

EYFS

Subject content from the Early Learning Goal.	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
<ul style="list-style-type: none"> Use a range of small tools, including scissors and paint brushes Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used. 	<p>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>Lucy Arnold: 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>AUT 1</p> <p>AUT 2</p> <p>SUM 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlerl</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>
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors and paint brushes Share their creations, explaining the process they have used. 	<p>Eric Carle : Create a caterpillar sculpture using paper plates.</p> <p>To explore cutting a variety of different shapes and sizes using scissors.</p>	<p>SPR 2</p> <p>SPR 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlerl</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>
<ul style="list-style-type: none"> Use a range of small tools, including scissors and paint brushes 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. 	<p>Isabelle La Roux: 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>To practise layering using materials on top of painting/drawings.</p>	<p>SUM 1</p> <p>SUM 1</p> <p>SUM 1</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlerl</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>
<ul style="list-style-type: none"> 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 Lucy Arnold's life and her art work.</p> <p>To know key facts about Eric Carle's life and her art work.</p> <p>To know key facts about Isabelle La Roux's life and her art work.</p> <p>To know key facts about Van Gogh's life and her art work.</p>	<p>AUT 1</p> <p>AUT 2</p> <p>SPR 2</p> <p>SUM 1</p> <p>SUM 2</p>	<p>Luna loves art - Joseph Coelho Waiting for Wings – Lois Ehlerl</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.	<p>To know how to use paints and watercolours to create different painting effects. Wassily Kandinsky</p> <p>To know how to use basic weaving techniques using a variety of different recyclable materials. Jo Atherton</p>	<p>AUT 1</p> <p>SUM 1</p>	Geography - Seasons	Cross curricular writing links – writing is planned as per writing – exploring basic facts
Pupils should be taught to use drawing and painting to develop and share their ideas, experiences and imagination.	<p>To know how to paint using colour to depict emotion.</p> <p>To know how to use colour, tone and tints to create varied moods. Wassily Kandinsky</p> <p>To know how to use simple hatching to give the effect of shading.</p> <p>To know how to use pencils to create lines of different thickness in drawings. Beatrix Potter</p>	<p>AUT 1</p> <p>SPR 2</p>	English – Beatrix Potter Geography - Seasons	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> <ul style="list-style-type: none"> • Using colour (Wassily Kandinsky AUT 1) • Pattern and Texture (Jo Atherton SUM 1) • Line, shape, form and space. (Beatrix Potter SPR 2) 	<p>To know how to paint using colour to depict emotion.</p> <p>-To know how to use colour, tone and tints to create varied moods. Wassily Kandinsky</p> <p>To know how to use simple hatching to give the effect of shading.</p> <p>-To know how to use pencils to create lines of different thickness in drawings. Beatrix Potter</p>	<p>AUT 1</p> <p>SPR 2</p>	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, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p>To know key facts about Wassily Kandinsky life and his art work. (Artist)</p> <p>To know key facts about Beatrix Potter's life and her art work. (Illustrator)</p> <p>To know key facts about Jo Atherton's life and her art work. (Artist)</p> <p>Children will be given the opportunity to analyse artwork by comparing the work and techniques of other artists from the same movement or time period.</p> <p>Children will compare the similarities and differences between different pieces of work by their selected artist and make links to their own work.</p>	<p>AU 1</p> <p>SPR 2</p> <p>SUM 1</p>	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. Batik - To be able add further decoration by adding embroidery. To be able to design and make leaves and flowers using batik inspired by Rudin. 3. Collage -To be able to select and design materials and media that represent the Great Fire of London. Kurt Schwitters 	<p style="text-align: center;">AUT 1</p> <p style="text-align: center;">SPR 1</p> <p style="text-align: center;">SPR 2</p>	<p>Links to English, history – London. Great fire of London Science - Plants</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
Pupils should be taught to use drawing and painting 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 	<p style="text-align: center;">AUT 1</p>	<p>Maths –size proportionality buildings Links to English, history – London.</p> <p>Science – plants</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
<p>Pupils should be taught to develop a wide range of art and design techniques in</p> <ul style="list-style-type: none"> • Using colour (Clare Rudin SPR 1) • Pattern (Clare Rudin SPR 1) • Texture (Kurt Schwitter SUM 1) • Line, shape, form and space. (Stephen Wiltshire AUT 1) 	<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 use the technique of batik. (Wax resist process. To explore leaves and flowers focusing on shape, colour and detail. 3. To know how to create a collage using varied materials.. 	<p style="text-align: center;">AUT 1</p> <p style="text-align: center;">SPR 1</p> <p style="text-align: center;">SPR 2</p>	<p>Maths –size proportionality buildings Links to English, history – London.</p> <p>Science – plants</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.	<ol style="list-style-type: none"> 1. To know key facts about Stephen Wiltshire's and Cath Kidston's life and their work. (Artist & Craft Maker) 2. To know key facts about Clare Rudin's life and her art work. (Craft maker) 3. To know key facts about Kurt Schwitter's life and his art work. (Artist) <p>Children will be given the opportunity to analyse artwork by comparing the work and techniques of other artists from the same movement or time period. Children will compare the similarities and differences between different pieces of work by their selected artist and make links to their own work.</p>	<p style="text-align: center;">AUT 1</p> <p style="text-align: center;">SPR 1</p> <p style="text-align: center;">SUM 1</p>		<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>

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
<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p><i>Sketch books are used to record artist research and focused practical tasks so that children can explore a specific art form and artist.</i></p>	<p>Printing – William Morris</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of William Morris's life and art work. • Analyse and investigate the colours and techniques Morris uses to create his designs. • Create flower patterns and designs inspired by the artist William Morris. <p>Drawing and Painting - David Hockney</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of David Hockney's life and art work. • Analyse and investigate the colours and techniques Hockney uses to create his paintings. • Use different lines to create appropriate effect. • Use a colour wheel to develop colour schemes. <p>Sculpture – Clay</p> <ul style="list-style-type: none"> • Explore and understand the features of a canopic jar. • Experiment with different Egyptian designs to add details to the jar. 	<p>AUT 1</p> <p>SPR 2</p> <p>SUM 2</p>	<p>History – Egyptians</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
<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>	<p>Printing know how to create desired colours by using primary and tertiary colours. know how to draw a design to be printed know how to make printing blocks by layering and to experiment building up layers of colours when printing.</p> <p>Painting Know how to block colours using a paintbrush. Know how to use different lines to depict perspective and movement</p> <p>Sculpture Know which techniques can be used to create particular shapes. 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>	<p>History – Egyptians</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>

<p>Pupils should be taught about great artists, architects and designers in history.</p>	<p>To know key facts about William Morris's life and his art work. (Artist/ Designer)</p> <p>To know key facts about David Hockney life and his art work. (Artist)</p> <p>To know key facts about Canopic Jars and the gods they depicted</p> <p>Children will be given the opportunity to analyse artwork by comparing the work and techniques of other artists from the same movement or time period.</p> <p>Children will compare the similarities and differences between different pieces of work by their selected artist and make links to their own work.</p>	<p>AUT 1</p> <p>SPR 2</p> <p>SUM 1</p>	<p>History – Egyptians</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
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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
<p>Pupils should continue to be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p><i>Sketch books are used to record artist research and focused practical tasks so that children can explore a specific art form and artist.</i></p>	<p>Sculpture – Greek theatre Mask - Peggy Bjerkan</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of Peggy Bjerkan's life and art work. • Explore and understand the features of a mask. • Document how to manipulate mod roc to create the desired shape for a purpose. • Experiment with different Greek designs to add details to the mask. <p>Craft Making – Mosaic - Briony Machin</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of Briony Machin's life and art work. • Research what a mosaic is, its key features and how it is made. • Record the process of how to use colour and shape to create patterns. <p>Painting – Volcano – William Turner</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of William Turner's life and art work. • Explore and understand the features of a volcano in terms of shape, colour and mood. • Understand how to use primary and tertiary colours. (Work with the colour wheel) • Record the process of experimenting with acrylics to create the desired effect and colour. 	<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>
<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, mod roc).</p>	<p>Sculpture Draw a design using inspiration from Peggy Bjerkan's theatrical masks, considering shape and pattern. Using mod roc, mould into masks creating different parts to fix together- paint and decorate to replicate a Greek theatre mask.</p> <p>Craft Making Know the materials and processes used to create a mosaic. Produce a ceramic sculpture using a central motif.</p> <p>Painting Experiment with acrylics to create the desired effect and colour. Understand how to use primary and tertiary colours. Produce a picture of a volcano using acrylics inspired by the artist</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>

<p>Pupils should be taught about great artists, architects and designers in history.</p>	<p>To know key facts about Peggy Bjerkan's style and her art work.(Sculptor)</p> <p>To know key facts about Briony Machin's life and her art work.(Craft Maker)</p> <p>To know key facts about William Turner's life and his art work.(Artist)</p> <p>Children will be given the opportunity to analyse artwork by comparing the work and techniques of other artists from the same movement or time period.</p> <p>Children will compare the similarities and differences between different pieces of work by their selected artist and make links to their own work.</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>
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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
<p>Pupils should continue to create sketch books to record their observations and use them to review and revisit ideas.</p> <p><i>Sketch books are used to record artist research and focused practical tasks so that children can explore a specific art form and artist.</i></p>	<p>Drawing and painting- Claude Monet</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of Claude Monet's life and art work. • Document how to use colour, tone and tints to create varied moods. • Record the process of experimenting with paint to create light and shade. <p>Drawing – Zaha Hadid</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of Zaha Hadid's life and art work. • Know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • Experiment with hatching and cross-hatching to show texture. • Explore the use of perspective and dimension. <p>Sculpture - Paul Cummins</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of 's life and art work. • Explore the ideas that Cummins focused his work on. • Document how to use colour, tone and tints to create varied moods, making reference to their reasoning. • Record the process of experimenting with wire manipulation and working with clay 	<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>
<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>	<p>Painting Know how to use acrylic paint to create texture. Know how to paint the effects of light. Understand how to use colour, tone and tints to create varied moods. Produce a winter scene in the style of Monet, using impasto.</p> <p>Drawing Know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Sculpture Create a sculpture of a flower using wire and clay Explore the idea of creating movement in a static object.</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>

<p>Pupils should be taught about great artists, architects and designers in history.</p>	<p>To know key facts about Claude Monet's life and his art work. (Artist) To know key facts about Dame Zaha Mohammed Hadid's life and her art work. (Architect) To know they key facts about Paul Cummins. (Artist)</p> <p>Children will be given the opportunity to anaylse artwork by comparing the work and techniques of other artists from the same movement or time period.</p> <p>Children will compare the similarities and differences between different pieces of work by their selected artist and make links to their own work.</p>	<p>AUT 1</p> <p>SPR 2</p> <p>SUM 2</p>	<p>Geography – Antarctica</p> <p>History - Ancient Islamic Civilization</p> <p>.</p>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
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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
<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p><i>Sketch books are used to record artist research and focused practical tasks so that children can explore a specific art form and artist.</i></p>	<p>Drawing and Sculpture - Elizabeth Catlett</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of Elizabeth Catlett's life and art work. • Explore and understand the features of the face • Understand how to create contours with lines • Understand and experiment with different lines <p>Painting - LS Lowry.</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of L.S. Lowry's life and art work. • Experiment with a variety of stylised figures and silhouettes. • Experiment with and document how to use oil paints <p>Drawing – Coco Chanel</p> <ul style="list-style-type: none"> • Create a fact file to demonstrate knowledge and understanding of Coco Chanel's life and art work. • Document how to organise line, tone, shape and colour to represent figures and forms in movement. • Explore a range of pencils, charcoal or pastels to create the desired effect. 	<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>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Drawing Know and use varied drawing skills in relation to shade, tone and proportionality. Create a portrait inspired by the artist, Catlett.</p> <p>Painting Experiment with colours similar to those used by Lowry know such as; ivory black, vermillion, prussian blue, yellow ochre and flake white. Experiment and know how to use oil paints to create the desired effects including a tonal effect. Paint a picture in the style of LS Lowry.</p> <p>Drawing Know how to select and use a range of pencils, charcoal or pastels to create the desired effect. Sketch purposeful factory work wear, drawn in the style of the designer Coco Chanel.</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>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>

<p>Pupils should be taught about great artists, architects and designers in history.</p>	<p>To know key facts about Elizabeth Catlett's life and her art work. (Artist)</p> <p>To know key facts about LS Lowry's life and his work. (Artist)</p> <p>To know key facts about Coco Chanel's life and her work. (Designer)</p> <p>Children will be given the opportunity to analyse artwork by comparing the work and techniques of other artists from the same movement or time period.</p> <p>Children will compare the similarities and differences between different pieces of work by their selected artist and make links to their own 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>	<p>Cross curricular writing links – writing is planned as per writing – exploring basic facts</p>
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