



Art and Design Curriculum

Aims:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Early Years Framework and National Curriculum	
Nursery	Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Expressive Arts and Design • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
Reception	Physical Development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture. when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.



	Expressive Arts and Design					
	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas! and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills					
ELG- Physical Development	Fine Motor skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.					
ELG- Expressive Arts and Design	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Nursery	Use large scale muscle movements to wave flags and streamers, paint and make marks. Create closed shapes with continuous lines and being to use these shapes to represent objects.	Choose the right resources to carry out their own plan. Use one- handed tools and equipment, for example, making snips in paper with scissors. Explore colour and colour- mixing.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Develop their own ideas and then decide which materials to use to express them. Choose the right resources to carry out their own plan. Use drawing to represent ideas like movement or loud noises.	Join different materials and explore different textures. Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Use a comfortable grip with good control when holding pens and pencils.
		Explore different materials freely, to develop their ideas about how to use them and what to make.				



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Reception	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Explore, use, and refine a variety of artistic effects to express their ideas and feelings.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use, and refine a variety of artistic effects to express their ideas and feelings.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Create collaboratively, sharing ideas, resources and skills Explore, use, and refine a variety of artistic effects to express their ideas and feelings.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Respond to what they have heard, expressing their thoughts and feelings. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
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Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Key stage 1 Pupils should be taught: • 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 • 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.	Key stage 2 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. Pupils should be taught: • 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] • about great artists, architects and designers in history.



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Year 1	Drawing and Sketchbooks	Paint, surface, texture / Print, colour, collage	Working in 3D / Community and Collaboration
Objectives	<u>Spirals</u> -create drawings using your wrists elbow, shoulders, hips. -create a "snail drawing" on white cartridge paper or black sugar paper using chalk and oil pastels. - personalise or make our own sketchbooks. - apply our spiral explorations to observational drawings of shells. - display the work made through the half term and talk about outcomes.	<u>Exploring Watercolour</u> -identify the properties of watercolour. - identify and discuss the work of artists who use watercolour. - use watercolour to work towards developing imagery from imagination. - display the work made through the half term and reflect on the outcomes.	<u>Making Birds</u> - look carefully and slowly and respond to images and film by creating observational drawings. - create observational drawings of feathers using a variety of medium and mark making. - manipulate paper to create 3d forms. - make my own standing bird sculpture taking inspiration from artists' work. - display my bird as a 'flock'.
Artist Focus Historical & Modern	Henri Matisse Wassily Kandinsky <i>Molly Haslund</i>	Paul Klee <i>Emma Burleigh</i>	John James Audubon <i>Diana Beltrán Herrera</i> <i>Abigail Brown</i>
Vocabulary	Spiral, Movement, Pressure, Motion, Continuous Line Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making	Watercolour, Brush Wash Wet on dry Wet on wet Mark making	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover



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	Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, tear Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss	Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss
Curriculum links	Geography: Adapt to create imagery which explores symbols on maps. History: Adapt to create portraits of significant individuals from history. Maths: Pattern, repetition, pictorial representation, 2D/3D shapes. Science: Adapt and use plants,	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.	Geography: Use language which supports understanding about continents (migration), maps, habitats. Maths: Explore the relationship between 2D/3D shapes, weight, measuring. Science: Explore birds, habitats, seasons, food chain PSHE: Supports Peer Discussion,



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	trees, leaves, food chains, animals as inspiration to draw and make printed patterns. PSHE: Peer discussion.		Collaboration, Responsibility to the planet.
Outdoor learning opportunities	Explore the local environment to identify and collect objects which may be useful to make or inform prints.	Make simple viewfinders and explore the local environment, using the focus the viewfinder gives to discover imagery and composition.	Take the time to study birds in the local habitat. Collect feathers from local habitat.
Future Learning	(KS2): Appreciation that drawing is a physical and mental activity. Continue to develop making gestural drawings using whole body.	(KS2): Utilise the properties of watercolour to make purposeful imagery. Continue to develop skills which balance working in an open and exploratory way with focus and intention.	(KS2): Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other.



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Year 2	Drawing and Sketchbooks	Paint, surface, texture / Print, colour, collage	Working in 3D / Community and Collaboration
Objectives	<u>Explore & Draw</u> - understand that artists find inspiration for artwork from their environment. - explore my environment and collect things that inspire me. - explore different drawing exercises to record the things you have collected. - use a range of materials to create lots of varied mark making drawings of natural objects around me. - display the work made through the half term and reflect on the outcomes.	<u>Expressive Painting</u> - identify and respond verbally and visually to an expressive painting. - use both colour mixing and mark making to make an expressive painting. - identify different brushwork used by old masters Van Gogh and Cezanne. - utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting. - display the work made through the half term and reflect on the outcomes.	<u>Be an architect</u> - identify what architecture is and record it through drawing. - identify the role of an architect and articulate responses about their work. - manipulate materials to make your own architecture. - display the work made through the half term and reflect on the outcomes.
Artist Focus Historical & Modern	Beatrix Potter <i>Rosie James</i> <i>Alice Fox</i> <i>Ruth Osborne</i>	Vincent Van Gogh Cezanne Georgia O'Keefe <i>Marela Zacarías</i> <i>Charlie French</i>	Hundertwasser <i>Zaha Hadid</i> <i>Heatherwick Studios</i>
Vocabulary	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response	Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience.



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	Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective
Curriculum links	Geography: Adapt to explore habitats. Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.	Geography: After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea.	Geography: Adapt to explore habitats, cities, towns and villages, ports & harbours History: Make houses inspired by the architecture of different ages or cultures, for example buildings damaged during the Great Fire of London.



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	Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing. PSHE: Peer discussion, Collaboration.		Maths: Use language which supports understanding of Measuring, 2D/3D shapes. Science: Explore properties of materials e.g. make your architecture waterproof, rough, smooth? PSHE: Collaboration, Peer Discussion, Ethnic Identity, Different Religions (architecture representative of).
Outdoor learning opportunities	Explore the local environment, collecting objects for drawing (leaves, twigs, shells etc). Arrange elements within the environment in new ways, Photograph.	Opportunities to paint from life outside.	Visit local "architecture" and draw from life.
Future Learning	(KS2): Continue to develop understanding about where artists and ideas and inspiration. Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind.	(KS2): Continue to understand and explore that there are many different ways to paint - none of which are "better" than others. Continue to develop experience and understanding of paint as a medium, and of HOW we apply paint and the INTENTION behind our action affect outcome. Continue to develop visual literacy and mark making skills. Continue to build experience of colour mixing, hues and tints. Continue to develop understanding of how others respond to art, bringing their own unique perspective.	(KS2): Continue to develop pupil's awareness of the many creative industries which artists work in. Build understanding that artists and designers have a social responsibility. Continue to develop pupils dexterity, invention and intention skills.



Year 3	Drawing and Sketchbooks	Paint, surface, texture / Print, colour, collage	Working in 3D / Community and Collaboration
Objectives	<u>Gestural Drawing with Charcoal</u> - identify the properties of charcoal and artists who use it in their work. - discover the different things that I can do with charcoal through gestural mark making. - remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page. - create dynamic, atmospheric gestural drawings with charcoal. - display the work made through the half term and reflect on the outcomes.	<u>Cloth, Thread, Paint</u> - explore how artists combine media and use them in unusual ways to make art. - share my response to the artists' work. - use sketchbooks to make visual notes capturing ideas of interest. - use sketchbooks to test ideas and explore colour and mark making. - use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. - use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. - display the work made through the half term and reflect on the outcomes.	<u>Telling Stories Through Painting & Making</u> - understand that artists use sketchbooks to respond to other creative artforms. - use exaggeration as a tool to convey the intention of my drawings. - make a 3d sculpture in response to literature/poetry. - display the work made through the half term and reflect on the outcomes.
Artist Focus Historical & Modern	Edgar Degas <i>Heather Hansen</i> <i>Laura McKendry</i>	<i>Alice Kettle</i> <i>Hannah Rae</i>	Roald Dahl Quentin Blake <i>Rosie Hurley</i> <i>Inbal Leitner</i>
Vocabulary	Charcoal, Gestural, Loose,	Mixed Media, Cloth, Fabric, Calico, Acrylic	Sketchbooks, Brainstorm, Explore,



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	Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome	Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,
Curriculum links	Music & Drama: Listen to music to influence upon while doing the "Dancing with Charcoal"	Geography: Adapt your focus to create sewn landscapes/oceans according to topic. History: Create a sewn scene inspired by a local history event. Science: Explore habitats, Local environment, materials. Maths: Pattern, measuring.	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.



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			PSHE: Responsibility to the planet, collaboration, peer discussion.
Outdoor learning opportunities	Move outside into the landscape and explore making drawings out of doors.	Opportunity to paint outside if there is an appropriate local environment.	Visit local theatre to experience how others create versions of other people's characters.
Previous Learning	KS1: Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.	KS1: Explored how to use gestural and experimental mark making in paint. Introduced mark making skills in drawing (which will be transferred into stitches).	KS1: Introduced idea that sculptures can have "characters" and "personality" created by form, texture, and colour. Introduced basic making skills through Design Through Making, including basic experience putting materials together (and using tools) into one constructed piece. Understanding that we can react (as humans) to what we all create.
Future Learning	(KS2): Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils also develop their understanding of how to use light and dark within their work.	(KS2): Develops mixed media approaches to land and city scapes, building upon use of mark making and colour.	(KS2): Develop idea that we can create our own art, inspired by art made by other people. Develop making skills, including knowledge about material choice, method, construction etc and growing experience to understand how to push a piece of sculpture based upon original intention and outcome.



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Year 4	Drawing and Sketchbooks	Paint, surface, texture / Print, colour, collage	Working in 3D / Community and Collaboration
Objectives	<u>Storytelling Through Drawing</u> - explore the work of artists who tell stories through imagery. - use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing. - create a finished piece which contains sequenced images to describe a narrative. - display the work made through the half term and reflect on the outcomes.	<u>Exploring Still Life</u> - identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook. - explore contemporary still life and respond by making visual notes in my sketchbook. - create my own still life artwork exploring, colour, line and texture. - display the work made through the half term and reflect on the outcomes.	<u>Sculpture, Structure, Inventiveness & Determination</u> - explore the work of artists who explore parallels between us and other beings. - explore how I can use a variety of media to create observed and expressive drawings of nests. - explore what it is like to be a bird when building a nest. - display the work made through the half term and reflect on the outcomes.
Artist Focus Historical & Modern	Laura Carlin Shaun Tan	Paul Cezanne Peter Claesz Melchior d' Hondecoeter Jan Davidsz Jacob Vosmaer Hilary Pecis Nicole Dyer Baas Meeuws Hirasho Sato	Andy Goldsworthy Marcus Coates
Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition,	Personality Traits Exploration, Inventive, Challenge,



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	Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,
Curriculum links	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.	History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school. Maths: 2D and 3D shapes, Pattern (on object). Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).	Geography: Link with birds and migration via the North and South hemisphere. Science: Language to support understanding of materials, habitats. PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.



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	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.		
Outdoor learning opportunities		Explore the local environment to collect objects for your still life. Explore local shops and use photography to capture "still lifes".	Explore local environment for habitats where birds or mammals have impacted upon nature.
Previous Learning	KS1: Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.	KS1: Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus.	KS1: Introduced idea that sculpture is an art form in three dimensions, Introduced notion of Design Through Making and playful making, Basic experience of choosing and constructing with various media.
Future Learning	(KS2): Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response. Continue to explore how different artforms such as drama, music, literature can inspire artwork.	(KS2): Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).	(KS2): Continue to develop making skills, building increased dexterity and confidence in creative decision making. Continue to build ability to articulate intention, journey and outcome through reflection.



Year 5	Drawing and Sketchbooks	Paint, surface, texture / Print, colour, collage	Working in 3D / Community and Collaboration
Objectives	<u>Typography & Maps</u> - understand how typography can be used creatively to communicate thoughts and ideas. - create my own typeface inspired by my own interests. - make my drawings strong and powerful. - apply my new typography skills and my powerful drawings skills to make a visual map. - display the work made through the half term and reflect on the outcomes.	<u>Mixed Media Land & City Scapes</u> - understand that artists often work outside, finding inspiration from the land and city scapes. - extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting. - create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment. - display the work made through the half term and reflect on the outcomes.	<u>Architecture: Big and Small</u> - discuss the role and responsibilities involved in being an architect. - discover the form and structures architects might use through careful looking and drawing. - make an architectural model of a home. - display the work made through the half term and reflect on the outcomes.
Artist Focus Historical & Modern	JRR Tolkien AA Milne Robert Louis Stevenson <i>Louise Fili</i> <i>Grayson Perry</i> <i>Paula Scher</i> <i>Chris Kenny</i>	LS Lowry Antoine Blanchard <i>Vanessa Gardiner</i> <i>Shoreditch Sketcher</i> <i>Kittie Jones</i>	Antoni Gaudi Michelangelo Sir Christopher Wren <i>Frank Gehry</i> <i>Shoreditch Sketcher</i>
Vocabulary	Typography, Lettering, Graphics, Design,	Landscape, Cityscape, Working from Life, Mixed Media,	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,



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	Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Curriculum links	Geography: Trade links, digital mapping, ordnance survey maps, detailed sketching of maps. History: Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.	Geography: Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping. Science: Local habitat, Environmental changes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.	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.
Outdoor learning opportunities	Find examples of typography in the media, online, in books, and in the environment. Base pictorial maps on local environments.	Paint outside, or take photographs outside and return to paint inside.	Explore the architecture of the local environment.
Previous Learning	Yr 3 & 4: Developed dexterity skills	Years 3 & 4: Explored working with gestural marks and	Years 1,2, 3 & 4: Introduced discipline of architecture.



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	including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made.	mixed media. Developed skills in working from original sources. Understood how you use your body, media, tools and intent affect outcome.	Explored Design through Making. Explored how creating models helps engage imagination.
Future Learning	(Yr 6): Continue to explore relationship of 2d to 3d. Develop ideas about identity, purpose and intention. Develop dexterity skills.	(Yr 6): Develop skills in combining materials. Develop skills in working from original source and making independent creative decisions about which media to use and how.	(Yr 6): Continue to develop dexterity skills including using tools and exploring intention. Develop understanding and articulation about the different purposes behind the work of artists, designers and craftspeople. Understand the importance of art to society.



Year 6	Drawing and Sketchbooks	Paint, surface, texture / Print, colour, collage	Working in 3D / Community and Collaboration
Objectives	<u>2D Drawing to 3D Making</u> - explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object. - identify the variety of features in food packaging - understand that artists design food packaging. - learn two key techniques that support seeing and drawing: 1) using negative space and 2) the grid method. - understand that food packaging is made using a net. - deconstruct a net and use materials and lettering techniques to redesign it. - use sketchbooks to record and refine ideas - add texture and form to simple outline shapes. - understand that structure and balance can make a 2D drawing become a 3D object - display the work made through the half term and reflect on the outcomes.	<u>Exploring Identity</u> - understand that artists can explore and express their identity through their artwork. - explore intuitive observational drawing. - experience communal drawing and foster a drawing community of peers. - listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait. - understand how materials can be layered and the effect this creates. - use sketchbooks effectively to refine ideas. - display the work made through the half term and reflect on the outcomes.	<u>Shadow Puppets</u> - understand that paper can be cut and shaped in ways to create form and character. - understand that artists use paper creatively to make their artwork. - learn about shadow puppets are historically significant. - learn how to use paper, and methods of joining and construction to create a shadow puppet character. - engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. - display the work made through the half term and reflect on the outcomes. - put on a performance using shadow puppets.



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Artist Focus Historical & Modern	Andy Warhol <i>Lubaina Himid</i> <i>Claire Harrup</i>	<i>Njideka Akunyili Crosby</i> <i>Yinka Shonibare</i> <i>Thandiwe Muriu</i> <i>Mike Barrett</i>	
Vocabulary	2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Critic, Similarities, Differences,
Curriculum links	English: Create characters inspired by literature. History: Create characters inspired by theme. Maths: 2D and 3D shapes,	History: Explore the identity of a figure from your chosen history topic. PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.	English: Use literature to inspire narrative. History: Create a narrative around area of focus. Science: Human body, animals, light and



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	measuring, symmetry, angles, plot points. PSHE: Collaboration, Peer Discussion.		shadow. Music & Drama: Be Inspired, or make a creative response to, existing productions/themes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.
Outdoor learning opportunities			
Previous Learning	Years 3, 4 & 5: Explored relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. Explored drawing and mark making skills and seen how they transfer to different disciplines and genres.	Years 3, 4 & 5: Explored idea that we can understand more about the artists own experience through the art they make. Explored how we can layer media and imagery to create meaning.	Years 3, 4 & 5: Explored a variety of drawing and making skills. Explored how artforms rely on each other and are inspired by each other. Explored how we can work alone or collaboratively to make art. Explored how we can bring our own selves to our work for the enjoyment of others.

Long Term Plan

Year 1	<u>Spirals</u> Using drawing, collage, and mark- making to explore spirals. Introducing sketchbooks.	<u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art.	<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
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Year 2	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<u>Expressive Painting</u> Introducing to the idea that we can use paint in an intuitive and exploratory way.	<u>Be An Architect</u> Exploring architecture and creating architectural models.
Year 3	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<u>Cloth, thread, paints</u> Exploring how artists use fabric, paint and thread to make work in response to landscapes. Creating an underpainting on cloth then sewing to make intuitive, textural marks, over the painted backgrounds.	<u>Telling Stories Through Painting & Making</u> Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film.
Year 4	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.	<u>Sculpture, Structure, Inventiveness & Determination</u> Exploring formal drawing and sculpture skills like line, mark making, shape, form, balance and structure.
Year 5	<u>Typography & Maps</u> Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.	<u>Architecture: Big and Small</u> Exploring the work of architects and individual builder/designers, and using sketchbooks, drawing to collect, process and reflect upon ideas. Build an architectural model of their aspirational home or tiny house.
Year 6	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<u>Exploring Identity</u> Exploring how artists use various aspects of their identity to create imagery which explores many different aspects within one image using layers and juxtaposition. Work towards a layered and constructed portrait through drawing and collage or	<u>Shadow Puppets</u> Exploring both traditional and contemporary artists and craftspeople using intricate cutouts to create artwork which is meaningful to the culture in which it is



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