

# John Keble CE School

## Art Curriculum

Rooted together in love, growing without limits.

*Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.*

## Art Intent, Implementation and Impact: EYFS – KS2

### Whole school curriculum intent

Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens, ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values, enables the pupils to be self-motivated, independent learners.

### Subject specific intent: Art & design

At John Keble school, we aim to provide all pupils with a varied, exciting and stimulating Art education which allows pupils to express themselves visually and develop their confidence in all aspects of the subject. We aim to provide a high-quality art and design education to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they develop their ability to think critically and develop a more rigorous understanding of art and design. Pupils learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Through the knowledge, methods and techniques used by artists studied throughout the global world, pupils should be able to understand, use and adapt a whole variety of art and design processes to develop their own artwork and create personal outcomes in creative and meaningful ways.

### Implementation and impact

Throughout their time at John Keble Primary School, pupils are given a range of opportunities to explore a wide variety of materials and techniques, developing their skills and thinking as young artists. We use the 'National Curriculum' and 'Access Art' scheme of work to form the basis of our Art and Design curriculum. The curriculum is designed to allow pupils to build on skills, knowledge and techniques year on year. Various media types are explored within each unit to give the widest possible range of experiences for all pupils. The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed.

Through following a clear and comprehensive scheme of work in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages within the strands of Art and Design. Subsequently, more pupils will achieve age-related expectations in Art at the end of their cohort year and Key Stage. It is our aim that pupils will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being an 'artist' means. At John Keble school, we are able to measure the impact that Art and Design has had for all pupils by:

- Determining the extent to which objectives are met within each lesson and overall, at the end of each unit.
- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

By the time children leave John Keble school, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work.

## Nursery

Term	Pupils will	Vocabulary
Autumn 1	<ul style="list-style-type: none"> <li>● explore different materials in order to develop their ideas about how to use them.</li> <li>● name all primary and secondary colours</li> </ul>	
Autumn 2	<ul style="list-style-type: none"> <li>● develop their own ideas and choose materials for a specific purpose</li> <li>● create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>● join different materials</li> <li>● explore different textures.</li> <li>● draw with increasing complexity and detail such as representing a face with a circle and including features.</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>● print using a variety of objects</li> <li>● experiment by painting with different techniques (blow painting, string painting)</li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li>● join different materials to make 3D models</li> </ul>	
Summer 2	<ul style="list-style-type: none"> <li>● begin mixing paints to create new colours</li> <li>● make paints with different materials / liquids to create different textures</li> <li>● use multiple shapes with precision within their drawings</li> </ul>	

## Reception

Term	Learning area	Pupils will	Vocabulary
Autumn 1	Drawing	<ul style="list-style-type: none"> <li>● identify different surfaces and take rubbings</li> <li>● layer crayons to make new colours</li> <li>● arrange objects by colour</li> <li>● use observations to draw the shapes</li> </ul>	
Autumn 2	Painting	<ul style="list-style-type: none"> <li>● recognise that ideas and emotions can be expressed through the medium of paint</li> <li>● recognise and describe some simple characteristics of range of paintings</li> <li>● understand that primary colours can be mixed to make secondary colours</li> </ul>	
Spring 1	Sculpture	<ul style="list-style-type: none"> <li>● use appropriate techniques to make malleable shapes.</li> </ul>	

Spring 2	Collage	<ul style="list-style-type: none"> <li>● explore how to be inspired by flora and fauna</li> <li>● use collage to invent a unique minibeast</li> </ul>	
Summer 1	Sculpture	<ul style="list-style-type: none"> <li>● manipulate materials</li> <li>● use materials, tools, and ideas to invent</li> </ul>	
Summer 2	Printing	<ul style="list-style-type: none"> <li>● explore what a print is</li> <li>● make a relief print</li> </ul>	

### John Keble Key stage 1 and 2 Art and Design curriculum overview

Year	Term	Unit Title	Year	Term	Unit Title
1	Autumn 1 Drawing and sketchbook	Enquiry Question: How can we use our whole bodies to make drawings?	2	Autumn Drawing and sketchbook	Enquiry Question: How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?
	Spring 1 Surface & Colour	Enquiry Question: How can we use the properties of watercolour to make experimental images?		Spring Working in Three Dimensions	Enquiry Question: How can we transform an object and turn it into sculpture, using our imagination?
	Summer 1 Working in Three Dimensions	Enquiry Question: How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?		Summer Surface & Colour	Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?
3	Autumn 1 Surface & Colour	Enquiry Question: How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?	4	Autumn 2 Drawing and sketchbook	Enquiry Question: How can we create visual narratives inspired by poetry or prose?
	Autumn 2 Drawing and sketchbook	Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?		Spring 2 Surface & Colour	Spring 2 Enquiry Question: How can we work with patterns in a mindful way to create artwork which can be applied to many outcomes?
	Summer 1 Working in Three Dimensions	Enquiry Question: How can we create 3 dimensional characters inspired by characters in film and fiction?		Summer 2 Working in Three Dimensions	Enquiry Question: How can we use the skills we have learnt in drawing, painting, making and collage to create artwork which celebrates the food we eat?
5	Autumn 1 Drawing and sketchbook	Enquiry Question: How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	6	Autumn Drawing and sketchbook	Enquiry Question: How can we transform 2d drawings into 3d objects?
	Spring 1 Surface & Colour	Enquiry Question: How can we design fashion in response to a brief? How can we transform 2d to 3d. How can we use pattern and texture?		Spring 1 Surface & Colour	Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?
	Summer 1	Enquiry Question: What is our responsibility as an architect? How can we make a better world?		Summer 1	Enquiry Question: How can we adapt traditional techniques of makers, and transfer them to create our own narratives?

	Working in Three Dimensions			Working in Three Dimensions	
--	-----------------------------------	--	--	-----------------------------------	--

### National Curriculum – Key Stage 1

National Curriculum objectives	Where covered
to use a range of materials creatively to design and make products	Yr 1 Sp, Yr 1, Sum, Yr 2 Au, Yr 2 Sp, Yr 2 Sum
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Yr 1 Au, Yr 1 Sp, Yr 1, Sum, Yr 2 Au, Yr 2 Sp, Yr 2 Sum
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Yr 1 Au, Yr 1 Sp, Yr 1, Sum, Yr 2 Au, Yr 2 Sp, Yr 2 Sum
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Yr 1 Au, Yr 1 Sp, Yr 1, Sum, Yr 2 Au, Yr 2 Sp, Yr 2 Sum

### National Curriculum – Key Stage 2

National Curriculum objectives: Pupils should be taught	Where covered
to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Yr 3 Au, Yr 3 Sp, Yr 3, Sum, Yr 4 Au, Yr 4 Sp, Yr 4, Sum, Yr 5 Au, Yr 5 Sp, Yr 5, Sum, Yr 6 Au, Yr 6 Sp, Yr 6, Sum
to create sketch books to record their observations and use them to review and revisit ideas	Yr 3 Au, Yr 3 Sp, Yr 3, Sum, Yr 4 Au, Yr 4 Sp, Yr 4, Sum, Yr 5 Au, Yr 5 Sp, Yr 5, Sum, Yr 6 Au, Yr 6 Sp, Yr 6, Sum
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Yr 3 Au, Yr 3 Sp, Yr 3, Sum, Yr 4 Au, Yr 4 Sp, Yr 4, Sum, Yr 5 Au, Yr 5 Sp, Yr 5, Sum, Yr 6 Au, Yr 6 Sp, Yr 6, Sum
about great artists, architects and designers in history.	Yr 3 Au, Yr 3 Sp, Yr 3, Sum, Yr 4 Au, Yr 4 Sp, Yr 4, Sum, Yr 5 Au, Yr 5 Sp, Yr 5, Sum, Yr 6 Au, Yr 6 Sp, Yr 6, Sum



<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Artist:</b> Molly Haslund</p> <p><b>Cross Curricular Opportunity:</b></p> <ul style="list-style-type: none"> <li>● Science: Uses language to support understanding of concepts of growth, human body and natural forms.</li> <li>● Maths: Explores pattern, symmetry.</li> <li>● PSHE: Peer discussion, collaboration</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To draw from imagination	<ul style="list-style-type: none"> <li>● become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</li> <li>● discover an artist and will demonstrate their understanding of the artist’s work by responding through a making challenge and peer discussion.</li> </ul>	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground)
2	To experiment with the marks that can be made with chalk and oil pastels	<ul style="list-style-type: none"> <li>● consolidate their understanding of how they can make spiral drawings using their whole bodies by making “snail drawings”.</li> <li>● push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</li> </ul>	As above plus: Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern
3	To explore what a sketchbook is and what it can be used for	<ul style="list-style-type: none"> <li>● become familiar with what a sketchbook can be used for.</li> <li>● make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook</li> <li>● understand that it is a platform for personal creative risk taking.</li> </ul>	As above plus: Sketchbook, Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places”
4 and 5	To apply mark making to observational drawings	<ul style="list-style-type: none"> <li>● become familiar with the idea that they can make drawings through observation.</li> <li>● show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</li> </ul>	As above plus: Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour,
6	To reflect on my artwork	<ul style="list-style-type: none"> <li>● reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Reflect, Discuss, Share, Think



Year 1 - Spring 2 Surface and colour – Option 2 - Exploring Watercolour

**NC objectives:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Artist:** Paul Klee, Emma Burleigh

**Cross Curricular Opportunity:**

Geography: Adapt by choosing colour palettes which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly).

Maths: Explore identifying 2d shapes.

Music: Explore the connection between art & music and being in a mindful space.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore what watercolour can do	<ul style="list-style-type: none"> <li>● become familiar with what watercolour can do.</li> <li>● use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing.</li> <li>● be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.</li> </ul>	Watercolour, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid,
2	To express how artists use watercolour	<ul style="list-style-type: none"> <li>● share their responses to the work of artists Paul Klee and Emma Burleigh.</li> <li>● express their thoughts and feelings verbally in response to questions during class discussion.</li> <li>● use their sketchbooks to process the information in a visual way and make it their own.</li> </ul>	As above
3, 4 and 5	To build imagery using watercolour	<ul style="list-style-type: none"> <li>● work in large scale to continue their exploration of the marks that can be made with watercolour.</li> <li>● use their imaginations to identify the stories emerging in their paintings.</li> <li>● work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.</li> </ul>	Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale

6	To reflect on my painting	<ul style="list-style-type: none"> <li>reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Reflect, Share, Discuss
---	---------------------------	---	-------------------------

Year 1 – Summer 1 Working in three dimensions – Option 2 - Making Birds

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Artist:</b> A variety (see resource)</p> <p><b>Cross Curricular Opportunity:</b></p> <ul style="list-style-type: none"> <li>Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.</li> <li>Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position &amp; direction.</li> <li>Science: Uses language to support understanding of properties and manipulation of materials.</li> <li>PSHE: Collaboration, responsibility to the planet.</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore how to be inspired by images of birds	<ul style="list-style-type: none"> <li>become familiar with using film as a source to create observational drawings of birds.</li> <li>look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</li> </ul>	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil,
2	To use mark making to draw a feather	<ul style="list-style-type: none"> <li>create drawings of feathers working from real life.</li> <li>recall the mark making that they have used throughout the year and will continue to explore new ways of making marks.</li> <li>work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making.</li> <li>demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</li> </ul>	Observation, Close study, Blending, Texture Explore, Discover
3	To investigate what happens when I fold,	<ul style="list-style-type: none"> <li>demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging.</li> </ul>	Transform, Fold, Tear, Crumple, Collage

	tear and crumple paper	<ul style="list-style-type: none"> <li>demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</li> </ul>	
4 and 5	To explore how to use materials to make a sculpture of a bird	<ul style="list-style-type: none"> <li>engage with artists' work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion.</li> <li>draw upon the skills learnt in week 1, 2 &amp; 3 to make choices about materials and structures to create their own sculptures of birds.</li> <li>demonstrate an understanding of how to make things balance through exploration and play.</li> </ul>	Sculpture, Structure, Balance, Texture, Personality, Character,
6	To showcase my work as part of an art installation	<ul style="list-style-type: none"> <li>collaborate to create a flock of birds using their individual sculptures.</li> <li>engage in class discussion about their individual and collective work.</li> </ul>	Installation, Flock, Collaboration Present, Reflect, Share, Discuss

Year 2 – Autumn 1 Drawing and Sketchbooks - Explore & Draw

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Artist:</b> Rosie James, Alice Fox</p> <p><b>Cross Curricular Opportunity:</b></p> <ul style="list-style-type: none"> <li><b>Geography:</b> Adapt to explore habitats.</li> <li><b>Maths:</b> Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.</li> <li><b>Science:</b> Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing.</li> <li><b>PSHE:</b> Peer discussion, Collaboration.</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore how how artists are inspired by their environment	<ul style="list-style-type: none"> <li>become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment.</li> <li>record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</li> </ul>	Explore, Collect, ReSee, Imagine, Curious,

2	To show how I can be inspired by my environment	<ul style="list-style-type: none"> <li>● demonstrate their curiosity by exploring their playground or school area to collect items that inspire them.</li> <li>● play with the objects to create new shapes and patterns on the ground.</li> <li>● decide which objects to bring back to the classroom before continuing to play with pattern and composition.</li> <li>● demonstrate sorting skills by grouping objects by colour, size, material, and type.</li> <li>● take photos of their arrangements and reflect on their gathering and documentation.</li> </ul>	Present, Re-present, arrange, composition Photograph, Focus, Light, Shade,
3	To record the items I have collected through drawing	<ul style="list-style-type: none"> <li>● work in sketchbooks using a variety of media (hand-writing pens, pencils).</li> <li>● draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing.</li> <li>● begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</li> </ul>	Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch
4 and 5	To use a range of materials to explore mark making	<ul style="list-style-type: none"> <li>● use the skills that they have picked up in previous weeks to create a finished drawing.</li> <li>● be introduced to wax resist techniques and will start considering 'composition' when making work.</li> </ul>	Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape,
6	To reflect on my drawings	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Reflect, Present, Share, Discuss, Feedback

Year 2 – Spring 1 Working in three dimensions – Option 2 - Stick Transformation Project

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Artist:</b> Chris Kenny</p> <p><b>Cross Curricular Opportunity:</b></p> <ul style="list-style-type: none"> <li>● <b>English:</b> Link to Julia Donaldson's Stick Man</li> <li>● <b>PSHE:</b> Collaboration, Peer Discussion, Ethnic Identity,</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary

1	To be inventive with materials	<ul style="list-style-type: none"> <li>● think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'.</li> <li>● learn to manipulate materials by twisting, tearing, folding and bending materials to form structures.</li> <li>● take photos of their sculptures to put in their sketchbooks to reflect on.</li> </ul>	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture
2, 3, 4 and 5	To reimagine a familiar object	<ul style="list-style-type: none"> <li>● transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together.</li> <li>● be introduced to artists or source material which will inspire and inform their idea generation.</li> <li>● respond to stimulus and will generate ideas in sketchbooks.</li> <li>● test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</li> </ul>	Find, Imagine, Select, Discard, Edit, Transform, CreateLine, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add,
6	To reflect on the work created throughout the half term	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record

**NC objectives:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Artist:** Xgaoc’o X’are, Leonardo Di Vinci

**Cross Curricular Opportunity:**

- **English:** Link to English by asking children to draw upon their own experience for narratives.
- **Geography:** Adapt to explore habitats, continents.
- **Maths:** Use language to develop understanding of symmetry (peeling back monoprints).
- **Science:** Animals, trees, materials.
- **PSHE:** Peer discussion. Collaboration.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To record the things I see in photos or film	<ul style="list-style-type: none"> <li>● work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film.</li> <li>● develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.</li> </ul>	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering, Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel
2	To create drawings of tiny objects	<ul style="list-style-type: none"> <li>● develop their careful looking and mark making whilst they create small drawings of small objects.</li> <li>● work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week.</li> <li>● reflect in small groups about whether they prefer drawings from week 1 or 2.</li> </ul>	Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond
3	To explore what a mono print is	<ul style="list-style-type: none"> <li>● explore the work of an artist who uses mono print.</li> <li>● express their thoughts on the work verbally through peer discussion</li> <li>● learn how to create their own monoprints using carbon paper, creating observational drawings of objects.</li> <li>● demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.</li> </ul>	Mono Print, Mono Type, Carbon paper, Oil Pastel,
4 and 5	To make a mono print that explores a theme	<ul style="list-style-type: none"> <li>● discover the potential of carbon paper mono prints whilst exploring narrative or invention.</li> <li>● discover without working towards a predefined outcome.</li> <li>● Work alongside in sketchbooks to make notes about their discoveries.</li> </ul>	Narrative, Story, Imagination, Invent, Discover

6	To reflect on my mono prints	<ul style="list-style-type: none"> <li>display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Reflect, Discuss, Share, Feedback
---	------------------------------	---	--

Year 3 - Autumn 1 Surface and colour- Option 1 - Cloth, Thread and Paint

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to know about great artists, architects and designers in history.</li> </ul> <p>Artist: Alice Kettle, Hannah Rae</p> <p>Cross Curricular Opportunity:</p> <ul style="list-style-type: none"> <li>Geography: Adapt your focus to create sewn landscapes/oceans according to topic.</li> <li>History: Create a sewn scene inspired by a local history event.</li> <li>Science: Explore habitats, Local environment, materials.</li> <li>Maths: Pattern, measuring.</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To learn how artists use thread, cloth, and paint to make artwork	<ul style="list-style-type: none"> <li>become familiar with the work of artist's Alice Kettle and Hannah Rae.</li> <li>respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</li> </ul>	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,
2	To develop my mark making vocabulary to use later in my work	<ul style="list-style-type: none"> <li>begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</li> </ul>	Test, Experiment, Try Out, Reflect,
3, 4 and 5	To combine paint and stitch to create energy and texture	<ul style="list-style-type: none"> <li>begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week.</li> <li>paint a canvas according to the theme, demonstrating paint mixing skills.</li> <li>use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making.</li> </ul>	Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash,

		<ul style="list-style-type: none"> <li>• explore drawing source material as stimuli or will take inspiration from their own local environment.</li> </ul>	
6	To reflect on my work	<ul style="list-style-type: none"> <li>• display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Review, Reflect, Process, Outcome,



**NC objectives:**

Pupils should be taught:

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

**Artist:** Heather Hansen, Laura McKendry, Edgar Degas

**Cross Curricular Opportunity:**

- Music & Drama: Listen to music to influence upon while doing the “Dancing with Charcoal”

Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore what charcoal is	<ul style="list-style-type: none"> <li>● begin to explore charcoal as a drawing material.</li> <li>● respond to the work of contemporary artist Laura McKendry and great master Edgar Degas.</li> <li>● compare the artists and will share their thoughts in peer discussion.</li> </ul>	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.
2	To explore what charcoal can be used for	<ul style="list-style-type: none"> <li>● discover the qualities of charcoal, opening their minds to the mark making possibilities.</li> <li>● explore how charcoal responds to various complementary materials.</li> <li>● think about how they can experiment with mark making to create line, shape and tone.</li> <li>● begin to think about light and dark by being introduced to the term ‘Chiaroscuro’.</li> </ul>	Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.
3	To explore how people made cave art	<ul style="list-style-type: none"> <li>● be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page.</li> <li>● gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</li> </ul>	Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,
4 and 5	To use charcoal to create gestural drawings	<p>Option 1:</p> <ul style="list-style-type: none"> <li>● explore how they can use charcoal to respond to narrative and create a dramatic atmosphere.</li> <li>● continue their exploration of chiaroscuro through creating dramatic sets.</li> <li>● consider tone, composition, texture, and depth when they build their dramatic sets.</li> </ul> <p>Option 2:</p> <ul style="list-style-type: none"> <li>● explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance.</li> <li>● be introduced to an artist who creates large drawings using her whole body.</li> <li>● share their thoughts about the work in class discussion.</li> <li>● respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms.</li> <li>● record the action of drawing to make a multimedia performance.</li> </ul>	<p>Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting</p>
6	To reflect on my work	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Share, Reflect, Respond, Feedback

**NC objectives:**

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

**Artist:** Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

**Cross Curricular Opportunity:**

- English: Link to “character” books such as Roald Dahl’s Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making.
- Science: Materials, animals, micro habitats.
- Maths: 2D/3D shapes, measuring, weight.
- PSHE: Responsibility to the planet, collaboration, peer discussion.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To investigate artists inspired by other artforms	<ul style="list-style-type: none"> <li>● look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas.</li> <li>● respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.</li> </ul>	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out,
2	To use exaggeration as a tool to convey the intention of my drawing	<ul style="list-style-type: none"> <li>● try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing.</li> <li>● use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.</li> </ul>	Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture,
3, 4 and 5	To respond to literature/poetry in the form of sculpture	<ul style="list-style-type: none"> <li>● translate text into imagery using shape and line.</li> <li>● use their sketchbooks to respond to the original stimulus before developing a sculptural character.</li> <li>● re-interpret and re-invent the character whilst exploring the qualities of different materials.</li> <li>● explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.</li> </ul>	Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality,
6	To reflect on my work	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,

Year 4 – Autumn 2 Drawing and Sketchbooks - Storytelling Through Drawing

**NC objectives:**

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

**Artist:** Laura Carlin, Shaun Tan

**Cross Curricular Opportunity:**

- English: Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice.
- History: Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.
- Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.
- PSHE: Supports Collaboration, Peer Discussion.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore how artists use a sequence of imagery to tell a story	<ul style="list-style-type: none"> <li>● explore the work of two artists who create illustrations that tell stories.</li> <li>● respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</li> </ul>	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator,
2	To create an image that tells a story	<ul style="list-style-type: none"> <li>● use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing.</li> <li>● juxtapose objects to create their still life scenes from which they will work.</li> <li>● explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</li> </ul>	Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble,
3, 4 and 5	To make a sequence of images that describe a narrative	<ul style="list-style-type: none"> <li>● explore how they can build and share a story through a series of images.</li> <li>● work from evocative literature or poetry to create either a concertina or a poetry comic.</li> <li>● have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel.</li> <li>● use sketchbooks to develop ideas throughout.</li> </ul>	Composition, Sequencing, Visual Literacy, Narrative

6	To reflect on my work	<ul style="list-style-type: none"> <li>display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
---	-----------------------	---	--

Year 4 - Spring 2 - Surface and colour - Option 2 - Exploring pattern

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to know about great artists, architects and designers in history.</li> </ul> <p><b>Artist:</b> Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p> <p><b>Cross Curricular Opportunity:</b></p> <ul style="list-style-type: none"> <li>History: Focus on patterns from your chosen ancient civilisation.</li> <li>Maths: Measuring, symmetry, tessellation/repeated patterns, orientation.</li> <li>Science: Look at patterns in the structure of fruits or plants, reflections and shadows.</li> <li>Music: Use music and sound when doing mindful drawing as part of this pathway.</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To investigate how to create a pattern without drawing	<ul style="list-style-type: none"> <li>relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. The repetitive nature of the activity will encourage pupils to make decisions as they go to create a rhythmic piece.</li> <li>discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.</li> </ul>	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic,
2	To devise my own rules to make a drawing	<ul style="list-style-type: none"> <li>devise their own process criteria to help them make drawings inspired by Sol Lewitt.</li> <li>experiment with materials and colours to invent their own unique patterns.</li> <li>consider angles and mathematical terms such as “parallel”.</li> <li>work in sketchbooks, collaborate, and discuss aims and outcomes.</li> </ul>	Generate, Explore, Experiment,
3, 4 and 5	To use colour, composition, and shape to make my own pattern	<p>Option 1:</p> <ul style="list-style-type: none"> <li>become familiar with tessellations.</li> <li>invent their own shape that fits together repeatedly.</li> <li>explore colour theory such as complimentary colours, and cold and warm colours.</li> </ul>	Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange

		<p>Option 2:</p> <ul style="list-style-type: none"> <li>● explore the work of a surface pattern designer.</li> <li>● use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</li> </ul> <p>Option 3:</p> <ul style="list-style-type: none"> <li>● fold paper and use patterns to make an object.</li> <li>● explore colour, line, and shape to create patterns within their puzzle purse.</li> </ul> <p>* Pupils will reflect and make notes about their decision making throughout all the options. Each option will include an exploration of an artist *</p>	Fold, Origami, Design,
6	To reflect on my work	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> <li>● take photos of their work thinking about focus and light.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

#### Year 4 - Summer 2 Working in three dimensions - Option 1- Festival Feasts

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● to know about great artists, architects and designers in history.</li> </ul> <p><b>Artist:</b> Claes Oldenberg, Lucia Hierro, Nicole Dyer</p> <p><b>Cross Curricular Opportunity:</b>  History: Look at the food grown during the time of your chosen civilisation topic e.g. Iron Age farming.  Science: Soil, room to grow, nutrition, food groups, environmental changes.  PSHE: Supports responsibility to the planet, Collaboration, Peer Discussion. Look at foods from different religious ceremonies.</p>			
Lesson number	Learning objective	Pupils will	Vocabulary
1 and 2	To explore how artists are inspired by food	<ul style="list-style-type: none"> <li>● become familiar with artists who create sculpture based on food.</li> <li>● be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures.</li> <li>● respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts.</li> <li>● show you what they can see by creating observational drawings from film / life.</li> <li>● consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</li> </ul>	

3 and 4	To make sculptures of food	<ul style="list-style-type: none"> <li>● explore their favourite foods through sculpture.</li> </ul> <p>Option 1:</p> <ul style="list-style-type: none"> <li>● explore painting and sculpture by recreating tins and jars of their favourite foods.</li> <li>● explore line, shape, and colour through three different exercises.</li> <li>● turn their paintings into 3D sculptures to form a classroom shop installation.</li> </ul> <p>Option 2:</p> <ul style="list-style-type: none"> <li>● explore Modroc as a new material to make a sculptural feast which will contribute to a class meal.</li> <li>● explore texture and modelling as well as colour and form.</li> </ul>	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation,
5	To investigate how materials respond on cotton	<ul style="list-style-type: none"> <li>● lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth.</li> <li>● work on a new surface (cloth) and see how using this material is different to working on paper.</li> </ul>	Surface, Fabric, Texture,
6	To reflect on my work	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> <li>● reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,

### Year 5 – Autumn 1 Drawing and Sketchbooks - Typography and Maps

<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● to know about great artists, architects and designers in history.</li> </ul> <p><b>Artist:</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><b>Cross Curricular Opportunity:</b></p> <ul style="list-style-type: none"> <li>● Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps.</li> <li>● History: Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village.</li> <li>● Maths: Pictorial representations, 2D / 3D shapes.</li> <li>● PSHE: Collaboration, Peer Discussion.</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore typography	<ul style="list-style-type: none"> <li>● become familiar with the term 'typography'.</li> </ul>	Typography, Lettering, Graphics,

		<ul style="list-style-type: none"> <li>● be introduced to designers who work with type to communicate thoughts and ideas visually.</li> <li>● create their own letters from cut up basic shapes in a playful way to think about the form of letters.</li> <li>● work in their sketchbooks to consider what they like and what they might develop further.</li> </ul>	Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory,
2	To make my own typography using my interests	<ul style="list-style-type: none"> <li>● create their own letters of a typeface using their intuition.</li> <li>● explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</li> </ul>	
3	To make graphic powerful drawings	<ul style="list-style-type: none"> <li>● work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background.</li> <li>● build confidence in their strong mark-making skills.</li> </ul>	Visual Impact,
4 and 5	To create a visual map	<ul style="list-style-type: none"> <li>● be introduced to artists who create maps.</li> <li>● discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination.</li> <li>● respond to the work in class discussion and in their sketchbooks.</li> <li>● develop ideas from the typography activity in week 2, to build visual text for map making.</li> <li>● link to their own identity through their maps with typography, references, thoughts, ideas, and associations. They will do this in both 2D and 3D.</li> </ul>	Pictorial Maps, Identity, Symbols,
6	To reflect on my work	<ul style="list-style-type: none"> <li>● display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Year 5 - Spring 1 - Surface and colour - Option 1 - Fashion Design

**NC objectives:**

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

**Artist:** Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla

**Cross Curricular Opportunity:**

- Geography: Trade links and the history of importing textiles from other continents.
- History: Design clothing inspired by your chosen civilisation topic e.g. Ancient Greek elite, slaves, gods or goddesses.

- Maths: 2D / 3D shapes, measuring.
- Music & Drama: Create costumes for, or in response to, drama or music productions.
- PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore how designers bring their own identity to their designs	<ul style="list-style-type: none"> <li>● explore the work of fashion designers, thinking about how they use their identity to design, by responding in class discussion and visually in sketchbooks.</li> </ul>	Contemporary, Historical, Fashion Design, Designers,
2	To design clothes that responds to a brief	<ul style="list-style-type: none"> <li>● work in sketchbooks to generate and test ideas, experiment with shape and form, pattern, colour, and texture in response to a brief.</li> </ul>	Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose,
3, 4 and 5	To make my 2d designs 3d	<ul style="list-style-type: none"> <li>● bring their 2d designs to 3d.</li> <li>● paint paper with patterns and texture to make the base of their clothes.</li> <li>● consider pattern cutting to make the clothes fit together and fall in the way that they intend around a manikin, as well as how they will attach the cut out pieces together.</li> </ul>	
6	To reflect on my fashion designs	<ul style="list-style-type: none"> <li>● display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</li> <li>● work in pairs or teams to document their work using cameras or Ipads.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Year 5 - Summer 2 Working in three dimensions - Option 1 - Dream Big or Small

**NC objectives:**

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.



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

Artist: A variety (see resource)

Cross Curricular Opportunity:

- Geography: Opportunity to talk about issues surrounding climate change to inform the type of houses you make, and the materials you use.
- History: Changes in Britain – How architecture has changed from your chosen civilisation topic. Design a bomb shelter inspired by WW2?
- Maths: Measuring, 2D and 3D shapes, symmetry, angles.
- PSHE: Responsibility to the planet, Collaboration, Peer Discussion.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To understand the responsibility of an architect	<ul style="list-style-type: none"> <li>● be introduced to a point for discussion and design. Should architects design big, beautiful buildings or should they design small homes, to serve the environment?</li> <li>● work in their sketchbooks to respond to big architectural design, drawing forms, structures, and materials.</li> <li>● juxtapose this by then creating visual notes of tiny houses, again noting down structures, materials, and ideas that appeal.</li> </ul>	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,
2	To learn what structures architects might use when designing buildings	<ul style="list-style-type: none"> <li>● work on large paper and revisit what they saw last week (amazing architectural homes vs tiny homes).</li> <li>● make drawings from stills of films that deepen their understanding of forms and structures architects might use.</li> <li>● make between 3-5 big drawings working in handwriting pen and coloured pen to highlight features.</li> </ul>	Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location
3, 4 and 5	To make my own house	<ul style="list-style-type: none"> <li>● recap week 3 and decide whether they will make models of aspirational homes or tiny houses. They will have sketchbooks open throughout as reference material.</li> <li>● use foamboard to build their models (without designing on paper first).</li> </ul>	Design through Making, Model, Maquette,
6	To reflect on my model	<ul style="list-style-type: none"> <li>● display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</li> <li>● work in pairs or teams to document their work using cameras or Ipads.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

**NC objectives:**

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

Artist: Lubaina Himid, Claire Harrup

**Cross Curricular Opportunity:**

- English: Create characters inspired by literature.
- History: Create characters inspired by theme.
- Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points.
- PSHE: Collaboration, Peer Discussion.

Lesson number	Learning objective	Pupils will	Vocabulary
1	<p>Sculpture option: To explore how artists create 3D objects from 2D drawings &amp; paintings</p> <p>Packaging Option: To understand that artists design food packaging</p>	<ul style="list-style-type: none"> <li>● become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</li> <li>● explore the colours and patterns on different types of food packaging.</li> <li>● learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</li> </ul>	<p>2D Drawing</p> <p>3D Object</p> <p>Packaging</p>
2 & 3  2,3,4 & 5	<p>Sculpture option: To identify key drawing techniques that support seeing and drawing, and enable me to scale up my drawing</p> <p>Packaging Option: To build packaging nets whilst experimenting with drawing, composition and type</p>	<ul style="list-style-type: none"> <li>● start creating “flat yet sculptural” artwork.</li> <li>● redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</li> </ul>	<p>Negative space</p> <p>Grid method</p> <p>Scaling up</p> <p>Net, Typography, Graphic Design</p>
4 and 5	<p>Sculpture option: To transform a 2D drawing to a 3D object</p>	<ul style="list-style-type: none"> <li>● use the paper as a collage material</li> <li>● use methods of construction to transform them into sculptures.</li> </ul>	<p>Collage</p> <p>Structure</p> <p>Balance</p>
6	To reflect on my 3D object	<ul style="list-style-type: none"> <li>● display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</li> </ul>	<p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>

- work in pairs or teams to document their work using cameras or iPads.

Year 6 - Spring 1 Surface and colour - Option 2 - Exploring Identity

**NC objectives:**

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

**Artist:** Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

**Cross Curricular Opportunity:**

- History: Explore the identity of a figure from your chosen history topic.
- PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore how artists express their identity	<ul style="list-style-type: none"> <li>• explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</li> <li>• record their thoughts and observations in sketchbooks through visual note taking.</li> </ul>	Identity, Layer, Constructed,
2	To explore portraiture in a light-hearted and flexible way	<ul style="list-style-type: none"> <li>• create a series of portraits drawings of their peers using a variety of drawing materials.</li> <li>• work intuitively at varying lengths of time to record and draw.</li> </ul>	Portraiture
3, 4 and 5	To express my identity through a self-portrait	<ul style="list-style-type: none"> <li>• create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</li> <li>• use sketchbooks throughout to help explore and focus, test and reflect.</li> </ul>	Layering Digital Art, Physical,
6	To reflect on my self-portrait	<ul style="list-style-type: none"> <li>• display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Year 6 - Summer 2 Working in three dimensions - Option 3 - Take a Seat

<b>NC objectives:</b> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to know about great artists, architects and designers in history.</li> </ul> <b>Artist:</b> Yinka Ilori <b>Cross Curricular Opportunity:</b> <ul style="list-style-type: none"> <li>Maths: Measuring, 2D and 3D shapes, symmetry, angles.</li> <li>Science: Forces and gravity.</li> <li>PSHE: Responsibility to the planet, Collaboration, Peer Discussion.</li> </ul>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore the structure and integrity of a chair through drawing	<ul style="list-style-type: none"> <li>become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks</li> <li>explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</li> </ul>	Chair Design, Designer, Craftsperson, Maker,
2	To use creative thinking to enable an exploration of material and intention	<ul style="list-style-type: none"> <li>use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</li> </ul>	3D Doodle, Design through Making,
3, 4 and 5	To use sculptural and making techniques to construct a chair that	<ul style="list-style-type: none"> <li>be challenged to become furniture designers and invited to create a chair which expresses their personality.</li> <li>record and develop their ideas in sketchbooks.</li> </ul>	Chair Design Expression, Personality, Character,

	expresses my personality		Materials, Form, Function,
6	To reflect on my chair?	<ul style="list-style-type: none"> <li>display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</li> </ul>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,