


















St Chad's Curriculum 2022

Art Long Term Plan Cycle A









Year group	Autumn	Spring	Summer
EYFS	<p><u>Happily Ever After/Jesus is the Reason for the Season</u></p> <p>Self Portraits Paint stones with bug patterns and designs Finger painting ants Drawing nativity characters Christmas Cards</p> <p>Artist - introduce Andy Warhol</p> 	<p><u>Life's a Journey/ God's Wonderful World</u></p> <p>Drive vehicles through paint – patterns and textures Using a range of art media to create a big art of Hattie and rooftops of New York Animal patterns</p> <p>Artist – introduce George Seurat (pointillism)</p> 	<p><u>Commotion in the Ocean / Nature's Kitchen</u></p> <p>Bubble painting Each child to decorate a large scale class fish using a variety of techniques Wax resist paintings. Draw an underwater scene and then paint over the top with watery blue paint to create a sea picture Vegetable prints Paint patterns using kitchen utensils Artist - Andy Warhol - Inspired flower pop art</p> 
Y1/2	<p><u>Local Heros</u> Painting</p> <p>Create contrasting plates inspired by Wedgwood and Cliff</p> <p>Wedgwood - Jasper Design (tint and pattern)</p>  <p>Contrast with Clarice Cliff abstract plates (recap Kandinsky from (EYFS))</p> 	<p><u>We do like to be beside the seaside</u> Collage</p> <p>Create a whole class Seaside (Van Gogh)with individual fish collage (Henri Matisse)</p>  	<p><u>Where would you prefer to live England or Africa?</u> Printing -African Art</p> <p>Print a Ndebele inspired mural in the style of Esther Mahlangu</p>  <p>Each tribe has their own colour and pattern. Print, using everyday items, on to fabric a piece of wall art in the style of Esther Mahlangu</p> <p>Digital Art Link - recreate an African Sunset picture – to be completed in Computing lessons</p> 

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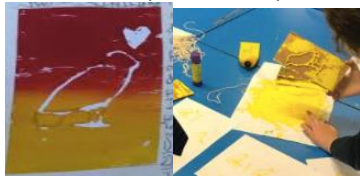




<p>Y3/4</p>	<p><u>Local Detectives</u> Painting Create a contrasting landscape images of our local environment</p> <p>Local Landscape (Water Colour) John Constable (Romanticism) and contrasting David Hockney (Pop Art)</p>  <p>(key skill - perspective) Lots of super landscapes around our school. 1 image in 2 styles! https://www.youtube.com/watch?v=TIRgkoC03ns</p>	<p><u>Ruthless Romans</u> Collage Create a school mosaic inspired by the Romans</p> <p>Roman Mosaics(Ancient Civilisations)</p>  <p>Contemporary Artist - Emma Biggs</p>	<p><u>Go Greece Lightening</u> Sculpture Create a Greek inspired Modroc pencil pot for your bedroom (Ancient Civilisations)</p>  <p>Perhaps the most celebrated example of Greek pottery is the Francois Vase by Ergotimos</p> <p>Contemporary Artist - Wedgwood</p>
<p>Y5/6</p>	<p><u>War Child</u> Collage/Painting - perspective Create collaged pictures of the Blitz (also a class size display – if time)</p> <p>WW2 Blitz Picture</p>  <p>Kurt Schwitters – King of Collage</p> <p>Plus: Henry Moore – WW2 artist fact file</p> 	<p><u>Trailblazers</u> Sculpture Create a Mayan inspired clay mask</p> <p>Mayan Clay Masks</p>  <p>Mask artists: Calixte Dakpogan, Romuald Hozume, Jozef Mrva, Bertjan Pot</p>	<p><u>Smashing Saxons</u> Drawing Recreate a piece of art depicting movement, inspired by the Bayeux Tapestry</p> <p>Bayeux Tapestry</p>  <p>(Art depicting movement) https://www.youtube.com/watch?v=iCXGYyFAH0w https://www.youtube.com/watch?v=SgqT6yUUbFI</p> <p>Modern – The Scream Edvard Munch</p> 

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Art Long Term Plan Cycle B

Year group	Autumn	Spring	Summer
EYFS	<p><u>Let There Be Light/Let's Celebrate</u></p> <p>Night-time painting Pretend to be the wolf and use a straw to blow paint across paper Painting/printing with blocks/straw and twigs Handprint pigs</p> <p>Artist – introduce Van Gough Starry Night</p> 	<p><u>All Creatures Great and Small/All Aboard the Jolly Roger!</u></p> <p>Crayon rubbings of different textured surfaces Add sand or wood chippings to paint to add texture to the pupils' paintings Use shells or small pebbles for pattern printing. Artist – introduce Kandinsky</p> 	<p><u>Stomp, chomp ROAR/A Bucket full of Memories</u></p> <p>Create dinosaur skeletons using black card and white straws Draw their favourite teddy bear Collage simple sea scape/dinosaurs</p> <p>Artist – revisit Van Gough Sunflowers</p> 
Y1/2	<p><u>Great and Ghastly Events</u> Drawing</p> <p>Create a portrait of Florence Nightingale in the style of Paul Klee or Picasso (Both Abstract)</p> 	<p><u>Memory Box</u> Textiles - Paper and Textile Weaving Create a woven gift present for a grandparent Anni Albers (Constructivism)</p>  <p>Introduce tie dye Create a small tie dye tapestry as a gift. Which material is the best to tie dye?</p>  <p>https://www.handmadecharlotte.com/diy-tie-dye-tapestries-three-ways/</p>	<p><u>Unbelievable UK</u> Sculpture Create 2 contrasting sculptures for a garden outside your classroom Barbara Hepworth (Abstract Art)</p>  <p>plus Pippa Hill (Animal Sculpture) or Andy Goldsworthy (Environmental Art)</p> 

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<p>Y3/4</p>	<p><u>Incredible Italia!</u> Textile Create an emblem for St Chad's Football Team</p> <p>Italy is famous for its fashion, food and football!</p>  <p>Designers: Gucci, Armani, Versace</p> <p>Drawing – Home Learning Fruit and Veggie Face in the style of Giuseppe Arcimboldo (Mannerism)</p>  <p>https://www.youtube.com/watch?v=Yq77J0yiTOg</p>	<p><u>Stones and Bones</u> Drawing</p> <p>Compare and contrast two expressive arts through history</p> <p>Cave Drawings (Prehistoric Art)</p>  <p>Lascaux Cave in France https://archeologie.culture.fr/lascaux/en</p> <p>Modern day artist – Banksy (Street Art)</p>  <p>https://www.tate.org.uk/kids/games-quizzes/street-art</p> <p>Resource folder</p>	<p><u>Land of the Pharaohs</u> Printing</p> <p>Create a fabric piece of wall art using 2 layer printing Create your initials in hieroglyphics using string printing on card</p> <p>2 layer printing – Polystyrene Tiles String hieroglyphic printing on card Relief printing was first used by the Egyptians on to fabric (Ancient Art)</p>  <p>Johannes Gutenberg – 1448 Printing Press</p> <p>https://www.threemilestone.cornwall.sch.uk/egyptian-printing-with-v6/ https://www.youtube.com/watch?v=1NRtb92hxY8 https://www.youtube.com/watch?v=BESZ8XUpM0Y https://www.youtube.com/watch?v=EHV1_APZLBA</p>
<p>Y5/6</p>	<p><u>Rags to Riches</u> Printing - Wall Paper</p> <p>Using printing blocks, create a new design for your bedroom in the style of William Morris (Art Nouveau)</p>  <p>Digital Art – use Reflection APP or similar to import an image (snip from google), crop, rotate, repeat etc to create a William Morris inspired piece. Which is easier – printing blocks or ICT why? Compare the historical development of printing</p>	<p><u>Raid, Invade, Stayed</u> Textiles - Viking Cushion</p> <p>Create a fun 3D Viking cushion for your bedroom (with applique/layering to add detail)</p>  <p>Drawing – home learning Viking Portraits (Leonardo Da Vinci (Renaissance) – self portrait)</p> 	<p><u>Amazing Amazon</u> Painting - Rainforest</p> <p>Create a rainforest painting inspired by Henri Rousseau (Post-Impressionist)</p>  <p>https://www.youtube.com/watch?v=Vm6EqBp5cfl https://www.youtube.com/watch?v=RHO53RpZg8Y</p> <p>Planning/powerpoint in resource folder</p>

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Art Progression of skills, knowledge and vocabulary			
		Physical Development	Expressive Art and Design Reception
EYFS	Artist/other works	Cycle A - Andy Warhol and George Seurat Cycle B - Van Gough and Kandinsky	
	Nursery: Skills	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
	Knowledge	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.
	Reception Skills and Knowledge	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
	ELG Skills and Knowledge	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques (painting, drawing, collage, sculpture, printing), experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
	Vocabulary	Key vocabulary: tools, safely, tripod grip, strength, scissors, paintbrushes, accuracy, drawing, pencil, small motor skills	Key vocabulary: tripod grip, tools, accuracy, drawing, painting, collage, printing, sculpture, colour, design, texture, form, function, creations

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		Exploring and Developing Ideas	Sketchbooks	Artist
End of Y2	Skills	Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.	At St Chad's sketchbooks are introduced in KS1. Children will: <ul style="list-style-type: none"> ▪ use sketchbooks to create simple drawings and sketches to record ideas, thoughts and feelings 	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.
	Knowledge	Children will: <ul style="list-style-type: none"> ▪ ask and answer questions about starting points for their work; ▪ describe the differences and similarities between different practices and disciplines, and making links to their own work; ▪ develop and share their ideas, test things out and make changes; ▪ describe what they can see and like in the work of another artist ▪ reflect on their own work thinking about how they have used colour, pattern and shape 	Children will: <ul style="list-style-type: none"> ▪ use simple annotations, and notes as to how they have made or changed their work; 	Children will: <ul style="list-style-type: none"> ▪ study the work of a range of artists, craft makers and designers and understand the historical and cultural development of their art forms. ▪ express an opinion on the creative art/work using the key vocabulary of art, craft and design. ▪ use inspiration from a range of artists, craft makers and designers to create their own work
	Vocabulary	Key vocabulary: artist, starting point, idea, explain, compare, observe, design, improve, develop, annotate, reflect	Key vocabulary: drawings, sketches, record, notes, changes	Key vocabulary: artists, craft makers, designers, historical, cultural, opinion, inspiration, create
		Drawing	Painting	Sculpture
	Artist/other works	Paul Klee or Picasso	Wedgwood Clarice Cliff Kandinsky (brief recap)	Barbara Hepworth Pippa Hill Andy Goldsworthy
	Skills	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to	Children can explore using a variety of different brushes. They begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. Children will:

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		<p>draw with such as pencils, felt tips, crayons, chalk and pastels.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ draw lines of varying thickness, using different grades of pencils (4B, 8B, HB) ▪ use dots and lines to demonstrate pattern and texture; ▪ experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, chalks; ▪ draw lines and shapes from observations using different surfaces/textures ▪ investigate tone by drawing light/dark lines, patterns and shapes 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ mix to create tone and secondary colours to match artefacts and objects; ▪ add white and black to alter tints and shades/tones; ▪ experiment with different tools and brushes (including brushstrokes and width of brushes); ▪ explore different materials, tools and techniques as ideas develop eg layering, mixing ▪ work on different scales and relate to proportion. 	<ul style="list-style-type: none"> ▪ use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw, rolled up paper and card; ▪ use a variety of techniques, e.g. rolling, coiling, cutting, pinching; ▪ use a variety of shapes, including lines and texture; ▪ add texture by adding clay and using tools
	Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> ▪ communicate something about themselves in their drawings ▪ use their knowledge of Paul Klee or Picasso to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ name the primary and secondary colours; ▪ explain if an artist's painting inspires them and use some of their ideas to create pieces ▪ use their knowledge of Wedgwood and Clarice Cliff to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ use their knowledge of Barbara Hepworth, Pippa Hill and Andy Goldsworthy to inspire their work
	Vocabulary	<p>Key vocabulary: portrait, detail, drawings, line, bold, size, shapes, space, sketch, thickness, texture, colour, artist, reproduce, grades of pencil</p>	<p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, tones, shades, warm colours, cool colours, sweep, dab, bold, paintbrush, brushstroke, mixed paints</p>	<p>Key vocabulary: statue, model, work of art, 3D, sculptor, construct, shapes, materials, abstract, geometric, texture, nature, smooth, join, roll, press, pinch, carve</p>

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	Collage	Textiles	Printing
Artist/other works	Henri Matisse	Anni Albers	Esther Mahlangu
Skills	<p>Children will have the opportunity to explore and create an image with a variety of media. Children experiment with sorting and arranging materials and refining their work. Children will:</p> <ul style="list-style-type: none"> ▪ use a combination of materials that have been cut, torn and glued to create an image; ▪ sort and arrange materials to create a collage ▪ add texture by mixing materials; 	<p>Children will look at and practise a variety of techniques (weaving and tie/dip dyeing). They explore which textiles produce the best result. Children will also explore decorating their textiles to add detail.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ use weaving to create a pattern; ▪ use a dyeing technique to alter a textile's colour (dip dye) ▪ join and decorate textiles with glue or stitching (running stitch), to add colour and detail 	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ copy an original print in the style of a given designer; ▪ use a variety of hard and soft materials to create prints, e.g. sponges, fruit, blocks, corks; ▪ demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; ▪ design and create a repeated pattern, recognising patterns in the environment
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> ▪ explain why they chose that material ▪ can say how other artists have used texture, colour, pattern and shape in their work ▪ use their knowledge of Henri Matisse to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ use their knowledge of Anni Albers to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ use their knowledge of Esther Mahlangu to inspire their work
Vocabulary	<p>Key vocabulary: collage, features, cut, place, arrange, texture, pattern, shape, manipulate, colour</p>	<p>Key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, warp, weft, tie dye, tapestry, ink, apply, set</p>	<p>Key vocabulary: copy, colour, shape, printing, printmaking, materials, original, stamping, pressing, patterns</p>

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		Exploring and Developing Ideas	Sketchbooks	Artist
End of Y4	Skills	Children continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning with others, giving and receiving feedback to improve.	Children start collecting and developing ideas using sketchbooks Children will: <ul style="list-style-type: none"> • use sketchbooks to make initial sketches as a preparation for painting and other work. 	Children will be exposed to a range of different artists through history, studying their techniques and processes. They have more opportunity to offer opinion and to compare artists.
	Knowledge	Children will: <ul style="list-style-type: none"> ▪ question and make thoughtful observations about starting points; ▪ adapt and refine ideas; ▪ begin to understand the viewpoint of and experiment with the different styles others, by exploring and explaining how artist, designers and craft workers from other cultures and periods of time develop, express and present their ideas. ▪ begin to think critically about their art and design work 	Children will: <ul style="list-style-type: none"> • record ideas and the purpose of their work make notes about techniques used by artists • suggest improvements, and adapt/improve their original ideas 	Children will: <ul style="list-style-type: none"> ▪ explore and discuss the work of a range of artists, architects and designers and understand the historical and cultural development of their art forms. ▪ use inspiration from famous artists to replicate a piece of work; ▪ evaluate and analyse creative art/work using the key vocabulary of art, craft and design ;
	Vocabulary	Key vocabulary: critically, record, detail, question, observe, refine, review, viewpoint, adapt	Key vocabulary: drawings, sketches, record, ideas, techniques, annotations, improvements, adapt, original	Key vocabulary: explore, discuss, artists, architects, designers, historical, cultural, opinion, inspiration, replicate, evaluate, analyse
		Drawing	Painting	Sculpture
	Artist/other works	Giuseppe Arcimboldo (Mannerism) -home learning Cave Drawings (Prehistoric Art) Banksy (Street Art)	John Constable (Romanticism) David Hockney (Pop Art)	Greek Mod Roc (Ancient Art) Ergotimos – made the Francois Vase Wedgwood – local ceramic artist
	Skills	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow.	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing and they begin to experiment with colour for effect and mood.	Children use mod roc for sculpting, experimenting with joining and construction. Children will begin to understand more about decorating sculptures and adding expression through texture.

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		<p>Children will:</p> <ul style="list-style-type: none"> ▪ begin to draw for a sustained period of time ▪ experiment with showing line, tone and texture with different hardness of pencils; ▪ begin to use shading to show light and shadow effects; ▪ create texture and pattern in drawing with a range of implements ▪ show an awareness of space when drawing ▪ experiment with marks and lines with a wide range of materials e.g. pastels, chalk; and say why I chose them. ▪ experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing ▪ organise line, tone, shape and colour to begin to represent figures, movement and simple perspective. 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ use varied brush techniques to create shapes, textures, patterns and lines; ▪ mix all the colours they need using the correct language, e.g. tint, shade, primary and secondary; ▪ create different textures and effects with paint; ▪ begin to use watercolour paints to produce washes for backgrounds ▪ introduce perspective ▪ create mood and express their emotions in their paintings 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ cut, make and combine shapes to create recognisable forms; ▪ use clay and other malleable materials and practise joining techniques; ▪ begin to sculpt clay and other mouldable materials ▪ add materials to provide interesting detail and decorate influenced by craftsmen from the past
	Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> ▪ use their knowledge of Giuseppe Arcimboldo, Cavemen Drawings and Banksy to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ say where each of the primary and secondary sit on the colour wheel ▪ use their knowledge of John Constable and David Hockney to inspire their work ▪ explain if an artist's painting inspires them and why 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ plan and design a sculpture ▪ use their knowledge of the Francois Vase made by Ergotimos and Wedgwood to inspire their work
	Vocabulary	<p>Key vocabulary: blend /smudge, scale, proportion, composing, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, stencil, graffiti, fresco</p>	<p>Key vocabulary: colour, foreground, background, abstract, light, emotion, warm, blend, mix, line, tone, perspective, watercolour, landscape, romanticism, pop art, dimension</p>	<p>Key vocabulary: shape, form, layer, mod roc, mould, embellish, twist, malleable, texture, traditional, style, sculpt, pattern, decorative, materials, expression</p>

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	Collage	Textiles	Printing
Artist/other works	Roman Mosaics(Ancient Civilisations) Emma Biggs - contemporary	Gucci Armani Versace	Egyptian Printing (Ancient Art) Johannes Gutenberg – 1448 Printing Press
Skills	Children continue to explore creating collage with a variety of media, e.g. paper and tiles. They experiment with sorting and arranging materials with purpose to create effect. They learn the new technique of mosaic. Children will: <ul style="list-style-type: none"> ▪ plan and design a mosaic ▪ select colours and materials to create effect, giving reasons for their choices; ▪ cut accurately and refine work as they go to ensure precision; 	Children develop their textile techniques and are also introduced to the skill of stitching. Children will: <ul style="list-style-type: none"> ▪ use a variety of techniques, e.g. gluing, printing and stitching to create different textural effects; ▪ develop skills in basic stitching (running, blanket, basting and/or cross stitch), cutting and joining; 	Children use a variety of printing blocks (polystyrene tiles and string blocks) and explore what effect making their own blocks has on shape and texture. Children will: <ul style="list-style-type: none"> ▪ replicate patterns from observations; ▪ design and make printing blocks (polystyrene relief prints and coiled string blocks) ▪ use two colours to layer in a print; ▪ make precise repeated patterns ▪ print onto different materials and explain why they chose that material
Knowledge	Children will: <ul style="list-style-type: none"> ▪ research past and modern craftsmen's work and discuss what influence they have had ▪ use their knowledge of Roman Mosaics and Emma Biggs to inspire their work 	Children will: <ul style="list-style-type: none"> ▪ use their knowledge of Gucci, Armani, Verace to inspire their work ▪ select appropriate materials, giving reasons; 	Children will: <ul style="list-style-type: none"> ▪ use their knowledge of Egyptian Printing and Johannes Gutenberg to inspire their work
Vocabulary	Key vocabulary: texture, shape, form, pattern, mosaic, square, refine, precision, materials, accurately	Key vocabulary: pattern, line, texture, colour, shape, turn, knot, running stitch, cross stitch, thread, needle, symmetry, felt, decoration.	Key vocabulary: line, pattern, texture, colour, shape, block printing, ink, polystyrene tiles, relief printing, coiled string, raised, press print, inking rollers

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		Exploring and Developing Ideas	Sketchbooks	Artist
End of Y6	Skills	<p>Children continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ experiment with different styles which artists have used 	<p>Children start collecting more information and resources to present in sketchbooks.</p> <p>Children will:</p> <ul style="list-style-type: none"> • use sketchbooks to make initial sketches as a preparation for painting and other work. 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists with a greater understanding of the techniques used.</p>
	Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> ▪ identify how artists, from different cultures and historical periods, develop, express and represent their ideas, and use this as a starting point to influence their own work. ▪ offer feedback using technical vocabulary; ▪ think critically about their art and design work, and make a record of the styles and qualities in their work; 	<p>Children will:</p> <ul style="list-style-type: none"> • make notes about techniques used by artists and which ones you will use • review and revisit ideas keeping notes on suggested improvements and discuss these ideas with others. • adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations 	<p>Children will:</p> <ul style="list-style-type: none"> • explore, discuss and compare the work of a range of artists, architects and designers and understand the historical and cultural development of their art forms. • evaluate and analyse creative art/work using the key vocabulary of art, craft and design.
	Vocabulary	Key vocabulary: develop, refine, modifications, intention, influence, critically, analyse	Key vocabulary: techniques, review, revisit, annotations, improvements, adapt, refine, reflect meaning and purpose	Key vocabulary: explore, discuss, compare, artists, architects, designers, historical, cultural, evaluate, analyse
		Drawing	Painting	Sculpture
	Artist/other works	<p>Henry Moore (fact file) Bayeau Tapestry (Romanesque art) The Scream - Edvard Munch Leonardo Da Vinci (Renaissance) – home learning</p>	<p>Henri Rousseau (Post-Impressionist)</p>	<p>Calixte Dakpogan, Romuald Hozume, Jozef Mrva, Bertjan Pot</p>
Skills	<p>Children continue to use a variety of drawing tools but are introduced to new techniques. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural</p>	<p>Children begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p>	

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		<p>thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ work on sustained, independent, detailed drawing ▪ use a variety of techniques to add effect and mood, e.g. shadows, reflection, hatching and cross-hatching ▪ confidently use shading to show light and shadow effects ▪ draw simple objects and use marks and lines to produce texture ▪ organising line, tone, shape and colour to represent figures, movement and perspective ▪ continue to develop an awareness of composition, scale, proportion and movement 	<p>works to create a colour palette, associating colours with moods.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ develop a painting from a drawing ▪ create a colour palette, ▪ demonstrating mixing techniques; ▪ use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; ▪ mix and match colours to create atmosphere and mood where appropriate 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ use tools and materials to carve, add shape, add texture and pattern; ▪ develop cutting and joining skills (e.g. using wire, coils, slabs and slips) to provide stability and form ▪ combine materials and processes to create a 3D sculpture; ▪ create work that is open to interpretation by the audience
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> ▪ explain why they chose specific drawing techniques ▪ use their knowledge of The Scream by Edvard Munch, and The Bayeux Tapestry to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ explain what their own style is and why they have chosen a specific painting technique ▪ explain how and why an artist's painting inspires, and how this has impacted their painting ▪ use their knowledge of Henri Rousseau to inspire their work 	<p>Children will:</p> <ul style="list-style-type: none"> ▪ plan and design a detailed sculpture; ▪ use their knowledge of Calixte Dakpogan, Romuald Hozume, Jozef Mrva, Bertjan Pot to inspire their work 	
Vocabulary	<p>Key vocabulary: scale, image, line, texture, pattern, form, shape, tone, blend, mark, effect and mood, likeness, hatching, cross-hatching, proportion, portrait, movement, perspective, composition, sustained</p>	<p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, surface, colour, post-impressionism, layers, foreground, , middle ground background, outline, brushwork, unrealistic, sgraffito (scratch)</p>	<p>Key vocabulary: form, structure, texture, shape, mark, soft, join, cast, clay, coiling, slip, craftsmen, malleable, carve, aesthetic</p>	

St Chad's Curriculum 2022

	Collage	Textiles	Printing
Artist/other works	Kurt Schwitters (King of Collage)	Viking cushion	William Morris (Art Nouveau)
Skills	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their own ideas through planning.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ add collage to a painted or printed background; ▪ use a range of media and textures (rough/smooth and plain/patterned) ▪ create and arrange accurate patterns; ▪ create mood and emotion 	<p>Children further develop their overlapping and layering techniques. They experiment with a range of fabrics.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ experiment with a range of media by overlapping and layering in order to create texture, effect and colour; ▪ add decoration to create effect; ▪ use different stitches depending on the project (running, basting, cross stitch plus, overcast stitch, back stitch, hemming stitch, applique and/or embroidery) ▪ create a 3D piece of work 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Children will:</p> <ul style="list-style-type: none"> ▪ develop techniques in relief printing, maybe collograph; ▪ print onto different materials and explain why they chose that material ▪ design and create a polystyrene print with fine detail, which when repeated creates a pattern
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> ▪ plan and design a collage considering perspective ▪ justify the material they have chosen ▪ use their knowledge of Kurt Schwitters to inspire their work 		<p>Children will:</p> <ul style="list-style-type: none"> ▪ look carefully at the methods they use and make decisions about the effectiveness of their printing methods ▪ use their knowledge of William Morris to inspire their work
Vocabulary	Key vocabulary: shape, form, arrange, fix, layer, overlapping, perspective,	Key vocabulary: colour, fabric, texture, overlapping, layering, running stitch, cross stitch, back stitch, binca, construct, join, applique, pattern	Key vocabulary: indents, pattern, shape, tile, colour, arrange, collograph, rotate