

Art and Design Curriculum

Nursery (3 - 4 Year Olds)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Super Duper Me	Twinkle, Twinkle Alex Park	Arctic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh
<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p>Begin to use large-muscle movements to</p> <ul style="list-style-type: none">Wave flags and streamers (top to bottom / circle – <i>Wiggle Me into Squiggle</i>)Paint and make marks <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none">play dress up... <i>stage area</i> <p>Begin to show a preference for a dominant hand.</p> <p>Use some one-handed tools and equipment.</p> <ul style="list-style-type: none">Across provision: - pouring / filling – stirring / mixing – rolling – painting / drawing / mark making. <p>Begin to develop a comfortable grip when using pencils / pens.</p> <ul style="list-style-type: none">Support and encourage tripod grip. <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>Explore mark-making:</p> <ul style="list-style-type: none">As early gestures of drawing (<i>e.g. making horizontal lines, circular marks</i>) ...<i>line, circle</i> *See PD <i>Fine Motor</i>In a variety of contexts (<i>e.g. scribbles in response to music</i>) <p>Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker... <i>chalk on the playground, sticks in glitter/salt</i></p> <p>Begin to explore colour</p> <p>Choose and explore a variety of colour medium, colour mixing on a variety surfaces ... <i>colour names</i></p> <p>Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold ...<i>press, hold still, print</i></p> <p>Clay/Playdough: Explore properties <i>e.g. poking, pulling, pinching, squeezing, patting. ...poke, pull, pinch, squeeze, pat</i></p> <p>Loose Parts: Explore properties of different object /materials: moving, combining, lining up and stacking. ... <i>line up, stack</i></p> <p>Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. ... glue, spread, stick</p> <p>[Artist Stimulus: Alma Thomas]</p> <p><u>Implementation:</u></p> <p><i>Encourage children to explore colour mixing by creating different skin tones that they need when making a painting of themselves. Talk about the different colours. Display all the paintings together to create a mural.</i></p> <p><i>Continuous provision activities to develop opportunities to explore scale, draw from their imagination, add details to their drawings, explore colour mixing.</i></p> <p><i>Children create a page for a collaborative ‘colour book’ – Access Art unit.</i></p> <p><i>Listen and understand what children want to create before offering suggestions.</i></p>		<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p>Choose the right resource to carry out chosen plan.</p> <p><u>Fine Motor Skills</u></p> <p>Show a preference for a dominant hand</p> <ul style="list-style-type: none">Dough Disco <p>Use a range of one-handed tools and equipment</p> <ul style="list-style-type: none">Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making. <p>Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none">Model tripod grip. <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>Use mark-making to:</p> <ul style="list-style-type: none">Represent simple forms and movementCreate shorter lines, curves, enclosed circles; discovering that lines can make shapes <p>Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control.</p> <p>Continue to explore colour and begin to explore colour mixing</p> <ul style="list-style-type: none">Explore mixing colours, begin to talk about / name colours and observe the changes.... <i>colour names, tones of colour (light/dark)</i> <p>Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. ... <i>repeat</i></p> <p>Clay/Playdough: Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. ...<i>shapes</i></p> <p>Loose Parts: Begin to use selected parts to create simple constructions and models. Use simple tools to <i>join, fix, cut</i> etc.</p> <p>Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. ... <i>scrunch, tear</i></p>		<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p>Choose the right resource to carry out chosen plan.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p><u>Fine Motor Skills</u></p> <p>Use one-handed tools and equipment confidently and independently... <i>scissors, glue sticks, pencils, pens, marker pens.</i></p> <ul style="list-style-type: none">Across provision: cutting/sticking – painting / drawing / writing letters. <p>Eat independently using a knife and fork</p> <p>Be increasingly independent getting dressed and undressed</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none">Tripod grip. <p>Expressive Arts and Design</p> <p><u>Creating with Materials</u></p> <p>Draw lines and shapes to:</p> <ul style="list-style-type: none">Represent simple ideas like sound and movementDraw with increasing complexity to record observations and feelings; adding detail and meaning to pictures (<i>e.g. draw a person using a circle for a head and straight lines for limbs</i>) ... <i>feel, emotion</i>Draw from imagination, using simple abstract lines and shapes <p>In painting, begin to be able to select a brush, ‘<i>dip, draw, wash and wipe</i>’ technique to keep colours clear. Become more confident in using different mark-makers and thickness of paintbrushes with increasing control and efficiency.</p> <p>Explore colour and colour mixing</p> <ul style="list-style-type: none">Become more selective of colours to achieve a desired effect. <p>[Artist Stimulus: Claude Monet]</p> <p>Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</p> <p>Clay/Playdough: Make a clay form & manipulate it with fingers to suggest a subject.</p> <p>Loose Parts: Begin to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making.</p> <p>Find, collect, arrange and stick material onto a surface to make a picture or pattern</p> <p><u>Implementation:</u></p> <p><i>Introduce children to the work of artists across time and cultures –Monet.</i></p> <p>Explore colours, textures and materials. Explore colour mixing and shade.</p> <p><i>Continuous provision activities to develop opportunities to explore scale, draw from their imagination, add details to their drawings, explore colour mixing.</i></p> <p><i>Father’s Day art and craft.</i></p> <p><u>Key Vocabulary</u></p> <p>Artist, Monet, compare, transient art</p> <p>draw, create, pencil, paint, materials, shape, colour mixing, observation, imagination, blend, painting, curvy, straight, zigzag, emotions, happy, sad, excited,</p>	

Help children to develop their drawing and model making. Help children add details to their drawings. Talk about the differences between colours.

Celebration art – firework painting, Diwali, Christmas.

Children to create firework painting using forks.

Children will engage in Diwali and Christmas arts and crafts.

Key Vocabulary

Draw, create, pencil, paint, materials, shape, colour mixing, Artist, Alma Thomas, observation, imagination

[Artist Stimulus: Georgia O’Keefe]

Implementation:

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Continuous provision activities to develop opportunities to explore scale, draw from their imagination, add details to their drawings, explore colour mixing.

Mother’s Day art and craft.

Key Vocabulary

Draw, create, pencil, paint, materials, shape, colour mixing, observation, imagination, colours, light, sark, shade, Artist, Georgia O’Keefe

Art and Design Curriculum

Reception					
Autumn 1		Autumn 2		Spring 1	
Spring 2		Summer 1		Summer 2	
All About Me		Light and Dark		Journeys	
Explorers		Growth		Under the Sea	
<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i></p> <p>Begin to combine different movements with ease and fluency.</p> <p><u>Fine Motor Skills</u></p> <p><i>Use a comfortable grip with good control when holding pens and pencils</i></p> <ul style="list-style-type: none">Support and model tripod grip. <p>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <ul style="list-style-type: none">Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight.</i> <p>Begin to develop Beery Shapes using a range of different media</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>Begin to draw with purpose, deciding what to draw before making marks.</p> <p>Use a variety of mark-makers with increasing control and efficiency.</p> <p>Understand that they can draw through observation (<i>e.g. portraits using mirrors</i>)</p> <p>In painting, be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear.</p> <p>Explore what happens mixing primary colours to create secondary colours.</p> <p>Begin to explore a range of painting techniques</p> <p>Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures.</p> <p>Clay/Playdough: Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (<i>e.g. sausages, balls, thumb pot</i>). Use tools appropriately to roll, cut, flatten etc.</p> <p>Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.</p> <p>Artist Stimulus: Andy Goldsworthy</p> <p>Explore different contrasting textures e.g. rough, smooth.</p> <p>Use techniques (<i>e.g. folding, crunching, tearing and cutting</i>) to create different effect.</p> <p><u>Implementation:</u></p> <p><i>Children will create a self-portrait using pencil, paint, oil pastels. Children will begin to mix primary colours to make secondary colours. Children will create art in the style of Andy Goldsworthy. Children will explore their own interest through child-led continuous provision opportunities.</i></p> <p><i>Children will create firework paintings exploring different techniques with paint. Children will create Christmas, and Diwali arts and crafts. Children will make a Diva Pot. Children will create owl collages. Children will print poppy art using apples.</i></p> <p><u>Key Vocabulary</u></p>		<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"><i>Daily modelling and support.</i> <p>Combine different movements with ease and fluency.</p> <p><u>Fine Motor Skills</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none">Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:</p> <ul style="list-style-type: none">Model effective pencil grip.Encourage correct letter formation (see Writing).Attempt to form all letters correctly <p>Consolidate Beery Shapes using a range of different media</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>Develop drawing within a range of contexts (<i>e.g. telling a story, figurative or responding to the way an object moves or feels</i>).</p> <p>Return to and build on previous learning.</p> <p>Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.</p> <p>Mix various shades of primary colours to create secondary colours and use these in artwork.</p> <p>Explore a range of painting techniques</p> <p>Have own ideas for print making (<i>e.g. finding their own everyday objects</i>) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.</p> <p>Artist Stimulus: Althea McNish</p> <p>Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object (<i>e.g. a caterpillar</i>) and represent the feel of an object (<i>e.g. spiky, furry, smooth</i>).</p> <p>Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.</p>		<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p><u>Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <ul style="list-style-type: none">Encourage effective grip and accuracy. <p>Continue to attempt to form all letters correctly</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>With independence, create drawings based on feelings, real / imaginative experiences and stories.</p> <p>Use drawing tools with care and increasing precision.</p> <p>Draw with increasing complexity and detail.</p> <p>Observe colour in nature and represent it in artwork; mixing colours to match what they see.</p> <p>Work collaboratively with other children, sharing ideas, resources and skills.</p> <p>Return to and build on previous learning, refining ideas and developing ability to represent them.</p> <p>Continue to explore a range of painting techniques</p> <p>Artist Stimulus: Vincent Van Gogh</p> <p>Use printing techniques with independence to make patterns and pictures, using a variety of artistic <i>effects</i> (<i>e.g. using irregular and repeating patterns</i>).</p> <p>Clay/Playdough: Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or combining pieces</i>) For instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower.</p> <p>Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.</p> <p>Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.</p> <p><u>Implementation:</u></p> <p><i>Children will create symmetrical butterfly prints and explore colour mixing. Children will paint sunflowers in the style of Vincent van Gogh exploring colour and texture. Children will explore their own interest through child-led continuous provision opportunities.</i></p> <p><i>Children will create an under the sea collage, experimenting with colours and textures. Children will make Father’s Day crafts.</i></p> <p><u>Key Vocabulary</u></p> <p>Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, artist, exhibition, pattern,</p>	

Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, Artist, exhibition, pencil, detail, Andy Goldsworthy Transient Art, pattern, texture

Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.

Implementation:

Children will create a winter collage exploring colour and textures. Children will create their own observational drawings of transport using pencil, felt tip, oil pastels and brusho. Children will create Chinese arts and crafts. Children will explore their own interest through child-led continuous provision opportunities.

Children will create art in the style of Althea McNish.

Children will make patterns using African Art as inspiration. Children will explore ink patterns, weaving and rubbings. Children will make Easter Crafts and Mother’s Day crafts.

Key Vocabulary

Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, Artist, exhibition, pencil, detail, Althea Mc Nish, weave, pattern, rubbing, texture

symmetrical, mixing, texture, Artist, Vincent Van Gogh, exhibition.

Art and Design Curriculum

Spring Term – Surface and Colour	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Simple Printmaking	Expressive Painting	Working with Shape & Colour	Exploring Pattern	Inspired by Land and City Scapes	Identity
	Drwing, sketchbooks, collage, painting	Drawing, sketchbooks, collage, painting	Collage, Stencils, Screen Print, Sketchbooks	Drawing, painting, collage, sketchbooks	Painting, drawing, sketchbooks	Painting, Digital, Drawing, Sketchbooks
	<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>
	<p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a ‘print’ using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to ‘relief printing’. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of ‘repeat pattern/repetition’ using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will become familiar with the term ‘expressionism’. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.</p> <p>Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.</p> <p>Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.</p> <p>Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.</p> <p>Pupils will 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.</p>	<p>Pupils will visually explore chosen artwork in class using the ‘Show Me What You See’ technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will explore the idea of ‘painting with scissors’ taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>Pupils will collage with cut elements, choosing colour, shape, and composition to make their own creative response to the artwork. They will add to their collage using line, colour and shape made by stencils.</p> <p>Building on their knowledge of shape from Year 1, the children will explore negative and positive shapes.</p> <p>Pupils will 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.</p>	<p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will 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.</p> <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as “parallel”. They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> <p>Pupils will 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. They will take photos of their work thinking about focus and light.</p>	<p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.</p> <p>Pupils will learn about value and how they can manipulate colours to reflect certain moods or feelings in their own work.</p> <p>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used the next week. They make some pages long and thin and others fat and wide.</p> <p>Pupils will be introduced to a plain air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p> <p>Pupils will 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.</p>	<p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials. The skill of observing and producing accurate proportions will be modelled to them, allowing them to produce portraits with greater accuracy.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Pupils will 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.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p> <p>Pupils will 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.</p>
	<u>Artist(s)</u>		<u>Artist(s)</u>	<u>Artist(s)</u>	<u>Artist(s)</u>	<u>Artist(s)</u>
	Katsushika Hokusai		Matisse, Claire Willberg	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett
	<u>Key Knowledge/Skill</u>		<u>Key Knowledge/Skill</u>	<u>Key Knowledge/Skill</u>	<u>Key Knowledge/Skill</u>	<u>Key Knowledge/Skill</u>
	Colour: Pupils understand how to mimic the colours that they see in life on the page and that some colours can work more effectively together than others.		Shape: Pupils understand that they can break up subjects they observe into shapes for easier observational drawing and for stylistic purposes.	Pattern: Children understand that a pattern is a repeating design or image and can create their own eye-catching patterns.	Colour and Value: Pupils understand that value is how light or dark a colour is and can manipulate values to create specific feelings or moods in their work.	Proportion: Pupils understand that shapes need the correct size and placement to create an accurate representation of real life and can measure through their work to ensure accuracy.
	<u>Vocabulary</u>		<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>
	line, shape, colour, texture, pattern, sequence, symmetry	Texture: Pupils understand that painting can be can expressive art form and they can create their own textured pieces to express their interpretation of the world.	composition, positive, negative, value, pattern, shape, form, space, line, texture, colour	observation, contemporary, value, pattern, shape, form, space, line, texture, colour	feeling, energy, mixed-media, tone, value, pattern, shape, form, space, line, texture, colour	identity, proportion, reflection, observing, pattern, shape, form, space, line, texture, colour

Art and Design Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Birds Sculpture, Drawing, Collage, Sketchbooks	Stickmen Transformation Sculpture, Drawing, Sketchbooks	Telling Stories Through Making Sculpture, Drawing, Sketchbooks	Creating 3D Textures Sculpture, Sketchbooks, Collage	Architecture: Big or Small? Drawing, Sketchbooks, Making	Shadow Puppets Drawing, Sketchbooks, Making
Summer Term – Working in Three Dimensions	<u>Objectives</u> Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels. Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use. Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils 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. Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play. Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.	<u>Objectives</u> Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from ‘seeds’. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on. Pupils will 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. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour. Pupils will 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.	<u>Objectives</u> Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing. Pupils will 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. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session. Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour. Pupils will 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.	<u>Objectives</u> Pupil’s look at the work of artists Antony Gormley and Franz West. Children compare the two artists, considering and comparing their work They develop ideas in their sketchbook about how the artists have created texture in their pieces. They learn that texture is reflecting how a 3D surface might feel on a 2D space. Pupils use visual notetaking to explore how they might create different textures using a range of marks. Pupils transfer this knowledge into drawing their own dragon eye thinking about how they can make different marks to replicate the scales. They develop this further using a wax resist technique. The children then transfer their ideas into a 3D space, using clay to replicate the textures that they have created in their sketchbooks. They consider how the texture relates to the type of dragon they have created, e.g., a water dragon’s eye might have smooth slippery scales like a fish. Pupils will 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.	<u>Objectives</u> Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes. Pupils will be introduced to the question: “As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?” Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them. Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist ‘The Shoreditch Sketcher’. Pupils will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the ‘Design Through Making approach’, taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do. Pupils will 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. Pupils will work in pairs or teams to document their work using cameras or i-Pads.	<u>Objectives</u> Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper. They will compare and analyse how these artists created their puppets and the effect that the designs had on their audience. They will understand how paper can be cut and shaped to create puppets and they will record their responses and ideas in sketchbooks. Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets. They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes. Pupils will 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. Pupils will perform a shadow puppet show.
	<u>Artist(s)</u> John James Audubon, Roger Tory Peterson	<u>Artist(s)</u> Chris Kenny	<u>Artist(s)</u> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	<u>Artist(s)</u> Antony Gormley, Franz West, Cressida Cowell, Rowan Briggs Smith	<u>Artist(s)</u> Zaha Hadid, Phil Dean	<u>Artist(s)</u> Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillip Otto Runge, Pippa Dyrлага, Thomas Witte
	<u>Key Skill</u> Shape: Pupils understand that 2D art is a flat surface and that 3D has depth. They can sculpt and build from 2D to 3D through play.	<u>Key Skill</u> Form: Pupils understand that shapes can be transformed in artistic and creative ways to represent something else. They can successfully manipulate a natural object to create something new.	<u>Key Skill</u> Form: Pupils understand that objects can be observed as groupings of shapes and can combine these together to replicate a subject’s form.	<u>Key Skill</u> Texture: Pupils understand texture is how a piece of art feels or, if 2D, what it has the appearance of feeling like. They can create their own textures with clear intent.	<u>Key Skill</u> Pupils will work in pairs or teams to document their work using cameras or i-Pads.	<u>Key Skill</u> Movement: Pupils know that art can be static or can incorporate movement. They create their own artwork that can move to create a sense of character.
	<u>Vocabulary</u> sculpture, 3D, 2D, material, balance, pattern, shape, form, space, line, texture, colour	<u>Vocabulary</u> tear, twist, fold, bend, pattern, shape, form, space, line, texture, colour	<u>Vocabulary</u> character, exaggeration, construction, narrative, pattern, shape, form, space, line, texture, colour	<u>Vocabulary</u> sculpt, intent, pattern, shape, form, space, line, texture, colour	<u>Vocabulary</u> structure, architecture, scale, pattern, shape, form, space, line, texture, colour	<u>Vocabulary</u> movement, puppetry, narrative, pattern, shape, form, space, line, texture, colour