

EYFS				
Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Reading links	Opportunities for pupils to apply basic skills
Pupils should be taught to use a range of materials creatively to design and make products.	<p>To practise layering using materials on top of painting/drawings.</p> <p>To explore cutting a variety of different shapes and sizes using scissors.</p>	<p>1. Sum1</p> <p>2. Sum 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlert</p> <p>'The Art of Eric Carle'.</p> <p>Katie and the impressionists – James Mayhew</p> <p>The Hunter, Paul Geraghty</p> <p>Katie and the Sunflowers' - James Mayhew.</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<p>Painting – Mondrian: To know what the primary colours are and to recognise them. To explore mixing primary colours. To know which primary colours mix together to make secondary colours.</p> <p>Van Gogh: To explore the technique of a 'wash' when using paints.</p> <p>To practise layering using materials on top of painting/drawings. To explore cutting a variety of different shapes and sizes using scissors.</p>	<p>1. Aut 1</p> <p>2. Aut 2</p> <p>3. Spr 2</p> <p>4. Sum1</p> <p>5. Sum 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlert</p> <p>'The Art of Eric Carle'.</p> <p>Katie and the impressionists – James Mayhew</p> <p>The Hunter, Paul Geraghty</p> <p>Katie and the Sunflowers' - James Mayhew.</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<p>Painting – Mondrian: To know what the primary colours are and to recognise them. To explore mixing primary colours. To know which primary colours mix together to make secondary colours.</p> <p>To practise drawing different types of lines such as curved, zig zag, straight.</p> <p>Van Gogh: To explore the technique of a 'wash' when using paints.</p> <p>To practise layering using materials on top of painting/drawings.</p> <p>To explore cutting a variety of different shapes and sizes using scissors.</p>	<p>1. Aut 1</p> <p>2. Aut 2</p> <p>3. Spr 2</p> <p>4. Sum1</p> <p>5. Sum 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlert</p> <p>'The Art of Eric Carle'.</p> <p>Katie and the impressionists – James Mayhew</p> <p>The Hunter, Paul Geraghty</p> <p>Katie and the Sunflowers' - James Mayhew.</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught 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.	<p>To know key facts about Mondrian's life and his art work.</p> <p>To know key facts about Eric Carle's life and her art work.</p> <p>To know key facts about Van Gogh's life and her art work.</p>	<p>1. Aut 1</p> <p>2. Aut 2</p> <p>3. Spr 2</p> <p>4. Sum1</p> <p>5. Sum 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlert</p> <p>'The Art of Eric Carle'.</p> <p>Katie and the impressionists – James Mayhew</p> <p>The Hunter, Paul Geraghty</p> <p>Katie and the Sunflowers' - James Mayhew.</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>

Key Stage One – Y1				
Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to use a range of materials creatively to design and make products.	To know how to use paints and watercolours to create different painting effects. Wassily Kandinsky - To know how to use basic weaving techniques using a variety of different recyclable materials. Jo Atherton	1. Aut 1 2. Sum 1	Geography - Seasons	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To know how to paint using colour to depict emotion. -To know how to use colour, tone and tints to create varied moods. Wassily Kandinsky To know how to use simple hatching to give the effect of shading. -To know how to use pencils to create lines of different thickness in drawings. Beatrix Potter	1. Aut 1 2. Spr 2	English –Beatrix Potter Geography - Seasons	Cross curricular writing links – writing is planned as per writing – exploring basic facts.
Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To know how to paint using colour to depict emotion. -To know how to use colour, tone and tints to create varied moods. Wassily Kandinsky To know how to use simple hatching to give the effect of shading. -To know how to use pencils to create lines of different thickness in drawings. Beatrix Potter	1. Aut 1 2. Spr 2	English –Beatrix Potter Geography - Seasons	Cross curricular writing links – writing is planned as per writing – exploring basic facts.
Pupils should be taught 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.	To know key facts about Wassily Kandinsky life and his art work. To know key facts about Beatrix Potter’s life and her art work. To know key facts about Jo Atherton’s life and her art work.	1. Aut 1 2. Spr 2 3. Sum 1	English –Beatrix Potter Geography - Seasons	Cross curricular writing links – writing is planned as per writing – exploring basic facts.

Key Stage One Year 2

Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to use a range of materials creatively to design and make products.	<ol style="list-style-type: none"> 1. Printing - skyline of London showing some of the landmarks. (Stephen Wiltshire) - polystyrene / chalks different materials to print and create colour. Cath Kidston 2. Collage -To be able to select and design materials and media that represent the Great Fire of London. Kurt Schwitters 	<ol style="list-style-type: none"> 1. Aut 1 2. Spr 1 3. Sum 1 	Links to English, history – London. Great fire of London Science - Plants	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<ol style="list-style-type: none"> 1. drawing skylines and other buildings in sketch books, copying, making printing blocks 2. Painting in the style of Pablo Picasso, using 3D and 2D shapes in unison to create a multi perspective image. 	<ol style="list-style-type: none"> 1. Aut 1 2. Sum 1 	Maths –size proportionality buildings Links to English, history – London.	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ol style="list-style-type: none"> 1. Printing - skyline of London showing some of the landmarks. Drawing, then painting, printing and chalking to create 1 art piece.– chalk – colour of sky. 2. To know how to create a collage using varied materials.. 	<ol style="list-style-type: none"> 1. Aut 1 2. Spr 1 	Maths –size proportionality buildings Links to English, history – London. Science – plants	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught 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.	<ol style="list-style-type: none"> 1. To know key facts about Stephen Wiltshire’s life and his art work. 1. To know key facts about Cath Kidston’s life and her art work. 2. To know key facts about Clare Rudin’s life and her art work. 4. To know key facts about Kurt Schwitter’s life and his art work. 	<ol style="list-style-type: none"> 1. Aut 1 2. Spr 1 4. Sum 1 		Cross curricular writing links – writing is planned as per writing – exploring basic facts

Key Stage Two – Y3				
Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	<p>Drawing and Painting - Leonardo Da Vinci- To sketch a mountain scene using acrylic paints inspired by the artist, Da Vinci.</p> <p>Printing - Sketch books to be used to draw ideas together and annotate. Sketches images –In the style of William Morris</p> <p>Sculpture – Clay: To be able to refer back to the design ideas and make refinements to their sculptures.</p>	<p>Aut 1</p> <p>Spr 2</p> <p>Sum 2</p>	History – Egyptians	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught 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).	<p>Printing - To know how to create desired colours by using primary and tertiary colours. -To know how to make printing blocks by layering and to experiment building up layers of colours when printing</p> <p>Painting To know how to block colours using a paintbrush. -To know how to use different lines to depict perspective and movement</p> <p>To know which techniques can be used to create particular shapes. -To know how to use different techniques to manipulate and sculpt clay such as; pinching, rolling, twisting and blending.</p>	<p>Aut 1</p> <p>Spr 2</p> <p>Sum 2</p>	History – Egyptians	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught about great artists, architects and designers in history.	<p>To know key facts about William Morris’s life and his art work.</p> <p>To know key facts about Georgia O’Keeffe’s life and her art work.</p> <p>To know key facts about Canopic Jars and the gods they depicted</p>	<p>Aut2</p> <p>Spr 2</p>	History – Egyptians	Cross curricular writing links – writing is planned as per writing – exploring basic facts

Key Stage Two – Year 4

Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should continue to be taught to create sketch books to record their observations and use them to review and revisit ideas.	<p>Sculpture – books used for inspiration Using clay to create a Greek theatre mask. To understand and experiment with different Greek designs to add details to the mask. -To understand how to manipulate clay to create the desired shape for a purpose.</p> <p>To be able to take ideas from a subject matter to design a still life. To be able to refer back to the design ideas and make refinements to their composition.</p> <p>To be able to produce a picture of a volcano using acrylics inspired by the artist, Hokusai.</p>	<p>Aut 2</p> <p>Sum 1</p> <p>Sum 2</p>	<p>History – Ancient Greece. Romans</p> <p>Geography - Volcanoes</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught 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).	<p>Sculpture Use of oil pastels for inspiration and the technique of etching – in order to be apply to theatre masks – considering colour, shape and pattern. Using clay to mould into clay masks creating different parts to fix together- paint and decorate to replicate a Greek theatre mask.</p> <p>Painting - To experiment with acrylics to create the desired effect and colour. -To understand how to use primary and tertiary colours.</p>	<p>Aut 2</p> <p>Sum 2</p>	<p>History – Ancient Greece. Romans</p> <p>Geography - Volcanoes</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught about great artists, architects and designers in history.	<p>To know key facts about Peggy Bjerkan’s style and her art work. - To know key facts about Paul Cezanne, Roy Lichtenstein, Henri Matisse and Georgia O’Keeffe’s life and their art work.</p> <p>- To know key facts about Hokusai’s life and his art work.</p>	<p>Aut 2</p> <p>Spr 1</p> <p>Sum 2</p>	<p>History – Ancient Greece. Romans</p> <p>Geography - Volcanoes</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>

Key Stage Two – Year 5

Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should continue to create sketch books to record their observations and use them to review and revisit ideas.	<p>Drawing and painting To be able to produce a Winter scene in the style of Monet, using impasto.</p> <p>Sculpture – Zaha Hadid/ Richard Sweeney Create a sculpture using card to create a model for a Zaha Hadid inspired building.</p> <p>- Drawing - To be able to sketch a drawing of an animal – using charcoal</p>	<p>Aut 1</p> <p>Spr 2</p> <p>Sum 2</p>	<p>Geography – Antarctica</p> <p>History - Ancient Islamic Civilization</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught 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).	<p>Painting -To know how to use acrylic paint to create texture. -To know how to paint the effects of light. -To know how to use colour, tone and tints to create varied moods.</p> <p>Sculpture – To create a 3D model using card and a variety of different of attachments</p> <p>Drawing To know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p>	<p>Aut 1</p> <p>Spr 2</p> <p>Sum 2</p>	<p>Geography – Antarctica</p> <p>History - Ancient Islamic Civilisation</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught about great artists, architects and designers in history.	<p>To know key facts about Claude Monet’s life and his art work.</p> <p>To know key facts about Dame Zaha Mohammed Hadid’s life and her art work.</p> <p>To know they key facts about Richard Sweeney</p>	<p>Aut 1</p> <p>Spr 2</p> <p>Sum 2</p>	<p>Geography – Antarctica</p> <p>History - Ancient Islamic Civilisation</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>

Key Stage Two – Year 6				
Subject content from the programme of study	What are our art themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	<p>Drawing and Sculpture Artist: Ileana Hunter Create self portraits in the style of the artist, focussing on negative space.</p> <p>To paint a picture in the style of LS Lowry.</p> <p>To create a mixed media artwork using influence from a range of artists including Banksy</p>	<p>Aut 2</p> <p>Sum 1</p> <p>Sum 2</p>	<p>History – Apartheid (extra)</p> <p>History – Industrial revolution</p> <p>DT - Textiles</p>	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught 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).	<p>To know and use varied drawing skills in relation to shade, tone and proportionality. -To know how to use lines to create contours. -To know how to use directional lines and lined with varied length and width.</p> <p>To experiment with colours similar to those used by Lowry know such as; ivory black, vermillion, prussian blue, yellow ochre and flake white. -To experiment and know how to use oil paints to create the desired effects including a tonal effect.</p> <p>To know how to select and use a range of pencils, charcoal or pastels to create the desired effect. -To know how to organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Aut 2</p> <p>Sum 1</p> <p>Sum 2</p>	<p>History – Apartheid (extra)</p> <p>History – Industrial revolution</p> <p>DT - Textiles</p>	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught about great artists, architects and designers in history.	<p>To know key facts about Ileana Hunter’s life and her art work.</p> <p>To know key facts about LS Lowry’s life and his work.</p> <p>To know key facts about Banksy’s life and his work.</p>	<p>Aut 2</p> <p>Sum 1</p> <p>Sum 2</p>	<p>History – Apartheid (extra)</p> <p>History – Industrial revolution</p> <p>DT - Textiles</p>	Cross curricular writing links – writing is planned as per writing – exploring basic facts