

Art and Design Curriculum Plan

EYFS

Autumn 1	<p>Creating with Materials:</p>	<p>AL: Shape & mould play dough to model family. (or draw) Who is in your family?</p>	<p>AL: To handle tools and Mould an initial letter using clay & use tools to make marks. Paint initial letter 'A'. AL: Close observational drawing of autumn findings.</p>	<p>AL: Paint clay initial letter.</p>	<p>AL-To draw and cut around hands. To use crayons to take leaf rubbings.</p>		<p>To use autumn findings to create owls- e.g., pinecones To explore colour mixing to make brown To use scissors and create snips in paper for feathers</p>	
	<p>Being imaginative and expressive</p>	<p>AL- To fold paper and make an envelope. To put kisses in the pocket.</p>	<p>AL: To rip paper into different sized pieces. relating to harvest song. (Big Red Combine Harvester)</p>					
Autumn 2	<p>Creating with Materials:</p>	<p>A rocket/fireworks/ using tubes/streamers/stars etc. Firework pictures using different media. Large fireworks: Black paper/powder paints/ PVA glue Creative Area- Play dough rolling and moulding fireworks.</p>	<p>Modroc- Make a birthday cake. To explore different media and materials. (Observation) Ingredients in Kipper's Birthday to make. To design and decorate a birthday card.</p>	<p>Diwali (Belair starting with me pg. 63) To mould and roll their own clay Diwali lamp. Crepe orange/red flower garlands. To make Diwali sweets.</p>	<p>To use pipe cleaners and make their own wedding ring. To cut and stick flower garlands. To contribute to a wedding display.</p>	<p>To make 'No bake sugar plums' To colour the flames on the Hanukah. To explore different media and make a star of David ornament for window.</p>	<p>To make hanging Christmas decoration. To explore different media and make Christmas trees.</p>	<p>To colour different Christmas pictures e.g., Christmas tree. To create reindeer music using bells. Fast/Slow To draw a Christmas place mat.</p>

Art and Design Curriculum Plan

		<p>To make chocolate sparklers using melted chocolate and sprinklers. How do you melt the chocolate?</p> <p>To explore the changes that happen to popcorn when it is heated, using their senses</p>	<p>To fold and join paper to make an envelope.</p> <p>ILT- To create different wrapping paper.</p> <p>To make a hand print Baby Jesus.</p> <p>To use fine motor skills to create a reindeer. (Hangings)</p>	<p>To make a rangoli pattern.</p> <p>To create a menorah using handprints</p>				To decorate a crown.
	Being imaginative and expressive	<p>To name the different colours of fireworks.</p> <p>To explore different percussion instruments and create the sounds of fireworks.</p> <p>To listen to different firework sounds. Is it loud? Quiet? High? Low?</p>	<p>To use their imagination and dress up in favourite party dress.</p> <p>Birthday cakes- Icing design. To draw their own designs.</p> <p>To mould their own cakes using play dough and add icing.</p>	<p>To create their own rangoli patterns using coloured rice.</p> <p>To make and decorate their own Diwali lamp.</p>	<p>Using imagination to roleplay their own wedding ceremony.</p> <p>To design their own wedding dress/suite.</p> <p>Nativity tableau- Discuss characters + choose cast.</p>	To make their own dreidel		
Spring 1	Creating with Materials:	<p>ILT- To create dinosaur footprints in play dough. (1 minute play dough)</p> <p>C- To mould dinosaur fossils out of soft dough.</p>	<p>To make dinosaur bone picture using straws.</p> <p>C- To make their own binoculars for a dinosaur hunt.</p>	<p>To create their own 3D model dinosaur using junk model.</p> <p>To create a class backdrop for their dinosaur stories</p>	<p>To design and paint their own underpants. (Display)</p> <p>ILT- To create their own junk model dinosaurs</p>	ILT- To create their own dinosaurs out of play dough.	To use different materials to show what is inside a dinosaur's tummy. What materials will you use?	<p>To create topic book cover using shapes and patterns.</p> <p>To use different 2D/3D shapes</p>

Art and Design Curriculum Plan

							To draw and paint different types of dinosaurs for display.	and make a model dinosaur. To use clay to make dinosaur bones.
	Being imaginative and expressive	To develop ideas and experiences in Dinosaur Museum and Cave. To explore Dinosaur swampland with different dinosaurs and use their own ideas fairy liquid, sand, dinosaurs. To role-play digging for fossils and dinosaur remains. To use macaroni and create their own dinosaur skeletons.	To develop ideas and experiences in Dinosaur Museum and Cave. To role-play the story of Tyrannosaurus using their own imagination.	To design their own Dinosaur for their story of Tyrannosaurus drip. Can you describe the dinosaur? To develop ideas and experiences in Dinosaur Museum and Cave. To role-play the story of Tyrannosaurus using their own imagination.	To develop ideas and experiences in Dinosaur Museum and Cave.	To develop ideas and experiences in Dinosaur Museum and Cave.	To develop ideas and experiences in Dinosaur Museum and Cave. To draw their own dinosaurs independently.	To develop ideas and experiences in Dinosaur Museum and Cave. To draw their own dinosaurs independently.
Spring 2	Creating with Materials:	To make a paper aeroplane. How far does it go? To independently make Play Doh. To design and create a hot air balloon for topic book cover.	To contribute to a Transport display. ILT- To draw litter posters. To mix colours and explore changing them e.g., making them lighter.	To make their own Easter bonnet. To continue to contribute to the transport display. To explore Glitter paint app. (iPad)	To make a card for Mother's Day (using fingerprints?) ILT- To cut and decorate vehicle/types of transport.	To make Easter nests. OR To make hot cross cookies for Easter. What does the cross mean on the cookie? To make a paper boat and test to see if it floats. What do you	To use watercolours to show what you think is behind the door. To independently construct their vehicles	

Art and Design Curriculum Plan

			<p>To explore different sized paint brushes.</p> <p>To make simple paper aeroplanes / kites. What do you need to do to make it fly?</p>	<p>To draw their favourite type of transport. What colours do you need?</p>		<p>notice? What could you change next time?</p>		
	<p>Being imaginative and expressive</p>	<p>To show care and accuracy when drawing.</p> <p>ILT- To draw types of transport.</p> <p>Emma Jane would like a new way to travel. To design their own transport. What will you use? What will it look like?</p>		<p>ILT- To construct and make a junk model vehicle.</p>				
<p>Summer 1</p>	<p>Creating with Materials:</p>	<p>Matisse- To explore different ways of creating Matisse's snail.</p> <p>To use square blocks and print snail. (Books-Display)</p> <p>To tear paper and create paper Matisse.</p> <p>How do you tear the paper?</p> <p>To roll play dough making a snail using rolling action.</p> <p>ILT- To use different techniques in the style of Henri</p>	<p>To sew a spider's web. How do you hold the needle?</p> <p>To make observational drawings of spiders.</p> <p>To explore crayons and felt pens and create effect. (Spider drawings)</p>	<p>To draw and paint minibeasts independently.</p> <p>To create their own worm using different media.</p>	<p>To observe and draw an insect and talk about what they see.</p>	<p>Papier Mache Bees and ladybirds. (Belair pg. 27)/</p> <p>To explore symmetry by creating symmetrical butterflies.</p> <p>To create bugs using healthy foods e.g., vegetables. What bug will you make? What</p>		

Art and Design Curriculum Plan

		<p>Matisse (Display-Corridor)</p> <p>To paint a pebble with red, white and blue for jubilee stone installation.</p>	<p>To construct a junk model spider (display)</p> <p>To explore different materials and construct a paper plate spider.</p> <p>Rolling balls in white paint on colour paper.</p>			<p>will you need to use?</p> <p>To make bunting and flags for Jubilee Picnic</p>		
	Being imaginative and expressive		<p>Role-play- Inside-Bug Lab to use imagination and recreate roles. Outside- Garden Centre. To use imagination and recreate roles.</p>	<p>To create a minibeast home using junk model and large construction.</p>	<p>To use 3D junk model shapes and make different minibeasts</p>			
Summer 2	<p>Creating with Materials:</p>	<p><i>To make their own paper rock pool.</i></p> <p><i>To make bubble pictures for sea life scene printing.</i></p> <p><i>To paint/decorate papier mache sea creatures e.g., octopus/fish.</i></p> <p><i>To paint sea life creatures for display. (Sharks/paper plate crabs/fish/cheerio starfish)</i></p>	<p>To make a healthy sandwich for the Lighthouse Keeper.</p> <p>To create sandwich using paper. What colour is lettuce?</p> <p>To use watercolours and create a lighthouse. What colour is a lighthouse? How do you change the</p>	<p>Threading patterns. Look at lighthouse patterns</p>	<p>To use large construction and build a boat. How many children can you fit inside it?</p> <p>To explore different sounds, you hear on the beach. What sounds do you hear on the beach?</p> <p>Explore and investigate materials to see</p>	<p>To use large construction and build a boat. How many children can you fit inside it?</p> <p>To create sounds of the beach on music trail. What sounds can you make with the bucket and spades?</p>	<p>To sing from memory sea songs.</p> <p>To create a sea life stencil picture.</p> <p>To draw a shell and make observations of the patterns.</p> <p>To paint pasta shells.</p>	<p>A miniature beach in trays Finish mural - make beach collage using sand / shells / pebbles / seaweed</p>

Art and Design Curriculum Plan

		<i>Construct paper plate jellyfish and use different media (ribbons)</i>	thickness of the paintbrush? To create Father's Day Card		which are waterproof. <i>Which material would make best boat?</i>		To roll and mould a clay shell. To explore play dough and create their own shell and print patterns of shells on play dough.	
	Being imaginative and expressive							

Year 1




Autumn 1									
Autumn 2	<p>To recognise and identify different colours.</p> <p>Paint circles using the correct colours labelled.</p>	<p>To know how secondary colours are made.</p> <p>Mix secondary colours and make handprint colour sums.</p>	<p>To identify between secondary and primary colours.</p> <p>To understand that you must add white to lighten colours and black to darken colours.</p> <p>Paint their own colour wheel to show primary and secondary colours and lightened colours.</p> <p>Cut into different shapes.</p>	<p>To use primary and secondary colours.</p> <p>To create work in the style of Paul Klee.</p> <p>Use drawings of lines to create an image in the style of Paul Klee using primary and secondary colours</p>	<p>To use primary and secondary colours.</p> <p>To create work in the style of Paul Klee.</p> <p>Use secondary and primary colour oil pastels to create a shape castle image in the style of Paul Klee.</p>	<p>To use primary and secondary colours.</p> <p>To create work in the style of Paul Klee.</p> <p>Mix colours to create an abstract face in the style of Paul Klee.</p>	<p>To use primary and secondary colours to create a collaborative class art piece.</p> <p>To create a collaborative art piece using paint (Red, blue, yellow, purple, green, orange)</p>		



Art and Design Curriculum Plan

Spring 1		<p>Explore ways of folding and cutting strips of paper to create a repeating pattern.</p> <p>Circus tent</p>	<p>Investigating and exploring ways of manipulating paper.</p> <p>To create a picture by twisting, curling, folding and coiling paper</p> <p>Clown face</p>	<p>Explore ways to cut/ tear paper.</p> <p>Use paper with different shades and textures to create shapes.</p> <p>Circus character/ scene</p>	<p>Folding and cutting circles to create a picture.</p> <p>(Mermaid)</p>	<p>Explore and investigate shape and colour to create an abstract representation.</p>	<p>Using 'found' materials to create a picture.</p> <p>(For display Spring 2)</p>	
Spring 2	<p>To find out about the artist Andy Warhol and look at his work.</p> <p>To understand that colour choice will enhance the impact of work.</p> <p>Create a Campbell soup picture matching colours to flavours.</p> <p>Who is Andy Warhol?</p> <p>What do we already know about him?</p> <p>What style of artist was he? How will we use the colours to reproduce his work for our cover?</p> <p>Do you notice the vibrant colour choice of the artist? Why do you think he has done this?</p> <p>What materials and processes will be best to use? Can you match colours to flavours?</p>	<p>To explore repetition in pop art and use the findings.</p> <p>To use paint, pastels and colouring pencils in our work and compare.</p> <p>To use the camera to create a free choice image.</p> <p>Produce a self-portrait piece of work using the best image taken with the camera.</p> <p>How does the artist use repetition in his work? How is each square in his work similar/different?</p> <p>How can we set out our work to produce work in the style of the artist?</p> <p>What image do you want create? What do you want this to portray about you as an artist? How can you print it so it is a</p>	<p>To come up with an idea using a famous person that relates to the artist's style.</p> <p>To evaluate all work produced and compare to the artist.</p> <p>Create a piece of work through the use of coloured tissue paper</p> <p>Which famous person will you use in your work? Why have you picked this person and how does it link to the work of the artist? What colour tissue paper will you use for maximum effect? How will you make sure you can see the image underneath?</p>					

Art and Design Curriculum Plan

		repeating pattern? How will your choice of colour enhance the picture?						
Summer 1	<p>To create an African sunset animal picture using water colours.</p> 	<p>To use paints, chalks and oil pastels to create different animal prints.</p> 	<p>To plan our clay animals. To use play doh or fimo to practise creating our favourite animals.</p>	<p>To use clay to create our favourite animals.</p>	<p>To paint our clay animals.</p> 			
Summer 2						Printing leaves	Printing flowers	
Year 2								
Autumn 1		<ul style="list-style-type: none"> * To explore the skill of paper weaving. * To explore and discuss the works of artists that use paper weaving. 	<ul style="list-style-type: none"> *To use the work of artists and picture books as inspiration for their own work. 	<ul style="list-style-type: none"> *To use the work of artists and picture books as inspiration for their own work. 	<ul style="list-style-type: none"> * To explore the skill of weaving on a loom. 	<ul style="list-style-type: none"> * To apply skills learnt to weave a fabric background using different materials. 	<ul style="list-style-type: none"> * To use a range of materials to decorate a woven background. * To evaluate a finished products and suggest improvements. 	
Autumn 2	<ul style="list-style-type: none"> *To use materials and techniques to create a collage as a background for a final piece. <p style="color: purple;">Topic book cover outcome</p>	<ul style="list-style-type: none"> *To create buildings on a background using techniques to show how past houses were made and how this assisted the spread of the great fire of London. <p style="color: purple;">Topic book cover outcome</p>	<ul style="list-style-type: none"> *To learn about the artist Frank Stella, understanding his techniques and the inspiration for his pictures. 		<ul style="list-style-type: none"> *To plan and create components to make a relief collage. 	<ul style="list-style-type: none"> *To use different materials and techniques to create a background in the style of Frank Stella. 	<ul style="list-style-type: none"> *To create components and assemble them with a background to make a relief collage. <p style="color: purple;">Display outcome</p>	

Art and Design Curriculum Plan

Spring 1	<ul style="list-style-type: none"> *To revisit colour mixing word from year 1. *To mix secondary and tertiary colours. 	<ul style="list-style-type: none"> *To learn who the artist Kandinsky was, and the type of art he created. *To recreate sections of Kandinsky's famous paintings. 	<ul style="list-style-type: none"> *To recreate Kandinsky's circles using colour mixing techniques. 	<ul style="list-style-type: none"> *To learn how to change the shade of colours by adding black and white. 	<ul style="list-style-type: none"> *To understand and describe which colours are warm and which are cold. (link to colours of the arctic) 	<ul style="list-style-type: none"> *To apply the colour mixing techniques learnt this half term to create an arctic scene using cold colours. 	<ul style="list-style-type: none"> *To use scissors to accurately cut the silhouette shape of an arctic animal to apply to an arctic scene. 	
Spring 2								
Summer 1								
Summer 2	<ul style="list-style-type: none"> * To explore the art of Andy Goldsworthy, knowing when and where he lived * To discuss the work of a famous artist (Andy Goldsworthy). 	<ul style="list-style-type: none"> * To explore drawing techniques in an observational drawing. 	<ul style="list-style-type: none"> * To explore drawing techniques in an observational drawing. 	<ul style="list-style-type: none"> * To observe and discuss natural materials. * To use a wide range of materials to design a nature sculpture. 	<ul style="list-style-type: none"> * To use materials creatively to create a natural sculpture. 	<ul style="list-style-type: none"> * To design and make a big sculpture using natural materials creatively. * To link own work to the work of Andy Goldsworthy. 	<ul style="list-style-type: none"> * To create a collage showcasing work on natural sculptures. * To evaluate artwork suggesting improvements. 	
Year 3								
Autumn 1	To explore the work of Georgia O'Keeffe.	To sketch observations.	To explore shades and tints in O'Keeffe's work.	To create small painted studies.	To experiment with composition.	To compose and paint an O'Keeffe style piece.		
Autumn 2				To design a thumb pot Diya lamp.	<ul style="list-style-type: none"> To shape clay to create a simple thumb pot. To use tools to create patterns and textures. 	To paint a thumb pot.	To evaluate thumb pots and suggest improvements.	

Art and Design Curriculum Plan

Spring 1	<p>To explore and discuss the life and work of Van Gogh.</p> <p><i>What do you like or dislike about the painting?</i></p> <p><i>What do you notice about the painting?</i></p> <p><i>What questions do you have about the painting?</i></p>	<p>To explore how Van Gogh expressed mood and feeling in his paintings.</p> <p><i>What colours could we use to show X emotion?</i></p> <p><i>What do the colours of Van Gogh's X painting suggest about how he felt?</i></p>	<p>To use scissors with increased control (HOOPS).</p>	<p>To experiment with different mediums to create texture and movement.</p> <p><i>What do you notice about sky in 'Starry Night'?</i></p> <p><i>How do you think Van Gogh created the texture of the sky?</i></p>	<p>To plan a final piece including aspects of Van Gogh's style.</p> <p><i>What colours will you use in your work? Why?</i></p> <p><i>How will you create texture?</i></p>	<p>To apply aspects of Van Gogh's work to a final piece.</p>	<p>To evaluate own work and suggest strengths and areas for improvement.</p> <p><i>What do you like about your piece?</i></p> <p><i>Is there anything you dislike about it?</i></p> <p><i>What would you like to get better at?</i></p>	<p>To explore and discuss the life and work of Van Gogh.</p> <p><i>What do you like or dislike about the painting?</i></p> <p><i>What do you notice about the painting?</i></p> <p><i>What questions do you have about the painting?</i></p>
Spring 2								
Summer 1		<p>To design a coil pot based on Egyptian Canopic jar designs.</p>	<p>To use clay to make a coil pot.</p>	<p>To manipulate clay and use tools to make a pot lid.</p>	<p>To paint a clay pot based on Egyptian Canopic jar designs.</p>			
Summer 2						<p>To use line and texture to express mood.</p>		
Year 4								
Autumn 1	<p>To explore the contemporary artist Pete Cromer and reflect on his style of art.</p>	<p>To develop their skills with watercolour, looking at a variety of ways it can be used. (To vary tone and colour / To mix colours)</p>	<p>To practise implementing an artist's style (Pete Cromer) into their own work looking particularly at</p>		<p>To use line and shape to create an outline and features, in the style of the artist. To use trial and error to find the</p>	<p>To paint in the style of Pete Cromer, applying taught tonal variations of colour and collage.</p>		

Art and Design Curriculum Plan

			colours and collage.		best composition for their work.			
Autumn 2	To identify features of the Manga style of artwork.	To use simple shapes and guidelines within a piece of artwork.	To develop a variety of different shading techniques.	To use pencil shading techniques, simple shapes and guidelines in a focussed way (Manga eyes)	To use the skills learnt so far to create a picture in a manga style.			
Spring 1		To study different artists and the techniques they use to create texture in collage. To explore and try out different collage techniques.	To use a range of different collage techniques to create a scene.					
Spring 2	To explore the life and work of David Hockney. <i>Why do you think this artist is important?</i> <i>What is your favourite thing about his art and how does it make you feel?</i>	To observe an artist's work closely and accurately recreate a section looking in particular at brushwork techniques and textures. <i>Can you identify any key style features of his work?</i> <i>How do you think the painter is wanting to make his audience to feel when looking at his art?</i>	To practise implementing an artist's style (David Hockney) into their own work looking particularly at brushwork techniques and texture. <i>Why might an artist want to use patterns within their artwork?</i> <i>What are popular patterns that we can identify which are used by Hockney?</i>	To use line and shape to create an outline. <i>Why do artists use a range of tools and materials within their work?</i> <i>When might acrylic paint be effective to use in our artwork?</i> <i>When would acrylic paint not be effective to use?</i>	To paint in the style of David Hockney, thinking about their use of brushstrokes and texture. <i>What are the key features that tell us a piece of art could have been created by David Hockney?</i>		To evaluate a piece of artwork they have created.	
Summer 1								

Art and Design Curriculum Plan

Summer 2								
Year 5								
Autumn 1								
Autumn 2	To practise a variety of paint brush techniques	To evaluate the work and style of a particular artist (Peter Thorpe)	To recreate a painting in the style of Peter Thorpe.	To plan and sketch an abstract space painting taking ideas from the work of Peter Thorpe.	To evaluate a finished piece of artwork, exploring what has been done well and what can be learnt for next time.			
Spring 1	To use collage to create a picture. (topic book covers)	To look at different pencil techniques.	To explore how to create a shadow using pencils.	To use shading to create light and shadow.	To draw from observation.	To draw from observation.		
Spring 2	To investigate the life and work of Henry Moore	To investigate how using different shapes can create an abstract piece of artwork based on the human sculptures of Henry Moore	To use basic sculpting techniques to create a human sculpture in the style of Henry Moore	To use papier-mâché to create a finished piece of sculpture.	To investigate the life and work of Henry Moore			
Summer 1		To understand the features of pop art. To research the life and work of Roy Lichtenstein, understanding the features of his work.	To critique a variety of pieces of Roy Lichtenstein's onomatopia artwork focussing on colours and textures used and the mood this creates.	To research onomatopaic words and to create associations with these words	To apply their knowledge of Roy Lichtenstein to plan a piece of artwork in a similar style, thinking about colours and textures to express the words.	To create a piece of artwork in the style of Roy Lichtenstein.		
Summer 2								
Year 6								

Art and Design Curriculum Plan

Autumn 1	To explore the work of Hokusai		To explore a range of printing techniques.	To create an art print in the style of Hokusai.				
Autumn 2								
Spring 1	To use collage techniques to create a dragon (using illustrations from the book 'Tell Me a Dragon')	To use collage techniques to create a dragon. (using illustrations from the book 'Tell Me a Dragon')			To design a dragons head for a clay model.	To manipulate clay to form a shape and use tools to texture the head.	To use paint techniques to create the appropriate decoration for a dragon.	
Spring 2	To explore blending techniques using pastels	To express mood and feeling using pastels	To use pastels to create a propaganda poster					
Summer 1	To explore the use of inks in creating abstract art	To use inks to create a fictional beast	To be able to show texture using lines.	To show curvature on a circle.	To draw objects from observations applying skills of texture.			
Summer 2	To explore the work of Hugo Suissas	To explore the impact of perspective within photography	To use forced perspective to create an optical illusion					