



Osmotherley CP Primary School Art and Design Curriculum

High-quality art, craft and design education is essential for our personal, social and material development.
NSEAD

Intent

At Osmotherley Primary School we provide a high-quality art and design education to equip the children with the knowledge and skills to experiment, invent and create their own works of art, craft and design and develop their sense of shape, pattern and colour.

There is a clear progression in the skills and knowledge taught throughout the school and deliberate practice allows children to improve fluency leading to mastery and an alteration to their long-term memory.

We encourage our pupils to develop an understanding of art and design techniques. We aim to build an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The children will learn about artists and designers from a range of cultures and periods in history, and they will learn the necessary vocabulary to articulate their opinions about art and to evaluate their own artwork. Art and design at Osmotherley School promotes diversity and helps children to express their own personal identity and culture.

We recognise that, as a rural school, some pupils have a limited opportunity to visit galleries or attend cultural events so we bring art into the classroom and arrange educational visits with the opportunity to experience art and design first hand.

We celebrate the art that the children produce in attractive displays and we foster a love of creativity and help every child to feel positive about their own creative development.

At Osmotherley Primary School, children develop knowledge of artists and designers. They become familiar with their work and their ideas, the techniques they used, their lives, the period when they lived and the impact of their work. We ensure that children develop the knowledge and skills that will prepare them well for their future learning in KS3.

Art and design at Osmotherley is taught by delivering the [statutory requirements for art and design within the national curriculum](#). Reception children will follow the [Early Years Statutory Framework \(Sept 2021\)](#). The national curriculum and statutory framework provides the 'end points' to children's learning in each key stage, we have broken these end points down into small steps of progression throughout Reception, Key Stage One, Lower Key Stage Two and Upper Key Stage Two for each strand of art and design in our curriculum progression ladder.

We ensure there is an emphasis on the following 4 key areas:

- art and design techniques (drawing, painting and sculpture),
- creating using a variety of materials (design and evaluate/ sketch books),
- awareness of different types of art and artists, designers and craft workers (similarities and differences and influence)
- vocabulary required to describe and evaluate their own work and the work of others

Implementation

At Osmotherley early years children are encouraged to be creative. Adults teach the knowledge and skills listed in our art and design curriculum progression ladder and ensure children have opportunities for deliberate practice so they reach their end points and are well prepared to begin Key Stage 1. In Key Stage 1 art and design is taught over a 2-year rolling programme and delivered in blocks of 2 or 3 weeks. In Key Stage 2 art and design is also taught over a 2 year rolling programme and is taught in a weekly session. Within both Key Stages, prior learning tasks are set at the beginning of each unit of learning, to establish what has been remembered from previous learning. The unit is taught in small sequenced steps to ensure that the children's working memory is not overloaded and opportunities for deliberate practice are planned to ensure that essential knowledge is committed to their long term memories. Essential knowledge, including key vocabulary, is shared with pupils, parents and carers each term.

Impact

At the end of the unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.

Monitoring of art and design is conducted by the subject leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

Art and Design Curriculum Progression and End Points

		Early Years Expected by end of Reception year	Key Stage 1 Years 1 and 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4	Upper Key Stage 2 Years 5 and 6 Expected by end of Y6
ART and Design Techniques / vocabulary					
D r a w i n g	S k e t c h i n g	Enjoy exploring the process of mark-making	Use a sketchbook to plan and develop simple ideas.	Use sketches to help produce a final piece of art. Know how to sketch lightly	Use sketch books to record observations and review and revisit ideas
	M a r k M a k i n g / P e n c i l S h a d i n g	Know how to use and explore a range of mark making materials: fingers, hands, chalk, pens and pencils. Be creative and explore using a range of different surfaces (including large scale/ outdoors)	Begin to control marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk to create drawings Know that H pencils are hard and B pencils are soft Use knowledge of hard and soft pencils to create different effects.	Begin to use side of pencil to add shading to show light & shadow . Explore tone by drawing light/dark lines, light/dark patterns , light/dark shapes using a pencil. Understand pencil grades , e.g. know that 8H is harder and lighter than 2H and 8B is softer and darker than 2B (Year A&C) Know different pencil shading techniques including stippling and cross hatching (Year A&C)	Use pencil shading to show the direction of light Use pencil shading to give texture Use pencil shading to create a 3-D effect Draw with precision using different grades of pencils or other mediums for effect Know further shading techniques including hatching and scumbling (Year A&C)

<p>D r a w i n g f r o m o b s e r v a t i o n</p>	<p>Make simple representations of objects familiar to them, e.g. my house, my cat, my family</p>	<p>Continue to add detail to pictures</p> <p>Draw from observation adding light and dark tones, colour and detail</p> <p>Name, match and draw lines/marks from observations.</p> <p>Use a viewfinder to select a view or part of an image and record the selected part</p>	<p>Use line, tone, shape and colour to represent figures and forms (Portraits/ Landscapes - Year A &C)</p> <p>Draw facial features in proportion (Portraits Year A&C)</p> <p>Understand composition and perspective in drawing (Still life - Year B&D)</p> <p>Show reflections in art (Landscapes Year B&D)</p>	<p>Organise line, tone, shape and colour to represent figures and forms in movement (Portraits Year A&C)</p> <p>Begin to include measuring skills to help with proportion in their drawings (Portraits Year A&C)</p> <p>Show shape, proportion and perspective in drawings and artwork (portraits Year A&C / Landscapes Year B&D)</p> <p>Understand perspective and the use of vanishing points (Landscapes Year B&D)</p> <p>Use a variety of techniques to add effects e.g. reflections, shadow & direction of sunlight. (Landscapes Year B&D)</p>
<p>P a t t e r n</p>		<p>Investigate textures and produce an expanding range of patterns, e.g. adding dots and lines.</p>	<p>Know that a pattern is a motif, repeated in an organised way</p> <p>Recognise the work of textile designer William Morris</p> <p>motif repeat reflection symmetry rotation half drop geometric</p>	<p>Recognise patterns from different parts of the world</p> <p>See how designers are inspired or influenced by other cultures and how they can influence society</p> <p>inspired influence</p>

A r t i s t s	Describe their work Use ideas from the artist/designer to create own work	Explore the work of two artists describing the differences and similarities between them	Recognise portraits and self-portraits by the artists: Frida Kahlo/ Pablo Picasso/ Vincent Van Gogh (Portraits Year A) James McNeill Whistler/ Johannes Vermeer (Portraits Year C)
			Y3/4 Sketch and give details about the style of notable artists. Y5/6 Express opinions/ identify techniques used/ replicate styles Art movements – impressionism/ pop art/ cubism and their influence

Painting	<p>Explore mixing primary colours and experience adding white to a colour</p> <p>Experience 2 different paint types- eg. poster paint and watercolour</p> <p>Use thick & thin brushes</p>	<p>Experience painting with smaller brushes, develop paint and brush control.</p> <p>Create moods in art work by using colours and techniques</p> <p>Know and name both primary and secondary colours.</p> <p>Mix, use and apply secondary colours in their work. Create colour wheels</p> <p>Create tints with paint by adding white. Create shades with paint by adding black.</p> <p>Understand warm/ cold colours</p>	<p>Further explore tint/ tone/ shade apply this in their paintings.</p> <p>Use a range of brushes to create shapes, textures, patterns & lines.</p> <p>Know and mix tertiary colours</p> <p>Know how different colours affect our mood/feelings compare/ contrast two paintings with separate moods.</p> <p>Use watercolour to produce washes for backgrounds and add detail</p> <p>Use line, tone, shape and colour to represent figures and forms</p>	<p>Use tertiary colour in their paintings</p> <p>Sketch lightly before painting</p> <p>Experiment with mood & colour</p> <p>Use acrylic paint</p> <p>Make choices regarding media and state why</p> <p>Create a colour palette based on colours observed in natural world</p> <p>Use the past as a source of artistic inspiration.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p>
----------	---	---	--	---

Collage	Use a combination of materials that are cut, torn and glued	Sort and arrange materials Mix materials to create texture Select and arrange materials for a striking effect	Ensure collage work is precise Use coiling, overlapping & tessellations. Use mosaic and montage	Use mixed textures to combine visual and tactile qualities. Use ceramic mosaic materials & techniques
---------	--	---	---	---

Printing	Use repeating or overlapping shapes Use objects to create print eg fruit, sponges	Create a printed piece of art by pressing, rolling, rubbing and stamping Mimic print from the environment	Use layers of two or more colours Replicate patterns from nature or built environments Make printing blocks eg coiled string glued to a block Print onto different surfaces (paper/ fabric)	Use images which have been created, scanned and found; altering them where necessary to create art. Use a range of e-resources to create art. Print using relief or etching to create different patterns showing fine detail.
----------	---	---	--	--

3D form

Sculpture	Use rolled up paper, straws card and clay Use rolling & cutting Manipulate and use playdough/plasticine Experiment with 3d junk modelling Mould to create a pinch pot.	Join material using glue/ stitch Use rolling, cutting carving & moulding clay & other moldable materials Join 2 pieces of clay together using coiling method.	Create and combine shapes eg nets or using solid materials Sculpt using clay & other moldable materials (include texture that conveys expression and movement) Join 2 pieces of clay together (slip and score) Add materials to provide interesting details	Use tools to create texture and pattern Show life like qualities and real life proportions (Antony Gormley) Use frameworks such as wire and moulds to provide stability & form (<i>Alberto Giacometti</i>) Combine visual & tactile qualities
-----------	--	--	--	--

Textiles	<p>Join material using glue and tape</p> <p>Weaving (large)</p>	<p>Use weaving to create a pattern Learn to plait Use dip dye</p> <p>Join fabrics together using glue, staple or stitch Use a template to shape and design a hand puppet Join material using running stitch decorate</p>	<p>Join textiles with stitching. Use cross stitch & back stitch Use applique to decorate/embellish or repair</p> <p>Understand the need for a seam allowance (pinking) fastening mock-up design criteria appliqué patch thread template/pattern cotton, silk, polyester wrinkle/ tear water-resistant/breathable Dye fabric Create weavings warp & weft yarn loom</p>	<p>Create pieces using a range of stitches</p> <p>Select material to create visual and tactile effects including decorations</p>
Inspiration from artists – classical and contemporary				
Artists	Describe their work Use ideas from the artist/designer to create own work	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between them and their practises	Sketch and give details about the style of notable artists.	Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.

<p>Andy Goldsworthy & Wassily Kandinsky (concentric circles)</p>	<p>Making links to their own work.</p> <p>Use ideas from the artist/designer to create own work</p> <p>Replicate some of the techniques</p> <p>Create original pieces influenced by artist/designer /architect</p> <p>Create a piece of art in response to the work of an artist</p> <p><i>Andy Goldsworthy</i> <i>Wassily Kandinsky</i> <i>Franz Marc</i> <i>Marc Quinn (sculpture)</i> <i>Mondrian</i> <i>Hokusai Great Wave of Kanagawa,</i> <i>Monet Stormy Sea in Étretat</i> <i>Orla Kiely - printing</i> <i>James Rizzi (Pop art)</i> <i>Stephen Wiltshire -drawing locations from memory</i> <i>Still Life by Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque.</i></p>	<p>Identify the techniques used by different artists</p> <p>Compare the work of different artists.</p> <p>Show how their artist designer /architect has influenced society</p> <p>Experiment with the style used by an artist.</p> <p>Create original pieces that show a range of influences and styles</p> <p>Recognise when art is from different cultures</p> <p>Explain some of the features of art from historical periods.</p>	<p>Identify great artists and how their work has influenced art today</p> <p>Identify the techniques used by different artists</p> <p>Compare the work of different artists.</p> <p>Show how an artist designer /architect has influenced society</p> <p>Experiment with the styles used by other artists.</p> <p>Create original pieces that show a range of influences and styles</p> <p>Study history of art movements from ancient to modernist</p>	
		<p><i>Frida Kahlo/ Pablo Picasso/ Vincent Van Gogh/Leonardo Da Vinci - portraits/ Orla Kiehly/ Mark Hearld/ William Morris - printmakers/ LS Lowry/ Salvador Dali- surrealism / Botanical artist/still life Paul Cezanne/ Georgia O'Keefe / Hockney Warhol -landscape, pop art/ Antony Gormley/ Alberto Giacometti - sculpture</i> <i>Anglo Saxon Pattern work /Native American art- weaving/ Japanese line drawing, Egyptian art/ Neolithic stone carvings / Roman mosaics</i></p>		
<p>Appraise and Evaluate own art work and art work of others</p>				

	Look and talk about what they have produced, describing simple techniques and media used	Describe their work Discuss own work and others work, expressing thoughts and feelings.	Annotate sketches to explain and elaborate. Explain the different tools used to create art.	Use feedback to make amendments and improvements to art. Evaluate and analyse creative works
--	---	--	--	--

		Ask questions and describe what can be seen in a painting. Ask questions about a piece of art work. Explain ideas of how artists have used colour, pattern and shape		Explain personal choices of specific art techniques used. Explain the style work produced and how a famous artist has influenced it.
--	--	---	--	---

Vocabulary

	Understand and use: paint/ painting draw/drawing colour names mix light/lighter dark/darker cut tear/ torn glue weave artist sculptor	Understand and use: primary colours secondary colours warm cold colours shade tone texture artist designer sculptor plait dip dye template stitch coil print	Understand and use: tint Hatching/ Cross hatching /stippling/ scumbling Expression Facial Tertiary colours Mosaic montage	Understand and use: Perspective Mood tactile Influence Oil paint Acrylic paint Etching relief Art movements – pop art/ impressionists/
--	--	--	--	---

IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS

IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

Osmotherley Primary School: Art and Design - Two Year Rolling Programme Overview.

KS1	Autumn	Spring	Summer
Year A	Drawing - Observation / mark making	Printing	Painting / Sculpture
Year B	Drawing -Pattern / observation/ Collage	Painting / sculpture	Textiles

KS2	Autumn	Spring	Summer
Year A&C	Drawing/Pencil shading/Portraits	Printing	Painting (landscape)
Year B&D	Drawing - Pattern / Collage	Drawing/Painting- observation (still life)	Textiles/Sculpture

Year A & C			
	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 1	<p>IDENTITY AND DIVERSITY</p> <p>Who do you think you are?</p> <p><i>(Self-portraits)</i></p>	<p>HUMAN RIGHTS AND SOCIAL JUSTICE</p> <p>Can one person make a difference?</p> <p><i>(Frida Kahlo – women’s rights/ Picasso – political comment – cubism)</i></p>	<p>SUSTAINABLE DEVELOPMENT</p> <p>What on Earth is going on?</p> <p><i>(Seascape – wind farm Crosby Beach)</i></p>
<p>Reception</p> <p>small steps</p>	<p>Drawing</p> <ol style="list-style-type: none"> 1. explore a range of mark making materials: fingers, hands, chalk, pens and pencils. 2. Draw with chalk on playground. 3. Draw with chalk on paper. 4. Draw with paint sticks on large paper. 5. Draw with crayons on small paper. 6. Draw with felt pens on small paper. 7. Make simple representations of objects familiar to them eg. my house, my cat, my family 	<p>Printing</p> <ol style="list-style-type: none"> 1. Make prints with hands 2. Print with play dough cutters to make overlapping shapes. 3. Print with fruit. 4. Print with sponges. 	<p>Sculpture</p> <ol style="list-style-type: none"> 1. Who is Andy Goldsworthy? 2. What is land art? 3. Create a sculpture using natural materials. 4. Create a sculpture using recycled materials. <p>Painting</p> <ol style="list-style-type: none"> 1. Paint with poster paint and different sized brushes. 2. Explore mixing primary colours. 3. Paint with watercolour paint.
<p>Key Stage One</p>	<p>Drawing</p> <ol style="list-style-type: none"> 1. Explore a range of media to draw. 	<p>Printing</p> <ol style="list-style-type: none"> 1. Investigate printed designs by Orla Keilly & Scion Living. 	<p>Sculpture</p> <ol style="list-style-type: none"> 1. Who is Marc Quinn? 2. What is a sculpture?

<p>(Year 1/ 2)</p> <p>Small Steps</p>	<ol style="list-style-type: none"> 2. Who was Kandinsky? 3. Choose appropriate media to recreate Kandinsky's concentric circles. 4. Create an abstract firework drawing influences by Kandinsky's concentric circles. 5. Explore shading with pencils from light to dark. 6. Make an observational drawing (plant) using pencil with light and dark tones. 7. Observational pencil drawing of the school. 8. Can you change your school drawing to an abstract drawing in the style of Kandinsky, choosing appropriate media? 	<ol style="list-style-type: none"> 2. Create rubbings from nature as an example of printing. 3. Create an image using cut up shapes of rubbings. 4. Create repeated patterns using sponges, plasticine to print. 5. Create a simple repeating design for a cup. 6. Create a stamp using plasticine to print their design. 7. Print a repeating pattern onto a cup. 	<ol style="list-style-type: none"> 3. What materials can be used to make a sculpture? 4. Look at your hand and plan a sculpture design. 5. Make salt dough hand sculptures. 6. Join clay together using coiling method to make a sculpture. <p>Painting</p> <ol style="list-style-type: none"> 1. Investigate a simple colour wheel and match materials to colours. 2. Identify primary and secondary colours. 3. Mix primary colours to make secondary colours. 4. Paint with smaller brushes and use secondary colours in their work.
<p>Key Stage One</p> <p>(Year 1/ 2)</p> <p>Essential Knowledge</p>	<p>Know how to draw in the style of an artist (Kandinsky) and choose appropriate media</p>	<p>Give some examples of what can be used to print</p> <p>Know how to produce a repeating pattern</p>	<p>Know the primary and secondary colours.</p> <p>Paint with smaller brushes using secondary colours.</p> <p>Know what a sculpture is.</p> <p>Join clay using coiling method.</p>

<p>Lower Key Stage Two (Years 3/4)</p>	<p>Drawing</p> <ol style="list-style-type: none"> 1. Review pencil shading using different pressure (dark/mid/light) 2. Grades of pencil – B and H 3. Shading techniques – hatching and cross hatching 4. Shading techniques – stippling and scumbling 5. Drawing 3-D shapes using shading techniques to show areas of light and shade 6. Drawing objects using shading techniques to show areas of light and shade 	<p>Printing</p> <ol style="list-style-type: none"> 1. Review printing with hands/shapes/objects and repeating patterns ? Frottage?? Max Ernst (KP lesson 3) 2. Look at examples of printing – patterns, fabrics, ceramics and print makers Orla Kielly/ Andy Warhol 3. Introduce mono-printing 4. Use printing equipment – inks, trays, rollers – and practise techniques 	<p>Painting (Landscapes)</p> <ol style="list-style-type: none"> 1. Review colour mixing (primary/secondary/tints/shades) 2. Introduce tertiary and complementary colours (complete colour wheel)
<p>Small steps</p>	<p>Portraits</p> <ol style="list-style-type: none"> 1. Draw an oval shape for the head 2. Draw the facial features in the correct positions 3. Deliberate practise drawing features – eyes, nose, mouth ears. eyebrows 4. Copy a portrait by looking carefully (upside down/ completing other half of a portrait) 5. Look at self-portraits by an artist (Frida Kahlo) and learn key facts about her life and art 6. Draw a self-portrait in the style of FK – surround with items important to them 7. Evaluate own portrait 	<ol style="list-style-type: none"> 5. Make and use a printing block made out of with cardboard – simple 6. Making and using a printing block made out of cardboard – more detailed –replicating patterns from nature or the built environment 7. Making and using a printing block made out of cardboard and string 8. Add a second colour to a printed design 9. Design a tea-towel using own printing block and acrylic paint mixed with fabric medium 10. Make tea-towel and evaluate 	<ol style="list-style-type: none"> 1. Look at examples of landscape paintings – including local landscape artist Jand Thornily Walker, use of division into foreground, middle ground and background 2. Introduce the word – composition (position of the objects) 3. Introduce muted colours and less detail make objects look further away and deeper colours and more detail make objects look nearer 4. Introduce using a colour wash for the background practise 5. Practise sketching a landscape and using a wash for the background and more detailed objects in the foreground. 6. Look at landscape paintings by David Hockney (local area) and watch clip of DH talking about how he uses colour 7. Sketch and paint own painting in the style of David Hockney’s landscapes 8. Evaluate painting

<p>Lower Key Stage Two (Years 3/4)</p> <p>Essential Knowledge</p>	<p>Name a soft and hard pencil</p> <p>Know how to shade and area light, darker and even darker using the side of a pencil</p> <p>Know how to shade using Hatching And Cross Hatching</p> <p>Know how to use shading techniques to show areas of light and dark when drawing from observation</p> <p>Know that a portrait is a picture of a person</p> <p>Know that a self-portrait is a picture of yourself</p> <p>Recognise self-portraits by Frida-Kahlo, Pablo Picasso and Vincent van Gogh</p>	<p>Know that a print is an image reproduced on another surface</p> <p>Name equipment for printing – roller tray ink</p> <p>Know two methods of making a printing block - cardboard/string</p> <p>Know how to use a printing block to create a design on paper or fabric</p> <p>Know the name of a printmaker - William Morris/ Andy Warhol</p>	<p>Know how a secondary/tertiary colour is made</p> <p>Know why artists use complementary colours (for contrast)</p> <p>Know that landscape paintings are divided into foreground, middle ground and background</p> <p>Know that the composition of the painting is the position of the objects</p> <p>Know that objects in the background are muted in colour and less detailed/objects in the foreground are deeper coloured and more detailed</p> <p>Know that artists use perspective to show distance (objects that are further away are smaller than objects that are nearer)</p>
<p>Upper Key Stage Two (Year 5/6)</p> <p>Small Steps</p>	<p>Drawing (Pencil Shading Techniques)</p> <ol style="list-style-type: none"> 1. Review pencil grades 2. Shade with charcoal 3. Review shading techniques – hatching and cross hatching 4. Introduce shading techniques – stippling and scumbling 5. Draw 3-D shapes and objects using shading techniques to show areas of light and shade 	<p>Printing</p> <ol style="list-style-type: none"> 1. Review block printing and printing equipment/techniques 2. Introduce relief printing –look at examples (local artist Mark Heard) – understand that only the background will be printed leaving the design the colour of the paper/fabric 3. Explore technique (using Styrofoam 	<p>Painting (landscapes)</p> <ol style="list-style-type: none"> 1. Review colour mixing techniques primary/ secondary/tertiary/ complementary colours 2. Review composition/ foreground, middle ground and background in landscape painting 3. Review using a colour wash 4. Introduce drawing a human in

	<p>6. Draw an arrangement of still life objects using shading techniques to show areas of light and shade</p> <p>7. Identify the direction of light on an object and draw shadows</p> <p>(Portraits)</p> <p>1. Draw individual features in detail</p> <p>2. Draw individual features in proportion</p> <p>3. Deliberate practise drawing portraits</p> <p>4. Use shading to add light and shade to a portrait</p> <p>5. Look at portraits by artists: Frida Kahlo/ Vincent Van Gogh/ Pablo Picasso</p> <p>6. Know key facts about the artists and their styles</p> <p>7. Draw a self-portrait in the cubist style inspired by PP.</p> <p>8. Paint the portrait using complementary colours</p> <p>9. Evaluate own portrait</p>	<p>and blunt pencils)</p> <p>4. Printmakers use techniques that would not be safe in school – e.g. woodcut, linocut and etching which require sharp tools or metal and chemicals</p> <p>5. Use chalk on black paper to replicate images/motif from Mark Hearld prints</p> <p>6. Design own relief print</p> <p>7. Add a second colour</p> <p>8. Look at seamless designs</p> <p>9. Design a simple relief print block to be seamless when repeated</p> <p>10. Use a digital image of the design to test whether it works as a seamless repeated print</p> <p>11. Use design to produce a patterned tea-towel and evaluate</p>	<p>proportion – practise</p> <p>5. Key facts about Antony Gormley</p> <p>6. Sketch Antony Gormley's sculptures (Another Place) at Crosby Beach on Y5/6 residential trip to Liverpool</p> <p>7. Use one and two vanishing points for perspective.</p> <p>8. Look at landscape paintings by Paul Cezanne, Vincent Van Gogh, Georgia O'Keefe</p> <p>9. Plan own landscape painting based on sketches and photographs taken at the beach including silhouettes of the Gormley figures</p> <p>9. Paint two versions of the landscape using different colours/ types of paint to show how colour can change the mood of the painting.</p> <p>10. Evaluate landscape painting.</p>
--	--	---	---

<p>Upper Key Stage Two</p> <p>(Year 5/6)</p> <p>Essential Knowledge</p>	<p>Name a soft and hard pencil and know which to choose for a particular effect</p> <p>Know how to use Stippling and Scumbling</p> <p>Using shading techniques (practical) to</p> <p>show the direction of the light on an object or group of objects.</p> <p>Draw a shadow</p> <p>Know that a portrait is a picture of a person and a self-portrait is a picture of yourself</p> <p>Draw a portrait with the features in proportion</p> <p>Know key facts about 2 artists who drew/painted portraits</p> <p>Know about cubism</p>	<p>Explain what printmaking is and some different techniques that printmakers use (woodcut/linocut/etching)</p> <p>Know the difference between block printing and relief printing</p> <p>Name a local printmaker (Mark Hearld) and some key facts about him (from York/ interested in flora and fauna of British Isles)</p> <p>Know what a seamless pattern is.</p>	<p>Know how to draw a human figure in proportion</p> <p>Know how to use one or two vanishing points to show perspective</p> <p>Know how choice of colour can alter the mood of the painting.</p>
--	---	---	---

Year B & Year D

	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 2	<p>POWER AND GOVERNANCE</p> <p>What makes us powerful?</p> <p>Art has the power to communicate ideas and can influence change - William Morris and the Arts and Crafts movement (late 1800s) - celebrated craftsmanship and encouraged economic and social reform.</p>	<p>PEACE AND CONFLICT</p> <p>Can kindness change the world?</p>	<p>INTERDEPENDENCE AND GLOBALISATION</p> <p>Why do we explore?</p>
Reception	<p>Drawing</p> <ol style="list-style-type: none"> 1. explore a range of mark making materials: fingers, hands, chalk, pens and pencils. 2. Draw with chalk on playground. 3. Draw with wax crayons on paper. 4. Draw with paint sticks on large paper. 5. Draw with crayons on small paper. 6. Draw with pencils on small paper. 7. Make simple representations of their house or a familiar building in the village with a pencil. <p>Collage</p>	<p>Artists</p> <ol style="list-style-type: none"> 1. Describe the work of artists such as Orla Keilly. 2. Describe their own printed designs. 3. Use ideas from the artist/designer to create own work. <p>Painting</p> <ol style="list-style-type: none"> 1. know what the primary colours are. 	<p>Textiles - large weaving/ joining materials with tape and glue</p>

	<ol style="list-style-type: none"> 1. Combine materials by tearing and sticking. 2. Combine materials by cutting and sticking. 3. Combine materials by layering different colours / textures. 		
<p>Key Stage One (Year 1/2)</p> <p>Small Steps</p>	<ol style="list-style-type: none"> 1. Explore shading with pencils from light to dark. 2. Observational pencil drawing of the school. 3. Explore the work of Stephen Wiltshire describing the differences and similarities between different practices and disciplines, and making links to their own work. 4. Use a viewfinder to select a view or part of an image by Stephen Wiltshire and record the selected. 5. Explore tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. 6. Create an original piece influenced by Stephen Wiltshire. (A 'village-scape'). <p>Collage</p> <ol style="list-style-type: none"> 1. Combine materials by cutting, tearing and sticking. 	<ol style="list-style-type: none"> 1. Compare the work of Stephen Wiltshire and Franz Marc describing the differences and similarities between different practices and disciplines, and making links to their own work. 2. Replicate some of the techniques used by Franz Marc. 3. Create an original piece influenced by Franz Marc. <p>Painting</p> <ol style="list-style-type: none"> 1. Understand warm/ cold colours. 2. Create tints with paint by adding white. 3. Create shades with paint by adding black. 4. Know how to mix colours to create a painting using warm and cool colours. 	<p>Textiles (DT link)</p> <ol style="list-style-type: none"> 1. Join fabrics together using different methods (pins, staples or glue). 2. Join two fabrics together accurately. 3. To sew a running stitch 4. Use a template to create a design. 5. To join two fabrics together using running stitch 6. Decorate a puppet using glue and stitching to match their design. <p>Weaving</p> <ol style="list-style-type: none"> 1. wool wrapping <p>https://art21.org/read/biography-is-complicated/ - Judith Scott, textile artist with developmental disabilities wrapped found objects in wool and fabric - interesting images)</p> <ol style="list-style-type: none"> 2. joining, knotting, plaiting,

	<p>2. Create a Mondrian inspired collage</p>	<p>5. Know how to create own painting using warm and cool colours and tints/shades</p>	<p>threading</p> <p>3. paper weaving - over/under</p> <p>4. Make a box loom to weave using different fabrics/ techniques</p>
<p>Key Stage One (Year 1/ 2)</p> <p>Essential Knowledge</p>	<p>To know that B pencils are soft and H pencils are hard.</p> <p>To know what Stephen Wiltshire did and talk about how this influenced your own drawings.</p>	<p>To know that a tint is when you add white to a pure colour and a shade is when you add black to a pure colour.</p> <p>To talk about Franz Marc's paintings and the use of colour and shape to create feelings.</p>	<p>To know that fabric can be joined and suggest 2 ways</p> <p>To know how to sew running stitch</p> <p>To know how to join two pieces of fabric using running stitch</p> <p>To know how to knot/plait/ thread/ weave</p>
<p>Lower Key Stage Two (Years 3/4)</p> <p>Small Steps</p>	<p>Drawing -Pattern</p> <ol style="list-style-type: none"> 1. Identify a motif in a pattern and draw own motif 2. Look at different ways to repeat motifs e.g. reflection, rotation and half drop 3. Identify types of frameworks for patterns e.g. cheques and diamonds, in designs 4. Look at wallpaper and textile designer William Morris and find out about what inspired his designs 5. Create own patterns using cheques or diamonds framework inspired by work by designers 6. Evaluate own design 	<p>Drawing/ Painting (from observation)</p> <ol style="list-style-type: none"> 1. Review how different drawing tools can create different types of lines. 2. Using shapes to draw a group of geometric and organic objects - See like an artist (KAP 1) 3. Revise basic rules for shading when drawing, e.g. use side of pencil, choose best pencil grade (soft/hard), shade in one direction, blend tones from light to dark smoothly and with no gaps. 4. To understand how to create tone in drawing by shading. 5. Explore making a surface appear textured (frottage) 6. Observe (magnifying glass) and sketch parts of a flower in detail 	<p>Textiles (D&T link)</p> <ol style="list-style-type: none"> 1. Revise running stitch 2. Learn how to sew cross stitch 3. Learn how to applique 4. Learn to develop and use a template 5. To assemble fabric parts into a fabric product (Egyptian collar) and sew a seam 6. Look at the work of Susie Vickery (textile artist) 7. Decorate and apply applique to decorate the product 8. Identify and evaluate different types of fastenings 9. Plan- design a product (phone sleeve)to meet design criteria and make a paper mock-up

	<p>Sculpture</p> <ol style="list-style-type: none"> 1. Review pinch/coil pots 2. Create a hollow sculpture of a fish using slip and score, using tools to add details to the surface 3. Explore Barbara Hepworth sculptures 4. Carve a soap sculpture inspired by the work of Barbara Hepworth 5. Evaluate own sculpture 	<p>(add colour using water colour pencils and oil or soft pastels)</p> <ol style="list-style-type: none"> 7. Explore artist Georgia O'Keefe (Tate Kids) - focus on flower paintings 8. Use a viewfinder to draw a close up section of a flower painting 9. Create own painting by enlarging sketch and adding shade/colour 10. Evaluate own painting 11. Look at abstract paintings by Frank Bowling 12. Explore painting in the style of Frank Bowling 	<ol style="list-style-type: none"> 10. Make- assemble 11. Evaluate
<p>Lower Key Stage Two (Years 3/4)</p> <p>Essential Knowledge</p>	<p>Pattern</p> <p>Pattern can be man-made (e.g printed wallpaper) or natural (e.g. giraffe's skin)</p> <p>A motif is a single image, shape or symbol</p> <p>A pattern must have a motif which is repeated in an organised way</p> <p>Identify when a motif has been reflected, rotated, or repeated in a half drop</p> <p>Know and recognise a diamond framework</p> <p>Recognise the work of William Morris and know he wanted his designs to help people in towns connect with nature</p> <p>Sculpture</p> <p>Sculptures can be made from different materials e.g. clay, wood, metal</p>	<p>Drawing/ Painting from observation</p> <p>Natural objects are often organic shapes (irregular, natural), man-made objects are often geometric shapes (straight lines, angles)</p> <p>Shading helps make drawn objects look more three dimensional.</p> <p>Shade in one direction, leaving no gaps (practical)</p> <p>Blend tones from light to dark smoothly (practical)</p> <p>'Tone' in art means 'light and dark'. 'Even tones' means blended smoothly from light to dark</p> <p>Frottage is texture on a surface created by rubbing</p> <p>Texture in an artwork can be real (what the</p>	<p>Textiles (D&T link)</p> <p>Know how to design and plan a product</p> <p>Know how to sew cross stitch</p> <p>know how to applique</p> <p>Know that applique was used to decorate or repair a product</p> <p>Know that a product's function relies on the material used</p> <p>Understand meeting design criteria</p>

	<p>Sculptures are 3-dimensional forms made by carving, shaping or casting</p> <p>Clay can be shaped using fingers and tools (practical)</p> <p>Clay can be joined using slip and score (practical)</p> <p>Slip is a mixture of clay and water</p> <p>Scoring is making scratches in the surface</p> <p>Barbara Hepworth was a sculptor from Wakefield famous for large abstract sculptures with holes carved in them- inspired by landscapes and ancient monuments</p>	<p>surface actually feels like) or a surface can be made to appear textured</p> <p>Georgia O'Keefe was an American artist 1887-1986 famous for paintings of large flowers, bones and desert landscapes -combined abstract and realistic styles-. First female painter to be respected in New York art world in 1920s</p> <p>*** LINK - SCIENCE - LIGHT ***</p> <ul style="list-style-type: none"> - light is needed to see things - dark is the absence of light - light is reflected from surfaces - shadows are formed when light from a light source is blocked by an opaque object <p>*** LINK - SCIENCE - Plants ***</p> <ul style="list-style-type: none"> - the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	
--	--	---	--

<p>Upper Key Stage Two</p> <p>(Year 5/6)</p> <p>Small Steps</p>	<p>Drawing - Pattern</p> <ol style="list-style-type: none"> 1. Revisit motifs/different ways to repeat motifs e.g. reflection, rotation and half drop 2. Study a designer (William Morris) and his work and how his style influenced society and other artists 3. Look at patterns from around the world 4. Look at William Morris prints and identify inspiration from patterns from other cultures / periods of history 5. Create own pattern inspired by other cultures 6. Evaluate own design <p>Sculpture</p> <ol style="list-style-type: none"> 1. Revise slip and score technique 2. Look at sculptures by Antony Gormley and Alberto Giacometti 3. Create a sculpture of a human figure using foil inspired by Alberto Giacometti's figures 4. Create a sculpture of a human figure using clay with a wire frame for support inspired by Antony Gormley's figures 	<p>Drawing/ Painting from observation</p> <ol style="list-style-type: none"> 1. Revise drawing with attention to form and line/ observing with care 2. Look at/respond to still life by Paul Cezanne, Ibere Camargo (abstract) and Jaromir Funke (photograph) 3. Drawing a group of objects with attention to layout/ use a viewfinder to frame composition 4. Take a photo and view in grayscale then draw the composition using charcoal and white chalk 5. Revise mixing tints and shades 6. Paint composition 7. Evaluate still life 	<p>Textiles (D&T link)</p> <ol style="list-style-type: none"> 1. Revise previous stitches - running stitch, cross stitch 2. learn blanket stitch 3. Plan - design a stuffed toy with annotations 4. choose materials 5. Make - create and add decorations 6. Assemble the toy 7. Evaluate the toy
--	---	--	---

<p>Upper Key Stage Two</p>	<p>Pattern</p>	<p>Drawing/ Painting from observation</p>	<p>Textiles (D&T link)</p>
<p>(Years 5/6)</p>	<p>William Morris was a British textile designer (tapestries, wallpaper fabrics, furniture). He and other artists were part of the Arts and Crafts movement (late 1800s)</p>	<p>Sketches are not the finished article</p> <p>Arrange objects for an interesting composition (practical)</p>	<p>To know how to sew blanket stitch</p> <p>To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</p>
<p>Essential Knowledge</p>	<p>WM's designs were inspired by nature (plants and animals). He wanted to help people living in towns to feel connected with nature.</p>	<p>Paul Cezanne was a French artist in the late 1800s-famous for his use of colour and brushstrokes - he inspired the first abstract artists (late 1800s).</p>	<p>To understand that it is easier to finish simpler designs to a high standard.</p>
	<p>Different cultures have their own different patterns</p>	<p>Blend tints and shades of acrylic paint to show areas of light and dark (practical)</p>	<p>To know that soft toys are often made by creating appendages separately and then attaching them to the main body.</p>
	<p>Recognise 3 patterns from other cultures, e.g. geometric patterns from Persia. 'Buta' (teardrop) from India, Ghanaian repeated woven patterns</p>	<p>Hue means colour</p>	<p>To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely</p>
	<p>Sculpture</p>	<p>Frank Bowling is an expressionist artist. His paintings are abstract. He thinks that paint, colour and pattern are just as important as people and objects in pictures</p>	
	<p>Recognise sculptures by Antony Gormley - e.g. Angel of the North and Another Place (British contemporary) and Alberto Giacometti - 7cm tall thin figures (Swiss 1901 - 1966)</p>		
	<p>Know how to create a human figure using foil</p>		
	<p>Know how to create a human figure using clay with a wire frame (practical)</p>		