



Art and design

Art
Which artworks have you studied?
Which techniques have you learned from studying the artworks?
What do you know about colour theory?
Show me how you develop your ideas.

As creators our children will:

- Use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- Communicate fluently in visual and tactile form.
- Draw confidently and adventurously from observation, memory and imagination.
- Explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- Have an impressive knowledge and understanding of other artists, craft makers and designers.
- Think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Have Independence, initiative and originality which they can use to develop their creativity.
- Select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- Reflect on, analyse and critically evaluate their own work and that of others.
- Have a passion for and a commitment to the subject.

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> • Scissor skills • Naming Primary colours. • Start sketch books. • Use pencils for observational drawing and large-scale pictures. • Experimenting with primary colours. • Colour mixing with Primary colours. • Clay exploration: Impress simple decoration in clay using objects found in nature. 	<ul style="list-style-type: none"> • Children will explore and make art in the style of Eric Carle. • Children will make closed shape drawings. • Using objects from nature and vegetables for printing. • Enjoy working collaboratively for large scale pieces. 	<ul style="list-style-type: none"> • Enjoy using stencils to create a picture. • Making own paint brushes from nature, including making their own brushes from nature. • Exploring different painting techniques such as bubble, splatter, straw.

Early Years	<ul style="list-style-type: none"> • Extracting natural dye from vegetables. • Simple weaving: paper, twigs. • Clay exploration: Impress and apply simple decoration in clay. Using tools. • Scissor skills. • Naming Primary colours. • Start sketch books. • Enjoy playing with and using a variety of textiles and fabric. • Enjoy taking rubbings of leaves, bricks, coins. • Use repeating or overlapping shapes. • Experimenting with primary colours. 	<ul style="list-style-type: none"> • Decorate a piece of fabric. • Simple stitch work. • Develop simple patterns using objects. • Make own dough. • Colour mixing with food colouring. 	<ul style="list-style-type: none"> • Enjoy using stencils to create a picture. • Making own paint brushes from nature. • Bark rubbings exploring textures in nature. • Fabric collage: layering fabric. • Simple pictures by printing from objects
--------------------	--	---	---

KS1 NC

A. Use a range of materials creatively to design and make products

B. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

C. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

D. 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.

Yellow highlighting denotes a sculpture unit.

KS1

Years 1 and 2	Term 1		Term 2		Term 3	
Session 1	Class artist study 1 (Introduction & Sketchbook work)		Portraits (p58) Drawing/Painting		Scenes of the Sea- Hokusai Mixed media	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
	Yayoi Kusama Andy Goldsworthy Faith Ringgold	Frida Kahlo Gustav Klimt Mademoiselle Maurice	Artists & Artisans • What are three of the main features that artists usually want to capture when they produce a portrait? Media & Materials • Copy the style of Warhol to create a portrait of a famous person.	Styles and Periods • Explain some of the reasons why a person might prefer to have an 'idealised' form of themselves painted for a portrait. Media & Materials • Experiment with using camera filters on a tablet or other digital equipment when taking photos of a person. Explain how different filters change the effect of the photo taken.	Artists & Artisans • Who was Katsushika Hokusai? Colour theory • What is a primary colour? • What is a secondary colour?	Artists & Artisans • Find out more about the art style of Japanese seascape artist Katsushika Hokusai. Emotions • Imagine you were an artist creating a seascape to make people feel fear or sadness. Which features would be seen in your picture?
Session 2	Class artist study 2 (Project 1)		Portraits (Self-portraits)		The Beauty of Flowers- William Morris (p70) Printing	
	Kusama clay pumpkins Goldsworthy clay leaf dish Ringgold clay story tiles	Flower hat portraits Collage tree Origami collaboration	Emotions • Describe the mood and features of a person in a famous portrait you have looked at.	Artists & Artisans • Explain why you think artists usually try to show the personality, mood	Artists & Artisans •How did William Morris create his art?	Media & Materials •Explain why flowers are attractive to humans and popular with artists as

			Process • Copy the steps suggested to create your own portrait	and likeness of the people they paint. Process • Copy the steps suggested to create your own portrait	Visual Language • Give reasons why red carnations and red roses are used in art.	inspiration for their work. Emotions • Create your own artwork showing flowers to make people feel a particular emotion.
Session 3	Class artist study 3 (Project 2)		Weather (mood/emotions) (p50) Drawing/ Painting		The Beauty of Flowers- Georgia O'Keeffe (p72) Painting	
	Classroom boards completed at the end of project 2	Classroom boards completed at the end of project 2	Effects • What can be the effects of using different temperatures of colour? Emotions • Sketch two weather pictures to make someone feel happy and sad.	Colour theory • Explain why the colours chosen by an artist to paint weather conditions is so important. Techniques • Investigate reasons why fast brushstrokes are effective for painting stormy clouds.	Visual language • What is meant by the word 'tactile'? Techniques • Copy O'Keeffe's painting techniques to produce a painting of flowers	Styles and periods • Explain how O'Keeffe developed a unique style inspired by the work of abstract artists. Process • In the style of Georgia O'Keeffe, explore, through creating charcoal sketches, the way in which you can show your emotions and feelings.
Session 4	Food- Giuseppe Arcimboldo (p46) Drawing/painting		Dreams and Nightmares- Surrealism (p54) Sculpture		In the Jungle (p42) Collage/textiles	
	Artists & Artisans • What was interesting about Giuseppe Arcimboldo's use of food for his artwork? Emotions • What were Baroque artists well known for painting?	Artists & Artisans • Experiment with different fruits and vegetables to create a portrait of a friend in the style of Giuseppe Arcimboldo.	Artists & Artisans • Name some famous artists who have been inspired to create art by their dreams. (Dali, Plensa)	Media & Materials • Create a list of questions you would ask the girl in the Dream sculpture by Jaume Plensa. Techniques • Create a sculpture,	Effects • How could you use your hands to create a pattern effect for jungle artwork? Colour theory • What is meant by 'contrast' when	Emotions • Suggest reasons how an artist could create a range of different emotions using the weather and the animals in a jungle painting.

		Styles and periods <ul style="list-style-type: none"> Find other examples of artists who have used unusual objects in their artwork. 	Techniques • Copy Plensa's Dream sculpture using papier-mâché or another available medium.	inspired by a dream, using a combination of different shapes.	thinking about colours?	Media & Materials • Experiment with using different natural materials to create a jungle collage background.
Session 5	At the seaside (impressionism) (p38) Painting		In the Dark of Night- Van Gogh (p62) Drawing/painting		In the Jungle- Rousseau (p44) Collage/ textiles	
	Styles & Periods • What is Impressionism? Techniques • Why might you mix sand with paint when creating a seaside painting? Copy this technique in your own seaside painting.	Artists & Artisans • Find out about the work of a famous Impressionist painter who used the seaside for inspiration. Colour theory • Suggest reasons why artists might choose to use different warm or cool colours when creating seaside artwork.	Effects • Why does the contrast of light and dark create a powerful effect? Techniques • Copy the technique of flicking yellow paint from the bristles of a brush to show light.	Styles & Periods • Explain why Van Gogh's <i>The Starry Night</i> is an example of an expressive style of art. Techniques • Explore the technique of adding a different coloured paint to a wet wash. Explain the effects that can be created.	Visual Language • Why are Rousseau's animals and plants not very realistic? Techniques • Copy Rousseau's layering technique with your own jungle painting.	Process • Summarise the processes Rousseau used to successfully create jungle paintings even though he never went to an actual jungle himself. <ul style="list-style-type: none"> Experiment with real leaves by exaggerating their features when painting a jungle scene. Explain how this changes the look of your jungle art.

KS2 NC

A. Create sketch books to record their observations and use them to review and revisit ideas

B. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

C. Learn about great artists, architects and designers in history.

D. 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. (KS1)

Yellow highlighting denotes a sculpture unit.

KS2

Years 3 and 4	Term 1		Term 2		Term 3	
Session 1	Class artist study 1 (Introduction & Sketchbook work)		Animals (p96) Drawing/Collage		Cityscape art (p108) Drawing/Painting	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
	David Hockney Tony Hudson Alma Thomas	Henry Fraser Beatriz Milhazes Stephen Wiltshire	Styles and Periods • What is meant by a 'mythical' animal? Media & Materials • Copy the ideas of Megan Coyle to create a collage of an animal.	Styles and Periods • Explain the link between the fascination with animals in medieval art and Christian beliefs that were popular at this time. Techniques • Find out more about the techniques used by	Artists & Artisans • List some famous artists well known for creating cityscapes. Process • Imagine you are flying in a plane. Copy Jacqueline's style by drawing your own imaginary aerial landscape.	Artists & Artisans • Research the cityscape art of a famous artist who lived before the 20th century. Styles and periods • Use a photograph of part of the outside of the school building to create a piece of art that is as close to the style of

				George Stubbs to create realistic horses in his paintings.		photorealism as you can make it.
Session 2	Class artist study 2 (Project 1)		Abstract Art (p100) Mixed media/ Sculpture		A journey into space (p120) Mixed media	
			Styles and periods • List some of the common features of abstract art. Artists & Artisans • What type of artworks did British artist Henry Moore produce?	Colour Theory • Explore the impact of the use of chromatic and grey contrasts when creating a piece of abstract art. Techniques • Explain why action painting is an effective technique for an artist who wants to show emotion in their art.	Artists & Artisans • What might a Space or Astronomical artist depict in their art? Process • Copy Hardy's source of inspiration by looking at natural objects in the night sky and painting an accurate representation of them.	Artists & Artisans • Compare the lunar landscapes painted by Lucien Rudaux with photographs of the moon's real landscape. Give reasons why people say his work is accurate. Styles and Periods • Create your own piece of Space art through representing the features of space realistically.
Session 3	Class artist study 3 (Project 2)		Royalty (p104) Portraits		Myths and legends (p124) Mixed media	
	Classroom boards completed at the end of project 2	Classroom boards completed at the end of project 2	Visual language • What is the purpose of a state portrait?	Media & Materials • Find examples of royal artwork that	Artists and Artisans • Who is Joan Jonas?	Artists and Artisans • Research the work of Alessandro Botticelli

			Styles and periods • Why did artists use bold colours when painting royal portraits during the Tudor period?	have been produced using a medium other than painting. Colour theory • Produce a portrait using colour to contrast a person's features in a similar way to that used by painters of Queen Elizabeth I.	Techniques • Copy the suggested techniques to create your own fingerprint fairy-tale character.	to find out what kinds of myths or legends he painted. Techniques • Explain the reasons why the techniques suggested might be effective for making a fingerprint fairy-tale character?
Session 4	The Renaissance (p88) Drawing/painting		Symbolism (p112) Drawing/painting		Myths and legends - Peter Paul Rubens (p126) Drawing/ Painting	
	Artists & Artisans • Name four famous Italian Renaissance artists. Effects • Explain the terms 'depth' and 'perspective'.	Artists & Artisans • Choose a famous Italian Renaissance painter to research. Give examples of why their art is highly respected and led them to become well known. Styles and periods • Imagine you are a Renaissance artist. Create a piece of art using a realist style.	Visual Language • Describe the features of Odilon Redon's <i>The Crying Spider</i> . Colour theory • Sketch a drawing copying the symbolist style, using charcoal or a black crayon/pencil to depict something sad or a nightmare.	Artists & Artisans • Research the work of two Symbolist artists to compare how they have used symbols in their artwork. Visual Language • Explain the possible symbolic link between Redon's crying human face and the spider's body.	Process • Why is Rubens described as a prolific artist? Media & Materials • Copy Rubens' drawing technique by using three coloured chalks (black, white and red) to produce your own mythological scene.	Media & Materials • Explain the reasons why Rubens produced so many sketches during his life. Colour theory • Experiment with applying more layers of colour to the main feature of your painting to make it more prominent.

Session 5	Renaissance – Leonardo da Vinci (p90)		Symbolism- Edvard Munch (p114)		Impressionism (p128)	
	Mixed media		Painting/ Mixed media		Drawing/ Painting	
	<p>Process • Why did da Vinci keep hundreds of notebooks?</p> <p>Techniques • Copy da Vinci's technique to make your own sketch of the human body.</p>	<p>Process • Imagine you are da Vinci and explain how keeping so many sketchbooks helped you to become a talented artist.</p> <p>Visual Language • Experiment with the sfumato technique to try and create a similar effect of mystery or sombreness as seen in da Vinci's <i>Mona Lisa</i>.</p>	<p>Visual Language • Describe what you can see in the picture.</p> <p>Process • Copy the brushstroke technique and use of flowing lines developed by Gauguin and Munch in your own version of <i>The Scream</i>.</p>	<p>Emotions • Find out more about some of the paintings of Edvard Munch to discover the themes that he repeated in his work.</p> <p>Media & Materials • Explore and discover the effects of overlaying different media and materials in your own piece of art.</p>	<p>Visual Language • Give two reasons why Alfred Sisley's painting <i>The Bridge at Sèvres</i> is typical of the Impressionist style.</p> <p>Colour theory • Practise using hatching and stippling to develop the 'broken colour' effect.</p>	<p>Visual Language • Summarise the reasons why Impressionism was very different from the art created in Europe before this period.</p> <p>Effects • What is the connection between how Impressionists painted and their focus on capturing moments in time, including the light and weather?</p>

Years 5 and 6	Term 1		Term 2		Term 3	
Session 1	Class artist study 1 (Introduction & Sketchbook work)		A study of Surrealism (p138) Drawing/Collage		Futurism (p166) Drawing/Painting	
	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6

	Jean-Michel Basquiat Antoni Gaudi Muniba Mazari	Banksy Victor Vasarely Andy Warhol	Artists & Artisans • Name some famous Surrealist artists Colour Theory • How do some Surrealists give greater emphasis to the main objects painted?	Artists & Artisans • Explain to a friend why the famous Surrealists produced art that was difficult to understand. Colour Theory • Experiment with the use of dull background colours and bright colours for main objects in a Surrealist painting. Evaluate the effect of emphasis.	Artists & Artisans • List some famous Italian Futurist artists. Techniques • Copy the technique of divisionism in your own example of a Futurist picture.	Effects • Explain how Balla's use of colour helps to create the effect of powerful electric light in the painting <i>Street Light</i> . Techniques • Experiment with using blurring and repetition in combination with very thin brushstrokes to show speed and motion in your own Futurist painting.
Session 2	Class artist study 2 (Project 1)		A study of Surrealism- Salvador Dali (p140) Mixed media/ Sculpture		Futurism Umberto Boccioni (p168) Mixed media/ Sculpture	
			Visual Language • Why is Dalí's <i>The Persistence of Memory</i> typical of the Surrealist style? Process • Choose three everyday objects and describe what you would use them to symbolise and why.	Emotions • Find different examples of how Dalí expressed emotion in his paintings. Techniques • Summarise the techniques used most frequently by Dalí when painting.	Process • Why is Boccioni described as one of the most influential Futurist artists? Visual Language • Copy Boccioni's idea of showing a series of movements in one sculpture.	Effects • Compare and contrast Boccioni's use of line in his paintings with that of Piet Mondrian in his Cubist-style abstract paintings. Media & Materials • Experiment with some of Boccioni's advocated materials in your own Futurist sculpture.

Session 3	Class artist study 3 (Project 2)		Art and fashion (p162) Mixed media		Art and religion (p170) Mixed media/ Collage	
	Classroom boards completed at the end of project 2	Classroom boards completed at the end of project 2	<p>Artists and Artisans • Name some famous artists who have had their artwork designs used by fashion designers.</p> <p>Colour theory • Copy the use of the suggested optimal complementary colour combinations in your own sketches for clothing designs.</p>	<p>Styles and periods</p> <ul style="list-style-type: none"> Summarise the way you feel when looking at examples of Op art. To what extent did you feel disoriented or did the art look like it was moving? Effects • Develop your own example of a fashion design using features of Expressionism including vivid colours and dramatic forms. 	<p>Visual Language • Name some examples of religious symbols used in art that are specific to a particular religion.</p> <p>Styles and periods</p> <ul style="list-style-type: none"> Copy these typical features in your own Islamic art design. 	<p>Media & Materials • Explain why you think stained glass windows are a typical feature of many religious buildings.</p> <p>Colour theory • Develop your own design for a piece of art to reflect spiritual themes. Use appropriate colour choices for the theme you have chosen.</p>
Session 4	Exploring Expressionism – Henri Matisse (p156) Collage/ Mixed media		Art and fashion- Piet Mondrian (p164) Drawing/painting		The art of anatomy (p178) Mixed media	
	<p>Process • Why was Matisse's mother an important part of his artistic development?</p> <p>Techniques • Copy the techniques of Matisse to create your own Expressionist collage.</p>	<p>Colour theory • Compare and contrast the use of colour by Henri Matisse with that of the Pop artist Andy Warhol.</p> <p>Visual Language • Using Matisse's unnatural colour choices as inspiration, develop</p>	<p>Media & Materials • Give an example of how Mondrian's use of media and materials has led to his art being used by a fashion designer.</p> <p>Visual Language • Use Mondrian's design as inspiration and change the location of colours and lines for</p>	<p>Process • Compare and contrast the key features of the three main art styles that influenced Mondrian's development.</p> <p>Effects • Experiment with the thickness and location of the lines in your own abstract design in</p>	<p>Artists and Artisans • Give examples of why artists may be interested in human anatomy.</p> <p>Techniques • Copy the four listed processes for the ball-and-socket technique to draw an example of the human body.</p>	<p>Styles and periods</p> <ul style="list-style-type: none"> Explain why you think Ancient Greek sculptors attempted to depict a perfect human body. <p>Techniques • Develop your representations of the human body using the ball-and-socket</p>

		your own Fauvist-style portrait.	different effects.	the style of Mondrian.		technique. Evaluate your drawings with a friend.
Session 5	The power of love (p158) Ceramics		The explosion of Pop art (p142) Printing/ Mixed media		The art of anatomy - Albrecht Dürer (p180) Printing/ Mixed media	
	<p>Artists & Artisans • Who was Gustav Klimt? Name a famous piece of art he created that was inspired by love.</p> <p>Styles and periods • Copy examples of the suggested symbols in your own piece of art inspired by love.</p>	<p>Colour theory • Compare and contrast the choice of colours in art inspired by love with the choices in another type of art you have studied.</p> <p>Styles and periods • Develop your own symbols for love in a piece of artwork.</p>	<p>Artists & Artisans • List some famous American and British Pop artists.</p> <p>Effects • Copy Lichtenstein's inspiration by using part of a comic strip to create your own Pop art.</p>	<p>Styles & periods • Compare and contrast the inspiration and focus of Pop art in the UK and America.</p> <p>Techniques • Explore and develop the use of your own printing technique to create a piece of work in the style of a Pop artist.</p>	<p>Process • Give examples of how Dürer became well known for his art.</p> <p>Techniques • Copy Dürer's printing technique using a soft wood and printing ink to produce an anatomical image.</p>	<p>Visual Language • Explain how Dürer's <i>Praying Hands</i> have topographical detail.</p> <p>Techniques • Summarise the processes undertaken by an artist using the woodcut printing technique.</p>