

Art and design programmes of study: KS 1 and 2

What do we aim to achieve? (Our intent)

Through the creativity of our Art and Design curriculum pupils will be **engaged, inspired and challenged**.

They will

- experiment, invent and create their own works of art, craft and design
- think critically about what they and others have achieved
- learn about great artists and be inspired by them

How do we do it? (Our implementation)

The children will develop these skills over our 2 year rolling programme. They will use line, shape and form. They will experiment with a wide range of mixed media; including charcoal, paint, collage and printing. They will gain inspiration from artists' paintings, drawings and sculpture, including the use of natural products.

What happens as a result of this learning? (Our impact)

The impact of our programme of study is that pupils are inspired by other artists and through their growing knowledge and understanding feel confident in taking risks in order to create imaginative pieces of art and design.

Examples of work completed within school, and completed at home during the 2020 school closure through Google Classroom teaching activities.



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YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Winter Wonderland	Superheroes	Minibeasts	Around the World in 30 Days	On the Farm
EYFS	<p>Painting houses & homes.</p> <p>Self portraits (Andy Warhol, Cindy Sherman)</p> <p>Painting Self-portraits using different colour paint and brushes.</p> <p>Talk about the work they have created</p> <p>Hand and foot printing, looking at lines, patterns.</p> <p>Drawing and colouring using pencils and crayons (continuous provision).</p>	<p>Northern lights pictures using black paper and chalk.</p> <p>Firework pictures (Kioshi Yamashita)</p> <p>Create firework pictures using black paper, neon paints, glitter, marbles.</p> <p>Winter collage - tissue paper, cellophane, cut out paper snowflake</p> <p>Drawing with coloured chalks on chalkboards (continuous provision).</p>	<p>Superhero comic drawings (Stan Lee, Jack Kirby).</p> <p>Design Superhero cape.</p> <p>Colour a Superhero mask, using coloured pencils.</p> <p>Create symmetrical paintings 'Super pants' using paint.</p> <p>Use playdough to make model of 'The Evil Pea', combining different materials - pipe cleaners, card, googly eyes (Continuous Provision).</p>	<p>Developing observation skills - sketching and drawing minibeasts.</p> <p>Create a chosen minibeasts from air dough using shaping/sculpting tools.</p> <p>Evaluate & discuss each other's dough minibeast.</p> <p>Talk about the work they have created.</p> <p>Painting with paints and paintbrushes (continuous provision).</p>	<p>Look at a range of national flags and discuss colours and symbols used.</p> <p>Design own flag using pencils to draw and crayons to colour.</p> <p>Research how Indian rugs are made by weaving (pictures/videos).</p> <p>Use this knowledge to weave using coloured paper.</p> <p>Drawing and colouring using felt tip pens (continuous provision).</p>	<p>Farm animal pictures using different media and materials (bubble/ sponge/ cotton wool painting). Talk about the effects they have created.</p> <p>Sunflower pictures (Van Gogh)</p> <p>Create sunflower pictures using pastels.</p> <p>Painting with sponges, stamps and rollers (continuous provision).</p>

What does each lesson cover and how does it link together over time?

NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):

A1: produce creative work, exploring ideas and recording their experiences

A2: become proficient in drawing, painting, sculpture and other art, craft and design techniques

A3: evaluate and analyse creative works using the language of art, craft and design

A4: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Theme	TOYS	HOUSES AND HOMES	TRAVEL THE WORLD
KS1 (Yr 1 & 2)	<p>Observations of the world around us</p> <p>Observational drawings of toys/ seeds/ fruits</p> <p>Use a range of media</p> <p>Pencil, pastel</p> <p>Look at how artists have used fruit in paintings and use to produce own work 'in the style of'</p> <p>Archimboldo, Cezan, Robert Dumont-Smith</p>	<p>Buildings: Pattern and shape</p> <p>Pattern and shape in buildings</p> <p>Rubbings, sketches, clay tiles</p> <p>Explore brick bonds</p> <p>Tiles, shapes in architecture – pattern and texture-printing</p> <p>Drawing houses</p> <p>Artist: Piet Mondrian, Escher</p>	<p>Seaside holidays: coastal landscapes</p> <p>Observation of pattern and shape in nature.</p> <p>Shells crabs, seaweed etc</p> <p>Explore coastal scenery and sketch pictures.</p> <p>Use of paint, pastel</p> <p>Artist/Designer: Monet, Sally Swatland other seaside paintings use to produce own work 'in the style of'</p>
Theme	ROTTEN ROMANS	AMAZING ANGLO SAXONS	INCREDIBLE INDIA
LKS2 (Yr 3 & 4)	<p>Roman mosaics - use of colour and pattern</p> <p>Explore designs in sketch books for Mosaics and use of colour and pattern.</p> <p>Wall art - create designs for fresco in paint and pastel - Italian landscape painters- explore the structure of the picture and the techniques used.</p> <p>Roman architecture still visible today.</p> <p>laia – a female Roman artist.</p>	<p>Anglo Saxon Britain figureheads and long ships</p> <p>Collect ideas in sketchbooks from studies of figureheads, longships, create own figurehead design in clay.</p> <p>Sutton Hoo treasure, anglo saxon metal and enamelling.</p> <p>Design and model based on patterns and shapes of this time, explore in pencil and charcoal.</p> <p>Explore art of the day, wall paintings, Bayeux tapestry.</p>	<p>India: Repeating patterns</p> <p>Pattern and colour in: Mehndi and Rangoli patterns</p> <p>Indian repeating patterns printed on to fabric and carpets, designing and making blocks for printing on to cloth.</p> <p>Use ideas from Indian architecture, the representations in temples, palaces and mosques - mouldings and decorations in Taj Mahal etc.</p>

How does all this build on their learning from the Early Years?

Early Learning Goal	Expressive arts and design	Exploring and Using Media and Materials	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Being Imaginative	To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Fabulous Festivals	Dinosaurs	Traditional Tales	Transport	Pirates/Under the Sea
EYFS	<p>Painting houses & homes.</p> <p>Self portraits (Andy Warhol, Cindy Sherman)</p> <p>Painting Self-portraits using different colour paint and brushes.</p> <p>Talk about the work they have created</p> <p>Hand and foot printing, looking at lines, patterns.</p> <p>Drawing and colouring using pencils and crayons (continuous provision).</p>	<p>Firework pictures (Fumio Fujita)</p> <p>Create firework pictures using black paper, neon paints, glitter, marbles.</p> <p>Making Rangoli patterns using dyed rice and coloured sand (Divali).</p> <p>Colour mixing - light and dark shades of the same colour.</p> <p>Painting polar animals (continuous provision).</p>	<p>Research a range of dinosaurs, identifying shape, pattern and size.</p> <p>Create a chosen dinosaur from modelling clay using shaping/sculpting tools.</p> <p>Evaluate & discuss each other's dinosaur models.</p> <p>Use air dough to create fossil prints by pressing small dinosaur models into the dough (Continuous Provision).</p>	<p>Making paper plate character masks. Use a variety of media and materials.</p> <p>Use playdough to make model of 'The Troll', combining different materials - pipe cleaners, red beads, googly eyes.</p> <p>Evaluate why their model is a good representation of a troll - is it scary, ugly?</p> <p>Drawing and colouring using felt tip pens (continuous provision)</p>	<p>Drawing & painting a chosen type of transport.</p> <p>Using paint and toy vehicles/wheels to make track printing, looking at patterns.</p> <p>Design, draw and colour a hot air balloon.</p> <p>Painting with sponges, stamps and rollers (continuous provision).</p>	<p>Sea pictures (Alfred Wallis).</p> <p>Create sea picture using paint - colour mixing multiple shades of blue.</p> <p>Evaluate & discuss paintings, comparing them to Alfred Wallis.</p> <p>Wax resistant sea creature pictures/scenes using wax crayons and watercolors.</p> <p>Use foam dough to make models of sea creatures - shark, turtle etc. (Continuous Provision).</p>

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Theme	FAMOUS PEOPLE WHO CHANGED OUR LIVES	LONDON	EXPLORE THE WORLD
KS1 (Yr 1 & 2)	<p>Portraits</p> <p>Explore a range of portraits including: Picasso, Arcimboldo Warhole</p> <p>Make own portrait using 'the style of' a selected artist and in a range of media (paint, pastel)</p> <p>Collage using magazines, using natural objects, seeds, fruits, leaves etc.</p>	<p>Timber houses and the Great Fire of London</p> <p>Sketching and painting, collage of fire</p> <p>Looking at landscapes and natural wonders.</p> <p>Observational drawings of timber framed houses, artefacts.</p> <p>Oil based pastels as wax resist</p> <p>Look at portraits & paintings, engravings of the time.</p>	<p>Australian Art: Sculpture, collage & Aboriginal art</p> <p>Explore a range of sculptures to understand what sculpture is.</p> <p>Sculpture using natural forms and paper</p> <p>Collage using natural forms.</p> <p>Collage Australian landscapes</p> <p>Aboriginal art, finger painting</p>
Theme	TOMB RAIDERS!	DISAPPEARING RAINFORESTS!	WE'LL MEET AGAIN! (WW2)
LKS2 (Yr 3 & 4)	<p>Egyptian clay pots and hieroglyphics</p> <p>Collect, record and evaluate design ideas in sketchbooks</p> <p>Clay - container styles, shapes and decoration.</p> <p>Hieroglyphics and wall art from the tombs, study and design for paint. Compare representation of human figure with other periods.</p>	<p>Rainforest: Monsoon Collages: paint and mixed media</p> <p>Improve mastery of painting and drawing techniques - recording rainforest views/ different points of view.</p> <p>Evaluate how technique could be improved.</p> <p>Explore effects of paint, collage and mixed media, to create work with a jungle theme..</p> <p>Artist: Henri Rousseau and Jeannie Baker</p>	<p>Exploring shape and space: Silhouettes of skyline</p> <p>Silhouettes of skyline - charcoal and paint.</p> <p>Exploring the use of light and shade</p> <p>Henry Moore - shelter drawings</p> <p>Explore the war art, paintings and propaganda.</p> <p>Observational drawings - war machines, artefacts of the time, exploring use of shading with a range of artists pencils.</p>

What do they go on to learn about in Year 5 and 6?

Year 5

Portraiture: Observation of self (Basic proportions; drawing, painting and ceramics, slab building, colour mixing, photography) ; **Futurism** (Printing making, mixed media, low relief collage, photo montage); **Ansel Adams & Sense of Place** (Black & White as a genre)

Objects and meanings (Still life - colour, tone and composition); **Pattern & Mother Nature's Designer** (printing, drawing, composition and artist research); **Surfaces - water & the environment - making a splash** (imagery of water; mixed media/ mark making)

Year 6

Linear Perspective using built environment (colour and atmospheric);

Colour and Language (opposites) Reflections and refractions using both natural and manmade.

How does it all link with the National Curriculum?

Key Stage 1: Subject content

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: Subject content

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