
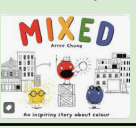



Whole School Key Learning in Art & Design

Our Values:		
Have Courage	Be Kind	Shine
Courage is about being honest and standing up for what is right and for what you believe in. Courageous people take brave action when they need to and show the resilience to keep going even when things are tough. We need courage in order to be true to all our values.	Kindness is about caring for yourself and for others. In our school it is closely linked to the idea of being Heartsmart and is central to our family ethos. Kind people are compassionate, respectful, inclusive and fair. They value one another as individuals, show emotional intelligence and build positive relationships.	Shining is about individuality, aspiration and creativity. We recognise and value our own individuality and the individuality of others; we have self-belief; we love learning and aspire to improve and to embrace new and exciting experiences; we value thinking creatively and we celebrate ideas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Expressive arts and design -Creating with materials	<ul style="list-style-type: none"> -Name colours -Art can be produced through different media. -Red, blue and yellow are the primary colours. -Washing out my brush can keep my brush clean. -Using different brushes can create different effects. 	<ul style="list-style-type: none"> -There are famous artists. -Kandinsky is a famous artist. -Red, blue and yellow are prime colours. -Red, blue and yellow can be mixed to make secondary colours. -Colours can be made darker or lighter by adding black or white or by adding more water. -Know how to handle, -Andy Goldsworth is a famous artist who uses nature. -Use natural materials to make sculptures. -Adding salt/sand can create texture on my artwork.  	<ul style="list-style-type: none"> -Weave: experience over and under technique. -Make choices, select appropriate media to work with and make creative decisions about their art work.manipulate paper to make a collage: fold, rip, cut, crinkle, overlap -Collage is used to select and cut colours, shapes, textures and images from a range of sources. -Clay is a natural material that comes from the ground. -Unlike mud, clay can hold its shape. -Clay can be pinched, rolled or cut to form shapes of all kinds. 	<ul style="list-style-type: none"> -Know how to make a simple printing block. -Art can be created from personal experiences. -To make a rubbing, place paper over something and rub pencil, crayon or charcoal over it. 	<ul style="list-style-type: none"> -Art can be displayed in a gallery or museum. -Ideas can change, grow and develop as work is produced. -Print making is where an artist creates an image using one material by cutting/carving lines into that base. 	<ul style="list-style-type: none"> -Weave: experience over and under technique. -Art is made by cutting, sewing, gluing and forming fabrics. -Textiles are decorated with beads, sequins, coloured threads, lace, found or reclaimed materials. -Paint patterns can be added to create texture: sand, salt
Vocabulary	Primary colours, thick and thin brushes	Famous, artist, Kandinsky, prime colours, secondary colours, darker, lighter, Andy Goldsworth, nature, sculptures	, clay, natural, pinched, rolled, fold, rip, crinkle, overlap, texture	Printing block, rubbings, charcoal	Gallery, museum, print making, image, carving, base	Weave, under and over, sewing, fabrics, beads, sequins, coloured thread, lace, sand, salt, texture
Year 1/2 (Redwood) Cycle A Topic	Self-Portraits Drawing and Clay		Aboriginal Art Drawing and Painting		Collage Creature	
Key Learning	Children will: Define the meaning on different sketch pencils and		Children will: Describe different techniques used in aboriginal art.		Children will:	

	explain the different marks they make. Explain how artists convey mood in portraits. Name a portrait artist. Vincent Van Gogh, Paul Cezanne, Alice Pike Barney.		Discuss aboriginal symbols in Australian art and their origins. Use knowledge of aboriginal stories to decorate a boomerang and Rainstick.		Discuss and compare the work of Marian Merian and Eric Carle. Review designing and planning of collage ideas. Use of collage, cutting, tearing and gluing. Refining and adding more detail. Review and refining of ideas (creative process) to create a personal response.	
Vocabulary	Portrait, self-portrait, collage, shadows, shade, lighter, darker, marks, features, shapes.		Aboriginal, Australia, cross-hatching, x-ray/naturalistic, dot painting techniques, dreamtime story, line colour, texture.		Collage, colour, line, texture, shape, pattern, symmetry, shiny, mark-making, form, craft, butterfly metamorphosis, life cycle, metamorphosis, illustration, pom-pom, craft, textiles.	
Year 1/2 (Redwood) Cycle B Topic	Recycling Sculpture Inspired by Eddie Martinez	Swap Festivals/Recycling Sculpture 2027-28	Festivals Inspired by Yayoi Kusama and Diana Tonnison		Make do and Mend INspired by Susan Briscoe	
Key Learning	The children will: Be able to talk about the key features of Eddie Martinez's work and compare with the work by Phyllida Barlow. Select and use of a range of techniques for building, joining and constructing recycled materials for own sculpture. Understand and use a colour plan for their sculpture		The children will: Be inspired by the work of Yayoi Kusama and Diana Tonnison. Begging to appreciate the visual elements relevant to the drawing task. Mould and create simple shapes with malleable materials and experience gelli plate printing.		The Children will: Know about the work of Susan Briscoe and the Shashiko stitching from Japan. know how to experiment and to use line with a needle and thread and relate it to the artist Susan Briscoe's work. Know how to create simple patterns with stitches such as	
Vocabulary	Form, line, texture, shape, pattern, colour, space, construction, paint, finish, fixing, joining, sticking, sculpture, scale, installation.	.	Line, pattern, texture colour and shape, gelli plates, acrylic paints, printing tools, rollers, primary/secondary colours		Line, colour, shape, pattern, texture, space, drawing, textiles, stitching, cutting, shashiko, combining.	
Year 3/4 (Chestnut and Maple) Cycle A Topic	Leonardo The Inventor		Famous Buildings Drawing and Designing		Painted Papers Collage and Printing	
Key Learning	The children will: Develop an appreciation and understanding of the artist's work.		The children will: Know what Sir Christopher Wren is famous for.		The children will: Describe, compare and discuss the work of	

	Discuss composition, viewpoint, angle, scale, subject. Discuss aesthetic, form and function.		Know that architectural styles change over time. Know who designed the Sydney Opera House.		Jaqueline Mair and James Mayhew. Describe the process of creating printed papers using perspex. Describe the technique of collage.	
Vocabulary	Form, line, shape, pattern, mark-making, composition, scale, drawing, texture, surface, designers, inks, renaissance, annotation, prototype, aesthetic, function.		Design, architect, features, colour, pattern, shape, line colour, shade, sculpture.		Collage, colour, line, texture, shape, pattern, illustration, painting, printing, mark making, mixed-media, rollers and acrylic	
Year 3/4 (Chestnut and Maple) Cycle B Topic		Ancient Egypt Art		Lost Words Drawing, Painting, Sculpture Inspired by Jackie Morris	Investigating Painting Sally Payne	Visits from or Visits to Artists and Craft makers
Key Learning		The children will: Know about the artwork of Joseph Cornell Be able to describe the technique of sculpting using modroc Know about drawing and paintings linked to wall paintings and hieroglyphics/artefacts from tombs.		The children will: Know about the art work of Jackie Morris and Joanna Bashford. Be able to use describe a variety of techniques used to respond imaginatively to the artists work. Describe the marks made when zen doodling.	The children will: Know about the art work of Sally Payne. Identify key visual elements in their own work and the work of others e.g colour, line, shape, pattern, and space.	The children will Appreciate, compare and contrast different craft makers.
Vocabulary		Line, shape, texture, dark, light, heavy, sketch, detail, decorate, embellish, tomb, sarcophagus, 'Assemblage'.		Zen Doodle, mark-making, observation, watercolour washes, technique, applied, sculpture.	Colour, line, shape, pattern and space, artist, designer, cacti/cactus, powder paint, brush, palette, wet, dry, mark-making, dab, flick, stroke, dot, red/cerise, blue/cyan, yellow/lemon,	
Year 5/6 (Oak) Cycle A Topic	Sculptural Journeys			Anni Albers Famous Crafts Person		Exploring Painting: using water colours
Key Learning	The children will : Know the artwork of Shaun Tan and review and discuss. Draw with nib pens and coloured inks. Develop confidence when working with modelling with different materials..			The children will: Know about the craftsperson Anni Albers work and have an understanding of her work. Be able to consider line, shape and patterns using pencil, rulers and pens.		The children will: Know about the artist Adrian Bergs paintings and have an understanding of their use of visual elements - pattern and colour. Know how to experiment and use line, colour and pattern and shape to record an artists work.

	Discuss composition, viewpoint, angle, scale, marketing, presentation			Develop personal ideas and responses to a theme to create a textile.		Know how to create a colour wheel using primary secondary and tertiary colours using watercolour.
Vocabulary	Form, line, texture, shape, pattern, malleable, modelling, pinching, mark-making, building, joining, cut, impress, scale, maquette, composition paint			The Bauhaus, weaving, craftsperson, graph paper, patterns, freehand, line, shape, space, textile, hessian, refine.		colour, pattern, texture, line, shape, space, dabs, strokes, translucent, dry-brush, the 'pigment wheel', colour wheel, colour theory, primary colour, secondary colour, tertiary colour, complimentary colours, layering.
Year 5/6 (Oak) Cycle B Topic		Lubaina Himmid Printing		Fibre and Collage Art Liaqat Rasul		African Art John Mufanegejo
Key Learning		The children will: Know the artwork of Lubaina Himid. Know about the proportions of the body. Know how to combine monoprinting techniques and use them to create my own artwork that also considers other cultures.		The children will: Know about the artwork of Liaqat. Know how to create a piece of collage art with fusible fibres. I know how to use experiment and use line, Colour, pattern and shape to record an artists work. Understand the word ephemera.		The children will: Know about the work and inspirations of John Mufanegejo. Know how to create a printing block inspired by African life/animals. Develop art language to enable them to identify and talk about pattern in natural and made objects
Vocabulary		Line, colour, shape, pattern, texture, space, form, drawing, figure, proportion, painting, skin tones, printing, pastel monoprinting, ink monoprinting, collage.		Line, colour, shape, pattern, texture, form, space, collage, drawing, mixed media, fixing, combining, composition, selecting, attaching, layering, ephemera, fusible fibres, heat/ironing, gluing. Sewing, threads, needles.		Colour, line, shape, pattern, texture, space, form, print, reductive, ink, press- print (safe-print), mark-making, black and white, collage, chine-colle, positive and negative shapes.