

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	Exploring and developing ideas
Y1	<p><b>All about me – self portraits</b></p> <p>Drawing – To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>- draw lines of varying thickness;</li> <li>- use dots and lines to demonstrate pattern and texture;</li> </ul> <p>Key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p><b>Making a toy:</b> Textiles/materials</p> <p><b>Using Design, Make &amp; Evaluate targets</b></p> <p>To become proficient in other art, craft and design techniques.</p> <p>Key vocabulary textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p><b>Upcycling - Make a castle</b></p> <p><b>Sculpture/3D art:</b> To develop sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>- use a variety of natural, recycled and manufactured materials for sculpting</li> <li>- use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>- use a variety of shapes, including lines and texture;</li> </ul> <p>Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p><b>Pop Art Printing</b></p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <ul style="list-style-type: none"> <li>- copy an original print;</li> <li>- use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>- demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul> <p>Key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p><b>Lowry Painting</b></p> <p>To develop painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>- name the primary and secondary colours;</li> <li>- experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>- mix primary colours to make secondary colours;</li> <li>- add white and black to alter tints and shades;</li> </ul> <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><b>Designing moving vehicles: Wheels + winding mechanism</b></p> <p><b>Using Design, Make &amp; Evaluate targets</b></p>	<p><b>KS1</b></p> <p>To produce creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> <li>- To respond positively to ideas and starting points</li> <li>- Explore ideas and collect information</li> <li>- Try different materials and methods to improve</li> </ul> <p>Key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve</p>
		Dorothy Liebes	Meret Oppenheim	Jackson Pollock, Andy Warhol	LS Lowry		
Y2	<p><b>Design Fruit Kebabs</b> Cooking and nutrition</p> <p>*Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>* Understand where food comes from.</p> <p><b>Using Design, Make &amp; Evaluate targets</b></p>	<p><b>Painting</b></p> <p>To develop painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>- name the primary and secondary colours;</li> <li>- experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>- mix primary colours to make secondary colours;</li> <li>- add white and black to alter tints and shades;</li> </ul> <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><b>Plants/Materials: Sculpture</b></p> <p>To develop sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>- use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>- use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>- use a variety of shapes, including lines and texture;</li> </ul> <p>Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p><b>Design a Bridge: Levers: construction/mechanisms:</b></p> <p><b>Using Design, Make &amp; Evaluate targets</b></p>	<p><b>Africa: collage</b></p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <ul style="list-style-type: none"> <li>- use a combination of materials that have been cut, torn and glued;</li> <li>- sort and arrange materials;</li> <li>- add texture by mixing materials;</li> </ul> <p>Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p><b>Drawing</b></p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>- draw lines of varying thickness;</li> <li>- use dots and lines to demonstrate pattern and texture;</li> <li>- use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p>Key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	
		Tamara de Lempicka, Georgia O’Keeffe, Tarsila do Amaral	Augusta Savage, Barbara Hepworth	Zaha Hadid, Julia Morgan			

<p><b>Y3</b></p>	<p><b>Beach features: collage</b>                  To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>- select colours and materials to create effect, giving reasons for their choices;</li> <li>- refine work as they go to ensure precision;</li> <li>- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p>Key vocabulary: texture, shape, form, pattern, mosaic.</p>	<p><b>Drawing</b>                  To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>- experiment with showing line, tone and texture with different hardness of pencils;</li> <li>- use shading to show light and shadow effects;</li> <li>- use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>- show an awareness of space when drawing;</li> </ul> <p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p><b>sculpture</b>                  To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>- cut, make and combine shapes to create recognisable forms;</li> <li>- use clay and other malleable materials and practise joining techniques;</li> <li>- add materials to the sculpture to create detail;</li> </ul> <p>Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p><b>Design a box for Alice in Wonderland: Hinges</b>  <b>Using Design, Make &amp; Evaluate framework</b></p> <p><b>Painting</b>                  To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>- use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>- create different textures and effects with paint;</li> </ul> <p>Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><b>Design a pouch for Brigg:</b>  <b>Textiles/materials</b>  <b>Using Design, Make &amp; Evaluate framework</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> <li>- select appropriate materials, giving reasons;</li> <li>- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>- develop skills in stitching, cutting and joining;</li> </ul> <p>Key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p><b>printing</b>                  To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> <li>- use more than one colour to layer in a print;</li> <li>- replicate patterns from observations;</li> <li>- make printing blocks;</li> <li>- make repeated patterns with precision;</li> </ul> <p>Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p><b>LKS2</b>                  Pupils are taught to develop their techniques with creativity, experimentation and an increasing awareness of various types of art, craft and design</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>- Use sketchbooks to record ideas</li> <li>- Explore ideas from first-hand observations</li> <li>- Adapt and refine ideas.</li> <li>- Question and make observations about starting points and respond positively to suggestions</li> </ul> <p>Key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine, shade</p>
<p><b>Y4</b></p>	<p><b>Drawing</b>                  To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>- experiment with showing line, tone and texture with different hardness of pencils;</li> <li>- use shading to show light and shadow effects;</li> <li>- use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>- show an awareness of space when drawing;</li> </ul> <p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p><b>Ancient Egyptian- Pyramids and amulets: sculpture</b>                  To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>- cut, make and combine shapes to create recognisable forms;</li> <li>- use clay and other malleable materials and practise joining techniques;</li> <li>- add materials to the sculpture to create detail;</li> </ul> <p>Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p><b>Food from around the world</b>                  To learn how to prepare a dish from another country and design our own</p> <p><b>Using Design, Make &amp; Evaluate framework</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet;</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Blitz</b>                  Perspective paintings</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>- use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>- create different textures and effects with paint;</li> </ul> <p>Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><b>To design and create a product</b> using pulley, gears and winding mechanism.</p> <p><b>Using Design, Make &amp; Evaluate framework</b></p>	<p><b>collage</b>                  To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>- select colours and materials to create effect, giving reasons for their choices;</li> <li>- refine work as they go to ensure precision;</li> <li>- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p>Key vocabulary: texture, shape, form, pattern, mosaic.</p>	<p><b>Nampeyo</b></p>
	<p>Hannah Hoch,</p>		<p>Ruth Asawa</p>	<p>Lewis Carroll, Yayoi Kusama, Amrita Sher-Gil, Alma Thomas</p>	<p>William Morris, Dorothy Liebes, Jeanne Paquin</p>	<p>Elizabeth Catlett, Rosa Bonheur,</p>	

Y5	<p><b>Mayan Printing</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> <li>- design and create printing blocks/tiles;</li> <li>- develop techniques in mono, block and relief printing;</li> <li>- create and arrange accurate patterns;</li> </ul> <p>Key vocabulary: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>	<p><b>French Café food</b> <b>Using Design, Make &amp; Evaluate framework</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet;</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> </ul> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Sculpture</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>- plan and design a sculpture;</li> <li>- use tools and materials to carve, add shape, add texture and pattern;</li> <li>- develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>- use materials other than clay to create a 3D sculpture;</li> </ul> <p>Key vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p><b>Hydraulic Viking head: construction and pulleys</b> <b>Using Design, Make &amp; Evaluate framework</b></p>	<p><b>Painting</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>- create a colour palette, demonstrating mixing techniques;</li> <li>- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p><b>Drawing</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>- depict movement and perspective in drawings;</li> <li>- use a variety of tools and select the most appropriate;</li> </ul> <p>Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p><b>UKS2</b> pupils are taught to develop their techniques with creativity, experimentation and an increasing awareness of various kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>- Review and revisit ideas in their sketchbooks</li> <li>- Offer feedback using technical vocabulary</li> <li>- Critically think about their art and design work</li> <li>- Use digital technology as a source for developing ideas</li> </ul> <p>Key vocabulary: sketchbook, develop, refine, shade, texture, shape, form, pattern, structure.</p>
	Thelma Johnson Street, Nampeyo						
Y6	<p><b>Painting</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>- create a colour palette, demonstrating mixing techniques;</li> <li>- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p><b>Design a fairground ride: electronics and mechanics</b> <b>Using Design, Make &amp; Evaluate framework</b></p>	<p><b>Collage</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>- add collage to a painted or printed background;</li> <li>- create and arrange accurate patterns;</li> <li>- use a range of mixed media;</li> <li>- plan and design a collage;</li> </ul> <p>Key vocabulary: shape, form, arrange, fix.</p>	<p><b>Drawing</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>- depict movement and perspective in drawings;</li> <li>- use a variety of tools and select the most appropriate;</li> </ul> <p>Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p><b>Design a produce that uses Textiles and Materials.</b> Focusing on purpose and decoration techniques</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> <li>- experiment with a range of media by overlapping and layering in order to create texture, effect and colours</li> <li>- add decoration to create effect;</li> </ul> <p>Key vocabulary: colour, fabric, weave, pattern.</p>	<p><b>Sculpture</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>- plan and design a sculpture;</li> <li>- use tools and materials to carve, add shape, add texture and pattern;</li> <li>- develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>- use materials other than clay to create a 3D sculpture;</li> </ul> <p>Key vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	
	Frida Kahlo				Faith Ringgold, Harriet Powers, Vivienne Westwood		

<p><b>Art + D&amp;T:</b> To take inspiration from the greats (classic, modern and inventors)</p>	<p><b>KS1</b> To understand the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and disciplines, and making links to their work.</p> <ul style="list-style-type: none"> <li>- To describe the work of notable artists and designers</li> <li>- Express their opinion</li> <li>- Use to inspire their own work.</li> </ul>	<p><b>LKS2</b> To learn about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>- Use inspiration from famous artists to replicate a piece of work</li> <li>- Reflect upon their work which has been inspired by a famous notable artist</li> <li>- Express opinion on the work of famous, notable artists referring to techniques and effects</li> </ul>	<p><b>UKS2</b> To learn about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>- Give detailed observations about notable artists', artisans' and designers' work</li> <li>- Offer facts about these notable artists/artisans/designers</li> <li>-</li> </ul>	
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