

Whole School Key Learning in Art & Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Expressive arts and design Creating with materials Knowledge	<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/pigment -Know how to handle, 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. -Adding salt/sand can create texture on my artwork. 	<ul style="list-style-type: none"> -Weave: over and under to create a fabric. -Andy Goldsworth is a famous artist. -Create 3d sculptures by cutting, forming and joining. -Make choices, select appropriate media to work with and make creative decisions about their art work. -Clay is a natural material made up of tiny particles of rock. -Unlike mud, clay can hold its shape. -Clay can be pinched, rolled, cut or built up in layers to form shapes of all kinds. 	<ul style="list-style-type: none"> -Know to make a simple printing block. -Art can be created from personal experiences. -Rubbings are considered to be the oldest form of print-making. -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. -Art can be used to express ideas and feelings. 	<ul style="list-style-type: none"> -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
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 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.		Children will: Describe different techniques used in aboriginal art. Discuss aboriginal symbols in Australian art and their origins. Use knowledge of aboriginal stories to decorate a boomerang and Rainstick.		Children will: 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		Wolves Drawing Focus Illustrator Emily Gravett		African Art	
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 able to discuss wolf art in various 2D and 3D forms using the language of art.		The children will: Know about African jewelry, masks and textiles. Be able to explain what a pattern is and describe the colours and shapes in a pattern. Be able to make a coil water pot using clay.	
Vocabulary	Form, line, texture, shape, pattern, colour, space, construction, paint, finish, fixing, joining, sticking, sculpture, scale, installation.	.	light dark, shade, thick, bold. thin, light, dark, sculpture, form, wire, wood, clay, bronze		Shape, pattern, repeating pattern, Massai warriors, Africa, mask, silhouettes, African water jar.	
Year 3/4 (Chestnut and Maple) Cycle A Topic	Leonardo The Inventor		Famous Buildings Drawing and Designing		Painted Papers Collage and Printing	
Key Learning	Children will: Develop an appreciation and understanding of the artist's work. Discuss composition, viewpoint, angle, scale, subject. Discuss aesthetic, form and function.		Children will: Know what Christopher Wren is famous for. Know that architectural styles change over time. Know who designed the Sydney Opera House.		Children will: Describe, compare and discuss the work of 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	Ancient Greek Masks		Mayan Textile Inspired Art	Anni Albers Famous Crafts Person	Frida Kahol	Objects and Meanings
Key Learning	Children will know: The Greeks used masks to show a character or emotion in a play. Facial expressions are exaggerated. How to use the scratch and slip method when		The children will: Know the Mayan civilisation lived in modern day Mexico. Describe different artwork created during the Mayan period.	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	The children will: Know who Frida Kahol is and give a brief summary of her work. Be able to identify aspects of Mexican culture identified in her work.	The children will: Understand what is meant by the term 'still life'. Know that still life can be used as a means to practice artistic techniques. Know that colour, tone and texture.

	modelling with clay and develop my confidence when working with clay.		Focus on traditional Mayan weaving and make links to Frida Kahol.	using pencil, rulers and pens. Develop personal ideas and responses to a theme to create a textile.	Describe the aspects of the surrealist movement and express an opinion on the work of Dali and Adnams.	
Vocabulary	Emotions, expressions, facial features, Greek masks, over-sized, exaggerated, clay techniques – wedging, score and slip,		The Bauhaus, weaving, craftsperson, graph paper, patterns, freehand, line, shape, space, textile, hessian, refine.	→	Mood, proportional, self-portrait, Mexican folk art/culture, Surrealism, autobiographical	Still life, personalities, techniques, colour, texture, tone, composition, accurate, control of tools, techniques,
Year 5/6 (Oak) Cycle B Topic		William Morris Designing	Surreal Art Drawing and Painting	(Logos and Customising Designs Textile/Block Printing DT Link)	Stone Age Cave Paintings Artists, Craftmakers and Designers	Pop and Graffiti Art Focus Artists Keith Haring and Banksy
Key Learning		The children will: Be able to discuss what the 'Arts and Crafts' movement was. Know about William Morris and be able to compare his work using the language of art and design. Be able to print using a printing block	The children will: Be able to discuss the art work by Salvador Dahli. Be able to use the language of art to evaluate surrealist art. Be able to work in a sustained and independent way from observation, experience and imagination.		The children will: Know Lascaux cave paintings and be able to discuss the style of cave artists. Identify key visual elements in their work and the work of others e.g. colour, line, shape and space.	The children will: Identify distinct features of graffiti art. Identify and discuss the meaning of satirical works of art. Be able to respond to images of stencil street art by Banksy.
Vocabulary		Arts and crafts movement, textiles, design, industrial revolution, production, natural inspirations, mediums, block printing, rotating.	Surrealism, colour, pattern, texture, line, shape, form		Colour, pattern, texture, line, shape, form and space, drawing, painting sculpture, tone, shade, mark making, charcoal, smudge, blend, ochre, outline, wash, graffiti, pipe cleaner, pin men and animals, cast, bronze, flesh, masking tape, tin foil, scissors, linear drawing.	Graffiti, stylised, sketching, lettering, public space, satirical work of art, stencils,