

Curriculum Map – ART and DESIGN

		Year R–		
Topic and Coverage	TERM 1. MARK MAKING SELF- PORTAITS (all about me and my personal history)	TERM 4. NATURE AND STILL LIFE	CROSS CURRICULAR TERMS 2,3,5,6	
CPD Training	<p>Overarching principles of EYFS:</p> <ul style="list-style-type: none"> Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured Children learn to be strong and independent through positive relationships Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). <p>Saint Patrick’s Additional Aims:</p> <ul style="list-style-type: none"> To help nurture an exploratory attitude towards creativity which children can take with them as they grow. To encourage children and staff to explore creativity in a holistic way To encourage an open-ended exploration of materials, ideas and techniques. To encourage children and staff to value the journey over or alongside outcome To encourage children to explore notions of “identity”, gain the confidence to share their exploration and their thoughts, and to learn to appreciate and respect that others might have different experiences of their own identity. To encourage children to work together as a team, as well as value their ability to work alone. To demonstrate that drawing, mark-making, making etc are physical as well as mental activities in which the mind and the body are involved. To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others. 			
Disciplinary Knowledge	<p>I am thinking like an Artist and Designer...</p> <p>I can explore making marks using a variety of materials like paint, pencil, crayon to express myself</p> <p>I can share my creations and display them for an audience</p> <p>I can use the vocabulary to talk about my creations</p> <p>I can talk about famous self-portraits by artists like Picasso and Van Gough</p> <p>I can observe and celebrate my own face/portrait</p> <p>I can talk about a diverse range of portraits</p>	<p>I am thinking like an Artist and Designer.....</p> <p>I can talk about a variety of famous art work of nature (still life) and give my preferences including Sunflowers by Van Gough and Tiger by Henri Rousseau <i>‘Nothing makes me so happy as to observe nature and to paint what I see.’</i> ~ Henri Rousseau</p> <p>I can enjoy sharing my teacher’s favourite famous still life art work</p> <p>I can create art work inspired by nature and the seasons</p> <p>I can talk about colour and what/how I feel about art work paintings</p> <p>I can use a paintbrush to make brush strokes and dabs</p> <p>I can mix primary colours to make secondary colours</p>	<p>I am thinking like an Artist and Designer ...</p> <p>I can express my ideas and feelings through art and design mediums</p> <p>I can express my learning through drawing</p> <p>I can express my learning through painting</p> <p>I can express my learning through sculptures,</p> <p>I can express my learning through textiles,</p> <p>I can express my learning through collage</p> <p>I can talk about a range of art work in my local area</p> <p>I can apply my learnt skills to my own creations</p>	
ELG Goals	<p>Communication and Language:</p> <p>Listening. Attention and Understanding: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Link to: Talking about pictures/art works and in assemblies Art appreciation</p> <p>The Natural World</p> <p>Children at the expected level of development will: -</p>	<p>Expressive arts and design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p> <p>Access Art EYFS EXEMPLAR PLAN on Teacher Shared to show ongoing provision to be used as a basis</p> <p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore and express themselves using 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>Expressive arts and design</p> <p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore and express themselves using a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. <p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>Children at the expected level of development will: -</p>	

	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Link to: Painting harvest Autumn 'still life' pictures e.g pumpkins, wheat, vegetables. Winter paintings or pictures of snowy scenes</p> <p>People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – Link to appreciating story book and non-fiction illustrations and photographs, classroom displays to include famous art work and children's art work, welly walk of school grounds appreciating art in nature, appreciating Art in diverse range of cultures in Britain -focus on expressing understanding of culture and feelings through Art, appreciating diverse range of portraits including Nelson Mandela and Mother Teresa. Create art to celebrate cultural festivals such as Harvest festival (harvest bead wreath), Diwali Hindu Festival of light (Diwali clay Diva lamp) (see festivals calendar and ACCESSART for more ideas).</p>	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. <p>The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Link to: science – painting animals – frog life cycle</p> <p>Fine Motor Skills Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Fine Motor Skills Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<p>Story Book link</p>	<ul style="list-style-type: none"> 'You choose' by Nick Sharrat 'I am an artist' by Marta Altes 'Children Just Like Me: A new celebration of children around the world' by DK (Author) School Library 'The Day the Crayons Quit' by Drew Daywalt (Youtube and class copy) GOODBYE SUMMER, HELLO AUTUMN BY KENARD PAK RED LEAF, YELLOW LEAF BY LOIS EHLERT Pumpkin Soup by Helen Cooper 	<ul style="list-style-type: none"> Katie and the Sunflowers by James Mayhew A first Book of Nature by Nicola Davies Beatrix Potter series of stories and ballet puppetry 	<ul style="list-style-type: none"> This is London (This Is . . .) by Miroslav Sasek All Aboard in Paris: A French Primer by Haily Meyers (Author), Kevin Meyers
<p>ART DESIGN Vocabulary</p>	<p>Drawing: Thin Thick Light Dark Strong Soft Hard Painting: Light Dark Bright, Dull Colourful, self-portrait, Picasso, Harvest, Printing: Print Repeat Patterns Shapes Sculpture: Sculpture Fold Bend Clay Textiles: Cutting Weave Collage: Cutting Shapes Sticking Texture Feelings – happy sad confused worried excited</p>	<p>Revise Term 1 plus: Artist Van Gough still-life sunflowers observe look shades black white shadow</p>	<p>Revise term 1 and 4 vocabulary Use vocabulary in full sentences E.g: I like Picasso's portrait because it's colourful/funny..... I plan to make my castle out of cardboard boxes with string for the drawbridge.....</p>
<p>Trips / Visitors / Enrichment</p>	<p>Wellie Walks to school grounds or Corsham Park for signs of Autumn colours Visit from Mrs Heard – local artist to demo ideas and abstract painting of people (portraits).</p>	<p>Visit from parent artist - Mrs Haynes who paints peacocks Visits to appreciate Capability Brown's design of Corsham Park, architecture of Lady Methuen's Almshouses and Corsham Court Corsham town's painted lions and resident peacocks – colour study</p>	<p>Visit from Pilot / Train Driver / Travel Agent to discuss travel around the world – create Art work inspired by this such as Sea pictures/sculptures/collage – see Mrs Heard local artist sea scapes Visit to a castle with Year 1 (history link) TAPESTRY ART TEXTILES/ STONE CARVING/ CASTLE DESIGN Create Art work inspired by this such as Weave a pattern/Design/ Paint shields/ make castles from playdough/ clay/junk modelling</p>
<p>Community Engagement</p>	<p>Corsham Story Town Story and Art work annual project Peacock Arts trail painting competition</p>	<p>Visit Pound Arts Centre Art Gallery to appreciate local art and sketch/draw Visit paintings in Corsham Court collection</p>	<p>Making Art work to give thanks for the Co-op supermarket / the Elderly people's home/ the Library/parents and family members/for celebrations/ Corsham Churches/ Swindon Mosque/Temple/Synagogue – Hanukah/Diwali/Eid cards</p>

Curriculum Map – ART AND DESIGN

Year 1 – building on Expressive Arts and Design from EYFS			
Topic and Coverage	TERM 1. COLOUR CREATIONS APPRECIATION, COLLAGE, PAINTING -MONDRIAN KANDINSKY	TERM 4. ANDY GOLDSWORTHY AND NATURE (OUTDOOR SCULPTURE AND COLLAGE)	TERMS 2,3,5,6 CROSS CURRICULAR ART
CPD Training	<p>AIMS: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>		
Disciplinary Knowledge	<p>I am thinking like An Artist and Designer.... I can name a variety of colours I can choose a favourite colour and give reasons for my choices I know what primary colours are I know what secondary colours are I can mix primary colours to make secondary colours I know how to create lighter shades of colour I know how to create darker shades of colour I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studied I can use collage to create artwork inspired by Piet Mondrian I can use collage and mixed media to create artwork inspired by Wassily Kandinsky I can say if I like or dislike Piet Mondrian’s art I can spot similarities and differences between different pieces by Mondrian I can create a piece of art inspired by Mondrian I can comment on Kandinsky’s use of colour to create effects I can create a piece of art inspired by Kandinsky I can observe the local Corsham lions and the use of colour and pattern</p>	<p>I am thinking like An Artist and Designer.... I know how to use drawing to develop and share my ideas, experiences and imagination I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I know how to use painting to develop and share their ideas, experiences and imagination I can take part in large scale painting outdoors I can take bark and leaf rubbings I can use a range of materials creatively to design and make products I can use sculpture to develop and share their ideas, experiences and imagination I can create art from shells, pasta, stones, leaves and natural objects outdoors I can learn 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 my own work I can appreciate outdoor art by artists like Andy Goldsworthy and give my opinion I can appreciate sculptures in my local area including Corsham Park (landscaped by Capability Brown) Corsham lions, the sham castle in Corsham, the war memorial and the sculpture outside the Springfield centre depicting stone mining.</p>	<p>I am thinking like An Artist and Designer.... I can use a range of materials creatively to design and make products linked/to show my wider learning I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I can learn 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 my own work NC</p>
NC Objectives	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for art and design aims to ensure that all pupils: ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design (through regular weekly sessions for 2 terms per year devoted to Art and Design, 4 terms cross curricular) ▪ 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 	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for art and design aims to ensure that all pupils: ▪ 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 	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for art and design aims to ensure that all pupils: ▪ 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
ART AND DESIGN Skills	<p>In every unit: Produce creative work, exploring their ideas and recording their experiences in sketch books to show taught skills and knowledge Become proficient in drawing, painting, sculpture and other art, craft and design techniques through regular practise in Art and Design and cross curricular learning Evaluate and analyse creative works using the language of art, craft and design in Art and Design and through creative artistic teaching though the curriculum</p>	<p>In every unit: Produce creative work, exploring their ideas and recording their experiences in sketch books to show taught skills and knowledge Become proficient in drawing, painting, sculpture and other art, craft and design techniques through regular practise in Art and Design and cross curricular learning Evaluate and analyse creative works using the language of art, craft and design in Art and Design and through creative artistic teaching though the curriculum</p>	<p>In every unit: Produce creative work, exploring their ideas and recording their experiences in sketch books to show taught skills and knowledge Become proficient in drawing, painting, sculpture and other art, craft and design techniques through regular practise in Art and Design and cross curricular learning Evaluate and analyse creative works using the language of art, craft and design in Art and Design and through creative artistic teaching though the curriculum</p>

	Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms (see Plan Bee).	Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms (see Plan Bee).	Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms (see Plan Bee).
ART DESIGN Vocabulary	Collage: Cutting Shapes Sticking Texture Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bump Painting: Light Dark Bright, Dull Colourful Blend Bright Primary Secondary Warm Vibrant all colours Mondrian Kandinsky	Sculpture: Fold Bend Clay Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture Natural man-made/synthetic Andy Goldsworthy	Printing: print Repeat Patterns Shapes Print Rubbing Smudge Image Reverse Shapes Textiles: Cutting Weave Fabric Colour Pattern Shape Texture Sew Weave
Trips / Visitors / Enrichment	Wellie Walks to school grounds, Corsham Park for signs of Autumn colours and Corsham town lions for colour. Visit from parent artists - Mrs Haynes who paints peacocks – link to observing colours	Visits to appreciate Capability Brown's design of Corsham Park and lake, architecture of Lady Methuen's Alms houses and Corsham Court. Visit local park, sculptures and buildings, Churches, War memorial, sham castle, Corsham Court house, Sculptures outside Corsham Campus.	Visit from Pilot / Train Driver / Travel Agent to discuss travel around the world – create Art work inspired by this such as Sea pictures/sculptures/collage – see Mrs Heard local artist seascapes Visit to a castle with Year 1 (history link) TAPESTRY ART TEXTILES/ STONE CARVING/ CASTLE DESIGN Create Art work inspired by this such as Weave a pattern/Design/ Paint shields/ make castles from playdough/ clay/junk modelling
Community Engagement	Corsham Story Town Story and Art work annual project Peacock Arts trail painting competition	Visit Pound Arts Centre Art Gallery to appreciate local art and sketch/draw	Making Art work to give to family and friends – Mother's Day, Father's or special person cards/Easter/ Christmas Craft for local churches/thanks for the Co-op supermarket staff / the Elderly people's home/ the Library/parents and family members/for celebrations/ Corsham Churches/ Swindon Mosque/Temple/Synagogue – Hanukah/Diwali/Eid cards

Curriculum Map – Art and Design

	Year 2 – building on Year 1 Colour Creations/Andy Goldsworthy/Cross Curricular Art		
Topic and Coverage	TERM 1 SELF PORTRAITS	TERM 4 SUPER SCULPTURES	TERM 2,3,5,6 CROSS CURRICULAR ART
CPD Training	<p>All of the below to be taught with focus on: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. NC</p>		
Disciplinary Knowledge	<p>I am thinking like an Artist and Designer I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils I can comment on how different grades of sketching pencil make different marks I can make a choice about which pencil I need to use for a purpose I can use a variety of media to create different effects I can apply a variety of techniques when drawing I can evaluate my work and the work of others and identify strengths and weaknesses I can observe myself in a mirror and draw my own portrait I can experiment with different kinds of paint and what effects I can create with them. I can comment on the effects different paints create I can say which kind of paint I prefer I can use clay to create a self- portrait I can show an understanding and use of some basic clay skills I can begin to use tools to help me manipulate clay I can use coloured paper to create a collage self-portrait I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more I can comment on how portraits by different artists make me feel I understand that portraits can tell you about the person in them I can make decisions about what I want my self- portrait to say about me I can say what I like and dislike about different portraits I can explore different portraits of Jesus (add into R.E) and range of diverse figures (See Plan Bee Unit Resource for slides, planning and support). I can appreciate famous artwork at Corsham Court – ‘Three Children Sofonisba Anguisciola A female artist File:Sofonisba Anguissola 001.jpg - Wikimedia Commons</p>	<p>I am thinking like an Artist and Designer..... I can discuss how sculptures make me feel/ make me think I can appreciate Anthony Gormley and Henry Moore sculptures and a range of sculptures from around the world I can appreciate sculptures have different purposes in my own local area such as the mining sculpture at the Corsham Campus, War memorial, Corsham lions and the sham castle and white horses land art I can design my own sculpture of a human form using simple shapes/tangram pieces I can create my own human figure sculpture using pipe cleaners to show movement or emotion I can create a kinetic sculpture inspired by Barbara Hepworth which moves in the wind (using junk or clay) I can create a sculpture where with light, shape and colour have an interesting effect</p>	<p>I am thinking like an Artist and Designer ... I can use a range of materials creatively to design and make products linked/to show my wider learning I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I can learn 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 my own work NC</p>
NC Objectives	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for art and design aims to ensure that all pupils: ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design (through regular weekly sessions for 2 terms per year devoted to Art and Design, 4 terms cross curricular) ▪ techniques ▪ evaluate and analyse creative works using the language of art, craft and design 	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for art and design aims to ensure that all pupils: ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design (through regular weekly sessions for 2 terms per year devoted to Art and Design, 4 terms cross curricular) ▪ techniques ▪ evaluate and analyse creative works using the language of art, craft and design 	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for art and design aims to ensure that all pupils: ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design (through regular weekly sessions for 2 terms per year devoted to Art and Design, 4 terms cross curricular) ▪ 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	know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
ART DESIGN SKILLS	<p>In every unit: Produce creative work, exploring their ideas and recording their experiences in sketch books to show taught skills and knowledge Become proficient in drawing, painting, sculpture and other art, craft and design techniques through regular practise in Art and Design and cross curricular learning Evaluate and analyse creative works using the language of art, craft and design in Art and Design and through creative artistic teaching though the curriculum Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms (see Plan Bee).</p>	<p>In every unit: Produce creative work, exploring their ideas and recording their experiences in sketch books to show taught skills and knowledge Become proficient in drawing, painting, sculpture and other art, craft and design techniques through regular practise in Art and Design and cross curricular learning Evaluate and analyse creative works using the language of art, craft and design in Art and Design and through creative artistic teaching though the curriculum Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms (see Plan Bee).</p>	<p>In every unit: Produce creative work, exploring their ideas and recording their experiences in sketch books to show taught skills and knowledge Become proficient in drawing, painting, sculpture and other art, craft and design techniques through regular practise in Art and Design and cross curricular learning Evaluate and analyse creative works using the language of art, craft and design in Art and Design and through creative artistic teaching though the curriculum Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms related to cross curricular learning in all other subjects.</p>
ART DESIGN Vocabulary	<p>Sculpt: Model Attach Form Clay Impress Texture slip coil-pot thumb-pot Drawing: Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Comparison Still life self portrait portrait Painting: Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Colour wash composition proportion</p>	<p>Mannequin human form naturalistic abstract shapes curves straight edges angular metal iron wood material light shape colour scale Anthony Gormley Barbara Hepworth Henry Moore</p>	<p>Netsuke kimono block printing Cross curricular Art and Design to be added here over year as teacher inspired links are found</p>
Trips / Visitors / Enrichment	<p>Visit Corsham Court Art gallery to see a variety of portraits including – ‘Three Children’ by Sofonisba Anguisciola (A female artist) File:Sofonisba Anguissola 001.jpg - Wikimedia Commons</p>	<p>Visit Corsham local sculptures in community – including War memorial, Corsham lions, sham castle, sculpture outside Corsham Campus (mining history) Wiltshire's White Horses Chalk Horse Wiltshire (visitwiltshire.co.uk) Land art – white horses in Wiltshire</p>	<p>Mrs Solomon talk about Japan when she lived in Tokyo – link to Japanese art and design e.g silk kimono design – dragon art and netsuke miniature carvings replicate in soap carving <i>The Great Wave off Kanagawa</i> (1831) The Great Wave off Kanagawa - Wikipedia Made using of block printing – experiment with printing using blocks Visit to museum / airport with focus on flight</p>
Community Engagement	As above		<p>Have any families visited Japan? Visit from a pilot / travel agent</p>

Curriculum Map – ART AND DESIGN

Year 3 – building on Year 2 Portraits, Sculpture and Cross curricular Art and Design skills and knowledge			
Topic and Coverage	TERM 1. ROMAN ART/ARCHITECTURE AND FAMOUS BUILDINGS Architecture linked to Romans Unit in history	TERM 4. Seurat and Pointillism Painting	TERMS 2,3,5,6 CROSS CURRICULAR ART AND DESIGN
CPD Training	<p>All of the below to be taught with focus on: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. NC</p>		
Disciplinary Knowledge	<p>I am thinking like an Artist and Designer... I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling I can vary my shading further through my use of pressure I can comment on the patterns created in the architecture of St Basil' Cathedral compared to Roman buildings I can recreate patterns using oil pastels and ink I can spot symmetry in the designs of famous buildings I can use tracing to create a symmetrical piece of art I can create texture in my artwork to reflect real-life buildings I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design I can change the value of a colour by creating tints and shades I can create colour blocks using oil pastel I can choose materials I think would be suitable to make a sculpture or collage of a Roman style mosaic I can use my folding and cutting skills to recreate a simplified sculpture of a building or Roman shield I understand the role of an architect or designer I can discuss the shapes and structures of famous buildings around the world I can say if I like or dislike the design of a building I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral (and the Houses of Parliament building) I can choose elements of a building's design to fit a purpose e.g Roman concrete I can follow a design brief in my own design of a building</p>	<p>I am thinking like an Artist and Designer... I can give a good description of what pointillism is I can experiment with a range of pointillism techniques I can apply pointillism techniques using different mediums I can evaluate techniques and mediums and say which one I prefer I can use a variety of tools to create a pointillism painting I can use a variety of mediums to create a pointillism painting I can identify primary and secondary colours and explain how secondary colours are made I can identify tertiary colours on the colour wheel I can identify complementary colours on the colour wheel I can mix colours using the pointillism method I can make decisions about the subjects and colours of my artwork, giving reasons for my choices I can explain who George Seurat was and why he was famous I can state how I feel about a piece of artwork and justify my thoughts I can experiment with a range of techniques and methods for creating Pointillism I can state which method I prefer and why I can name some Pointillist artists I can identify Pointillism in pieces of art I can give reasons for my choices of colour and subject in my artwork I can apply what I have learnt about Pointillism to create my own piece of artwork I can evaluate my finished artwork and compare it to that of my peers</p>	<p>I am thinking like an Artist and Designer... I can produce creative work, exploring their ideas and recording their experiences I can become proficient in drawing, painting, sculpture and other art, craft and design techniques I can evaluate and analyse creative works using the language of art, craft and design I can learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>Suggested cross curricular learning: I can express my learning across the curriculum by: Cave painting as part of Stone Age history topic Diverse range of cultural celebration cards to design and draw/paint/print/collage as part of R.E/Gospel values, PHSEE/British citizenship – e.g. Mother's Day Daffodil drawing, Easter, Christmas, Father's Day, Earth/Laudoto Si Day/ Eid/Hanukah/Diwali/ Scientific observational drawing/sketching Children drawing their own illustrations of their stories as part of English reading, comprehension and writing Sewing basic stitches in textiles project (e.g. Advent sewing project) Geography – Africa – African design fabric printing Appreciate African print materials, create own print designs using animal inspired potato printing. Traditional African Fabric Patterns A4 Display Pack - Twinkl KS2 Amazing Aztec Patterns Art Activity Designs & Printing (twinkl.co.uk)</p>
NC Objectives	<p>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 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</p>	<p>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 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</p>	<p>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 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</p>
ART DESIGN SKILLS AND KNOWLEDGE	<p>In Every Unit: Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>In Every Unit: Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>In Every Unit: Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>

	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	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	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
Art and Design Vocabulary	Architecture: Viewpoint Detail Decoration mosaic Natural Form Texture Two-dimensional Three-dimensional Building architect designer concrete (Famous buildings: e.g. House of Parliament St Paul's Cathedral Christopher Wren Bath abbey The Burj Khalifa (Dubai) Coliseum) Collage: Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, mosaic symmetrical	Art movement Pointillism Seurat Painting: Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil (pale yellow/green translates as colour of the Nile), turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground tertiary colours complementary colours primary secondary colours	Drawing: Frame Position Boundary Label Line Symbol Practical Impractical Change Improve Textiles: Natural Synthetic Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding Delicate Overlap Bumpy Uneven Printing: Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image
Trips / Visitors / Enrichment	Visit Roman Baths website Year 3/5 Visit Houses of Parliament trip Visit local town of Corsham to observe significant buildings – townhall, Corsham Court, variety of architectural styles dating back to 17 th century St Bartholomew's church mosaic floor and rose window - stained glass window.	Wessex Water visit – water art – Mrs Heard artist seascapes – Pound Arts Centre Visit paintings at Corsham Court to compare Pointillism style with Renaissance art	Stone Henge link to history and art Aztec art in history
Community Engagement	Write to local MP after trip to Houses of Parliament Corsham town council on planning new builds in the area		Any families from Africa to visit and talk about their home country ART DESIGN opportunity – Appreciate African print materials, create own print designs using animal inspired printing design.

Curriculum Map – ART AND DESIGN

Year 4			
Topic and Coverage	TERM 1. PORTRAITS and SELF-PORTRAITS ANDY WARHOL POP ART MOVEMENT CONTRASTED TO GEORGIAN ART	TERM 4 SONIA DELAUNAY	TERM 2,3,5,6 CROSS CURRICULAR ART
CPD Training	<p>All of the below to be taught with focus on: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. NC</p>		
Disciplinary Knowledge	<p>I am thinking like an Artist and Designer I can discuss the question, what is art? I can research who Andy Warhol was and the Pop Art movement I can research Georgian paintings and compare and contrast to the Pop Art movement (with a focus on portraits) I can experiment with the blotted line printing technique to make artwork I can appreciate the use of colour in the Pop art work contrasted to the use of colour in Georgian art work I can appreciate a variety of portraits of celebrities in Pop Art and contrast the style to Georgian portraits and discuss the effects of these I can create my own portrait using learned tracing and painting skills I can create a self-portrait in the Pop Art style considering the effect of colour Plan Bee Unit with supplementary Georgian Art images Georgian and Regency portraits - National Portrait Gallery (npg.org.uk) Georgian Tate</p>	<p>I am thinking like an Artist and Designer I can explain the difference between complementary and harmonious Colours I can appreciate the influences of Van Gough, Matisse and Rousseau on Delaunay I can experiment with the use and effect of colours in their own artwork I can choose colours to use in my artwork based on if they are complementary or harmonious I can experiment with coloured paper to create a collage I can make careful choices of the colours I use in my collage to create complementary or harmonious effect I can remember facts about Sonia Delaunay I can express my opinion about an artist or artwork I can discuss and answer questions about an artist and their artwork I can describe what Orphism art is I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork I can explain my opinion of Sonia Delaunay’s fashion designs I can create my own designs in the style of Sonia Delaunay I can recognise the influence Sonia Delaunay’s work has had on both fashion and modern art</p>	<p>I am thinking like an Artist and Designer Textiles; Christmas Craft Term 2 I can learn to control stitching and produce different stitching with complex patterns I can develop prints onto fabrics and explore techniques and effects I can use sketchbooks to collect and record visual information from different sources. I can record textile explorations and experimentations as well as try out ideas Sculpture: History artefact replica Term 3 I can use ideas to make sculpture from observation (e.g. mod roc Egyptian mummified cats) I can sculpt in relief and freestanding work using different range of media (e.g. clay sarcophaguses) I can use language to explain skills and techniques Drawing: Expressive learning in R.E and literacy I can use a variety of tools and surfaces I can explore ways in which tone, texture and surface detail may be added I can create different marks and lines with different tools on different scale I can develop and understand composition, scale and proportion Suggested cross curricular learning: I can express my learning across the curriculum by: Egyptian Art research and sketching artefacts/making Mod roc mummified cat replicas Anglo- Saxon jewellery design sketching, making replicas from wire/foil, stone carving 419 Top "Anglo Saxon Art" Teaching Resources curated for you (twinkl.co.uk) Christmas around the world craft</p>
NC Objectives	<p>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 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>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 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>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 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>

	About great artists, architects and designers in history	About great artists, architects and designers in history	About great artists, architects and designers in history
ART DESIGN Skills/	In every unit: 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	In every unit: 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	In every unit: 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
ART DESIGN Vocabulary	Andy Warhol Pop Art post-war advertising image bold aye-catching portraits Harmonious complementary colours 'blotted line printing' tracing effect Georgian art Regency oil paints atmosphere harmony restraint	Art Appreciation: abstract art Orphism vibrant patchwork illusion mood rhythm poetry illustration influence fashion design Artists: Sonia Delaunay Vincent van Gough Henri Matisse Henri Rousseau Paul Klee Painting: Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon shades colours Collage: geometric shapes curves Cutting Texture Rough delicate Overlap Positive Negative (space) Foreground Middle ground Background design	Suggested: Teacher to finalise Textiles: Natural Synthetic Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Wool Carding Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract Sculpture: Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective Drawing: plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality
Trips / Visitors / Enrichment	Walk of Corsham town to find examples of design of shops – see the mural outside co-op and look for evidence of old shop signs and adverts as well as new designs. Observing where old meets new and renovations such as Digital Corsham in old mansion house building.	Visit local painting collection at Corsham Court and Pound Arts Centre	Visit Christmas trees in the church and appreciate the art and rose stained glass window
Community Engagement	Visit from Father Michael – ask his favourite painting 'Take one picture' National Gallery project	Art Gallery for parents to appreciate children's work Display work at Pound Arts centre or Co-op	Christmas tree decoration festival Saint Barnabas Church Lentern project to help Dorothy House Art Greetings cards for community and family celebrations (mother's Day etc) events Corsham storytown - illustrate your story Design artwork for Summer fete/ Christmas events Make celebration cards for multi-faith communities Swindon

Curriculum Map – Art and Design

	Year 5 – building on knowledge of paintings, portaits and colour learning in Year 4		
Topic and Coverage	Term 1. William Morris Victorian Artist Drawing, Designing, Printing	Term 4 Leonardo Da Vinci and Frieda Kahlo Drawing, painting and portraits	
CPD Training	<p>All of the below to be taught with focus on: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. NC</p>		
Disciplinary Knowledge and Skills	<p>I am thinking like a Artist and Designer... I can recreate a wallpaper pattern in the style of William Morris I can explain what still life sketching is I can use soft, light sketching techniques to create a still life sketch I can adjust my pencil grip when sketching I can use careful observation skills to create a still life sketch I can make observations about different sketching mediums I understand how shading is linked to the light source in a drawing I can identify repeating patterns in wallpaper designs I can describe the process of block printing I can explain how different colours are achieved when using block printing to create a design I can design and create a relief printing tile to be used for block printing I can use a printing tile I have made to create a repeating pattern I can identify why a print may not have come out correctly I can create a half drop pattern with my printing I can find similarities and differences between the different works of William Morris I can analyse an existing piece of artwork using language associated with Art and Design I can describe what the Arts and Crafts movement was and explain why it was founded I can comment on why I had to make changes to my design</p>	<p>I am thinking like a Artist and Designer... I can understand what the Renaissance was I can explain what topics/mediums Leonardo da Vinci worked with? I can infer what may have motivated Leonardo da Vinci and how he may have changed people’s views? I can compare this to the style of Frieda Kahlo I can explain the type of colours and techniques Leonardo da Vinci used in his paintings? I can paint a portrait with contrasting colours? I can explain why drawing and painting techniques are so closely linked? I can understand what realism, perspective and composition mean? I can interpret meaning from a painting? I can explain how some of Leonardo da Vinci’s drawings may have changed people’s views on topics? I can create shading, hatching and curved hatching in drawings? I can make some informed inferences as to why Leonardo da Vinci drew images of a range of topics? I can explain why Leonardo da Vinci may have invented a range of objects? I can plan, design and evaluate their own inventions? I can explain and give examples of how inventions can change the world? I can explain who Leonardo da Vinci influenced? I can articulate why people want to view historical artwork? I can create an informative and creative leaflet/ brochure?</p>	<p>I am thinking like a Artist and Designer...</p>
NC Objectives	<p>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 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</p>	<p>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 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</p>	<p>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 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</p>

Art and Design Skills	In every unit: 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	In every unit: 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	In every unit: 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
Art and Design Vocabulary	Still-life observation sketching shade light source mediums botanical Block printing William Morris 'Arts and Crafts' Movement	Frieda Kahlo 'naïve folk art' Leonardo De Vinci Renaissance movement invention Realism perspective composition shading hatching curved hatching	
Trips / Visitors / Enrichment	Miss McLoughlin / Miss Henry talk on Ireland Mrs Courtney talk on Wales Visitor to talk about Scotland	Mrs White talk on North America / Canada	Link to visitor from local secondary school to discuss fieldwork in action
Community Engagement	Local farmer visit to discuss career and trade	Any families from North America to visit and talk about their home country	

Curriculum Map – Art and Design

	Year 6– building on knowledge of art movements and drawing, painting skills		
Topic and Coverage	Landscape Art and WWII Art Perspective, water colour and collage	Express Yourself Various skills and Kandinsky	Term 2,3,5,6 CROSS CURRICULAR ART DESIGN Expressing learning and ideas through Art and Design
CPD Training	All of the below to be taught with focus on:		

	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. NC		
Disciplinary Knowledge and skills	<p>I am thinking like an Artist and Designer.....</p> <p>I can use vanishing points, horizon lines and construction lines to create perspective in my artwork</p> <p>I can sketch a landscape using linear perspective.</p> <p>I can use lines and patterns to create abstract artwork</p> <p>I can experiment with different watercolour techniques to create effects</p> <p>I can paint a landscape using watercolours</p> <p>I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape</p> <p>I can create tints and shades using a variety of different mediums</p> <p>I can use tints and shades to create atmospheric perspective</p> <p>I can explain what collage is and how tearing paper can be used to create different effects</p> <p>I can create a torn paper collage of a landscape scene</p> <p>I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using</p> <p>I can identify vanishing points and horizon lines in landscape paintings</p> <p>I can explain how artists use linear and atmospheric perspective in their artwork</p> <p>I can comment on abstract landscapes and explain what I feel about them</p> <p>I can create a selection of lines and patterns in my sketchbook to inform my artwork</p> <p>I can discuss landscape artwork by famous artists, saying what I think and feel about them (including WWI and WWII paintings/ artwork and propaganda linked to history topic) Painting Life - Wartime Artists WW2: KS2/KS3 IWM Learning</p> <p>Second World War Posters: KS2 & KS3 Resource IWM Learning Resources</p> <p>I can identify which medium has been used to create a piece of art</p> <p>I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with Plan bee Unit</p>	<p>I am thinking like an Artist and Designer.....</p> <p>I can use sketching to represent different illustrated facial expressions</p> <p>I can make careful and precise observations to inform my sketching</p> <p>I can describe how lines and fonts can express an idea</p> <p>I can make choices based on different lines and fonts to create a desired effect</p> <p>I can use different pressures and thicknesses to create a desired effect</p> <p>I can use grids to help me achieve the correct proportions in my sketches based on photographs</p> <p>I can explain how colour can help to express different aspects of someone's personality</p> <p>I can identify emotions they feel, linked to a colour</p> <p>I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory</p> <p>I can experiment with using my fingerprints to create a unique piece of artwork</p> <p>I can vary the pressure and amount of paint I use when printing using my fingers to create different effects</p> <p>I can use overlapping and layering to create shadow in my painting</p> <p>I can use wire to create a sculpture of a person</p> <p>I can convey an emotion or specific body language in my wire sculpture</p> <p>I can respond and comment on different pieces of artwork</p> <p>I can discuss and comment on Kandinsky's colour theory</p> <p>I can discuss and give my opinions on Chuck Close's painting techniques Plan Bee Unit</p>	<p>I am thinking like an Artist and Designer.....</p>
NC Objectives	<p>Key stage 2 Pupils should be taught to:</p> <p>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.</p> <p>Pupils should be taught/to:</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>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>About great artists, architects and designers in history</p>	<p>Key stage 2 Pupils should be taught to:</p> <p>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.</p> <p>Pupils should be taught/to:</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>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>About great artists, architects and designers in history</p>	<p>Key stage 2 Pupils should be taught to:</p> <p>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.</p> <p>Pupils should be taught/to:</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>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>About great artists, architects and designers in history</p>
Art and Design Skills/	<p>In every unit:</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>In every unit:</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>In every unit:</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>

	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
Art and Design Vocabulary	Landscape scene portrait Perspective vanishing point horizon lines linear and atmospheric perspective Naturalistic abstract shades tints Official War artists Paul Nash – WW2 artist historical record War propaganda	Kandinsky proportions Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality Action Balance Direction Dynamic Imbalance Movement Poised Transition	
Trips / Visitors / Enrichment	Corsham Court paintings visit Trip to paint Corsham Park landscape	Interview staff on their favourite art works that make them feel happy/calm etc Visit Pound Arts centre – interview artists on the process of making art Link to Banksy – Bristol's famous artist	
Community Engagement			