

## **Wroxall Primary School Curriculum Policy and Skills progression for Art and Design - Updated July 2023**

### **How we teach Art and Design**

The Art and Design Curriculum at Wroxall Primary School follows the National Curriculum (2014) which has been designed to engage, inspire and challenge pupils, with the main target being to equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils are provided with opportunities to think critically and develop a more rigorous understanding of art and design and to reflect on their artwork.

All pupils are encouraged to:

- produce creative work, exploring their ideas and recording their experiences
- practice, and 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, making links to other areas of the curriculum
- develop an understanding of the influence of Art and Design practice on all areas of life in terms of the environment, design and problem solving, innovation and invention
- develop an understanding of the role of Art and Design artefacts and practice in supporting and influencing our understanding of both the past and current issues

### **Curriculum coverage and progression of skills in Art and Design**

Within each academic year, children will study a range of Art and Design topics.

In the Foundation Stage, Expressive Arts and Design is taught through a child-led approach that develops the children's interests and allows them to freely explore their environment. Through this, the children aim to meet the objectives set out in the Early Learning Goals where they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils should be given regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In both Key Stage 1 and Key Stage 2, children are taught Art and Design as a freestanding subject, including covering a specific topic each term. Topics provide a vehicle for the teaching and practice of the following skills that progress throughout the school: drawing/sketching, painting, printing, 3D/textiles, collage and digital media.

The table below shows the Art and Design topics that are currently delivered and the progression of skills within these. Each topic has a major or minor focus with drawing and painting often being one of the major focuses. Where possible, links are made to other subject areas – particularly History and Geography – to enable pupils to place art and design in context and to appreciate the use of Art to record and interpret the past and to illuminate understanding.

The topic suggestions below should not limit the opportunities elsewhere in the curriculum to support the practice of art and design skills. In particular, the use and development of a journal/sketchbook should be an ongoing feature of children's learning each week.

### **How we plan learning in Art and Design**

Art and Design is a foundation subject in the National Curriculum. At Wroxall we use the National Curriculum as the basis for our curriculum planning. Art and Design is taught by class teachers.

Each teacher will ensure that the design process is followed: research, observation, skills practise, designing, creating, reflecting and evaluating which is reflected in sketchbooks/journals. As a school, we are aware that the skills needed to be proficient in Art and Design need regular and frequent practice and use, particularly the core skills of drawing, observation and exploration/discussion of visual images.

### **Children with SEND**

At Wroxall, our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in Art and Design. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate.

### **How we assess learning in Art and Design**

Assessment of Art and Design learning occurs both during and at the end of each topic undertaken. This is a continuous process that will be carried out throughout their time in primary school. Our assessment methods include the following:

- Looking at work recorded in sketchbooks.
- Through general and individual discussion of ideas.
- Observation of skill application

We assess the children's work against the learning objectives and skills required to complete each topic or piece of artwork.

### **Art and design programmes of study: Key stages 1 and 2 (National curriculum in England 2014)**

#### **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 stage 1**

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.

**Key stage 2**

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 range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

**EYFS**

Children in reception will be learning to





- explore, use and refine a variety of artistic effects to express their ideas and feelings
- return to and build on their previous learning, refining ideas and developing their ability to represent them
- create collaboratively, sharing ideas, resources and skills

## Art Skills Progression

Skills	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern ( paint, pencil, textiles, clay, printing)
Reception	<ul style="list-style-type: none"> <li>-Begin to hold and control a variety of media.</li> <li>-Use lines to create patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>-Experimenting with and using primary colours</li> <li>- Colour mixing</li> <li>-Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>-Handling, manipulating and enjoying using materials</li> <li>-Sensory experience - Simple collages and simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>-Mould and create simple shapes with malleable materials.</li> <li>-Constructing- Junk modelling. Using simple tools to cut and shape.</li> <li>Develop language to describe structures.</li> </ul>	<ul style="list-style-type: none"> <li>-Rubbings</li> <li>-Print with variety of objects</li> <li>- Make a range of other prints.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeating patterns</li> <li>-Simple symmetry</li> <li>- Recognise patterns in natural and man-made objects .</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>-Extend the variety of drawings tools</li> <li>-Explore different textures</li> <li>-Observe and draw landscapes</li> <li>- Observe patterns</li> <li>- Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>-Name all the colours - Mixing of colours</li> <li>- Find collections of colour</li> <li>-Applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>-Weaving</li> <li>- Collage</li> <li>- Sort according to specific qualities</li> <li>- Understanding how textiles create things.</li> </ul>	<ul style="list-style-type: none"> <li>- Construct</li> <li>- Use materials to make known objects for a purpose</li> <li>-Carve</li> <li>-Pinch and roll coils and slabs using a modelling media.</li> <li>-Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>-Create patterns - Develop impressed images</li> <li>-Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>-Awareness and discussion of patterns</li> <li>-Repeating patterns</li> <li>-Symmetry</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>-Experiment with tools and surfaces</li> <li>- draw a way of</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to describe colours by objects</li> <li>-Make as many tones of</li> </ul>	<ul style="list-style-type: none"> <li>-Overlapping and overlaying to create effects</li> <li>-Use large eyed</li> </ul>	<ul style="list-style-type: none"> <li>-Awareness of natural and man-made forms - Expression of personal</li> </ul>	<ul style="list-style-type: none"> <li>-Print with a growing range of objects - Identify the different</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment by arranging, folding, repeating,</li> </ul>

	<p>recording experiences and feelings</p> <ul style="list-style-type: none"> <li>-discuss use of shadows, use of light and dark</li> <li>-Sketch to make quick records</li> </ul>	<p>one colour as possible (using white)</p> <ul style="list-style-type: none"> <li>-Darken colours without using black</li> <li>-Using colour on a large scale</li> </ul>	<p>needles – running stitches</p> <ul style="list-style-type: none"> <li>-Simple appliqué work -</li> <li>Start to explore other simple stitches collage</li> </ul>	<p>experiences and ideas to shape and form from direct observation (malleable and rigid materials)</p> <ul style="list-style-type: none"> <li>- Using decorative techniques</li> <li>-Replicate patterns and textures in a 3-D form work and that of other sculptors</li> </ul>	forms printing takes	<p>overlapping, regular and irregular patterning natural and manmade patterns</p> <ul style="list-style-type: none"> <li>-Discuss regular and irregular</li> </ul>
Year 3	<p>Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces</p>	<p>colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing</p>	<p>Use smaller eyed needles and finer threads weaving Tie dying, batik</p>	<p>Shape, form, model and construct ( malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics</p>	<p>relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints</p>	<p>pattern in the environment design using ICT make patterns on a range of surfaces symmetry</p>
Year 4	<p>Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement Work on a variety of scales computer generated drawings</p>	<ul style="list-style-type: none"> <li>- Colour mixing and matching; tint, tone, shade - observe colours</li> <li>- suitable equipment for the task - colour to reflect mood</li> </ul>	<p>Use a wider variety of stitches observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics</p>	<p>Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors analyse and interpret natural and manmade forms of construction</p>	<p>Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt print</p>	<p>Explore environmental and manmade patterns tessellation</p>
Year 5	-Effect of light on	-Hue, tint, tone, shades	-Use stories, music,	-Plan and develop ideas	-Combining prints	-Create own abstract

	<p>objects and people from different directions</p> <ul style="list-style-type: none"> <li>- interpret the texture of a surface</li> <li>-produce increasingly accurate drawings of people concept of perspective</li> </ul>	<p>and mood explore the - use of texture in colour colour for purposes</p>	<p>poems as stimuli</p> <ul style="list-style-type: none"> <li>-Select and use materials embellish work fabric making artists using textiles</li> </ul>	<p>-Shape, form, model and join</p> <ul style="list-style-type: none"> <li>- observation or imagination</li> <li>- properties of media - Discuss and evaluate own work and that of other sculptors</li> </ul>	<p>design prints</p> <ul style="list-style-type: none"> <li>-make connections - discuss and evaluate own work and that of others</li> </ul>	<p>pattern to reflect personal experiences and expression create pattern for purposes</p>
Year 6	<p>-Effect of light on objects and people from different directions</p> <ul style="list-style-type: none"> <li>- interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective</li> </ul>	<p>-Hue, tint, tone, shades and mood explore the - use of texture in colour -colour for purposes - colour to express feelings</p>	<p>-Develops experience in embellishing</p> <ul style="list-style-type: none"> <li>-Applies knowledge of different techniques to express feelings</li> <li>-Work collaboratively on a larger scale</li> </ul>	<p>-Plan and develop ideas Shape, form, model and join</p> <ul style="list-style-type: none"> <li>-observation or imagination properties of media -Discuss and evaluate own work and that of other sculptors</li> </ul>	<p>-Builds up drawings and images of whole or parts of items using various techniques -Screen printing -Explore printing -techniques used by various artists</p>	<p>-Create own abstract pattern to reflect personal experiences and expression</p> <ul style="list-style-type: none"> <li>- Create pattern for purposes</li> </ul>

Year 1 and 2 Cycle A			
Topic	Block 1	Block 2	Block 3
	Children's Games – Pieter Bruegel	Our Homes/Our Village	Grace Darling/Comparison of shorelines
<b>Design process:</b> research, observe, skills practise design, create, reflect and evaluate	 <p><a href="https://www.khm.at/objektdb/detail/321/?offset=16&amp;lv=list">https://www.khm.at/objektdb/detail/321/?offset=16&amp;lv=list</a></p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• To find out about the work of Bruegel (research)</li> <li>• To explore the painting 'Children's Games', talking about the games seen and about how they compare to current games</li> <li>• To select and produce drawings/paintings from games seen in the paintings, noting/inventing 'rules' for games</li> <li>• To develop their ideas of games being played, leading to a collaborative large scale image of games being played in the Wroxall playground</li> </ul>	 <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• To identify their homes by the unique design and features of their front doors through photographing and sketching</li> <li>• To be able to reproduce the door using paint, collage and other media</li> <li>• To think about what lies behind the door (eg people, rooms, feelings, sounds etc) and to represent this, with the door hinged in front of the resulting images</li> <li>• To discuss the differences and similarities between their images</li> </ul>	  <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• To ask questions about the images, including similarities and differences and the story they tell (including acting out the scene, thinking about what happened before and what may happen next, etc)</li> <li>• To produce their own version of the scene</li> <li>• To visit the seaside (Ventnor) and look at the different kinds of shoreline (sand, rock, concrete and so on), making sketches of these and collecting evidence</li> </ul>

			<ul style="list-style-type: none"> <li>To be able to recreate a section of shoreline (on a plate or similar) using sand and clay, possibly with addition of lighthouse/boat etc</li> </ul>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>Can they describe what they can see and like in the work of another artist? (Bruegel)</li> <li>Can they ask sensible questions about a piece of art?</li> </ul>		
<b>Drawing:</b>	<ul style="list-style-type: none"> <li>Can they communicate something about themselves/their lives in their drawing?</li> <li>Can they create moods in their drawings?</li> <li>Can they draw using pencil and crayons?</li> <li>Can they draw lines of different shapes and thickness, using two different grades of pencil?</li> </ul>		
<b>Painting:</b>	<ul style="list-style-type: none"> <li>Can they communicate something about themselves in their painting?</li> <li>Can they create moods in their paintings?</li> <li>Can they choose to use thick and thin brushes as appropriate?</li> <li>Can they paint a picture of something they can see?</li> <li>Can they name the primary and secondary colours?</li> </ul>		
<b>Printing: Maths &amp; Literacy</b>	<ul style="list-style-type: none"> <li>Can they print with sponges and other items?</li> <li>Can they print onto paper and textile?</li> <li>Can they design their own printing block?</li> <li>Can they create a repeating pattern?</li> </ul>		
<b>Textiles: Christmas Star Weaving</b>	<ul style="list-style-type: none"> <li>Can they sort threads and fabrics?</li> <li>Can they group fabrics and threads by colour and texture?</li> <li>Can they weave with fabric and thread?</li> </ul>		
<b>3D:</b>	<ul style="list-style-type: none"> <li>Can they add texture by using tools?</li> <li>Can they make different kinds of shapes?</li> <li>Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>		
<b>Collage:</b>	<ul style="list-style-type: none"> <li>Can they cut and tear paper and card for their collages?</li> <li>Can they gather and sort the materials they will need?</li> </ul>		
<b>Digital Media:</b>	<ul style="list-style-type: none"> <li>Can they use a simple painting program to create a picture?</li> <li>Can they use tools like fill and brushes in a painting package?</li> <li>Can they go back and change their picture?</li> </ul>		



Year 1 and 2 Cycle B			
Topic	Block 1	Block 2	Block 3
	The Gunpowder Plot	The Four Seasons/The Great Fire of London	Queens – old and new/young and old Where are we going?

**Design process:**  
research,  
observe,  
skills practise  
design,  
create,  
reflect and  
evaluate



Suggested activities:

- To examine the image of the conspirators – what is happening? What does the artist want us to think?
- To develop speech bubbles for the characters in the image, and then to draw the individuals on their own
- To produce observational sketches of each other, dressing up in robes and hats, leading to ‘conspirator’ drawings using charcoal and chalk



<https://www.thedavidhockneyfoundation.org/resources/film/the-four-seasons-woldgate-woods-spring-2011-summer-2010-autumn-2010-winter-2010>

Suggested activities:

- To watch the videos that the above image is taken from and discuss how these might have been made
- To select one ‘season’ and focus on the elements of the video/stills that represent it (colour, leaves on trees etc)
- Each pupil to recreate a section (1/9<sup>th</sup>) of the image in paint (A3) and to place together with other sections
- To look at season paintings by Hockney and talk about the difference between these and video/photography
- To discuss the painting – what does it show? Covering the



painting to show only the crowd of people in the foreground first – where are they/what are they doing/what are they looking at/how are they feeling? – and revealing more of the image gradually.

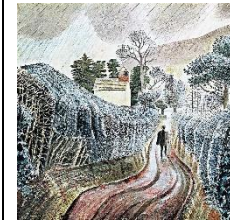


[www.npg.org.uk](http://www.npg.org.uk)

- To create fire pictures using collage/silhouette technique and chalk/pastel on black paper

Suggested activities:

- To look at the portraits of the queens, beginning with Elizabeth I - for each queen, one image is taken from the beginning and one from close to the end of their reign. What do the pairs of images tell you about them, about their experiences and their ages?
- To look at how artists depict young and old people – how do they look different and how do they change over time?
- To produce observational drawings from young and old sitters (possibly dressed as queens?), hopefully using volunteers from the families of the class
- To create their own double portraits of themselves as young and old people
- To accentuate the positives about aging (experience, happiness, giving etc) and how the queens have



modelled this.



- To look at the work of Eric Ravillious


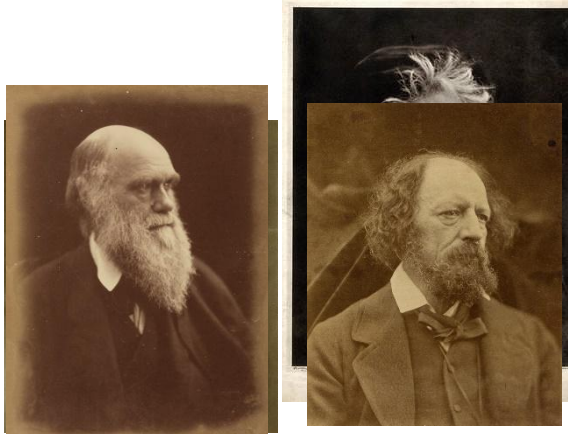

<https://artuk.org/discover/artists/ravillious-eric-19031942>

- To compare the landscapes with Stenbury Down and the village surrounds
- To talk about where the paths might be leading and what a path is for
- To create their own work, based on the first image or based on photographs/drawings completed for homework

<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist? (Bruegel)</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>
<b>Drawing:</b>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their drawing?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they draw using pencil, crayon, pastel, charcoal and chalk?</li> <li>• Can they draw lines of different shapes and thickness, using two different grades of pencil?</li> </ul>
<b>Painting:</b>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their painting?</li> <li>• Can they create moods in their paintings?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they name the primary and secondary colours?</li> </ul>
<b>Printing: Maths &amp; Literacy</b>	<ul style="list-style-type: none"> <li>• Can they print with sponges and other items?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> <li>• Can they create a repeating pattern?</li> </ul>
<b>Textiles: Christmas Star Weaving</b>	<ul style="list-style-type: none"> <li>• Can they sort threads and fabrics?</li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>
<b>3D:</b>	<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>
<b>Collage:</b>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>
<b>Digital Media:</b>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they use tools like fill and brushes in a painting package?</li> <li>• Can they go back and change their picture?</li> </ul>

Year 3, 4 and 5 Cycle A			
Topic	Block 1	Block 2	Block 3
	Mountains and Rivers - Hokusai	Victorians – Julia Margaret Cameron	Rainforests - Henri Rousseau



<p><b>Design process:</b> research, observe, skills practise design, create, reflect and evaluate</p>	 <p><a href="http://www.katsushikahokusai.org">www.katsushikahokusai.org</a></p> <ul style="list-style-type: none"><li>● To research the work of Katsushika Hokusai, in particular images relating to rivers and mountains</li><li>● To discuss the techniques used (printmaking) to produce the images – what were the advantages of printmaking over painting?</li><li>● To use a mono print and drawing technique to recreate images researched.</li></ul>	 <p><a href="http://www.dimbola.co.uk">www.dimbola.co.uk</a></p> <ul style="list-style-type: none"><li>● To research the life and work of Julia Margaret Cameron, and of some of the people she photographed</li><li>● To discuss the development of cameras and photography – leading on from their learning about printing. What were the differences between photography and portrait painting?</li><li>● To create a pin hole camera and investigate early cameras</li><li>● To take portraits – possibly in costume – of the governing body/staff and use IT package to render these in sepia/black and white and explore filters/backgrounds</li><li>● To compare modern photographic portraits and their own work with that of Cameron</li><li>● Possible visit to Dimbola Lodge to look at originals</li></ul>	 <p><a href="http://www.nationalgallery.org">www.nationalgallery.org</a></p> <ul style="list-style-type: none"><li>● To find out who Henri Rousseau was and to explore his background and paintings. Discussion of Rousseau’s primary sources (zoo, botanic gardens) as well as memory of rainforest areas in Mexico) and his use of these to create imaginary landscapes</li><li>● To sketch plants and trees, working towards a composite ‘rainforest’ landscape, using paint, collage and other media</li><li>● To select and paint a typical rainforest animal and insert this into the image.</li><li>● Possible links to visits to Ventnor Botanic Garden, Amazon World/Wildheart Animal Sanctuary</li></ul>	
<p><b>Knowledge:</b></p>	<ul style="list-style-type: none"><li>● Can they compare the work of different artists?</li><li>● Can they explore work from other cultures?</li><li>● Can they explore work from other periods of time?</li><li>● Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist wishes to portray?</li></ul>			
<p><b>Drawing:</b></p>	<ul style="list-style-type: none"><li>● Can they show facial expressions in their drawings?</li><li>● Can they use their sketches to produce a final piece of work?</li></ul>			

<b>Portraits - PSHE link</b>	<ul style="list-style-type: none"> <li>• Can they write an explanation of their sketch?</li> <li>• Can they use different grades of pencil shade, to show different tones and texture?</li> </ul>
<b>Painting:</b>	<ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use a range of brushes to create different effects?</li> </ul>
<b>Printing:</b>	<ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print?</li> </ul>
<b>3D/Textiles: (DT – Money Containers)</b>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they create pop-ups?</li> <li>• Can they use more than one type of stitch?</li> <li>• Can they join fabric together to form a quilt using padding?</li> <li>• Can they use sewing to add detail to their work?</li> <li>• Can they add texture to a piece of work?</li> </ul>
<b>Collage: Leaf collage – Science link</b>	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use montage?</li> </ul>
<b>Digital media: ICT link</b>	<ul style="list-style-type: none"> <li>• Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>• Can they use the web to research an artist or style of art?</li> </ul>
<b>Sketch book</b>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>

Year 3, 4 and 5 Cycle B			
Topic	Block 1	Block 2	Block 3
	Stone Age – Iron Age	The Tudors	The Book of Kells

**Design process:**  
research,  
observe, skills  
practise  
design, create,  
reflect and  
evaluate



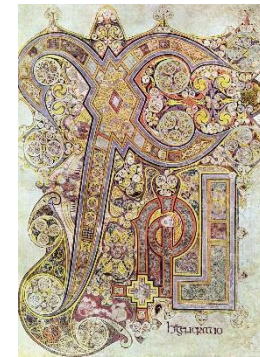
- To investigate 'cave paintings' – where have they been found, what do people think they're for/about etc – what do they tell us about stone age life?
- How were they made? Recreate drawings using chalk/charcoal/soft pastel/earth/pigment etc
- Hand prints – how were these made and why? What does the choice of the hand to leave as a mark tell us?
- Create class hand silhouette wall painting



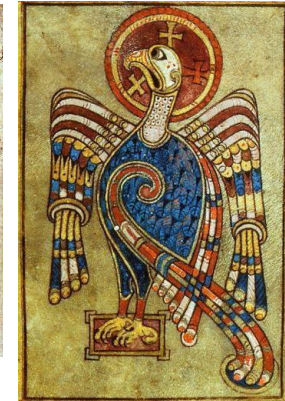
<https://www.nationalgallery.org.uk/paintings/hans-holbein-the-younger-the-ambassadors>  
[www.npg.org.uk](http://www.npg.org.uk)





- To examine 'The Ambassadors' and discuss what an allegorical painting is – look for clues within the painting to explain contemporary issues, concerns and ambitions. How do people like to be seen?
- Look at portraits of Henry VIII – how does he like to be seen? Compare this to social media images, promoting a certain image for a person.
- Draw/sketch from the images
- Create a contemporary 'Ambassadors' collage, using current politicians/public figures and relating objects to current concerns (for instance, David Attenborough, Greta Thunberg and climate emergency)
- Make a self-portrait in the style of King Henry VIII – how would they like to be seen and remembered?



<https://digitalcollections.tcd.ie/concern/works/hm5otr726?locale=en>











- To find out about the Book of Kells and about illumination of manuscripts in general – why was this done?
- Who were the illuminations for and how did they help to explain the texts?
- Examine Celtic patterning, developing designs to illuminate the initial letters of their names (using pen/inks/watercolour blocks)
- Fabulous beasts – look at some examples of the animals from illuminated texts and sketch from these
- Select an animal to represent them and develop an illuminated design of this to accompany the initial letters of their names
- Experimenting – what did the original artists use to make these images? Try to use quills/pen and ink to produce fine lines and drawings

		  <ul style="list-style-type: none"> <li>• Linked with 'Food and Farming' topic, discuss Tudor agricultural practices from primary source images, looking for similarities and differences and discussing why this might be</li> </ul>	
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they explore work from other periods of time?</li> <li>• Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist</li> </ul>		
<b>Drawing: Portraits - PSHE link</b>	<ul style="list-style-type: none"> <li>• Can they show facial expressions in their drawings?</li> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they write an explanation of their sketch?</li> <li>• Can they use different grades of pencil shade, to show different tones and texture?</li> </ul>		
<b>Painting:</b>	<ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use a range of brushes to create different effects?</li> </ul>		
<b>Printing:</b>	<ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print?</li> </ul>		



<b>3D/Textiles:</b> (DT – Money Containers)	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they create pop-ups?</li> <li>• Can they use more than one type of stitch?</li> <li>• Can they join fabric together to form a quilt using padding?</li> <li>• Can they use sewing to add detail to their work?</li> <li>• Can they add texture to a piece of work?</li> </ul>
<b>Collage: Leaf collage – Science link</b>	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use montage?</li> </ul>
<b>Digital media: ICT link</b>	<ul style="list-style-type: none"> <li>• Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>• Can they use the web to research an artist or style of art?</li> </ul>
<b>Sketch book</b>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>

Year 3, 4 and 5 Cycle C			
Topic	Block 1 Roman Art	Block 2 Slavery	Block 3 Ancient Civilisations – what do we know and how?
<b>Design process:</b> research, observe, skills practise design, create, reflect and evaluate	  <p><a href="http://www.bradingromanvilla.org.uk">www.bradingromanvilla.org.uk</a></p> <ul style="list-style-type: none"> <li>• To investigate Roman art (murals/mosaics/sculptures) (NB – check sources if using Google – many are really alarmingly explicit, particularly from Pompeii!)</li> <li>• To discuss images – what do they tell us about Roman life, culture and beliefs?</li> </ul>	  <ul style="list-style-type: none"> <li>• Examine images portraying slave ownership/slavery from the 18<sup>th</sup> and 19<sup>th</sup> centuries – what do these images tell us about the past</li> <li>• Use as part of wider discussion of slavery within topic</li> </ul>	 <ul style="list-style-type: none"> <li>• To look at examples of art from ancient civilisations (eg Ancient Egypt, Mesopotamia, Ancient Greece etc) – What do they show,</li> </ul>

	<ul style="list-style-type: none"> <li>● To visit Brading Roman Villa and examine mosaics, collecting primary source evidence (photography/sketching)</li> <li>● To design mosaic tiles (10cmx10cm) to place together on chosen theme (animals/minibeasts etc) – use glue, tesserae, exterior polyfilla - mount finished tiles externally</li> <li>● To reflect on design of the finished product</li> </ul>	<ul style="list-style-type: none"> <li>● Is slavery a ‘thing of the past’? What might modern slavery look like – how would this differ/be the same as the past?</li> <li>● Examine Banksy image – what is this telling us? Where would this have been painted and why? Explore the working methods of Banksy</li> <li>● Create ‘Banksy’ image of contemporary issue (to be selected) and display to others in school – assembly/website/parents/governors</li> <li>● Discuss reactions</li> </ul>	<p>where were they found, why were they made, what do they tell us?</p> <ul style="list-style-type: none"> <li>● To look at the style and design of the images and to develop own image in similar style</li> </ul>
			
			
			
	<ul style="list-style-type: none"> <li>● To look at examples of practical design – Canopic jars – what were these used for?</li> <li>● To design and make Canopic jar (using coil pot technique/clay) with modelled head</li> <li>● To review design process</li> </ul>		
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>● Can they compare the work of different artists?</li> <li>● Can they explore work from other cultures?</li> <li>● Can they explore work from other periods of time?</li> <li>● Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist</li> </ul>		
<b>Drawing:</b> <b>Portraits -</b> <b>PSHE link</b>	<ul style="list-style-type: none"> <li>● Can they show facial expressions in their drawings?</li> <li>● Can they use their sketches to produce a final piece of work?</li> <li>● Can they write an explanation of their sketch?</li> <li>● Can they use different grades of pencil shade, to show different tones and texture?</li> </ul>		
<b>Painting:</b>	<ul style="list-style-type: none"> <li>● Can they predict with accuracy the colours that they mix?</li> <li>● Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>● Can they create a background using a wash?</li> </ul>		

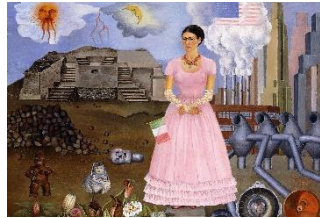
	<ul style="list-style-type: none"> <li>● Can they use a range of brushes to create different effects?</li> </ul>
<b>Printing:</b>	<ul style="list-style-type: none"> <li>● Can they make a printing block?</li> <li>● Can they make a 2 colour print?</li> </ul>
<b>3D/Textiles: (DT – Money Containers)</b>	<ul style="list-style-type: none"> <li>● Can they add onto their work to create texture and shape?</li> <li>● Can they work with life size materials?</li> <li>● Can they create pop-ups?</li> <li>● Can they use more than one type of stitch?</li> <li>● Can they join fabric together to form a quilt using padding?</li> <li>● Can they use sewing to add detail to their work?</li> <li>● Can they add texture to a piece of work?</li> </ul>
<b>Collage: Leaf collage – Science link</b>	<ul style="list-style-type: none"> <li>● Can they cut very accurately?</li> <li>● Can they overlap materials?</li> <li>● Can they experiment using different colours?</li> <li>● Can they use montage?</li> </ul>
<b>Digital media: ICT link</b>	<ul style="list-style-type: none"> <li>● Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>● Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>● Can they use the web to research an artist or style of art?</li> </ul>
<b>Sketch book</b>	<ul style="list-style-type: none"> <li>● Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>● Can they make notes in their sketch books about techniques used by artists?</li> <li>● Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>

Year 5 and 6 Cycle A			
Topic	Block 1	Block 2	Block 3
	WWII - Evacuees	Frida Kahlo	Benin

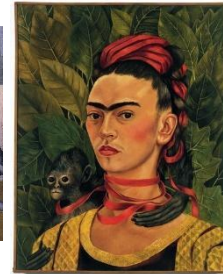
**Design process:**  
research,  
observe, skills  
practise  
design, create,  
reflect and  
evaluate



- To examine a range of photography (primary source) detailing evacuees and the impact of war (from WWII), asking appropriate questions and drawing conclusions



[www.fridakahlo.org](http://www.fridakahlo.org)



- To research the work and life of Frida Kahlo (NB – some images may be explicit)
- To discuss why she made these images – what was her motivation and what was she communicating with the viewer? Place this discussion in a contemporary context
- Starting from her portraits, develop a self-portrait in a similar style, focused on current concerns (for instance, depletion of nature)
- To be able to evaluate a finished piece of artwork and describe what you think and feel about it (reflection)



- To explore the history of the Benin culture – and the controversy over the requested return of artefacts; discuss the children's views on this
- To examine the reasons for and meaning of artefacts – what do they tell us about the culture and the lives that were led?
- Choosing a mask/model to work from, develop research into it – sketching, tracing (light box/window) and modelling to 'get to know' the work
- Using clay slab technique, recreate a Benin mask
- Evaluate finished pieces of artwork (whole class) and describe what you think and feel about it (reflection)

	<ul style="list-style-type: none"> <li>● To talk about how photography is used to record and reflect on social history – and how it differs from painting/drawing etc as used in the past</li> <li>● To consider whether photographs always ‘tell the truth’ – how can the viewer be manipulated and how this is done (referencing ‘milkman’ photograph) – is this true of other art forms?</li> <li>● Choose an image and use a light box (or window) to trace image onto paper</li> <li>● Develop own image from this</li> <li>● Using photocopy of photograph, add water colour to image</li> <li>● Enlarge/focus on an ‘unseen’ or background element of photograph to analyse another point of view</li> <li>● To be able to evaluate a finished piece of artwork and describe what you think and feel about it (reflection)</li> </ul>		
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>● Can they experiment with different styles which artists have used?</li> <li>● Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>		
<b>Drawing:</b>	<ul style="list-style-type: none"> <li>● Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>● Do they successfully use shading to create mood and feeling?</li> <li>● Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>● Can they show reflections?</li> <li>● Can they explain why they have chosen specific materials to draw with?</li> </ul>		
<b>Painting:</b>	<ul style="list-style-type: none"> <li>● Can they create a range of moods in their paintings?</li> <li>● Can they express their emotions accurately through their painting and sketches?</li> </ul>		
<b>Printing: Maths</b>	<ul style="list-style-type: none"> <li>● Can they print using a number of colours?</li> <li>● Can they create an accurate print design that meets a given criteria?</li> <li>● Can they print onto different materials?</li> </ul>		
<b>3D/Textiles: (DT- Talking Textiles)</b>	<ul style="list-style-type: none"> <li>● Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>● Can they sculpt clay and other mouldable materials?</li> <li>● Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul>		
<b>Collage: History link</b>	<ul style="list-style-type: none"> <li>● Can they use ceramic mosaic to produce a piece of art?</li> <li>● Can they combine visual and tactile qualities to express mood and emotion?</li> </ul>		
<b>Digital Media: (ICT)</b>	<ul style="list-style-type: none"> <li>● Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>● Can they combine graphics and text based on their research?</li> <li>● Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> <li>● Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul>		
<b>Sketch book:</b>	<ul style="list-style-type: none"> <li>● Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>● Do they use their sketch books to compare and discuss ideas with others?</li> </ul>		

Year 5 and 6 Cycle B			
Topic	Block 1	Block 2	Block 3
	Howard Hodgkin	Work	Munch

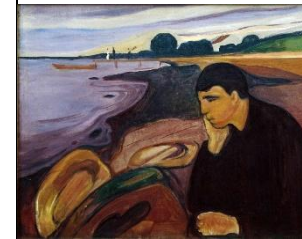


**Design process:**  
research,  
observe, skills  
practise  
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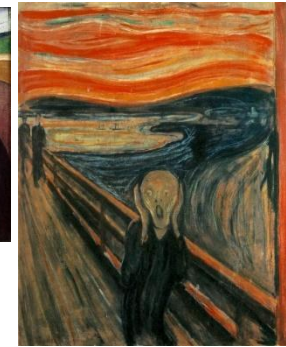


<http://manchesterartgallery.org>

- To explore the work of Ford Madox Brown and the Pre Raphaelite Brotherhood
- To interrogate the image, starting from the men watching at the right hand side – what is happening in the painting? Is this a typical Victorian street scene? What does it tell us about work?
- What sort of work is happening – and who seems to be doing it? Who are the people not working in the picture – what does the painting tell us about them?
- Using dressing up props, take turns to pose in similar positions for short (2 – 5 minute) sketches in pencil/charcoal
- Choose one area of the painting – one person or group of people – and develop a painting of them – what are they thinking/doing – who are they – what could their back story be?
- Talk about the current art industry, exploring how art and design adds to the economy – what kind of careers/work depend on a range of visual art and design skills and knowledge and thought processes?



[www.munchmuseet.no](http://www.munchmuseet.no)



- To explore the life and work of Edvard Munch – what does his work tell us about Norway in the early 20<sup>th</sup> century, about him (including health concerns etc) and in general?
- To examine his painting 'The Scream' – what did Munch say about the painting? How does the artist express this through the image?

*I was walking along the road with two friends – the sun was setting – suddenly the sky turned blood red – I paused, feeling exhausted, and leaned on the fence – there was blood and tongues of fire above the blue-black fjord and the city – my friends walked on, and I stood*

	<a href="https://howard-hodgkin.com/">https://howard-hodgkin.com/</a> <ul style="list-style-type: none"> <li>● To explore the work of Howard Hodgkin and the idea of using abstract images</li> <li>● To look at the images and consider how the title is reflected in the use of colour, shape and application (for instance, Rain, the Heat of the Day, Autumn Foliage – which title belongs to which image? How can they tell?)</li> <li>● To discuss how they might capture the feeling and idea of extreme weather using similar techniques.</li> <li>● Using chalk/pastels on black paper, experiment with ‘Hodgkinesque’ images to capture various weather conditions</li> <li>● Using one of their sketches, develop a larger, final piece (in pastel or paint), capturing a specific weather type or experience</li> <li>● Evaluate finished piece of artwork and describe what they think and feel about it – was it a successful technique to use?(reflection)</li> </ul>		<p><i>there trembling with anxiety – and I sensed an infinite scream passing through nature.</i></p> <ul style="list-style-type: none"> <li>● Look at the composition of the painting – use of colour and line, in particular – and talk about how the artist has used these to create a feeling of oppression and insanity.</li> <li>● Who – or what – is screaming?</li> <li>● Using the image as a starting point, create their own image of someone overwhelmed by nature – or anything else</li> <li>● Write a statement about their work, explaining their reasons and thinking to a viewer</li> <li>● Evaluate their finished pieces, comparing them with Munch’s original.</li> </ul>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>● Can they make a record about the styles and qualities in their work?</li> <li>● Can they say what their work is influenced by?</li> <li>● Can they include technical aspects in their work, e.g. architectural design?</li> </ul>		
<b>Drawing:</b>	<ul style="list-style-type: none"> <li>● Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>● Can they explain why they have combined different tools to create their drawings?</li> <li>● Can they explain why they have chosen specific drawing techniques?</li> </ul>		
<b>Painting:</b>	<ul style="list-style-type: none"> <li>● Can they explain what their own style is?</li> <li>● Can they use a wide range of techniques in their work?</li> <li>● Can they explain why they have chosen specific painting techniques?</li> </ul>		
<b>Printing:</b>	<ul style="list-style-type: none"> <li>● Can they overprint using different colours?</li> <li>● Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul>		
<b>3D/Textiles: DT – Prick and Sew</b>	<ul style="list-style-type: none"> <li>● Can they create models on a range of scales?</li> <li>● Can they create work which is open to interpretation by the audience?</li> <li>● Can they include both visual and tactile elements in their work?</li> </ul>		
<b>Collage:</b>	<ul style="list-style-type: none"> <li>● Can they justify the materials they have chosen?</li> <li>● Can they combine pattern, tone and shape?</li> </ul>		
<b>Digital Media: ICT</b>	<ul style="list-style-type: none"> <li>● Do they use software packages to create pieces of digital art to design?</li> <li>● Can they create a piece of art which can be used as part of a wider presentation?</li> </ul>		
<b>Sketch books:</b>	<ul style="list-style-type: none"> <li>● Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>● Do they compare their methods to those of others and keep notes in their sketch books?</li> </ul>		



	<ul style="list-style-type: none"><li>• Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li><li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li></ul>
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