

The Journey of Art & Design- Reading Enhanced Curriculum



Curriculum Overview Year 1

Prior Year's Curriculum Content	Year 1 Curriculum Content	Subsequent Year's Curriculum Content
	CROSS-CURRICULAR LINKS: Drawing (Autumn 1): Our Locality (Autumn 1) Collage (Autumn 1): Our Locality (Autumn 1) Painting (Spring 1): Seasonal Changes & Plants (Spring 1), Seasons & Weather (Spring 1) Printing (Spring 1): Dinosaurs (Spring 1) Drawing (Spring 2): Seasonal Changes & Plants (Spring 2), Seasons & Weather (Spring 2) Sculpture (Summer 1): My local beach (Summer 1) Drawing (Summer 2): Australia (Summer 2)	
Responding to Art EYFS <ul style="list-style-type: none"> ✓ To talk about the artwork of artists they observe (child led interests followed). Can say what they can see within the work and make links with their familiar world. ✓ To say what they like about the artwork of the artists studies (child led interests followed) ✓ They can represent their thoughts and feelings through their own artwork. 	Responding to Art Sculpture & Form <ul style="list-style-type: none"> ✓ To say what they like about the natural sculptures created by Richard Shilling ✓ To say what they like about their natural sculptures and suggest one more suitable material. Printing <ul style="list-style-type: none"> ✓ To say what they like about artwork created by Joan Miro. ✓ To use their opinion about the work of Joan Miro to say what they like about their printing. Drawing <ul style="list-style-type: none"> ✓ To state one think that is different between their drawing and the image by Dorrit Black 	Responding to Art Printing <ul style="list-style-type: none"> ✓ To express a personal opinion about the work of Henry Matisse. ✓ To state similarities and differences between their own artwork and that of Henry Matisse.
Sculpture and Form EYFS <ul style="list-style-type: none"> ✓ To manipulate playdough and homemade doughs. ✓ To investigate making shapes using these doughs. ✓ Use a variety of tools and natural objects to manipulate and change the shape of dough. ✓ To use junk modelling to create imaginative sculptures. ✓ To explore clay as a malleable material. 	Sculpture and Form <ul style="list-style-type: none"> ✓ To indent and shape plasticine to create a print for printmaking. <ul style="list-style-type: none"> ✓ To place items into a certain position to create a natural sculpture. 	Sculpture and Form Year 3 <ul style="list-style-type: none"> ✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay. ✓ To use compression and indenting to create texture to clay Canopic jars. ✓ To add relief patterns to clay to create texture, form and pattern.
Vocabulary <ul style="list-style-type: none"> ✓ pile ✓ pull ✓ push ✓ roll ✓ stretch ✓ twist 	<ul style="list-style-type: none"> ✓ leaves ✓ natural ✓ pattern ✓ pebbles ✓ petals <ul style="list-style-type: none"> ✓ position ✓ printing block ✓ sculpture ✓ shape ✓ twigs 	Vocabulary – free standing structures <ul style="list-style-type: none"> ✓ clay ✓ coiling ✓ hollowing out ✓ indent ✓ pinching ✓ relief pattern ✓ scoring ✓ slip
Painting and Colour EYFS <ul style="list-style-type: none"> ✓ To choose appropriate colours when representing features of their familiar world. ✓ To use paint and equipment with increasing independence. ✓ To use a variety of equipment and objects (brushes, twigs, cotton buds, toothbrushes etc) to make different types of lines. 	Painting and Colour <ul style="list-style-type: none"> ✓ To recognise primary colours. ✓ To experiment with mixing colours. ✓ To use different brushes to create different thickness of line. ✓ To discover the interplay between wax and watercolour. 	Painting and Colour Year 2 <ul style="list-style-type: none"> ✓ To recognise primary and secondary colours. ✓ To mix primary colours to create secondary colours. ✓ To add black to a colour to make a different shade. ✓ To add white to a colour to make a different tint. ✓ To use the words warm and cold to describe colour.

		<ul style="list-style-type: none"> ✓ To control lines made by different paintbrushes ✓ To use imagination to create paintings. 	
		<ul style="list-style-type: none"> ✓ To recognise primary and secondary colours. ✓ To mix primary colours to create secondary colours. ✓ To add black to a colour to make a different shade. ✓ To add white to a colour to make a different tint. ✓ To use the words warm and cold to describe colour. ✓ To use colour to show feelings. ✓ To use tints and shades to show light and shadow. ✓ To apply what has been learnt about colour mixing to using pastel paints. ✓ To control lines made by different thicknesses of pastels. ✓ To use imagination to create paintings. 	
<ul style="list-style-type: none"> ✓ paint ✓ brush ✓ colour 	Vocabulary	<ul style="list-style-type: none"> ✓ absorbs ✓ brushes ✓ mix ✓ primary colour 	Vocabulary <ul style="list-style-type: none"> ✓ thick lines ✓ thin lines ✓ watercolours ✓ wax
		Vocabulary <ul style="list-style-type: none"> ✓ mix ✓ primary colour ✓ secondary colour ✓ shade ✓ tint ✓ warm ✓ cold 	Vocabulary <ul style="list-style-type: none"> ✓ blend ✓ light ✓ oil pastel ✓ shade ✓ shadow ✓ smudge ✓ tint
EYFS <ul style="list-style-type: none"> ✓ To hold a pencil or pen with increasing control. ✓ To create imaginative drawings they can talk about in their own words. ✓ To explore using different equipment for making lines. Such as pens, felt tips, crayons and chalk. 	Drawing, Line and Tone	Drawing, Line and Tone <ul style="list-style-type: none"> ✓ To control lines when creating simple drawings from observations. ✓ To control lines when creating simple drawings from imagination. ✓ To draw different types of line (straight, wavy, zig-zag). ✓ To use different pressure to create a different tone (pencil and rubbings). ✓ To use wax, graphite, felt tips, pen and chalk as different drawing materials. ✓ To recognise that taking rubbings creates a drawing with texture. 	Drawing, Line and Tone
		<ul style="list-style-type: none"> ✓ To control lines when creating simple drawings from observations. ✓ To draw different types of line (straight, curved, outline). ✓ To understand what a silhouette is. ✓ To use different pressure to create a different tone using soft pastels. ✓ To use soft pastels as drawing materials. ✓ To layer soft pastels to alter colour. 	Year 2 <ul style="list-style-type: none"> ✓ To vary and control the thickness of line to create drawings from a source. ✓ To use a pen to make fine marks and details. ✓ To use blending and smudging to create different tone. ✓ To use graphite and charcoal as different drawing materials.
<ul style="list-style-type: none"> ✓ crayon ✓ felt tips ✓ pen ✓ pencil 	Vocabulary	Vocabulary <ul style="list-style-type: none"> ✓ chalk ✓ curved ✓ drawing ✓ felt-tips ✓ hard ✓ line ✓ medium ✓ pencil crayons ✓ soft ✓ tone ✓ wavy ✓ wax crayons ✓ zig-zag 	Vocabulary <ul style="list-style-type: none"> ✓ pressure ✓ rubbings
		Vocabulary <ul style="list-style-type: none"> ✓ outline ✓ pressure ✓ silhouette ✓ soft pastel ✓ trace ✓ sunset ✓ layering 	Vocabulary <ul style="list-style-type: none"> ✓ charcoal ✓ graphite ✓ outline ✓ smudging ✓ thickness

EYFS	Printing, Pattern and Textiles	Printing, Pattern and Textiles			Printing, Pattern and Textiles		
		✓ To use plasticine to create a block printing. ✓ To explore printing with hard and soft materials. ✓ To use plasticine to make a simple block. ✓ To use prints to create a simple pattern. ✓ To use tearing, cutting and layering paper to create different effects in collage.			Collage ✓ To explore how 2D can become 3D. ✓ To create images from a variety of media. ✓ To fold and crumple media to create texture and form. ✓ To overlay to change colour. ✓ To overlap to change form. ✓ To take and select photographs to create a collage.		
					Textiles ✓ To weave using wool. ✓ To colour fabric using a natural dye. Printing ✓ To use shape and colour to create a repeating pattern. ✓ To use a stencil to create a printed design. ✓ To explore printing onto different materials. ✓ To change the position of a stencil to create a pattern. ✓ To use stencil printing to create a design on a textile.		
paper printing	Vocabulary	collage cut layering tear	hard pattern print printing block soft	3D cellophane fold crumple overlay overlap photograph	loom natural dye warp yarn weaving weft yarn	block colour diagonal fabric repeating pattern stencil straight wavy	

<div> <div>KEY: Current Year Art & Design Unit</div> <div> History Geography D&T Science </div> </div> <div>Curriculum Overview Year 2</div>					
Prior Year’s Curriculum Content		Year 2 Curriculum Content		Subsequent Year’s Curriculum Content	
		CROSS-CURRICULAR LINKS: Collage (Autumn 1): London (Autumn 1) Drawing (Autumn 2): Great Fire of London (Autumn 2), London (Autumn 1), Textiles (Spring 1): Vikings (Spring 1) Printing (Spring 2): Textiles (Spring 2), Mexico (Spring 2) Textiles (Spring 2): Textiles (Spring 2), Mexico (Spring 2) Painting (Summer): Victorian Seaside (Summer)			
<div>Responding to Art</div> <p>Year 1</p> <p>Sculpture & Form</p> <ul style="list-style-type: none"> ✓ To say what they like about the natural sculptures created by Andy Goldsworthy. ✓ To say what they like about their natural sculptures and suggest one more suitable material. <p>Printing</p> <ul style="list-style-type: none"> ✓ To say what they like about artwork created by Joan Miro. ✓ To use their opinion about the work of Joan Miro to say what they like about their printing. <p>Drawing</p> <ul style="list-style-type: none"> ✓ To state one think that is different between their drawing and the image by Dorrit Black 		<div>Responding to Art</div> <p>Year 2</p> <p>Collage</p> <ul style="list-style-type: none"> ✓ To describe collage by David Hockney and understand how they were created. <p>Drawing</p> <ul style="list-style-type: none"> ✓ To describe similarities and differences between the work of William Kentridge and Frank Auerbach in terms of subject matter. ✓ To state similarities between their own artwork and that of William Kentridge and Frank Auerbach. <p>Printing</p> <ul style="list-style-type: none"> ✓ To express a personal opinion about the work of Henry Matisse. ✓ To state similarities and differences between their own artwork and that of Henry Matisse. <p>Painting</p> <ul style="list-style-type: none"> ✓ To describe similarities and differences between the work of Natalie Pascoe and Mary Cassatt. ✓ To describe similarities and differences between their own artwork and that of Natalie Pascoe and Mary Cassatt. 		<div>Responding to Art</div> <p>Year 3</p> <p>Drawing</p> <ul style="list-style-type: none"> ✓ To know about the development of early cave painting techniques from the Stone Age. ✓ To compare the overall effect of Stone Age materials for drawing with modern pastel and charcoal techniques. <p>Printing</p> <ul style="list-style-type: none"> ✓ To explain a preference for artwork designed by Sam Francis. ✓ To describe similarities and differences in shape and line between their own printing and that of Sam Francis. <p>Sculpture & Form</p> <ul style="list-style-type: none"> ✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars. <p>Year 5</p> <p>Painting</p> <ul style="list-style-type: none"> ✓ To understand the features of abstract art. ✓ To contrast the works of Banksy and Jean-Michel Basquiat as graffiti artists. ✓ To describe how the styles of two contrasting graffiti artists have been merged to create an individual composition. 	
<div>Painting and Colour</div> <p>Year 1</p> <ul style="list-style-type: none"> ✓ To recognise primary colours. ✓ To experiment with mixing colours. ✓ To use different brushes to create different thickness of line. ✓ To discover the interplay between wax and watercolour. 		<div>Painting and Colour</div> <ul style="list-style-type: none"> ✓ To recognise primary and secondary colours. ✓ To mix primary colours to create secondary colours. ✓ To add black to a colour to make a different shade. ✓ To add white to a colour to make a different tint. ✓ To use the words warm and cold to describe colour. ✓ To control lines made by different paintbrushes ✓ To use imagination to create paintings. 		<div>Painting and Colour</div> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To use what has been learnt about colour to experiment with abstract colour palettes. ✓ To mix and match colour to create atmosphere. ✓ To use layering of acrylic to create texture. ✓ To use quantities of water with acrylic to create an even finish. ✓ To use select and control paintbrushes to use dashes for detail. ✓ To experience painting onto a canvas. 	
<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ absorbs ✓ brushes ✓ mix ✓ primary colours ✓ thick lines ✓ thin lines ✓ watercolours ✓ wax 		<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ mix ✓ primary colour ✓ secondary colour ✓ shade ✓ tint ✓ warm ✓ cold 	<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ blend ✓ light ✓ oil pastel ✓ shade ✓ shadow ✓ smudge ✓ tint 	<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ abstract art ✓ acrylic ✓ atmosphere ✓ canvas ✓ complimentary colours ✓ dry brush ✓ flat brush ✓ graffiti ✓ layering ✓ pointed brush ✓ round brush ✓ texture ✓ triple loading 	

Drawing, Line and Tone <ul style="list-style-type: none"> ✓ To control lines when creating simple drawings from observations. ✓ To control lines when creating simple drawings from imagination. ✓ To draw different types of line (straight, wavy, zig-zag). ✓ To use different pressure to create a different tone (pencil and rubbings). ✓ To use wax, graphite, felt tips, pen and chalk as different drawing materials. 			Drawing, Line and Tone <ul style="list-style-type: none"> ✓ To vary and control the thickness of line to create drawings from a source. ✓ To use a pen to make fine marks and details. ✓ To use blending and smudging to create different tone. ✓ To use graphite and charcoal as different drawing materials. 			Drawing, Line and Tone Year 3 <ul style="list-style-type: none"> ✓ To use different drawing materials to alter line thickness. ✓ To make larger scale drawings from imagination and historical stimuli. ✓ To experiment with different tones using graded pencils and a rubber. ✓ To use shading to create tone. ✓ To use crosshatching to create tone. ✓ To layer drawing materials to create texture and depth. ✓ To use soft pastels and charcoal as different drawing materials. ✓ To use graded pencils. ✓ To use sketchbooks to record initial ideas for a larger scale drawing. ✓ To begin to add evaluative notes to ideas recorded in sketchbooks. 		
<ul style="list-style-type: none"> ✓ To recognise that taking rubbings creates a drawing with texture. 								
<ul style="list-style-type: none"> ✓ To control lines when creating simple drawings from observations. ✓ To draw different types of line (straight, curved, outline). ✓ To understand what a silhouette is. ✓ To use different pressure to create a different tone using soft pastels. ✓ To use soft pastels as drawing materials. 								
To layer soft pastels to alter colour.								
Vocabulary <ul style="list-style-type: none"> ✓ chalk ✓ curved ✓ drawing ✓ felt-tips ✓ hard ✓ line ✓ medium ✓ pencil crayons ✓ soft ✓ tone ✓ wavy ✓ wax crayons ✓ zig-zag 	Vocabulary <ul style="list-style-type: none"> ✓ pressure ✓ rubbings 	Vocabulary <ul style="list-style-type: none"> ✓ outline ✓ pressure ✓ silhouette ✓ soft pastel ✓ trace ✓ sunset ✓ layering 	Vocabulary <ul style="list-style-type: none"> ✓ charcoal ✓ graphite ✓ outline ✓ smudging ✓ thickness 			Vocabulary <ul style="list-style-type: none"> ✓ blending ✓ blocking ✓ crosshatching ✓ layering ✓ graded pencils ✓ soft pastels ✓ scale ✓ tone 		
Printing, Pattern and Textiles Year 1 <ul style="list-style-type: none"> ✓ To use plasticine to create block printing. ✓ To explore printing with hard and soft materials. ✓ To use plasticine to make a simple block. ✓ To use prints to create a simple pattern. ✓ To use tearing, cutting and layering paper to create different effects in collage. 			Printing, Pattern and Textiles Collage <ul style="list-style-type: none"> ✓ To explore how 2D can become 3D. ✓ To create images from a variety of media. ✓ To fold and crumple media to create texture and form. ✓ To overlay to change colour. ✓ To overlap to change form. ✓ To take and select photographs to create a collage. 			Printing, Pattern and Textiles Year 3 <ul style="list-style-type: none"> ✓ To combine different materials to create a stamped print ✓ To blend two colours when printing. ✓ To understand how artists convey feelings and emotions. ✓ To vary shape and size to create different patterns. 		
			Textiles <ul style="list-style-type: none"> ✓ To weave using wool. ✓ To colour fabric using a natural dye. 					
			Printing <ul style="list-style-type: none"> ✓ To use shape and colour to create a repeating pattern. ✓ To use a stencil to create a printed design. ✓ To explore printing onto different materials. ✓ To change the position of a stencil to create a pattern. ✓ To use stencil printing to create a design on a textile. 					
Vocabulary <ul style="list-style-type: none"> ✓ collage ✓ cut ✓ hard ✓ layering ✓ print ✓ soft ✓ tear 			Vocabulary – Collage <ul style="list-style-type: none"> ✓ 3D ✓ cellophane ✓ fold ✓ crumple ✓ overlay ✓ overlap ✓ photograph 	Vocabulary – Weaving <ul style="list-style-type: none"> ✓ loom ✓ natural dye ✓ warp yarn ✓ weaving ✓ weft yarn 	Vocabulary – Printing <ul style="list-style-type: none"> ✓ block colour ✓ diagonal ✓ fabric ✓ repeating pattern ✓ stencil ✓ straight ✓ wavy 	Vocabulary <ul style="list-style-type: none"> ✓ abstract ✓ blend ✓ emotion ✓ manmade ✓ mirrored ✓ motif ✓ natural ✓ rotated 		

<div> <div>KEY: Current Year Art & Design Unit</div> <div>History Geography D&T Science</div> </div> <div>Curriculum Overview Year 3</div>		
Prior Year's Curriculum Content	Year 3 Curriculum Content	Subsequent Year's Curriculum Content
	CROSS-CURRICULAR LINKS: Drawing (Autumn): Stone Age (Autumn) Printing (Spring): Lighthouses & the coast (Spring) Sculpture (Summer): Ancient Egyptians (Summer)	
<div>Responding to Art</div> <p>Year 2</p> <p>Drawing</p> <ul style="list-style-type: none"> ✓ To describe similarities and differences between the work of William Kentridge and Frank Auerbach in terms of subject matter. ✓ To state similarities between their own artwork and that of William Kentridge and Frank Auerbach. <p>Printing</p> <ul style="list-style-type: none"> ✓ To express a personal opinion about the work of Henry Matisse. ✓ To state similarities and differences between their own artwork and that of Henry Matisse. <p>Painting</p> <ul style="list-style-type: none"> ✓ To describe similarities and differences between the work of Natalie Pascoe and Mary Cassatt. ✓ To describe similarities and differences between their own artwork and that of Natalie Pascoe and Mary Cassatt. 	<div>Responding to Art</div> <p>Drawing</p> <ul style="list-style-type: none"> ✓ To know about the development of early cave painting techniques from the Stone Age. ✓ To compare the overall effect of Stone Age materials for drawing with modern pastel and charcoal techniques. <p>Printing</p> <ul style="list-style-type: none"> ✓ To explain a preference for artwork designed by Sam Francis. ✓ To describe similarities and differences in shape and line between their own printing and that of Sam Francis. <p>Sculpture & Form</p> <ul style="list-style-type: none"> ✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars. 	<div>Responding to Art</div> <p>Year 4</p> <p>Sculpture & Form</p> <ul style="list-style-type: none"> ✓ To explain how George Segal creates shape and form in his sculptures and link this to evaluating their own work. <p>Printing</p> <ul style="list-style-type: none"> ✓ To describe feelings linked to shade variation by the work of Naum Gabo. ✓ To describe similarities and differences in texture between their own printing and that of Naum Gabo. <p>Year 5</p> <p>Painting</p> <ul style="list-style-type: none"> ✓ To contrast the works of Banksy and Jean-Michel Basquiat as graffiti artists. ✓ To describe how the styles of two contrasting graffiti artists have been merged to create an individual composition. <p>Drawing</p> <ul style="list-style-type: none"> ✓ To describe the work of Sir John Barry and explain why his architectural design was influential. ✓ To evaluate the different designs for the Houses of Parliament and justify their selection
<div>Sculpture and Form</div> <p>Year 1</p> <ul style="list-style-type: none"> ✓ To indent and shape plasticine to create a print for printmaking. 	<div>Sculpture and Form</div> <ul style="list-style-type: none"> ✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay. ✓ To use compression and indenting to create texture to clay Canopic jars. ✓ To add relief patterns to clay to create texture, form and pattern. 	<div>Sculpture and Form</div> <p>Year 4</p> <ul style="list-style-type: none"> ✓ To build up from a flat surface to create a 3D sculpture that has perspective. ✓ To use pipe cleaners/wire to create malleable forms. ✓ To manipulate sculpture materials by cutting, tearing, bending, binding and sticking. ✓ To model over an armature (e.g. newspaper frame and tape) for Modroc or papier mâché.
<ul style="list-style-type: none"> ✓ leaves ✓ natural ✓ pattern ✓ pebbles ✓ petals <ul style="list-style-type: none"> ✓ position ✓ printing block ✓ sculpture ✓ shape ✓ twigs 	<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ clay ✓ coiling ✓ hollowing out ✓ indent ✓ pinching ✓ relief pattern ✓ scoring ✓ slip 	<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ additive ✓ armature ✓ binding ✓ form ✓ malleable ✓ Modroc ✓ layering ✓ papier mâché ✓ setting ✓ shaping ✓ soaking ✓ tearing ✓ wrapping
<div>Drawing, Line and Tone</div> <p>Year 2</p> <ul style="list-style-type: none"> ✓ To vary and control the thickness of line to create drawings from a source. 	<div>Drawing, Line and Tone</div> <ul style="list-style-type: none"> ✓ To use different drawing materials to alter line thickness. ✓ To make larger scale drawings from imagination and historical stimuli. 	<div>Drawing, Line and Tone</div> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To select pencil gradient and pen nib thickness to alter the thickness of lines.

<ul style="list-style-type: none"> ✓ To use a pen to make fine marks and details. ✓ To use blending and smudging to create different tone. ✓ To use graphite and charcoal as different drawing materials. 			<ul style="list-style-type: none"> ✓ To experiment with different tones using graded pencils and a rubber. ✓ To use shading to create tone. ✓ To use crosshatching to create tone. ✓ To layer drawing materials to create texture and depth. ✓ To use soft pastels and charcoal as different drawing materials. ✓ To use graded pencils. ✓ To use sketchbooks to record initial ideas for a larger scale drawing. ✓ To begin to add evaluative notes to ideas recorded in sketchbooks. 		<ul style="list-style-type: none"> ✓ To draw lines accurately using proportion. ✓ To accurately draw parallel and perpendicular lines to create a detailed drawing. ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. ✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style. 	
Vocabulary <ul style="list-style-type: none"> ✓ charcoal ✓ graphite ✓ outline ✓ smudging ✓ thickness 			Vocabulary <ul style="list-style-type: none"> ✓ blending ✓ blocking ✓ crosshatching ✓ layering ✓ graded pencils ✓ soft pastels ✓ scale ✓ tone 		Vocabulary <ul style="list-style-type: none"> ✓ annotations ✓ architecture ✓ cross-section ✓ dimensions ✓ exterior ✓ interior ✓ label ✓ parallel ✓ perpendicular ✓ plane ✓ scale 	
Printing, Pattern and Textiles <p>Collage</p> <ul style="list-style-type: none"> ✓ To explore how 2D can become 3D. ✓ To create images from a variety of media. ✓ To fold and crumple media to create texture and form. ✓ To overlay to change colour. ✓ To overlap to change form. ✓ To take and select photographs to create a collage. <p>Textiles</p> <ul style="list-style-type: none"> ✓ To weave using wool. ✓ To colour fabric using a natural dye. 			Printing, Pattern and Textiles <ul style="list-style-type: none"> ✓ To combine different materials to create a stamped print ✓ To blend two colours when printing. ✓ To understand how artists convey feelings and emotions. ✓ To vary shape and size to create different patterns. 		Printing, Pattern and Textiles <p>Year 4</p> <ul style="list-style-type: none"> ✓ To use a roller and paint to create mono-block printing. ✓ To experiment with and evaluate printing onto different materials. ✓ To use varying thickness of lines to create a printing block. 	
<p>Printing</p> <ul style="list-style-type: none"> ✓ To use shape and colour to create a repeating pattern. ✓ To use a stencil to create a printed design. ✓ To explore printing onto different materials. ✓ To change the position of a stencil to create a pattern. ✓ To use stencil printing to create a design on a textile. 						
Vocabulary – Collage <ul style="list-style-type: none"> ✓ 3D ✓ cellophane ✓ fold ✓ crumple ✓ overlay ✓ overlap ✓ photograph 	Vocabulary – Weaving <ul style="list-style-type: none"> ✓ loom ✓ natural dye ✓ warp yarn ✓ weaving ✓ weft yarn 	Vocabulary – Printing <ul style="list-style-type: none"> ✓ block colour ✓ diagonal ✓ fabric ✓ repeating pattern ✓ stencil ✓ straight ✓ wavy 	Vocabulary <ul style="list-style-type: none"> ✓ abstract ✓ blend ✓ emotion ✓ manmade ✓ mirrored ✓ motif ✓ natural ✓ rotated 		Vocabulary <ul style="list-style-type: none"> ✓ Mono block printing ✓ monoprint ✓ polyblock ✓ pressure ✓ score ✓ shade 	

<div> <div> <div>KEY: Current Year Art & Design Unit</div> <div> History Geography D&T Science </div> </div> <div>Curriculum Overview Year 4</div> </div>																	
Prior Year's Curriculum Content	Year 4 Curriculum Content	Subsequent Year's Curriculum Content															
	CROSS-CURRICULAR LINKS: Sculpture (Autumn): Vikings (Autumn) Printing (Spring): Ancient Greece (Spring) Textiles (Summer): Mayans (Summer), Textiles (Summer)	Printing (Spring): Romans (Y5)															
<div>Responding to Art</div> <p>Sculpture & Form</p> <ul style="list-style-type: none"> ✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars. <p>Printing</p> <ul style="list-style-type: none"> ✓ To explain a preference for artwork designed by Sam Francis. ✓ To describe similarities and differences in shape and line between their own printing and that of Sam Francis. 	<div>Responding to Art</div> <p>Year 4</p> <p>Sculpture & Form</p> <ul style="list-style-type: none"> ✓ To explain how George Segal creates shape and form in his sculptures and link this to evaluating their own work. <p>Printing</p> <ul style="list-style-type: none"> ✓ To describe feelings linked to shade variation by the work of Naum Gabo. ✓ To describe similarities and differences in texture between their own printing and that of Naum Gabo. 	<div>Responding to Art</div> <p>Year 5</p> <p>Printing</p> <ul style="list-style-type: none"> ✓ To understand how the Romans' conquering Greece influenced their art. ✓ To explain fully how poly-block printing is both similar and different to the designs produced by Exekias in Ancient Greece. 															
<div>Sculpture and Form</div> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay. ✓ To use compression and indenting to create texture to clay Canopic jars. ✓ To add relief patterns to clay to create texture, form and pattern. 	<div>Sculpture and Form</div> <ul style="list-style-type: none"> ✓ To build up from a flat surface to create a 3D sculpture that has perspective. ✓ To use pipe cleaners/wire to create malleable forms. ✓ To manipulate sculpture materials by cutting, tearing, bending, binding and sticking. ✓ To model over an armature (e.g. newspaper frame and tape) for Modroc or papier mâche. 	<div>Sculpture and Form</div> <p>KS3 & KS4</p> <ul style="list-style-type: none"> ✓ To use a range of clay assembling techniques. ✓ To refine slipping as a way of joining parts of a clay. ✓ To use a range of texturized objects and tools to indent. ✓ To use wire to create low level relief. ✓ To use newspaper to increase the 3D element of a sculpture. ✓ To combine different materials to mould onto an existing product to change the artistic composition. ✓ To use tools to remove parts from an existing product to disassemble them. ✓ To use glue guns to attach different elements of a sculpture. ✓ To use mod roc and papier mâche to create relief. 															
<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ clay ✓ coiling ✓ hollowing out ✓ indent ✓ pinching ✓ relief pattern ✓ scoring ✓ slip 	<div>Vocabulary</div> <table> <tr> <td>✓ additive</td><td>✓ Modroc</td><td>✓ shaping</td></tr> <tr> <td>✓ armature</td><td>✓ layering</td><td>✓ soaking</td></tr> <tr> <td>✓ binding</td><td>✓ papier mâche</td><td>✓ tearing</td></tr> <tr> <td>✓ form</td><td>✓ setting</td><td>✓ wrapping</td></tr> <tr> <td>✓ malleable</td><td></td><td></td></tr> </table>	✓ additive	✓ Modroc	✓ shaping	✓ armature	✓ layering	✓ soaking	✓ binding	✓ papier mâche	✓ tearing	✓ form	✓ setting	✓ wrapping	✓ malleable			<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ abstract ✓ assemble ✓ mould ✓ relief ✓ slipping ✓ texturized
✓ additive	✓ Modroc	✓ shaping															
✓ armature	✓ layering	✓ soaking															
✓ binding	✓ papier mâche	✓ tearing															
✓ form	✓ setting	✓ wrapping															
✓ malleable																	
<div>Drawing, Line and Tone</div> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To use different drawing materials to alter line thickness. ✓ To make larger scale drawings from imagination and historical stimuli. ✓ To experiment with different tones using graded pencils and a rubber. ✓ To use shading to create tone. ✓ To use crosshatching to create tone. ✓ To layer drawing materials to create texture and depth. ✓ To use soft pastels and charcoal as different drawing materials. ✓ To use graded pencils. ✓ To use sketchbooks to record initial ideas for a larger scale drawing. ✓ To begin to add evaluative notes to ideas recorded in sketchbooks. 	<div>Drawing, Line and Tone</div> <ul style="list-style-type: none"> ✓ To use sketchbooks to record design ideas for sculpture and printing, selecting graded pencils for purpose. ✓ To use sketchbooks to review and adapt initial ideas. ✓ To use sketchbooks to record work from influential sculptors and printers, adding opinions through annotations. 	<div>Drawing, Line and Tone</div> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To select pencil gradient and pen nib thickness to alter the thickness of lines. ✓ To draw lines accurately using proportion. ✓ To accurately draw parallel and perpendicular lines to create a detailed drawing. ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. ✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style. 															

Vocabulary ✓ blending ✓ blocking ✓ crosshatching ✓ layering ✓ graded pencils ✓ soft pastels ✓ scale ✓ tone			Vocabulary ✓ architect ✓ cross-sectional drawing ✓ Elizabethan ✓ Gothic ✓ parallel ✓ perpendicular ✓ proportion ✓ parallel lines ✓ perpendicular lines ✓ set square	
Printing, Pattern and Textiles Year 3 ✓ To combine different materials to create a stamped print ✓ To blend two colours when printing. ✓ To understand how artists convey feelings and emotions. ✓ To vary shape and size to create different patterns.		Printing, Pattern and Textiles ✓ To use a roller and paint to create mono-block printing. ✓ To experiment with and evaluate printing onto different materials. ✓ To use varying thickness of lines to create a printing block.	Printing, Pattern and Textiles Year 5 ✓ To use poly-block, a roller and paint to create poly-block printing. ✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours. ✓ To accurately use shape to create a printing block. ✓ To add other materials to a printed item. ✓	
Year 2 ✓ To sew using overstitch ✓ To weave using wool. ✓ To colour fabric using a natural dye. ✓			✓ To apply a decoration using needle and thread. ✓ To print onto a textile.	
Vocabulary: Printing ✓ abstract ✓ blend ✓ emotion ✓ manmade ✓ mirrored ✓ motif ✓ natural ✓ rotated	Vocabulary: Textiles ✓ dye ✓ eye ✓ fold ✓ join ✓ knot ✓ natural dye ✓ needle ✓ overstitch ✓ thread	Vocabulary: Printing ✓ Mono block printing ✓ monoprint ✓ polyblock ✓ pressure ✓ score ✓	Vocabulary: Printing ✓ grooves ✓ poly-block printing ✓ repeated patten ✓ stencil	Vocabulary: Textiles ✓ decorations

<div> <div>KEY: Current Year Art & Design Unit</div> <div>History Geography D&T Science</div> </div> <div>Curriculum Overview Year 5</div>		
Prior Year's Curriculum Content	Year 5 Curriculum Content	Subsequent Year's Curriculum Content
Printing (Autumn): Ancient Greece (Y4) Drawing (Summer): London & the UK (Y2)	CROSS-CURRICULAR LINKS: Printing (Autumn): Romans (Autumn), Natural Disasters (Autumn) Drawing (Summer): Democracy Through the Ages (Summer) Painting (Summer): Democracy Through the Ages (Summer)	
<div>Responding to Art</div> <p>Year 2</p> <p>Painting</p> <ul style="list-style-type: none"> To describe similarities and differences between the work of Natalie Pascoe and Mary Cassatt. To describe similarities and differences between their own artwork and that of Natalie Pascoe and Mary Cassatt. <p>Year 4</p> <p>Printing</p> <ul style="list-style-type: none"> To describe feelings linked to shade variation by the work of Naum Gabo. To describe similarities and differences in texture between their own printing and that of Naum Gabo. 	<div>Responding to Art</div> <p>Drawing</p> <ul style="list-style-type: none"> To describe the work of Sir John Barry and explain why his architectural design was influential. To evaluate the different designs for the Houses of Parliament and justify their selection. <p>Painting</p> <ul style="list-style-type: none"> To contrast the works of Banksy and Jean-Michel Basquiat as graffiti artists. To describe how the styles of two contrasting graffiti artists have been merged to create an individual composition. <p>Printing</p> <ul style="list-style-type: none"> To understand how the Romans' conquering Greece influenced their art. To explain fully how poly-block printing is both similar and different to the designs produced by Exekias in Ancient Greece. 	<div>Responding to Art</div> <p>Year 6</p> <p>Painting</p> <ul style="list-style-type: none"> To compare and contrast the use of watercolours and acrylic on overall composition in artwork by George Edward Marston and explain the effect of this on society at the time. To describe fully how the style of George Edward Marston has been adapted to provide a watercolour composition that has a desired message. <p>Drawing</p> <ul style="list-style-type: none"> To evaluate techniques used by Henry Rousseau which create depth and movement. To take influence from Henry Rousseau and develop a personalised style of drawing, justifying techniques selected and applied.
<div>Painting and Colour</div> <p>Year 2</p> <ul style="list-style-type: none"> To recognise primary and secondary colours. To mix primary colours to create secondary colours. To add black to a colour to make a different shade. To add white to a colour to make a different tint. To use the words warm and cold to describe colour. To control lines made by different paintbrushes To use imagination to create paintings. 	<div>Painting and Colour</div> <ul style="list-style-type: none"> To use what has been learnt about colour to experiment with abstract colour palettes. To mix and match colour to create atmosphere. To use layering of acrylic to create texture. To use quantities of water with acrylic to create an even finish. To use select and control paintbrushes to use dashes for detail. To experience painting onto a canvas. 	<div>Painting and Colour</div> <p>Year 6</p> <ul style="list-style-type: none"> To experiment with washes and watercolour to explore intensity of colour to develop shades. To mix and match colour to create light effects. To develop fine brush strokes for intricate detailing To use paintbrushes in different positions to create strokes and points. To use layering of paint to create detail to background colours.
<div>Vocabulary</div> <ul style="list-style-type: none"> mix primary colour secondary colour shade tint warm cold 	<div>Vocabulary</div> <ul style="list-style-type: none"> blend light oil pastel shade shadow smudge tint 	<div>Vocabulary</div> <ul style="list-style-type: none"> ambient light casting compositions contrast focal point intensity landscape occlusion shadow penumbra perspective tone wash watercolour
<div>Drawing, Line and Tone</div> <p>Year 4</p> <ul style="list-style-type: none"> To use sketchbooks to record design ideas for sculpture and printing, selecting graded pencils for purpose. To use sketchbooks to review and adapt initial ideas. 	<div>Drawing, Line and Tone</div> <p>Year 5</p> <ul style="list-style-type: none"> To select pencil gradient and pen nib thickness to alter the thickness of lines. To draw lines accurately using proportion. 	<div>Drawing, Line and Tone</div> <p>Year 6</p> <ul style="list-style-type: none"> To independently select drawing materials that matches intended purpose. To use hatching and scumbling to create tone. To consider light sources when creating tone.

<ul style="list-style-type: none"> ✓ To use sketchbooks to record work from influential sculptors and printers, adding opinions through annotations. 	<ul style="list-style-type: none"> ✓ To accurately draw parallel and perpendicular lines to create a detailed drawing. ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. ✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style. 		<ul style="list-style-type: none"> ✓ To use tonal gradient, layers and directional lines when drawing with crayons to alter tone. ✓ To use stippling to create texture. ✓ To create artwork that has perspective. ✓ To use graded pencils, soft pastels, crayon, charcoal and chalk as different drawing materials. ✓ To combine different drawing materials to create an overall composition. ✓ To use sketchbooks to plan, adapt and evaluate painting and drawing compositions. ✓ To use sketchbooks to experiment with adapting drawing techniques used by influential artists.
	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ architect ✓ cross-sectional drawing ✓ Elizabethan ✓ Gothic ✓ parallel ✓ perpendicular ✓ proportion ✓ parallel lines ✓ perpendicular lines ✓ set square 		<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ crosshatching ✓ directional line ✓ hatching ✓ light source ✓ line ✓ perspective ✓ scumbling ✓ shading ✓ smudging ✓ stippling ✓ tonal gradient
<p>Printing, Pattern and Textiles</p> <ul style="list-style-type: none"> ✓ To use a roller and paint to create mono-block printing. ✓ To experiment with and evaluate printing onto different materials. ✓ To use varying thickness of lines to create a printing block. 	<p>Printing, Pattern and Textiles</p> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To use poly-block, a roller and paint to create poly-block printing. ✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours. ✓ To accurately use shape to create a printing block. ✓ To add other materials to a printed item. <hr/> <ul style="list-style-type: none"> ✓ To apply a decoration using needle and thread. ✓ To print onto a textile. 		<p>Printing, Pattern and Textiles</p> <p>KS3 & KS4</p> <ul style="list-style-type: none"> ✓ To use relief to make a printing block. ✓ To create collagraphs. ✓ To print using flipped and rotated patterns. ✓ To combine collage and printing onto different papers. ✓ To create lino prints with multiple colours. ✓ To experience creating a design on acetate as a printing block to create dry point printing. ✓ To add to a printing relief to create a collage using a range of materials for tone and texture. ✓ To incorporate different materials to build a relief and create form and texture, including mosaic.
<p>Vocabulary: Printing</p> <ul style="list-style-type: none"> ✓ Mono block printing ✓ monoprint ✓ polyblock ✓ pressure ✓ score 	<p>Vocabulary: Printing</p> <ul style="list-style-type: none"> ✓ grooves ✓ poly-block printing ✓ repeated patten ✓ stencil 	<p>Vocabulary: Textiles</p> <ul style="list-style-type: none"> ✓ decorations 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ collage ✓ collagraph ✓ craft knife ✓ flipped pattern ✓ form ✓ lino printing ✓ mosaic ✓ poly-block printing ✓ relief ✓ rotated pattern

<div> <div> <div>KEY: Current Year Art & Design Unit</div> <div> History Geography D&T Science </div> </div> <div>Curriculum Overview Year 6</div> </div>		
Prior Year's Curriculum Content	Year 6 Curriculum Content	Subsequent Year's Curriculum Content
<div>Responding to Art</div> <p>Year 5</p> <p>Drawing</p> <ul style="list-style-type: none"> ✓ To describe the work of Sir John Barry and explain why his architectural design was influential. ✓ To evaluate the different designs for the Houses of Parliament and justify their selection. <p>Painting</p> <ul style="list-style-type: none"> ✓ To contrast the works of Banksy and Jean-Michel Basquiat as graffiti artists. ✓ To describe how the styles of two contrasting graffiti artists have been merged to create an individual composition. 	<div>Responding to Art</div> <p>CROSS-CURRICULAR LINKS:</p> <p>Painting (Autumn): Antarctica (Autumn)</p> <p>Drawing (Summer): South America (Summer)</p> <p>Painting</p> <ul style="list-style-type: none"> ✓ To compare and contrast the use of watercolours and acrylic on overall composition in artwork by George Edward Marston and explain the effect of this on society at the time. ✓ To describe fully how the style of George Edward Marston has been adapted to provide a watercolour composition that has a desired message. <p>Drawing</p> <ul style="list-style-type: none"> ✓ To evaluate techniques used by Henry Rousseau which create depth and movement. ✓ To take influence from Henry Rousseau and develop a personalised style of drawing, justifying techniques selected and applied. 	<div>Responding to Art</div> <p>KS3 & KS4</p> <ul style="list-style-type: none"> ✓ To examine the variation in style of a range of artists for inspiration. ✓ To analyse the work of different artists who use similar techniques (e.g., use of line). ✓ To examine abstract artists and compare how they use colour and form (e.g., Kandinsky). ✓ To examine the methods used by surrealist artists. ✓ To use photographers as inspiration for pattern.
<div>Painting and Colour</div> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To use what has been learnt about colour to experiment with abstract colour palettes. ✓ To mix and match colour to create atmosphere. ✓ To use layering of acrylic to create texture. ✓ To use quantities of water with acrylic to create an even finish. ✓ To use select and control paintbrushes to use dashes for detail. ✓ To experience painting onto a canvas. 	<div>Painting and Colour</div> <ul style="list-style-type: none"> ✓ To experiment with washes and watercolour to explore intensity of colour to develop shades. ✓ To mix and match colour to create light effects. ✓ To develop fine brush strokes for intricate detailing ✓ To use paintbrushes in different positions to create strokes and points. ✓ To use layering of paint to create detail to background colours. 	<div>Painting and Colour</div> <p>KS3 & KS4</p> <ul style="list-style-type: none"> ✓ To examine colour theory and colour mixing, including colour symbolism and harmonious colour. ✓ To blend and layer paint with drawing mediums. ✓ To experiment with the use salt with watercolours to draw out pigment. ✓ To experiment with how to create texture with water colours (e.g., bubble wrap, cling film). ✓ To create a collaborative large-scale composition using mixed media. ✓ To develop an individual artistic style. ✓ To use bleach to alter tone.
<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ abstract art ✓ acrylic ✓ atmosphere ✓ canvas ✓ complimentary colours ✓ dry brush ✓ flat brush ✓ graffiti ✓ layering ✓ pointed brush ✓ round brush ✓ texture ✓ triple loading 	<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ ambient light ✓ casting ✓ compositions ✓ contrast ✓ focal point ✓ intensity ✓ landscape ✓ occlusion shadow ✓ penumbra ✓ perspective ✓ tone ✓ wash ✓ watercolour 	<div>Vocabulary</div> <ul style="list-style-type: none"> ✓ artistic style ✓ blending ✓ colour symbolism ✓ colour theory ✓ harmonious colour ✓ layering ✓ missing ✓ mixed media ✓ pigment ✓ tertiary
<div>Drawing, Line and Tone</div> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To select pencil gradient and pen nib thickness to alter the thickness of lines. ✓ To draw lines accurately using proportion. ✓ To accurately draw parallel and perpendicular lines to create a detailed drawing. ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. 	<div>Drawing, Line and Tone</div> <ul style="list-style-type: none"> ✓ To independently select drawing materials that matches intended purpose. ✓ To use hatching and scumbling to create tone. ✓ To consider light sources when creating tone. ✓ To use tonal gradient, layers and directional lines when drawing with crayons to alter tone. ✓ To use stippling to create texture. ✓ To create artwork that has perspective. ✓ To use graded pencils, soft pastels, crayon, charcoal and chalk as different drawing materials. ✓ To combine different drawing materials to create an overall composition. ✓ To use sketchbooks to plan, adapt and evaluate painting and drawing compositions. 	<div>Drawing, Line and Tone</div> <p>KS3 & KS4</p> <ul style="list-style-type: none"> ✓ To examine different methods of using graphite line. ✓ To apply hatching techniques and graded pencil to a composition. ✓ To use paper torsion to blend. ✓ To draw a landscape using perspective. ✓ To draw with wire. ✓ To draw onto presentation boards. ✓ To consider how artwork should be displayed for the most impact. ✓ To draw using water and non-waterproof ink, including drawing with bamboo and brush handles. ✓ To draw using digital methods.

✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style.	✓ To use sketchbooks to experiment with adapting drawing techniques used by influential artists.	
<div>✓ architect</div> <div>✓ cross-sectional drawing</div> <div>✓ Elizabethan</div> <div>✓ Gothic</div> <div>✓ parallel</div> <div>✓</div> <div>Vocabulary</div> <div>✓ perpendicular</div> <div>✓ proportion</div> <div>✓ parallel lines</div> <div>✓ perpendicular lines</div> <div>✓ set square</div>	<div>✓ composition</div> <div>✓ contour line</div> <div>✓ depth</div> <div>✓ focal point</div> <div>✓ hatching</div> <div>✓ horizon</div> <div>✓ light source</div> <div>Vocabulary</div> <div>✓ line</div> <div>✓ movement</div> <div>✓ perspective</div> <div>✓ scumbling</div> <div>✓ stippling</div> <div>✓ tonal gradient</div> <div>✓ vanishing point</div>	<div>Vocabulary</div> <div>✓ chalk pastels</div> <div>✓ computer manipulations</div> <div>✓ display</div> <div>✓ digital methods</div> <div>✓ paper torsion</div> <div>✓ wire</div> <div>✓ non-waterproof ink</div>

The Journey of Art & Design- Important People Appendix

