

Art & Design Curriculum Map

	Year 1	Year 2	Year 3 & Year 4 2023-2024	Year 4	Year 5	Year 6
Formal Elements Of Art	Shape, line, colour	Pattern, texture, tone	Textures & Patterns	Textures & Patterns	Shape, line, colour & form	
Drawing	Different Media	Drawing for fun Shading	Observational Cartoon	Still Life	Line	Zentangles Still Life
Painting	Colour Mixing	Brush Stokes	Tints & Shades	Creating mood & emotion		Impressionism
Design & Craft	Printing	Sculpture & Mixed Media	Puppets	Role of the Curator	Packaging	Making Hats
	Sculpture & Collage	Weaving	Sewing	Optical Illusions	African mask	Peace Posters
	Lego Printing	Clay		Sculpture		Zentangle Printing
	Foam Printing	Ceramic Artist				
Digital Art		Paint Programs	Photography			Photography
History of Art / World Art			Prehistoric Art	Art of China	Islamic Art	
Artists	Vincent Van Gogh	Damian Hurst	Walt Disney	Wassily Kandinsky	Hundertwasser	Claude Monet, Rick Roberts, Stephen Jones
			Carl Giles	Paul Klee	Jeanne-Claude	
Artist studies related to skills and themes						
Genres	Landscapes	Human Form		Every Picture Tells A Story		Messages in Art
Colour Vocabulary						

	Year 1	Year 2	Year 3 & Year 4	Year 5	Year 6
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and develop ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links in their own work 	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links in their own work 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook using language of art, craft and design (this may be verbal). Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook using language of art, craft and design. Identify what they might change in their current work or develop in their future work. Annotate work in their sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design. Adapt their work according to their views and describe how they might develop it further. Annotate work in their sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design. Adapt their work according to their views and describe how they might develop it further. Annotate work in their sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art and design. Adapt their work according to their views and describe how they might develop it further. Annotate work in their sketchbook.
Drawing	<ul style="list-style-type: none"> Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and groups objects. Experiment with the visual elements: line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

<p>Painting</p>	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades using different types of paint. • Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> • Cite. <ul style="list-style-type: none"> • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition) reate shades and tints using black and wh.
<p>Printing</p>	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. 	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.
<p>Textiles / Collage</p>	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work.

<p>3D Form</p>	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.
<p>Breadth of Study</p>	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

	Autumn	Spring	Summer
EYFS - Nursery	<p>Expressive arts and design: Being Imaginative <u>Early Learning Goal</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Singing Nursery rhymes Using musical instruments</p> <p><u>Opportunities for skills practice</u></p> <p>Making nursery rhyme characters Self-portrait for display Collage of things they love Small world pictures of children Christmas cards Bonfire pictures Mixing colours Diwali lights Small world nativity figures Box modelling wrap presents Wrap up your friend Jungle craft</p>	<p>Expressive arts and design: Being Imaginative <u>Early Learning Goal</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Singing Nursery rhymes Using musical instruments</p> <p><u>Opportunities for skills practice</u></p> <p>Make cold related crafts, esign a dinosaur Build a volcano from box modelling Colour mixing Make mini beasts Mix colours Use different media to make models of Spring flowers Put straws in home corner to use as flowers</p>	<p>Expressive arts and design: Being Imaginative <u>Early Learning Goal</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Singing Nursery rhymes Using musical instruments</p> <p><u>Opportunities for skills practice</u></p> <p>Make vehicles with box models Make a boat and see if it floats Use child size boxes to make vehicles Vehicle craft Make three little pigs houses Make a gingerbread man Make Cinderella's shoes Story-related crafts</p>
EYFS - Reception	<p><u>Throughout the year provision will include.</u> Constant access to our creative area with different materials</p> <p>Paint easel with paint in the environment</p> <p>Transient art table with many different materials and accessories</p> <p>Always have access to paper and colours to draw and use their imagination</p> <p>Chalk board outside</p> <p>Photos of art and landscapes etc in the environment</p> <p>Opportunities to explore a range of techniques to draw, paint, print and sculpt to help them create art work.</p> <p><u>Formal Elements of Art</u></p> <p>Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water.</p> <p>Experimenting with different art materials to create texture.</p> <p><u>Opportunities for skills practice</u></p> <p>Leaf printing ,Salt dough vegetables</p> <p>Seed pictures, Sketching buildings</p> <p>Dinosaur painting, Making dinosaur fossils with clay, Christmas crafts, Ice pictures, Firework pastels</p>	<p><u>Throughout the year provision will include.</u> Constant access to our creative area with different materials</p> <p>Paint easel with paint in the environment</p> <p>Transient art table with many different materials and accessories</p> <p>Always have access to paper and colours to draw and use their imagination</p> <p>Chalk board outside</p> <p>Photos of art and landscapes etc in the environment</p> <p>Opportunities to explore a range of techniques to draw, paint, print and sculpt to help them create art work.</p> <p><u>Formal Elements of Art</u></p> <p>Developing drawing, design, craft and art appreciation skills; exploring different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour</p> <p><u>Opportunities for skills practice</u></p> <p>Chinese New Year lanterns, Jungle collage, Animal patterns, Painting of vehicles</p>	<p><u>Throughout the year provision will include.</u> Constant access to our creative area with different materials</p> <p>Paint easel with paint in the environment</p> <p>Transient art table with many different materials and accessories</p> <p>Always have access to paper and colours to draw and use their imagination</p> <p>Chalk board outside</p> <p>Photos of art and landscapes etc in the environment</p> <p>Opportunities to explore a range of techniques to draw, paint, print and sculpt to help them create art work.</p> <p><u>Formal Elements of Art</u></p> <p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>Opportunities for skills practice</u></p> <p>Observational drawings of mini beasts, Colour mixing with paint, Box modelling, Observational drawings of mini beasts, Drawing pictures of local flora</p>

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Reception	<p><u>Formal Elements of Art</u> Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water. Experimenting with different art materials to create texture.</p>	<p><u>Art and Design Skills</u> Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain</p>	<p><u>Sculptures and Collage</u> Children create sculpture, collages, 3D models of creatures taking inspiration from the natural world</p>
Year 1	<p>Sculptures & Collages (Living Things) Making Skills: Etching patterns into clay Formal Elements: Creating original artwork based on given themes Generating Ideas: Through class discussion Knowledge of Artists: Louise Bourgeois - 'Maman' Sculpture Evaluating: Looking at the artwork of people from around the world Cross-curricular link: Science - Describe and compare the structure of a variety of common animals</p> <p>Painting - Colour Mixing Making Skills: Developing skill and control with painting Formal elements: Mixing and applying colour Knowledge of Artists: Georgia O'Keefe, Henri Rousseau Generating Ideas: Understanding how art relates to the world around us</p> <p>Design - Lego Printing Making Skills: 2D artwork using printing methods Formal Elements: Line, shape, form, colour and pattern Generating Ideas: Creating original patterns and designs</p>	<p>Formal Elements - Shape, Line, Colour Making Skills: Colour, line, texture Formal Elements: Creating abstract forms and pictures to express ideas and feelings Generating Ideas: Work through teacher presentations and practical sessions Knowledge of Artists: Van Gogh – Starry Night, Beatriz Milhazes, Bridget Riley, David Hockney, Vija Celmins, Jasper Johns. Evaluating: Representing thoughts and feelings by abstract mark making</p> <p>Drawing - Experimenting with Media Making Skills: Drawing using 2D shapes Formal Elements: shape, form, pattern Knowledge of Artists: Kandinsky Evaluating: Strengths and areas of development within their work Cross-curricular link: Maths – Recognise, name and describe the properties of 2D shapes</p>	<p>Landscapes Using Different Media (At the Seaside) Making Skills: Creating textures and mixing colours Formal Elements: Making colours lighter or darker. Line Generating Ideas: Through class discussion Knowledge of Artists: Similarities and differences between Renoir, Sorolla and Peder Severin Krøyer Evaluating: Making connections from artists' work to their own</p> <p>Craft - Foam Printing Making skills: Using materials and printmaking techniques Formal elements: Colour, shape, form and pattern Evaluating: Strengths and weaknesses of their work</p>
Year 2	<p>Formal Elements - Pattern, Texture & Tone Making Skills: Creating 2D art to explore their feelings about the world around them Formal Elements: Creating textures. Learning about tone and colour Generating Ideas: Studying natural forms in the world and relating it to their own artwork Knowledge of Artists: Max Ernst ("Frottage" technique), Ed Ruscha ('Ribbon Words') Evaluating: Describing the strengths and weaknesses of works of art</p> <p>Learning about drawing for fun Making Skills: Developing a recreational interest in drawing, using art for fun and pleasure Generating Ideas: Creating art on personal themes that interest them Knowledge of Artists: Exploring diverse forms of culturally significant art Evaluating: own progress without being too critical of self</p> <p>Drawing - Shading Making Skills: Exploring drawing techniques, developing ability to apply tone to create form Formal Elements: Understanding line and tone through drawing and shading Knowledge of Artists: Nancy McCroskey ("Suite in Black, White and Grey") Evaluating: Orally describing art forms using language</p>	<p>Human Form - Collage, Portraits & Sculpture Making Skills: Using a range of materials to creatively design and make products. Using sculpture to share experiences. Improving drawing and painting skills. Formal Elements: Understanding line, form, colour, tone and pattern Generating Ideas: Representing themselves and their ideas through art materials Knowledge of Artists: Damien Hirst, Julian Opie, Edwina Bridgeman, Paul Gauguin, Leonardo da Vinci (Mona Lisa) Evaluating: Describing similarities between famous art and their own. Developing their work based on feedback.</p> <p>Painting – Roller Coaster Ride Making Skills: Developing skill and control using a paintbrush Formal Elements: Exploring colour through sweeping brush strokes Generating Ideas: by evaluating work and adding detail</p> <p>Digital Art Making Skills: Using paint programs to draw pictures Formal Elements: Line, tone, colour, texture, shape Knowledge of Artists: Nick Ainley, Jason Naylor Evaluating: Editing work using cut, copy, paste and erase</p>	<p>Sculpture & Mixed Media Making Skills: Mixing, refining and applying colours. Developing skill and control with art materials including drawing and blending pastels Formal Elements: Controlling drawing media to create tone and form. Mixing and using colour to specified intentions. Generating Ideas: Creating large scale artwork Knowledge of Artists: Roy Lichtenstein Evaluating: Improving outcomes by making adjustments</p> <p>Craft - Weaving a Picture Making Skills: Learning the craft skill of weaving through active learning methods Formal Elements: Learning about pattern Evaluating: Successes and failures of own work to specified intentions</p> <p>Craft - Clay Making Skills: Using 3D clay to create 2D printed patterns and sculptural forms Formal Elements: Advancing understanding of colour, pattern and form Generating Ideas: Working instinctively with materials to create unique designs Evaluating: Making adjustments where needed to correct and improve outcomes</p> <p>Ceramic Art - Clarice Cliff Plates Making Skills: Developing techniques in creating 2D art forms using painting and designing Formal Elements: Shape, form and pattern Generating Ideas: Creating own designs to original intentions Knowledge of Artists: Clarice Cliff Evaluating: Making adjustments where needed to correct and improve outcomes</p>

	Autumn	Spring	Summer
Year 3 & Year 4	<p>Formal Elements - Texture & Patterns Making Skills: Developing drawing ability through use of geometry and application of tonal shading Formal Elements: Learning how to use and apply line and tone when drawing. Creative use of line to make original art. Generating Ideas: Representing the world around them through the understanding of simple geometry Evaluating: Developing correct language when discussing art</p> <p>Drawing - Observational Drawings Making Skills: Using a range of drawing and sculptural materials to draw from observation Formal Elements: Developing use of line, tone and colour through drawing Generating Ideas: Expressing thoughts, feelings and observations about objects they love Knowledge of Artists: Learning about the work of a famous cartoon illustrator – Walt Disney Evaluating: Discussing outcomes of their work, offering opinion and advice to others</p> <p>Digital Art Making Skills: Using digital cameras to take images to capture inspiration from natural and manmade world Formal Elements: Texture, colour, line, tone, shade Knowledge of Artists: Frans Lanting, Eliot Porter</p>	<p>Craft - Materials Making Skills: Creating a mood board. Using 2D materials and craft processes to create art Generating Ideas: Representing themselves and their family through their art Knowledge of Artists: Applying the creative processes of artists and craftspeople to own work</p> <p>Painting - Tints & Shades Making Skills: Developing ability to control the tonal quality of paint Formal Elements: Developing ability to use qualities of tone when painting Knowledge of Artists: Diego Velázquez</p> <p>Craft & Design - Puppets Making Skills: To design and make 3D forms using art materials and techniques Formal Elements: Developing ability to model form in 3D, developing understanding of application of colour to decorate models Generating Ideas: To use sketchbooks to record ideas and observations about puppets Knowledge of Artists: How different artists made puppets</p>	<p>Design - Optical Illusions Making Skills: Developing skills, techniques, and processes with 2D and 3D materials, including geometric and mathematical drawing with a compass, printing, mark making and pattern making Formal Elements: Developing skills of pattern making, line and texture Generating Ideas: Expressing ideas and observations through tactile creation of own work Knowledge of Artists: Learning how great artists work Evaluating: Learning about the language of art through practical making</p> <p>Making Skills: Developing pupil's techniques in using and applying printing methods</p> <p>Prehistoric Art (Drawing, Painting & Charcoal) Making Skills: Exploring unusual mediums. Simplifying to abstract form. Developing drawing and painting skills Formal Elements: Developing understanding of colour, line and form Generating Ideas: Expressing their thoughts and ideas about prehistoric art Knowledge of Artists: Learning how prehistoric artists created painting materials Evaluating: Understanding and reflecting on why early humans created art</p> <p>Drawing – Cartoon: Learning about Carl Giles Making Skills: Developing their drawing skills by identifying and representing key features Generating Ideas: Using their sketchbooks to develop ideas Knowledge of Artists: Carl Giles Evaluating: Comparing their work to that of famous artists</p>
Year 5	<p>Installation Art History of installation art (M Duchamp, A Kaprov); installation as an art form and its key characteristics (arrangement; use of space and surrounding environment within the artwork; interactions of viewers); collaborative installation project (consider: design, size, materials, meaning, environment) Artists: Mr.Doodle, JR, SpY, D Hirst, L Quinn, A Weiwei, J Chicago, Christo & Jeanne-Claude Evaluating: Using appropriate language to make presentations about their art</p>	<p>Formal Elements – Architecture (Colour, Line, Shape & Form) Making Skills: Recording observations, developing skill and techniques in printing. Drawing from observation Formal Elements: Understanding of line, tone, form and shape through practical artwork Generating Ideas: Designing new architectural forms to suit own ideas and intentions Knowledge of Artists: Christopher Wren Evaluating: Using appropriate language to make presentations about their art Types of Art: Architecture: London Landmarks, The art of The Parthenon, Great Stupa, St Paul's, Guggenheim Museum, The Taj Mahal</p> <p>Learning about how artists work Making Skills: Developing skills in chosen medium Generating Ideas: Developing and discussing their ideas through sketches</p>	<p>World Art – Islamic Art & Architecture Making Skills: Design geometric patterns Formal Elements: Build confidence in using colour, shape and pattern Generating Ideas: Explore Islamic art, minarets, The Dome of the Rock, The Alhambra Palace, The Taj Mahal Knowledge of Artists: Learning how artists use colour, pattern and shape to create positive visual effects</p> <p>Drawing, Painting and Collage - Packaging Making Skills: Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes Generating Ideas: Expressing thoughts and feelings about familiar products Evaluating: Discussing learning objects in groups</p>

	Autumn	Spring	Summer
Year 5		<p>Knowledge of Artists: Learning about the process of creating original art</p> <p>Drawing - Picture the Poet Making Skills: Creating drawings using the continuous line method, using writing to draw forms - Ruth Allen and Sunga Park Generating Ideas: Linking artwork to work produced in English Evaluating: Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria</p>	
Year 6	<p>Photography Making Skills: Developing skills in making art through digital processes. Cutting, tearing and ripping images Generating Ideas: Expressing ideas about art through messages, graphics, text and images Knowledge of Artists: Hannah Hoch, Jenny Holzer, Jerry Uelsmann, Edvard Munch, David McLeod, Imogen Cunningham, Brassai, Stephen McMennamy Evaluating: Critically discussing their own and other’s work, adapting and improving work as it progresses</p> <p>Drawing - Zentangle Patterns Making Skills: Improving drawing skills through intuitive pattern making Formal Elements: Developing skills in using line, pattern and colour Generating Ideas: Helping pupils to achieve mindfulness through art Knowledge of Artists: Maria Thomas, Rick Roberts Evaluating: Peer and small group evaluations to improve outcomes</p> <p>Craft – Zentangle Printing Making Skills: Using polyprint tiles to create elaborate Zentangle patterns Formal Elements: Developing skill, knowledge and understanding of patterns Generating Ideas: Expressing own ideas and feelings through pattern Knowledge of Artists: William Morris Evaluating: Using self and peer review to critically analyse their outcomes</p>	<p>Painting - Impressionism Making Skills: Developing mastery of painting techniques Formal Elements: Developing understanding of colour through practical painting exercises Generating Ideas: Learning how artists represent ideas through painting Knowledge of Artists: Claude Monet</p> <p>Make My Voice Heard – Messages in art through drawing, painting and sculpture Making Skills: Creating 3D forms in clay. Developing drawing and painting skills Formal Elements: Developing understanding of line, tone and 3D form Generating Ideas: Designing ideas for the fourth plinth in Trafalgar square Knowledge of Artists: Kathe Kolwitz, Picasso, Wallinger Evaluating: Correcting and improving outcomes</p>	<p>Still Life – Memory Box Making Skills: Developing techniques, control and use of materials, including negative drawings Formal Elements: Learning about line and tone through drawing Generating Ideas: Producing interpretations of personal objects Knowledge of Artists: Cezanne, Fumke, Nicholson Evaluating: Critically reviewing results and outcomes in light of evaluation</p> <p>Design – Making a Hat Making Skills: Creating 3D sculptural forms using basic art materials Formal Elements: Creating 3D forms from 2D materials Generating Ideas: Creating imaginative forms Knowledge of Artists: Milliners such as Stephen Jones and Bundle MaClaren Evaluating: Correcting and improving outcomes</p> <p>Art Enrichment: Retford Lions Club Peace Posters competition</p>