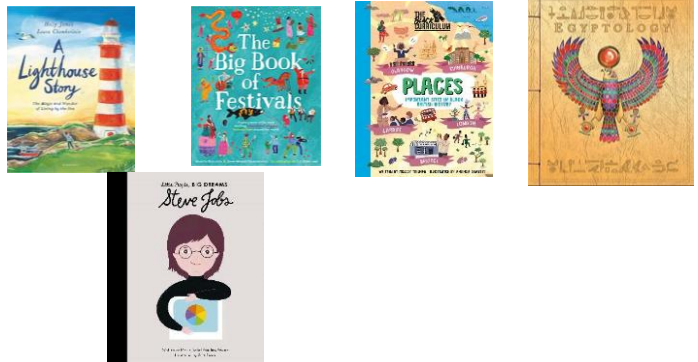


		<p>ways we can make prints, from using our own bodies, items that we have collected or from 'plates'.</p> <p>To explore how we can build up images by creating multiples using line, shape, colour and texture to explore patterns, sequencing and symmetry.</p>	<p>To understand that we make monoprints we use mark making to create one off prints.</p> <p>To know that when we make monoprints we create an impression of a drawing.</p>				
<b>Digital media</b>	N/A	N/A	N/A	<p>To learn how drawings can be made into animations used to tell short narratives.</p> <p>To explore how we can make single drawings and then string them together</p>	<p>To be able to source digital images (either by taking them or off the internet).</p> <p>To use simple software to make a range of changes to a digital image,</p>	<p>To know about some of the basic principles of photography (e.g. composition, contrast, flash, delayed capture)</p> <p>To use software to edit and enhance a digital image.</p>	<p>To explore using a range of digital media to film or record short narratives told using shadow puppets.</p>


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## Unit Planner

Year	Subject related themes	Book led curriculum coverage
Nursery	<ul style="list-style-type: none"> <li>● Ourselves - painting, drawing</li> <li>● Moving and growing - printing, colours</li> <li>● People and places - collage, sculpture</li> </ul>	 <p>Book covers for 'All Kinds of People', 'All Are Welcome', 'Super Duper You', 'Green on Green', 'Farm Animals', 'The Tiny Seed', and 'Somebody Stalled'.</p>
EYFS	<ul style="list-style-type: none"> <li>● Mark-making, colour <b>Artist focus:</b> Kadinsky</li> <li>● Mark-making and painting <b>Artist focus:</b> Jackson Pollock</li> <li>● Mark-making and collage <b>Artist focus:</b> Yayoi Kusama</li> <li>● Mark-making and sculpture <b>Artist focus:</b> Andy Goldsworthy</li> <li>● Mark-making and printing <b>Artist focus:</b> Matisse/Piet Mondrian</li> <li>● Mark-making and drawing <b>Artist focus:</b> Georgia O’Keefe *Other artists can be taught to support the Art and book led curriculum.</li> </ul>	 <p>Book covers for 'The Day the Crayons Quit', 'The Colour Monster', 'The Magic Paintbrush', 'What We'll Build', 'The Big Book of Bugs', 'Hair Love', and 'Robots, Robots Everywhere!'.</p>

<p>Year 1</p>	<ul style="list-style-type: none"> <li>● <b>Drawing</b> – Spirals <b>Artist focus:</b> Molly Haslund/ Rosie James/Alice Fox/Kandinsky/Various ‘Projection Mapping’ artists.</li> <li>● <b>Painting</b> – Exploring watercolour <b>Artist focus:</b> Paul Klee/Emma Burleigh</li> <li>● <b>Sculpture</b> – Playful making <b>Artist focus:</b> Christo &amp; Jeanne-Claude/Faith Bebbington/Caitlind r.c. Brown &amp; Wayne Garret *Artists taken from the AccessArt curriculum. *Other artists can be taught to support the Art and book led curriculum</li> </ul>	
<p>Year 2</p>	<ul style="list-style-type: none"> <li>● <b>Drawing/collage</b> – Explore and draw <b>Artist focus:</b> Rosie James/Alice Fox</li> <li>● <b>Printmaking</b> – Exploring the world through mono print <b>Artist focus:</b> Xgaoc’o X’are/ Leonardo Di Vinci</li> <li>● <b>Architecture/collage</b> – Be an architect <b>Artist focus:</b> Hundertwasser/Zaha Hadid/Heatherwick Studios *Artists taken from the AccessArt curriculum. *Other artists can be taught to support the Art and book led curriculum</li> </ul>	

<p>Year 3</p>	<ul style="list-style-type: none"> <li>● <b>Drawing</b> – Gestural drawing with charcoal <b>Artist focus:</b> Heather Hanson/Laura McKendry/Edgar Degas</li> <li>● <b>Collage/Textiles</b> –, Cloth thread paint <b>Artist focus:</b> Alice Kettle/Hannah Rae</li> <li>● <b>Digital media</b> - Making animated drawings. <b>Artist focus:</b> Lauren Child/Steve Kirby/Andrew Fox/Lucinda Schreiber. *Artists taken from the AccessArt curriculum. *Other artists can be taught to support the Art and book led curriculum</li> </ul>	
<p>Year 4</p>	<ul style="list-style-type: none"> <li>● <b>Drawing</b> - Storytelling through drawing. <b>Artist focus:</b> Laura Carlin/Shawn Tan.</li> <li>● <b>Painting</b> – Exploring still life. <b>Artist focus:</b> Paul Cezanne/Peter Claes/Melchior d’Hondecoeter/Jan Davidsz/Jacob Vosmaer/Hilary Pecis/Nicole Dyer/Baas Meeuws/Hirasho Sato.</li> <li>● <b>Sculpture</b> – Sculpture structure, inventiveness &amp; determination <b>Artist focus:</b> Marcus Coates *Artists taken from the AccessArt curriculum. *Other artists can be taught to support the Art and book led curriculum</li> </ul>	
<p>Year 5</p>	<ul style="list-style-type: none"> <li>● <b>Drawing</b> - Exploring identity <b>Artist focus:</b> Nijideka Akunyili Crosby/Yinka Shonibare/Thandiwe Muriu/Mike Barrett</li> <li>● <b>Painting</b> – Mixed media land and cityscapes <b>Artist focus:</b> Vanessa Gardiner/Shoreditch Sketcher/Kittie Jones</li> <li>● <b>Sculpture</b> – Architecture: Dream big or small? <b>Artist focus:</b> Shoreditch Sketcher/Various architects</li> </ul> <p>*Artists taken from the AccessArt curriculum. *Other artists can be taught to support the Art and book led curriculum</p>	

Year 6	<ul style="list-style-type: none"> <li>● <b>Installation art</b> - Brave colour <b>Artist focus:</b> Olafur Eliasson/Yinka Ilori/Morag Myerscough/Liz West</li> <li>● <b>Collage/Textiles</b> - Activism <b>Artist focus:</b> Luba Lukova/Faith Ringgold/Shepard Fairey</li> <li>● <b>Sculpture</b> - 2D drawing to 3D making <b>Artist focus:</b> Lubaina Himid/Claire Harrup *Artists taken from AccessArt curriculum. *Other artists can be taught to support the Art and book led curriculum</li> </ul>	
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### Knowledge Progression

Unit	Knowledge
Mark-making and drawing (EYFS)	<ul style="list-style-type: none"> <li>● To learn how to use mark-making within a line drawing.</li> <li>● To use a range of different medias to draw with (e.g. pencil, chalks) competently, safely and confidently.</li> <li>● To be able to use lines to enclose a space and use shapes to represent an object when drawing.</li> </ul>
Drawing (Year 1)	<ul style="list-style-type: none"> <li>● To know that drawing is a physical and emotional activity. When we draw, we can move our whole body.</li> <li>● To explore how we can control the lines we make by being aware of how we hold a drawing tool.</li> <li>● To know that we can draw from observation or imagination.</li> <li>● To explore how we can use colour to help our drawings engage others.</li> </ul>
Drawing (Year 2)	<ul style="list-style-type: none"> <li>● To know that artists explore the world, seeing things around them in new ways, and bring them back to the studio to help them make art.</li> <li>● To learn how we can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> <li>● To learn how we can use both aural and visual senses to make art.</li> </ul>

Drawing (Year 3)	<ul style="list-style-type: none"> <li>● To understand that when we draw we can use gestural marks to make work.</li> <li>● To understand that when we draw we can use the expressive marks we make to create a sense of drama.</li> <li>● To understand that when we draw we can move around.</li> <li>● To learn how we can use light to make our subject matter more dramatic, and we can use qualities of the materials (charcoal) to capture the drama.</li> </ul>
Drawing (Year 4)	<ul style="list-style-type: none"> <li>● To explore how we can tell stories through drawing.</li> <li>● To explore how we can use text within our drawings to add meaning.</li> <li>● To explore how we can use line, shape, colour and composition to develop evocative and characterful imagery.</li> </ul>
Drawing (Year 5)	<ul style="list-style-type: none"> <li>● To know that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</li> <li>● To know that we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</li> <li>● To understand that as viewers we can then ‘read’ imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</li> </ul>
Drawing (Year 6)	<ul style="list-style-type: none"> <li>● To explore using line, mark making, tonal values, colour, shape and composition to make my work interesting.</li> <li>● To understand how we can use our sketchbooks to record and reflect, collecting our ideas and approaches I like which I see other artists use.</li> </ul>
Mark-making and print (EYFS)	<ul style="list-style-type: none"> <li>● To use a range of materials and media to explore printing in the continuous provision.</li> <li>● To use rubbings to create prints of a variety of textures.</li> <li>● To use a variety of objects to print with (e.g. sponges, vegetables).</li> </ul>
Printing (Year 1)	<ul style="list-style-type: none"> <li>● To learn how we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</li> <li>● To learn how to make a ‘plate’ to print.</li> <li>● To learn how to use print to make multiples.</li> </ul>
Printing (Year 2)	<ul style="list-style-type: none"> <li>● To know that when we make prints (mono prints) we use mark making to create one off prints.</li> <li>● To explore using a range of marks to create different effects.</li> <li>● To explore a theme and make mono prints using my imagination to make my drawings personal.</li> </ul>
Printing (Year 3)	<ul style="list-style-type: none"> <li>● To explore cutting shapes directly into objects to make prints.</li> <li>● To explore the use of stencils to make prints.</li> </ul>
Printing (Year 4)	<ul style="list-style-type: none"> <li>● To use simple printmaking methods, using positive and negative shapes and spaces to create meaningful compositions.</li> <li>● To use screen printing to make simple prints.</li> </ul>

Printing (Year 5)	<ul style="list-style-type: none"> <li>● To know that monotype is a process where we make images by transferring ink from one surface to another to make a single print.</li> <li>● To know how we can use the 'distance' that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</li> <li>● To know that we can combine monotype with other disciplines such as painting and collage.</li> </ul>
Printing (Year 6)	<ul style="list-style-type: none"> <li>● To explore combining techniques to make prints.</li> <li>● To explore using a variety of different materials to make prints e.g. paint, printing ink.</li> </ul>
Mark making and colour (EYFS)	<ul style="list-style-type: none"> <li>● To explore colour and how colours can be changed.</li> <li>● To develop colour mixing techniques to match the colours that they see.</li> <li>● To explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
Mark-making and painting (EYFS)	<ul style="list-style-type: none"> <li>● To explore different methods of applying paint (dripping, pouring, splatting, flicking) to create a painting.</li> <li>● To learn how to apply paint using a range of brushes.</li> <li>● To develop small motor skills in order to use tools such as paintbrushes competently, safely and confidently.</li> </ul>
Painting (Year1)	<ul style="list-style-type: none"> <li>● To know that some paints such as watercolours have special characteristics.</li> <li>● To explore how we can use the elements of surprise and accident to help us to create art.</li> <li>● To explore how we can develop are paintings by reflecting upon what we can see, adding new lines and shapes to develop imagery.</li> </ul>
Painting (Year 2)	<ul style="list-style-type: none"> <li>● To explore the use of watercolour.</li> <li>● To be able to understand how we can develop painting by reflecting upon what we can see, and adding new lines and shapes to help develop imagery.</li> <li>● To explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture.</li> <li>● To know that artists sometimes use loose, gestural brush marks to create expressive painting.</li> <li>● To explore how artists use impasto and sgraffito to give texture to the painting.</li> </ul>
Painting (Year 3)	<ul style="list-style-type: none"> <li>● To learn how we can use paint as a background on fabric, mixing colours to create different hues, tints and dilutions.</li> <li>● To learn how to use a sketchbook to test ideas and explore colour and mark making.</li> </ul>
Painting (Year 4)	<ul style="list-style-type: none"> <li>● To know that when artists make work in response to static objects around them it is called still life.</li> <li>● To know that still life has been a genre for hundreds of years and is still relevant today.</li> </ul>

	<ul style="list-style-type: none"> <li>To explore how we can use line, shape, colour, texture and form to help us give meaning to our work, and explore composition, foreground, background and negative space.</li> </ul>
Painting (Year 5)	<ul style="list-style-type: none"> <li>To learn how we can use sketchbooks to focus our exploration and that we do not always need an 'end result'.</li> <li>To learn how we can take creative risks with art, without fear of getting it wrong.</li> </ul>
Painting (Year 6)	<ul style="list-style-type: none"> <li>To explore using layering and constructed images in their artwork.</li> <li>To explore using mixed media to create layered pieces of art.</li> </ul>
Mark-making and collage/textiles (EYFS)	<ul style="list-style-type: none"> <li>To create a collage by layering materials on top of each other.</li> <li>To use different techniques for joining materials e.g. adhesive tape, different types of glue.</li> <li>To be able to describe the texture and colour of different materials, explaining why they were chosen for the collage.</li> </ul>
Collage/Textiles (Year 1)	<ul style="list-style-type: none"> <li>To use a variety of materials to make images, and that the images we make can become imaginative.</li> <li>To create their own design of clothing, using this to select the resources, textures and materials to create their design.</li> <li>To know that as artists we can use a variety of materials to design and make our model chairs.</li> </ul>
Collage/Textiles (Year 2)	<ul style="list-style-type: none"> <li>To learn how we can use a variety of materials to transform my art thinking about form and colour.</li> <li>To learn how to cut material with simple tools and fasten materials together.</li> </ul>
Collage/Textiles (Year 3)	<ul style="list-style-type: none"> <li>To learn how we can use thread and stitching to create textual marks.</li> <li>To explore creating interesting marks which reflects my response to a theme.</li> <li>To learn that artists can combine art and craft to make art.</li> </ul>
Collage/Textiles (Year 4)	<ul style="list-style-type: none"> <li>To learn how we can use folding, cutting and collage to create patterns.</li> <li>To understand that shapes have both a positive and negative element.</li> <li>To explore arranging shapes to create existing compositions.</li> <li>To learn how we can build up imagery through layering shapes.</li> </ul>
Collage/Textiles (Year 5)	<ul style="list-style-type: none"> <li>To learn how artists use a variety of different media, combining it in inventive ways.</li> <li>To know that we can use colour, pattern, line, shape, form, material, texture to express our creativity.</li> </ul>
Collage/Textiles (Year 6)	<ul style="list-style-type: none"> <li>To know that designers bring their own culture, experiences and passions into their designs, for other people.</li> <li>To know that when we design clothes, we can build an awareness of how 2D shapes might become 3D forms.</li> <li>To know that artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</li> </ul>
Mark-making and sculpture (EYFS)	<ul style="list-style-type: none"> <li>To teach children different techniques for joining material e.g. adhesive tape, different types of glue in order to create a sculpture.</li> <li>To use a range of materials and tools and teach children to use them with care and precision.</li> </ul>

	<ul style="list-style-type: none"> <li>● To encourage children to return to previous learning in order to refine art and build upon skills used, adapting art where necessary.</li> </ul>
Sculpture (Year 1)	<ul style="list-style-type: none"> <li>● To know that when we make art in 3 dimensions it is often called a sculpture.</li> <li>● To know that we can generate ideas through playful making.</li> <li>● To know that we can build understanding of the properties of materials through manipulation.</li> <li>● To know that we can reflect upon our intention when we see our ideas made physical.</li> </ul>
Sculpture (Year 2)	<ul style="list-style-type: none"> <li>● To know that architects design buildings and other structures which relate to our bodies and which enhance our environment.</li> <li>● To learn how we can use drawing as a way to help us process and understand other people's work.</li> <li>● To explore how we can use digital tools to inspire us.</li> <li>● To learn how we use 'design through making' as a way to connect our imagination, hands and materials.</li> </ul>
Sculpture (Year 3)	<ul style="list-style-type: none"> <li>● To learn how we can take inspiration from other artforms such as film and literature and in response make piece of work in 3 dimensions.</li> <li>● To learn how through making work in another medium we can make the work our own, re-interpreting and re-inventing.</li> <li>● To explore how I can use my sketchbook to create drawings to explore my own response to an artist's work.</li> </ul>
Sculpture (Year 4)	<ul style="list-style-type: none"> <li>● To understand that we can express our personality through the art we make.</li> <li>● To explore character, narrative and context to create objects (sculptures) which convey these qualities through their form, texture, construction and colour.</li> <li>● To understand that artists think carefully not just about what they make, but also how they present what they make.</li> <li>● To understand that when we view a sculpture, the context (way it is presented) affects how we react to it.</li> <li>● To learn how we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</li> </ul>
Sculpture (Year 5)	<ul style="list-style-type: none"> <li>● To know that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.</li> <li>● To know that we can make creative choices which both serves ourselves as individuals and the communities we belong to.</li> <li>● To use form, structure, materials, and scale to design innovative buildings.</li> <li>● To be able to build architectural models to test out our ideas and share our vision.</li> </ul>
Sculpture (Year 6)	<ul style="list-style-type: none"> <li>● To learn how artists can create immersive environments using colour, light, form, and sometimes sound to create a transformative experience for others.</li> <li>● To explore how we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.</li> </ul>

	<ul style="list-style-type: none"> <li>To use methods such as the grid method and looking at negative spaces to help us draw.</li> </ul>
Digital media (Year 3)	<ul style="list-style-type: none"> <li>To learn about the work of other animators who make animations from their drawings.</li> <li>To learn how artists can make animations by creating drawings which move in a sequence.</li> <li>To learn how to use digital media to film my animation.</li> </ul>
Digital media (Year 4)	<ul style="list-style-type: none"> <li>To learn how we can use animations to share narratives.</li> <li>To learn how we can use our imagination to think about how animations might move.</li> <li>To explore using a range of digital media to film and share short narratives told through the use of shadow puppets.</li> </ul>
Digital media (Year 5)	<ul style="list-style-type: none"> <li>To explore how photography can be used to display my art, considering lighting, focus and composition.</li> <li>To explore how artists use a backdrop to add context and drama when using digital media to display their work.</li> </ul>
Digital media (Year 6)	<ul style="list-style-type: none"> <li>To learn how we use digital media to make a short film to give a close up view of my artwork.</li> <li>To know that we can take inspiration from other artists and cultures and make the processes and techniques our own by using a variety of materials, tools and narratives which are important to us.</li> </ul>
Painting (UKS2)	<ul style="list-style-type: none"> <li>To know that artists can use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.</li> <li>To know that artists often work outside (plein air) so that all their senses can be used to inform their work.</li> </ul>
<b><u>Conceptual Links</u></b>	
<p><b>Line</b> – Mark making and drawing (EYFS), All drawing elements in KS1, LKS2 and UKS2 units.  <b>Shape</b> – Mark making and print (EYFS), Drawing and Print (KS1), Drawing and print (LKS2)  <b>Form</b> – All units (2D or 3D outcome)  <b>Space</b> – Mark making and sculpture (KS1), Drawing and sculpture (KS1)  <b>Tone</b> – Drawing and painting (KS1) – Drawing and painting (LKS2), Drawing and painting (UKS2)  <b>Colour</b> – Mark making, colour and shades (EYFS), Drawing and Mixed Media (KS1), Drawing and painting (KS1), Drawing and painting (LKS2)  <b>Texture</b> – Mark making and collage (EYFS), Drawing and textiles (KS1), Drawing and textiles (LKS2), Drawing and collage (LKS2) Drawing and collage (UKS2), Drawing and sculpture (UKS2)  <b>Composition</b> – Drawing and painting (KS1), Drawing and digital media (LKS2), Drawing and painting (UKS2), Drawing and digital media (UKS2)  <b>Techniques</b> – All units  <b>Media</b> – All units</p>	
<b><u>Key Events and Celebrations</u></b>	
<p>Children’s art week - June  International Dot day - 15th September  The Big draw - October  Remembrance - 11th November  International Artist Day - 15th April</p>	

National museum day - 18th May