



## Whole School Key Learning: Art

**Class: Holly**

**Year group: 1**

### Art and Design National Curriculum KS1:

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.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Curriculum focus</b>	Drawing and Sketchbooks Spirals	Surface and Colour Inspired by Flora and Fauna	Working in 3D Playful Making
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</li> <li>• That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</li> <li>• That we can draw from observation or imagination.</li> <li>• That we can use colour to help our drawings engage others.</li> </ul>	<ul style="list-style-type: none"> <li>• That artists can be inspired by the flora and fauna around them.</li> <li>• That we can use careful looking to help our drawing, and use drawing to help looking.</li> <li>• That we can use a variety of materials to make images, and that the images we make can become imaginative.</li> <li>• That we can create individual artwork, and that we can bring</li> </ul>	<ul style="list-style-type: none"> <li>• That when we make art in 3 dimensions it is often called Sculpture.</li> <li>• That we can generate ideas through playful exploration.</li> <li>• That we can build understanding of the properties of materials through manipulation.</li> <li>• That making sculpture is a partnership between materials, ideas, hands and tools.</li> <li>• That we can reflect upon our intention when we see our ideas made physical.</li> </ul>



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		that artwork together to make a shared artwork	
<b>Artists studied</b>	Molly Haslund	Eric Carle, Joseph Redoute, Jan Van Kessel (1600s) +IN Georgia O'Keefe (Early 1900s Modernism)	Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett

<b>Class: Elm</b>		<b>Year group: 2</b>	
<p><b>Art and Design National Curriculum KS1:</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Curriculum focus</b>	Drawing and Sketchbooks Explore and Draw	Surface and Colour Exploring the World through Monoprint	Working in 3D Be an Architect
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>That artists explore the world, seeing things around them in new ways, and bring things back to</li> </ul>	<ul style="list-style-type: none"> <li>When we make mono prints we use mark making to create one off prints.</li> </ul>	<ul style="list-style-type: none"> <li>That architects design buildings and other structures which relate to our bodies and which enhance our environment.</li> </ul>



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	<p>their studios to help them make art.</p> <ul style="list-style-type: none"> <li>• That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.</li> <li>• That we can use the things we find to draw from, using close observational looking.</li> <li>• That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</li> <li>• We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> </ul>	<ul style="list-style-type: none"> <li>• When we make mono prints we create an impression of a drawing.</li> <li>• That we can generate playful narratives and inventions through drawing.</li> <li>• That we understand that using a range of marks will generate different effects when creating mono prints.</li> <li>• That we can create creative responses to different stimuli and make the work our own.</li> </ul>	<ul style="list-style-type: none"> <li>• That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.</li> <li>• That we can use drawing as a way to help us process and understand other people's work.</li> <li>• That we can use digital tools such as drones and film to inspire us.</li> <li>• That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.</li> <li>• That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials.</li> </ul>
<p><b>Artists studied</b></p>	<p>Rosie James, Alice Fox</p>	<p>Xgaoc'o X'are, <b>Leonardo Di Vinci (1400s Renaissance)</b></p>	<p>Hundertwasser, Zaha Hadid, Heatherwick Studios</p>



## Whole School Key Learning: Art

**Class: Willow**

**Year group: 3/4**

**Cycle: A (2022-2023; 2025-2026)**

### **Art and Design national Curriculum KS2:**

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Curriculum focus</b>	Drawing and Sketchbooks Gestural Drawing with Charcoal	Surface and Colour Cloth, Thread, Paint	Working in 3D Telling Stories through drawing and Making
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• That when we draw we can use gestural marks to make work.</li> <li>• That when we draw we can use the expressive marks we make to create a sense of drama.</li> <li>• That when we draw we can move around.</li> <li>• That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li> </ul>	<ul style="list-style-type: none"> <li>• That artists can combine art and craft using painting and sewing together to make art.</li> <li>• That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</li> <li>• That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</li> <li>• That we don't have to use materials in traditional ways – it is up to us to reinvent how we use</li> </ul>	<ul style="list-style-type: none"> <li>• That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</li> <li>• That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</li> <li>• That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</li> </ul>



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		materials and techniques to make art.	
<b>Artists studied</b>	Heather Hansen, Laura McKendry, Edgar Degas (Late 1800s Impressionism)	Alice Kettle, Hannah Rae	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

<b>Class: Beech</b>	<b>Year group: 4/5</b>	<b>Cycle: A (2022-2023; 2024-2025)</b>	
<p><b>Art and Design national Curriculum KS2:</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Curriculum focus</b>	Drawing and Sketchbooks: Typography and Maps	Surface and Colour: Exploring Pattern	Working in 3D: The Art of Display
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>That when designers work with fonts and layout it is called Typography.</li> <li>That we can use the way words look to help us communicate ideas and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>That the act of making drawings can be mindful.</li> <li>That we can use line, shape and colour to create patterns.</li> <li>That we can use folding, cutting and collage to help us create pattern.</li> </ul>	<ul style="list-style-type: none"> <li>That artists think carefully not just about <b>what</b> they make, but also how they <b>present</b> what they make.</li> <li>That when we view sculpture (or other art), the context (way it is</li> </ul>



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	<ul style="list-style-type: none"> <li>That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul>	<ul style="list-style-type: none"> <li>That we can create repeated patterns to apply to a range of products or outcomes</li> </ul>	<p>presented) affects how we react to it.</p> <ul style="list-style-type: none"> <li>That how something will be seen can help us shape what is made.</li> <li>That we can give thought to how we display the art we make, to help us understand how people will view our work</li> </ul>
<p><b>Key vocabulary</b></p>	<p>Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p> <p>Generate, Explore, Experiment,</p> <p>Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange</p> <p>Fold, Origami, Design,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object</p> <p>Figurative, Clay, 3d Sketches, Empathy, Position, Character,</p> <p>Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition</p> <p>Performance, Artist / Performer,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>



## Whole School Key Learning: Art

**Class: Oak**

**Year group: 5/6**

**Cycle: A (2022-2023; 2024-2025)**

### Art and Design national Curriculum KS2:

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Curriculum focus</b>	Drawing and Sketch books 2D drawing to 3D making	Surface and Colour Activism	Working in 3D Set Design
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• That drawing and making have a close relationship.</li> <li>• That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.</li> <li>• That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.</li> <li>• That we can use methods such as the grid method and looking at negative space to help us draw.</li> </ul>	<ul style="list-style-type: none"> <li>• That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</li> <li>• That artists acting as activists often use print because it allows them to duplicate and distribute their message.</li> <li>• That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</li> <li>• That through art as activism we can come together.</li> </ul>	<ul style="list-style-type: none"> <li>• That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation).</li> <li>• That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.</li> <li>• That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.</li> </ul>



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	<ul style="list-style-type: none"><li>• That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</li></ul>		<ul style="list-style-type: none"><li>• That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</li></ul>
<b>Artists studied</b>	Lubaina Himid, Claire Harrup	Luba Lukova, Faith Ringgold, Shepard Fairey + <u>IN Jean Michel Basquiat (1900s Contemporary)</u>	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson