

Art long term plan

National Curriculum coverage

Additional content to support the GC

Purpose of study

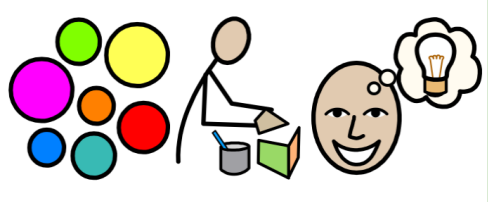
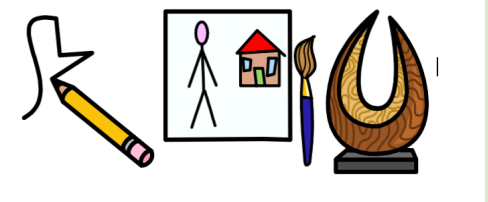
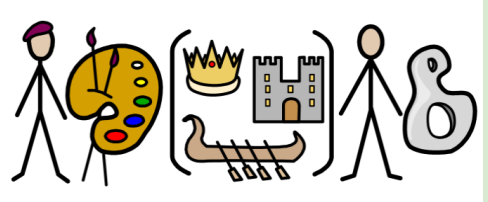
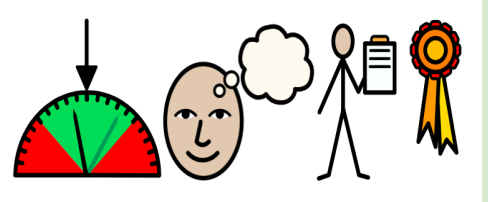
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key concepts			
<u>Creativity</u>	<u>Technique</u>	<u>Artists' Work</u>	<u>Evaluation</u>
 <p>How can I explore and record my ideas?</p>	 <p>How can I become proficient in drawing, printing, graphics, painting sculpture, collage and textiles?</p>	 <p>Which artists explored similar themes/ techniques? Which period of art does the artist work within?</p>	 <p>How effectively does my work reflect the theme/ concept?</p>
<p><u>Vocabulary which could relate to this concept</u></p> <p>versatility, imagination, explore, determine, express, impression,</p>	<p><u>Vocabulary which could relate to this concept</u></p> <p>fluidity, process, line, tone, tint, shade, colour wheel, light, dark, gradient, stipple, contour, scumble, depth, hatching, cross-hatching, rendering, highlighting, perspective,</p>	<p><u>Vocabulary which could relate to this concept</u></p> <p>culture, process, historical context, global goals, achieve, feel, express, critique, emote, sculpture, designer, maker, architect, structure, period</p>	<p><u>Vocabulary which could relate to this concept</u></p> <p>design, critique, express, feel, mood, impression</p>

	proportion, gesture, positive space, negative space, pressure, fold, sculpture, portrait, landscape		
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Foundation stage

Early Learning Goals

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Expressive Arts and Design: Creating with materials

Children at the expected level will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

	Autumn	Spring	Summer
Nursery	Identity and Diversity: Belonging	Social Justice and Equity: Being Fair and Sharing	Development: Change
	<p>Creativity: Being imaginative - using a range of drawing, collage and model making to respond to class texts and themes. Technique: Exploring and using media and materials - learn how to grip tools appropriately and how to join materials. Mix and make paints from powder paints and gels. Print using a range of tools and found objects. Artists' Work: Understanding the world - People and communities - Look at and examine different stories from a range of illustrators, talking about what the children like/ dislike/ differences they recognise. Evaluation: Communication and language - listening and attention, speaking - Begin to talk about what they have drawn/ designed and what they did well.</p> <p>What the children will remember:</p>		
Reception	Identity and Diversity	Sustainable Development	Peace and Conflict

	<p>Creativity: using drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Model making, producing particular products.</p> <p>Technique: Learning how to hold pencil, paintbrush and other tools. Making choice about colour and equipment. Learning to cut and tear through their collages. Use a digital paint program to create a simple drawing.</p> <p>Artists' work: explore the illustrations in class books, looking at how the characters' feel based on the illustration. Discuss whether they like the style of the illustrations, why/ why not?</p> <p>Evaluation: Expressing feelings about their work orally. Explain why they chose the colours they did.</p>	<p>Creativity: design and make animal habitats using a range of materials.</p> <p>Technique: Learn to draw and paint controlled lines to make different shapes. Learn to mix paint colours. Learn to use different tools to create an effect.</p> <p>Artists' work: explore the illustrations in class books, looking at how the characters' feel based on the illustration. Discuss whether they like the style of the illustrations, why/ why not?</p> <p>Evaluation: Orally observe different types of textiles. Explain the processes they have used. Describe how colours change when they mix and how they feel about them.</p>	<p>Creativity: Use a collection of materials to build an image. Design and make a costume/ product from materials.</p> <p>Technique: Learn to manipulate fabric/ materials. Learn to weave in and out. Make a print and learn how to repeat it to make a pattern.</p> <p>Artists' work: Describe what they can see in artists' work. Describe what they like in artists' work.</p> <p>Evaluation: Say what they liked about their work/ what they did well.</p>
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Key Stage 1

National Curriculum objectives

Pupils should be taught:

- 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

- 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.

Year 1	Identity and Diversity	Social Justice	Globalisation and Interdependence
	<p>Topic: Identity: a tree's identity is visible through its leaves.</p> <p>Key Objective: To explore line, pressure and pattern.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • a line can be any length • a line can travel in any direction • a line can start and stop • a pencil can be used to move from dark to light because of the pressure which is used • a pattern is a repeated design • lots of media can be used to used to create lines/ patterns <p>National Curriculum objective To develop a wide range of art and design techniques using colour, pattern, line, shape, form and space.</p> <p>Key Vocabulary line, dark, light, pressure, shape, tone, colour, shade, pattern, scumbling, monoprint,</p> <p>Core concepts:</p>	<p>Topic: Social Justice - Up</p> <p>Key Objective: To use a range of media to create clouds.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • sketching is using short, light lines • sketching means working over the top of lines you have drawn • lines can be sketched in a curve • lots of media can be used to create the same image • different media create different effects • adding more pressure/ going over the same line builds shadow • paint can be thick, thin, it can drip and it can puddle • printing is transferring from one medium to another <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form</p>	<p>Topic: Wider World - The lonely beast - Journey of the Tyne</p> <p>Key Objective: To use collage to create landscapes.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • tints are lighter colours and are colour + white • shades are darker colours and are colour + black • collage is made by layering and arranging different materials to create an image. • composition is the way parts are arranged <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>

	<p>Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: leaves, veins, stencil, outside, inside</p> <p>Supporting text/book/artist Paul Klee 'A drawing is simply a line going for a walk.' A line is a dot that went for a walk."</p>	<p>and space.</p> <p>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.</p> <p>Vocabulary shade, light, curve, movement, 4B pencil, hard, soft, shadow, repeat, print, drip, colour, pop, contrast, flow</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: social justice, elderly, clouds, house, Up, memories,</p> <p>Supporting text/book/artist: Liz Tran</p>	<p>practices and disciplines, and making links to their own work.</p> <p>Vocabulary landscape, cityscape, icon, collage, profile, subject, light, tint, shade, colour wheel, primary colours, secondary colours, background, foreground</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: globalisation, interdependence, wider world, globe, setting,</p> <p>Supporting text/book/artist: The Lonely Beast Journey of the River Tyne</p>
	<p>Topic: Exploring colour theory through dragon scales/eyes</p> <p>Key Objective: To use colours to represent emotion.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • there are 3 primary colours - red, blue and yellow • red and yellow mix to make orange, red and blue mix to make purple, blue and yellow mix to make green - these are the secondary colours • colours are arranged in a colour wheel 	<p>Topic: Contributing to our community</p> <p>Key Objective: To explore how artist's use textiles to convey emotion.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • a textile can be made from wool, cloth or thread • textiles can be used to make Artwork • Artist combine different colours to create an effect • Artists can use their art to help people remember 	<p>Topic: Climate Change - Antarctica</p> <p>Key Objective: To use drawing to understand form in sculpture.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • The colour wheel can be divided into warm and cool colours • Cool colours are blues, greens and purples • Warm colours are reds, oranges and yellows • wax resists water-based paints to create a barrier

- adjacent (next to) colours can be blended smoothly
- wet on wet is a watercolour technique and means wetting the paper and wetting the paint
- artists use colour to show feelings and represent emotions
- we can improve our work by working over the top of our first attempt

National Curriculum objectives:

To use a range of materials creatively to design and make products.

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.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Key Vocabulary:

colour, colour wheel, shape, space, blending, watercolours, oil pastels,

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

scales, overlapping, power,

Supporting text/book

The Paperbag Princess

- textiles can be stuck, stitched, wrapped or woven
- simple weaving is under over, under over

National Curriculum objectives:

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To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Vocabulary

weave, stitch, needle, pattern, marble, wrap, colour palette, landscape

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

community, age, under, over

Supporting text/book/artist:

Sheila Hicks

- Observational drawing helps us understand form
- sculpture is 3D and made from a material
- Scoring in clay helps to form a strong join
- Slip is made of clay and water and acts as a glue

National Curriculum objectives:

To use a range of materials creatively to design and make products.

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.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Vocabulary

colour wheel, tint, shade, cool colours, warm colours, weight of line, sketch, mould, smooth, slip, score,

Core concepts:

Creativity, Technique, Artists' Work, Evaluation


Other vocabulary:

Climate change, polar regions, Antarctica, equator, polar ice caps, temperature

Supporting text/book/artist:

Lost and Found
David Abbey Paige

Year 2	Power and Governance	Sustainable development	Peace and conflict
	<p>Topic: The Great Fire of London - Power and Governance</p> <p>Key Objective: To use mixed media to represent fire.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • fire is made up of warm colours (red, orange, yellow) that blend together • oil pastels can be blended smoothly by applying pressure • water colours can be blended smoothly using water for transitions • that a variety of media can be used to create different textures • some media moves more freely on the page than others • wet on wet technique can be used with watercolours, flowing together to create an effect • sketching, painting, and sticking can be combined to create a collage (mixed media) <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Topic: The Tin Forest</p> <p>Key Objective: To explore perspective.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • hatched lines are parallel lines in one direction • cross hatched lines are short lines which cross over each other • more pressure combined with close lines will create shadow • light pressure with widely spaced lines will create impression of light • background is in the distance • foreground is in the front • perspective is how we see distance • screen printing is where ink is pushed through a mesh <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p>Topic: WW2</p> <p>Key Objective: To explore Henry Moore's Tunnel Paintings.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • Henry Moore was a famous artist and sculptor. • He made big, smooth, and curved sculptures. • He used hatched lines and shading to make his drawings look real. • Henry Moore's tunnel paintings were drawn from memory • He used flowing contour lines to show shapes and movement. • Henry Moore focused on form, not small details. <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p> <p>Vocabulary</p>

	<p>Key Vocabulary: warm colours, blending, light, dark, mix, 'wet on wet', technique, bristles, watercolours, oil pastels, pigment, printing</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: Great Fire of London, glue, cut, travel, pool, puddle, spiral, wave, government, power, Guy Fawkes</p> <p>Supporting text/book Vlad and the Great Fire of London</p>  <p>Getty images</p>	<p>Vocabulary colour palette, fold, squash, manipulate, emboss, relief, score, imprint</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: sustainable, destruction, pollution, habitat, environment,</p> <p>Supporting text/book/artist: The Tin Forest Toshihiko Mitsuya</p>	<p>line, tone, cross-hatching, colour palette, mood, atmosphere, batik, wax resist, oil pastels, water colours, scaling up, perspective, War Art, contour lines, curved lines</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: war, blackout, air raid, shelter, tunnel, The Blitz, protection,</p> <p>Supporting text/book/artist: The Lion and the Unicorn Henry Moore Albert Richards</p>
	<p>Topic: Light and Dark</p> <p>Key Objective: To explore how colour is used to convey light and dark.</p> <p>What children will remember:</p> <ul style="list-style-type: none"> • a gradient is where two or more colours transition into each other • different media create different blending effects. • people's bodies differ in size and shape and this is known as their proportions • illustrators have unique styles. • How to develop a flat drawing into a standing character and interactive scene. 	<p>Topic: Plastic Pollution</p> <p>Key Objective: To develop observational drawing skills.</p> <p>What children will remember:</p> <ul style="list-style-type: none"> • form is the 3D shape of something • How to look closely at objects and use observational drawing to capture details. • combining light and shadow produces shading which makes drawings more realistic • different drawing tools (pencils, ink, pastels) have different impact and achieve different effects 	<p>Topic: WW2</p> <p>Key Objective: To explore how art is used to record events.</p> <p>What children will remember:</p> <ul style="list-style-type: none"> • Paul Nash was a war artist - He painted landscapes of World War I & II, showing the destruction and impact of war. • War landscapes look broken and damaged - His paintings used sharp lines, twisted trees, and craters to show destruction. • Chalk pastels can be blended to create dramatic skies

- How light sources affect shadows and mood in an artwork.

National Curriculum objectives

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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.

Key Vocabulary:

light, dark, yellow, black, grey, tone, shade, blend, proportion, scale, size, line, pressure, stylised, overlay

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

shape, space, layer, cut, lay, place, The Great Fire, tongues of fire,

Supporting text/book/ artist's work

The King Who Banned the Dark
Paul Caulfield - Lamp and Lung
Ch'uan Ware

- a colour wash is where some colour is applied in some areas
- complementary colours (e.g., blue & orange, red & green) sit opposite each other on the colour wheel
- artists like Andy Warhol used bold colours to make an impact.
- How to combine drawing, shading, and colour wash techniques to make a finished artwork.

National Curriculum objectives:

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.

Vocabulary

line, tone, form, ink, shading, light, folds, creases, shadow, complementary

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

plastic pollution, Blue Planet, oceans, seas, entangled,

- Textures make artwork feel real - By ripping paper and layering materials war-torn landscapes can be created with depth and contrast.
- composition is where things are arranged on the page/ artwork
- Mixed media can be used to tell a story - the combination of drawing, painting and collage can create an impactful artwork

National Curriculum objectives:

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.

Vocabulary

chalk pastels, composition, mixed media, layer, impactful, texture

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

war, blackout, air raid, shelter, tunnel, The Blitz, protection,

		Supporting text/book/artist: A Planet Full of Plastic Wan Yunfeng Alvaro Soler Arpa The Washed Ashore Project A Planet Full of Plastic Stella and the Seagull	Propaganda, Home front, rally support, Supporting text/book/artist: Paul Nash - We Are Making a New World and Totes Meer
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Key Stage 2

National Curriculum objectives

Pupils should be taught to 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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

Year 3	Human Rights	Sustainable development	Peace and Conflict
	Topic: The Stone Age Key Objective: To explore how the Stone Age recorded daily life What the children will remember: <ul style="list-style-type: none"> • Stone Age paintings date from 10,000 to 20,000 years ago (see History curriculum) 	Topic: Sustainable Development Key Objective: To explore how line can be used to create an effect. What the children will remember: <ul style="list-style-type: none"> • sketching means using light lines to show form 	Topic: World History: The Egyptians Key Objective: To explore repeated pattern through Egyptian Art. What the children will remember: <ul style="list-style-type: none"> • Egyptian art is often flat and uses side profiles for

- pictorial representations of life can be seen in various caves around the world
- cave paintings are created using natural dyes
- cave paintings depict animals, hands and battle scenes
- limited colour palette (due to charcoal, berries, iron ore)
- Stone Age paintings were reduced to key lines

National Curriculum objectives:

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

To learn about great artists, architects and designers in history.

Vocabulary

reduced colour palette, natural dyes, earthy tones, texture, charcoal, basic lines, chalk pastels, cave paintings

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

The right to shelter, Stone Age, cave dwellings, animal skins, carvings, identity, signature

Supporting text/book/artist:

Stone Age Boy
Cave paintings

- lines can be placed over each other, correcting shape and form.
- lines can be created using different amounts of pressure
- an overlaid drawing is one which sits on top of the other
- the artist needs to decide which lines are the most important
- Henry Rousseau was a French artist who was born in poverty
- He was self taught and many considered his work infantile
- He never left France but is best known for his jungle scenes
- A good composition leads the viewers eye across the space

National Curriculum objectives:

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

To learn about great artists, architects and designers in history.

Vocabulary

overlying, sketch, depth of line, broken line, composition, form

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

faces, but full-frontal eyes and torsos.

- Egyptian art uses repeated symbols and shapes
- It uses bright, earthy tones (red, yellow, blue, green, and gold)
- it used light to dark shading to add depth
- Egyptian art often has repeated symbols like scarab beetles, ankhs, and hieroglyphs.
- Egyptian drawings often have curved lines and barriers (borders around artwork).

National Curriculum objectives:

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

Key Vocabulary:

pattern, shade, tone, shading, light to dark, pressure, repeat, curve, barrier, oil pastel, watercolour, coloured pencil,

Core concepts:

Creativity, Technique, Evaluation

Other Vocabulary:

scarab beetle, hieroglyphics, whisper, tickle, disappear, Egypt, pyramids,

Supporting text/book/artist:

		<p>Other vocabulary: sustainability, captivity, rain forest, jungle, primates, raising awareness, plight, condition</p> <p>Supporting text/book/artist: The One and Only Ivan Henri Rousseau</p>	<p>So You Think You've Got It Bad? A Kid's Life in Ancient Egypt</p> <p>Alaa Awad</p>
	<p>Topic: Romans/ Gaudi</p> <p>Key Objective: To compare mosaic between Romans and Gaudi</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • Roman mosaics are composed of geometric and figurative elements made from stone and glass • Some mosaics depicted historical/ mythological scenes • Roman mosaics were used to decorate floors and vaults • the materials were used as they were durable and lavish • Antoni Gaudi was a Spanish artist/ architect. • Many of his works can be visited and explored in Barcelona • His work contrasts to the Romans through its bright colour palette • He used broken pieces of tiles which he felt were more similar to shapes found in nature 	<p>Topic: Human Impact - The Rainforest</p> <p>Key Objective: To create a strong composition of an element of the rainforest in clay</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • the colour wheel can be viewed in nature through birds of the rainforest • a monoprint can be made using oil pastel on one side, pushing the colour through from the other • planning a composition on paper can aid the final result in clay • bas relief is where a design is slightly raised above a surface • Carving into clay, removes some of the clay • Building up, adds to the clay • To join clay you need to score both parts and use slip to join • Slip is made using a small amount of clay and water <p>National Curriculum objectives:</p>	<p>Topic: Volcanoes</p> <p>Key Objective: To explore volcano representations through mixed media - Mount Vesuvius</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • blending, layering and texture can be used to create an effect • Sgraffito: scratching to reveal colours underneath. • Turner used soft blends and dramatic light. • Warhol used bold, bright colours and patterns. • Harris used layers of colour to show energy. • Artists sometimes change colours to show feelings, movement, or drama • experimentation is important to try out ideas and explore media <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p>

	<ul style="list-style-type: none"> Colours which sit next to each other on the colour wheel are harmonious <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: mosaic, colour, colour wheel, colour theory, composition, Antoni Gaudi</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other Vocabulary: Romans, civilisation</p> <p>Supporting text/book/artist Roman artefacts/ mosaics Antoni Gaudi collection</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Vocabulary printing, monotyping, strong lines, bas relief, positive space, negative space, score, slip, join, colour wheel</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: habitat, rainforest,</p> <p>Supporting text/book/artist: The Great Kapok Tree by Lynn Cherry</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Vocabulary calligram, sgraffito, experimentation, representation, colour palette, media, medium, technique</p> <p>Core concepts: Creativity, Technique, Evaluation</p> <p>Other vocabulary: Mount Vesuvius, eruption, Pompeii</p> <p>Supporting text/book/artist: Escape from Pompeii Andy Warhol - Vesuvius 1985 Deyanira Harris - Volcano Madness JMW Turner - Vesuvius in Eruption 1817-20</p>
Year 4	Social Justice and Equity	Sustainable development	Identity and Diversity
	<p>Topic: Anglo Saxons</p> <p>Key Objective: To explore pattern through Anglo Saxon design.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> Anglo Saxon design is characterised by detailed 	<p>Topic: Natural Disasters - The Power of the Sea</p> <p>Key Objective: To use a range of techniques to create the impression of water movement?</p> <p>What the children will remember:</p>	<p>Topic: Ancient Greece</p> <p>Key Objective: To compare and contrast Ancient Greek pots with contemporary pots.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> Greek pots were used for storing food, water, oil, and

- geometric shapes, interlaced and often symmetrical
- Anglo Saxon colour palette is browns, oranges, yellows, ochre and red - made from natural dyes like seaweed and ochre
 - patterns can be combined in different ways to create composition
 - printing tiles can be created in a variety of ways, carving into to create print, building on to create bass relief
 - varying the amount of ink can alter the outcome of the print
 - a roller can be used to create a more even finish
 - colours can be combined to create depth

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

pattern, symmetry, occurring in nature, curves, line, tiles, glazed,

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

- different techniques create a different impression
- artists use line in different directions to show movement
- wax resist is using an oil based material first, painting over with a water based medium
- broken lines can be used in different length, thickness, colour and direction to create an effect
- a harmonious colour palette uses colours which sit next to each other on the colour wheel (analogous colours)
- complementary colours are colours which sit opposite each other on the colour wheel
- Andy Warhol was a pop artist who used lots of complementary colours in his work.

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

line, hatching, marbling, scratching, wax resist, oil pastels, water colours, hatching, flow, movement, texture, curve, colour palette

Core concepts:

sometimes for telling stories about gods and heroes.

- Greek pots showed myths, battles, and everyday life.
- They featured people and myths painted in silhouette
- Patterns include geometric borders and floral designs.
- Grayson Perry is a contemporary artist whose pots are about storytelling rather than practical use
- He uses modern themes of identity, society, and culture
- Perry used bright colors and detailed imagery - sometimes humorous or political

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

sculpt, pattern, mould, carve, indent, shape, tools, clay, colour, emboss, imprint

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

support, lifestyle, pottery,

Supporting text/book/artist:

Phidias

	<p>Anglo Saxons, Celts, religion, imagery, artefacts, crosses, tiles</p> <p>Supporting text/book/artists</p> <p>Anglo Saxon Boy</p>	<p>Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: natural disaster, tsunami, devastation, flood, crest of wave, sea spray, river,</p> <p>Supporting text/book/artist: Kris Parins Katsushika Hokusai Uehara Konen Flood</p>	<p>The Adventures of Odysseus Grayson Perry</p>
	<p>Topic: 'I am different, I am me'</p> <p>Key Objective: To refine an idea into its simplest form to produce a line drawing</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • a sketchbook can be used to record and revisit • the first sketch is not the final edit • drawings can be refined and revisited in order to create a finished image/ design • Pablo Picasso was an artist whose style evolved over man • drawings can be refined to add or simplify details • some artists chose to provide less information in order for the viewer to interpret <p>National Curriculum objective To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p>	<p>Topic: Identity and Diversity</p> <p>Key Objective: To use words and images to create a piece of art.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • mixed media is when more than one type of medium is used to create work • words can be considered Art as well as pictorial representations • colour can be used to represent personality/ mood/ emotion - example Picasso's blue period • strong composition directs the viewer's eye around the space and may choose to emphasise certain areas • Cheryl Sorg is a contemporary artist who uses memories as inspiration <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Topic: Local Landscape - Ponteland River</p> <p>Key objective: To use mixed media to represent Ponteland River.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • quick sketches can be used to record • observational drawing means looking closely and drawing exactly what you see • patterns can be layered to build depth • artists use contrasting patterns to create an effect • wet on wet watercolour can create soft, blended edges • artists use loose brushwork, patterns, simple shapes, and vibrant colour palettes to create an impression of a landscape • paint can be worked over with pen or pencil to build detail

	<p>drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: line, refine, simplify, edit, space, form</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: memory, context, environment</p> <p>Supporting text/book/artists Pablo Picasso</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: composition, colour, contemporary artist,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: context, culture, identity</p> <p>Supporting text/book/artist: Cheryl Sorg</p>	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: textiles, collage, mixed media, layering, pattern</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: Local area, source, mouth, tributary, landform, erosion</p> <p>Supporting text/book/artist: A River by Marc Martin Deborah Boschert</p>
Year 5	Social Justice and Equity	Identity and Diversity	Globalisation and interdependence Power and Governance
	<p>Topic: William Morris</p> <p>Key objective: To explore the work and ideas of William Morris.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> William Morris was an English artist active in the Victorian era 	<p>Topic: Identity and Diversity</p> <p>Key objective: To explore identity through colour and pattern.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> Okuda San Miguel is a Spanish contemporary artist His work explores, pattern, colour and identity 	<p>Topic: Space</p> <p>Key objective: To represent space through mixed media.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> Wassily Kandinsky was a Russian artist who is known as one of the first painters to create abstract art, using

- William Morris was an artist, architect, furniture maker and wallpaper designer
- William Morris was part of the Arts and Crafts Movement
- William Morris was inspired by nature
- William Morris wanted everyone to be able to access nature - he designed his wallpaper for this purpose
- William Morris' designs include leaves, flowers and woodland animals
- That a piece of work can be deconstructed into its component parts
- positive space is the filled space
- negative space is empty/ background space
- emboss means to make something stand out in relief
- a print needs the correct amount of ink to produce desired result

National Curriculum objective:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

- A pattern is a design in which lines, shapes, forms or colours are repeated
- Colour and pattern can both affect mood
- Colour and pattern can be used to convey mood
- Complementary colours are used to create impact
- Symmetry can enhance impact of pattern and direct the eye
- Colours can be grouped to create a theme

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

pattern, colour, symmetry, composition

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

identity, diversity, unique qualities, hobbies, interests, culture,

Supporting text/book/artist:

Okuda San Miguel

colours, shapes, and lines to express emotions and music instead of real-life objects.

- Starting with basic shapes and using shading, help make complex objects look more realistic and 3D.
- Blending and layering colours (using mixed media like paint, pastel, or pencil) can create depth and produce a more powerful effect
- Careful composition – thinking about where to place shapes, backgrounds, and figures – makes the artwork stronger and more balanced.

National Curriculum objectives:

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.

Key Vocabulary:

splatter, shade, blend, curve, smooth, flick, composition, line, pencil hardness/softness, reflection, impression, abstract, Expressionism

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

	<p>floral pattern, movement, colour, wallpaper, emboss, imprint, positive space, negative space, pressure, print, screen printing, roller, ink</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: furniture design, repeated pattern, clay, clay tools</p> <p>Supporting text/book/artist William Morris</p>		<p>cosmic, constellation, asteroid, comet, space dust, astronaut, globalisation,</p> <p>Supporting text/book/artist: Wassily Kandinsky</p>
	<p>Topic: Charles Rennie Mackintosh</p> <p>Key objective: To create a composition which encourages the eye to travel around the space, using negative space to make work more impactful.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • Charles Rennie Mackintosh was a Scottish artist, architect, designer, furniture maker • He worked in the Victorian era during the Industrial Revolution (linked to History topic) • He was influenced by Japanese Art and Modernist ideas • His flower motif is a key component of Mackintosh's work • Mackintosh reduced his ideas to simple strong lines and grid lines 	<p>Topic: Identity and Diversity</p> <p>Key objective: To explore how collage can be used to produce self portraits.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • a self portrait is a work of art which an artist has made of themselves • in a self portrait an artist chooses what they communicate with their viewer • a self portrait can be created in any medium, it may be abstract, it may be figurative • a collage describes both the technique and the art work in which pieces of paper, photographs, fabric and other media are arranged and stuck down onto a supporting surface. • A montage is a collage of images which are used in 	<p>Topic: Architecture & the Byker Wall</p> <p>Key objective: To explore how architecture is used to build community.</p> <ul style="list-style-type: none"> • architecture is the art of designing buildings and structures. • Artists and architects use sketches to plan and test their ideas before creating their final pieces. • Understanding shapes, scale, and proportion helps drawings and models look balanced, realistic, and well-designed. • In architecture, proportion means the size of one part of a building compared to another part, or to the whole building. • In architecture and art, scale often means making a smaller or larger version of a

	<ul style="list-style-type: none"> • Smooth shading means barely lifting the pencil from the paper and using increasing and decreasing pressure • Successful blending means transitioning from one colour to another without a harsh line <p>National Curriculum objective To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary rose motif, composition, flower, green leaf, grid lines, decorative arts, architect, designer, mass-produced, contrast, organic, shoji screens, stained glass</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Vocabulary: inspired, beautiful, precious, form, strong lines, buds, furniture designer, Arts and Craft Movement</p> <p>Supporting text/book/artist Charles Rennie Mackintosh</p>	<p>conjunction with each other to create a new, fictional scene or work of art</p> <ul style="list-style-type: none"> • a self portrait constructs the identity of a person at a given time <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Vocabulary: abstract, figurative, collage, montage, media, medium</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: identity, culture, interests, hobbies</p> <p>Supporting text/book/artist: Pablo Picasso Lucien Freud David Hockney Vincent Van Gough Brianna McCarthy</p>	<p>real object while keeping the right proportions.</p> <ul style="list-style-type: none"> • Models are small scale versions of a final outcome <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: architect, scale, proportion, elevation, structures, balanced, texture</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: community, innercity, symmetry,</p> <p>Supporting text/book/artist: Ralph Erskine Maurits Cornelis Escher</p>
Year 6	Peace and Conflict	Sustainable development	Human rights

Topic: Light, dark and geometric shapes

Key Objective:

To explore light and shadow through shading techniques.

What the children will remember:

- bold colours, strong lines, and geometric shapes to create a sense of movement and energy.
- simple forms can be used to create expressive and powerful effects
- Deep shadows and bright highlights can make a scene feel mysterious, intense, or emotional.
- A bright light against a dark background instantly grabs the viewer's eye.
- Strong contrast makes objects appear more three-dimensional, as if they are emerging from the darkness.

National Curriculum objective:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

Topic: Water

Key Objective:

To explore techniques used in Impressionism.

What the children will remember:

- Impressionism is a 19th-century art movement that focused on capturing the effects of light and atmosphere.
- Impressionism seeks to capture a feeling or experience rather than to achieve accurate depiction.
- Artists painted scenes of everyday life, landscapes, and outdoor settings.
- Used short, quick brushstrokes instead of smooth, blended colors.
- Impressionists painted outside to capture natural light.
- Used bright, vibrant colours and avoided using black for shadows.

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

Topic: Moments which changed the world

Key Objective:

To experiment with overlaid graphics, informed by artist's work.

What the children will remember:

- all Art is subjective - meaning people can interpret and respond to it in different ways, and there's no single "right" answer when creating or evaluating artwork.
- Critiquing artwork means looking carefully at the choices the artist has made – such as colour, technique, composition, and materials – and think about how these communicate meaning or emotion.
- sketching is an important part of drawing because it helps to plan and explore ideas, experiment with different techniques, and build confidence before creating a final piece
- observational drawing helps improve attention to detail, accuracy, and understanding of the subject, creating more realistic and thoughtful representations
- overlaying graphics creates depth, texture, and a sense of composition in artwork

National Curriculum objectives:

To create sketch books to record their observations and use them to review and revisit ideas.

	<p>light,dark, shading, pressure, smooth lines, pigment, coloured pencil, lighthouse, curves,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: World War Two, bomber planes, evacuation, peace, settlement, invasion, conflict,</p> <p>Supporting text/book/artist Letters from a Lighthouse Ida O'Keefe Ayza Obra</p>	<p>water, reflection, movement, strokes, expressive, fluidity, human perception, lightness, weight, feeling, impression</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary:</p> <p>Supporting text/book/artist: Auguste Renoir Vincent Van Gogh Berthe Marisot Claude Monet</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Vocabulary: critique, subjective, line, tone, hatching, colour, impression, overlay, graphics, concept</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: ethics, politically correct, organ transplant, donor, blood type, choice</p> <p>Supporting text/book/artist: Pig Heart Boy Catherine Holcombe Tobe Fonseca</p>
	<p>Topic: Peace and Conflict</p> <p>Key Objective: Experiment with printmaking and collage to produce a layered work.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • Collage is cutting, layering, and sticking different materials (like paper, fabric, or magazine clippings) to create art. • Printmaking is creating a design on a surface (like a stamp or stencil) and 	<p>Topic: Ocean Conservation</p> <p>Key Objective: To use observational drawing to inform sculpture.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • form is the three-dimensional shape of an object. It has height, width, and depth • drawing helps artists understand the subject's form, proportions, and details before working in 3D • Drawing from real life helps artists see shapes, shadows, 	<p>Topic: Bees</p> <p>Key Objective: To understand that artist's use art to raise awareness of environmental issues.</p> <p>What the children will remember:</p> <ul style="list-style-type: none"> • some artists use their work to highlight environmental issues • sketchbooks are used to collect ideas, practise drawing skills, and experiment with materials and techniques

transferring it onto paper or another material.

- Printmaking allows artists to repeat a design multiple times.
- **Mono Printing** - Making a one-off print by painting or drawing on a smooth surface (e.g., plastic or glass) and pressing paper onto it.
- **Block Printing** - Carving or drawing on a surface (like a potato, foam sheet, or lino), applying ink, and pressing onto paper.
- **Collagraph Printing** - Sticking different textured materials onto a board, inking it, and printing it onto paper.
- **Stencil Printing** - Cutting out shapes from paper or card and using paint or ink to create a pattern.
- Combining collage and print adds texture and depth to artwork.

National Curriculum objective:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

civil war, print, strong lines, feathered lines, screen printing ink,

and details clearly, making sculptures more realistic.

- Observing and drawing a subject from multiple perspectives helps sculptors visualize depth and form.
- Clay can be smoothed, joined and carved

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

line, tone, form, scale, proportion, colour, light, shade, depth, form, sculpt, sculpture, relief, abstract, vibrant, neutral, structure, self-supporting

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

marine, ocean conservation, coral reef, ecosystem, habitat degradation, human impact, extinction, species loss, diverse

Supporting text/book/artist:

Vanessa Barragão
Aude Bourguine
Courtney Mattison
Marie Antuanelle
Mat Miller
Mlle Hipolyte

- composition – how you arrange shapes, images, and layers help create a balanced and visually interesting final piece
- Scaling and orientation in drawings can affect the overall impression
- Colour palette and how colours work together to create mood, harmony, or contrast in your work can alter the overall outcome
- non dominant hand sketches can make your work looser

National Curriculum objectives:

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.

To learn about great artists, architects and designers in history.

Key Vocabulary:

texture, feathered lines, tone, shade, layer, composition, indent, impression, pattern, technique, felt, needlework,

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

Bees, hive, conservation, honeycomb, hexagon,

Supporting text/book/artist:

Matthew Willey

	<p>roller, pressure, mono printing, collagraph, important information,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: civil war, militia, government, terrorism, displacement, taliban, refugee</p> <p>Supporting text/book/artist: The Breadwinner</p>		<p>Ava Roth Laney Birkhead Julie Armstrong</p>
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