



# Wyborne School Curriculum

Footscray Road  
New Eltham  
London SE9 2EH

Headteacher:  
James Searjeant



Art & Design

Amended  
June 2022



# By the end of Year 6 our children will say:

Wyborne School Curriculum

I like art because our teachers let us experiment - sometimes it's hard but they help me with my ideas.

I like learning about artists and their work and then trying out some of the things they did.

I like making things in 3D and especially using clay to make things - I made a dragon.

I like it when we visit an art gallery and we get to talk about art.

I like art lessons because I love drawing. We get to try different media.

I like getting messy. I suppose I like painting best - I like to concentrate and be careful.





What we are trying to achieve for our learners through the Art & Design curriculum.

The vision for our pupils at Wyborne is that during their learning journey they will be provided, through first class teaching sequences, the opportunities to express themselves and be creative through the use of a range of materials. They will be encouraged to deepen their understanding of processes while developing their skills, techniques and understanding of the elements and practices within the Art & Design Curriculum.

Teachers will be ambitious in planning and the children will routinely learn about and be inspired by the work of Artists and Designers throughout history as well as artists and designers today. They will develop the language associated with different art and artists and they will be able to critically discuss theirs and others work.

Art & Design will be taught succinctly but pupils will be able to apply their skills and knowledge across the curriculum enhancing the understanding of other subject areas especially looking at different cultures and cultural influences.

Having a kiln at Wyborne means our children are able to deepen their understanding of the learning processes using this media as they are able to access the full process involved in working with clay.

Finally, children will feel proud of their creations, which will be celebrated within the school environment. They will take their love and understanding of Art & Design on into their future lives.



Colour

Form

Shape

Tone

Line

Textiles

Sculpture

Collage

Drawing

Elements &  
Practices

Painting

Pattern

Printmaking

IT

Texture





## How will we assess what children have learnt?

Teachers will observe and interact with children while they work and assess how they apply what they have been able to apply their knowledge and understanding throughout the process to produce a final piece of artwork. Children's ability and confidence to express themselves will be key and so therefore their perseverance and openness to constructive criticism will be key to their development. Teachers will make judgements as to children's attainment and progress in Art & Design against age related expectations.

The expectation is that as children move through the school their experiences will build upon prior experiences to deepen understanding enabling their work to become ever more complex and ambitious.

We will use an internal tracking system based on teacher assessments over time to summarise and record children's achievements at points in the year. These will be reported in respect of children working Towards Age Related Expectations, Children working At Age Related Expectations or Children working at Greater Depth in relation to Age related Expectations.



Wyborne School  
Curriculum

Art & Design

## EYFS Expressive Arts and Design Overview: Key Skills & Technique

**Overall Subject Rationale:** In **EYFS**, children will be given the opportunity to explore a wide variety of materials and media for mark making and creating images, real or imagined. They will be given the opportunity to make decisions about tools and materials to create the effects they need. Children will revisit techniques regularly. Outdoor mark making opportunities will enable children to explore different media beyond the classroom walls.

Nursery & Reception	Art Focus	Subject Rationale: Unit/ Topic	Key Vocabulary	Key Skills and techniques: Assessment Taken from Development Matters 2021 in EYFS		
<b>WHOLE SCHOOL TOPIC TBC X 2 per year</b>	<b>Practice &amp; elements</b>	Rationale: To keep teaching fresh, creative, relevant and contextualised.	<b>Dependent on topic</b>	<b>EYFS – Expressive Arts and Design</b>		
<p>F1 and F2: <b>Outdoor mark making:</b> <b>Forest School</b> using sticks, bark, stones, boot prints in mud, hands. Chalks on floor, outdoor brick walls, chalk boards, wet or dry sand with sticks or fingers.</p>	<p><b>DRAWING and MARK MAKING-</b> <i>Use of paint brushes and sponges, thick chalks, thick felt tips, gloopy mud,</i></p>	<p><i>Explore a variety of natural objects found outside for mark making.</i></p> <p><i>Children have daily opportunities to mark make without restriction of paper. Using whole body to create lines, shapes and patterns. Select a variety of tools to mark make for child led learning and purpose. Develop gross and fine motor skill.</i></p>	<p>Lines, dots, dashes, curves, straight, circles, scribbles, squiggles, Zig-zag, spirals</p>	<b>3 and 4-year-olds will be learning to:</b>	<b>Children in reception will be learning to:</b>	<b>Early Learning Goals</b>
<p><b>DRAWING Opportunities:</b> To record, through drawing, first hand experiences, memories or imaginary representations.</p> <p>Linked to class topics on <b>Ourselves, Diversity and My Family</b> – drawing pictures of people.</p> <p><b>Sketching vegetables</b> whole and cut for Harvest, drawing aspects of Wyborne School building looking at <b>window shapes and brick patterns</b></p>	<p><b>DRAWING and MARK MAKING-</b></p> <p><b>Line</b></p> <p><b>Space</b></p> <p><b>Shape</b></p>	<p><i>Visual representations of themselves, family, pets, friends, buildings, animals and creatures, real or imagined. Support the skill of children 'looking' carefully – noticing.</i></p>	<p>Shape names – square, rectangle, triangle, circle, curve, semi circle, dome, oval</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings –</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>ELG: Creating with Materials Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> </ul>

			<p>happiness, sadness, fear, etc.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>		
--	--	--	--	--	--

Nursery & Reception continued <sup>7</sup>	Art Focus	Subject Rationale: Unit/ Topic	Key Vocabulary	Programme of Study Taken from Development Matters in EYFS	
	Practice & elements	Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	EYFS – Expressive Arts and Design	
<p><b>PAINTING Opportunities</b> To experiment with a range of colours and textures of paint</p> <p>Linked to <b>class topic or seasonal work</b> such as <b>autumnal colour mixing</b> from Autumn local park visit, winter cold colours, pastel shades for spring meadow, sea for the Lighthouse keepers lunch or Maritime museum, night sky for Whatever Next – visit to Planetarium in Greenwich</p> <p><b>Kandinsky</b> – concentric circles paintings <a href="https://www.tate.org.uk/art/artists/wassily-kandinsky-1382">https://www.tate.org.uk/art/artists/wassily-kandinsky-1382</a></p>	<p><b>PAINTING</b></p> <p><b>Colour</b></p> <p><b>Texture</b></p> <p><b>Shade</b></p> <p><b>Tone</b></p>	<p><i>Children will have the opportunity using various sized brushes, fingers, sponges, sticks to <b>explore colours and textures of paint</b>. Watery, thick and gloopy add sand or soap bubbles, pva, <b>to explore effects</b>.</i></p> <p><i>To <b>explore mixing primary colours (red/blue/yellow) to make secondary colours (green/orange/purple) To make shades of brown, grey and pinks. Children will begin to understand what happens when we add just white and will begin to explore the range of tones of one colour.</b></i></p> <p><i><b>F2-</b> to continue to explore and develop an understanding of paint and colour and how to create different effects: use thick, medium and thin brushes for various tasks. Thin brushes to add detail - thicker brushes for coverage. Textures created with different brush techniques.</i></p> <p><i>Using fingers, brushes, rollers, sponges, palettes, pots and trays Ready mix, water colours</i></p>	<p>Colour names, brush stroke, dab, mixing, darker lighter shade</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><b>PRINTING</b> To explore marks and imprints made with natural and made objects.</p> <p>Look at animal pictures by <b>Lynette Shelley</b> for inspiration <a href="https://www.lynetteshelley.com/">https://www.lynetteshelley.com/</a> Make available: Large flat trays or plates ready cut rollers or sponges, ready mix or powder paint, metallic or pearlised paint</p>	<p><b>PRINTING</b></p> <p><b>Pattern</b></p> <p><b>Form</b></p> <p><b>Design</b></p>	<p><b>Children to begin to think about design – space on the page making choices about their ideas.</b></p> <p><b>Children will develop control and skill using a range of classroom objects to print onto various types of paper for pattern creating, exploring shapes and textures. Collecting autumn leaves and twigs to print with; cut vegetables and fruit from Harvest, crumpled paper, sponges. Children to know how to press object into paint and to make an imprint without smudging.</b></p> <p><i>Links to Forest School and pattern in the environment.</i></p>	<p>Pressing, rolling, printing, stamping, patterns, repeating imprint</p>		



Nursery & Reception <u>continued'</u>	Art Focus	Subject Rationale: Unit/ Topic	Key Vocabulary	Key Skills and techniques: Assessment Taken from Development Matters in EYFS		
	Practice & elements	Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	EYFS – Expressive Arts and Design		
<p><b><u>COLLAGE</u></b> To use a wide range of collage materials for sorting and arranging. Suggested activities- leaf animals (eg hedgehogs, owls or mice) , foil and sequins for fireworks pictures, re-create front cover of a class book for reading corner display, land art in Forest school, layering paper to create stormy sky, layering white/grey/silver paper onto a paper plate for moon scape. Suggested artists: <b>Matisse</b> – The Snail <a href="https://www.tate.org.uk/art/artist/henri-matisse-1593">https://www.tate.org.uk/art/artist/henri-matisse-1593</a> <b>Andy Goldsworthy</b> – land art <a href="https://www.tate.org.uk/art/artist/andy-goldsworthy-7274">https://www.tate.org.uk/art/artist/andy-goldsworthy-7274</a></p>	<p><b><u>COLLAGE</u></b> <b>Texture</b> <b>Form</b> <b>Design</b> <b>Function</b> <b>Colour</b></p>	<p><i>To use different thicknesses and textures of paper, fabric, foil, natural objects, string and wool, ribbon, seeds and pulses, pasta, feathers, sticks, sequins, pompoms, stiff card etc</i> <i>Explore placing and rearranging materials to create pictures or patterns.</i></p> <p><i>Children to explore techniques of folding, tearing, cutting, rolling, scrunching, concertina, layering, placing and arranging</i></p> <p><i>Using natural objects in Forest school to create temporary pictures and patterns- encourage the children to adapt and alter their original design to make improvements.</i></p>	<p>Textures tear cut scrunch fold ripple bumpy rough smooth lumpy shiny dull sparkly</p>	See above	See above	See above
<p><b><u>DIGITAL ART</u></b> Using ipads to photograph work for evidence. To photograph outside – in Forest school, park visit, school building. Selfies to develop portrait work later.</p>	<p>Ipads Printer – colour, black and white,</p>	<p><i>To use the IPad with a steady hand to avoid blurring. To capture the entire image needed. To explore different angles to photograph an object or person. Begin to think about composition.</i></p>	<p>Ipad Camera Image Picture Selfie Angle Shadow</p>			



# Pottery opportunities

Nursery & Reception		Art Focus	Subject Rationale: Unit/ Topic	Key Vocabulary	Key Skills and techniques: Assessment Taken from Development Matters in EYFS		
See Resource pictures in Art Folder in Curriculum Intent – shared area.		Practice & elements	Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	EYFS – Expressive Arts and Design		
<b>F1: Tiles: suggested tasks:</b>  <i>Xmas decorations; tiles representing journey; imprinting found objects e.g. leaves from forest school. Could be a class project based on a book. (guided supported small group focus)</i>	Clay; Tiles - <b>mark making</b> <i>using tools, cutters – rolling pins and guide rules</i> <b>texture</b>	<b>Introduction to clay</b> as a medium for <b>mark making</b> – children feel the <b>texture</b> – compare it to playdough/ plasticine.  <b>Introduction to the technique of using guides</b> using tools, cutters – rolling pins and guide rules Supported glazing	clay cutters guides glaze/ ing texture	See above	See above	See above	
<b>F2: Pinch pots: suggested tasks:</b>  <i>Cross curricular – Diwali tea light holders (guided supported small group focus)</i>	Clay; <b>Pinch pots form</b>	<b>Introduction to technique</b> of making <b>pinch pots</b> – small holder – children taught to control the medium following teacher modelling. Mark making design on exterior of small pot. Supported glazing.	pinch pots pressure pinching glaze/ ing				
<b>F1/ F2: Modelling from a block – suggested tasks:</b>  <i>characters from stories; pets; people; objects; insects (guided supported small group focus)</i>	Clay; <b>sculpture form</b>	<b>Introduction/ building upon previous experience of manipulating clay to create form.</b> Using simple <b>techniques</b> such as <b>rolling clay coils</b> (perhaps for limbs) and <b>pulling/ pinching</b> from the ball of clay. <b>Introduction to skill of joining clay by scoring and using slip (liquid clay)</b>	sculpture				





See Resource pictures/ ideas in Art Folder in Curriculum Intent – Shared Area.

## Year 1 Art & Design Overview: Key Skills & Techniques

Year 1	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning Target Tracker progression statements
<b>WHOLE SCHOOL TOPIC TBC X 2 per year.</b> See Whole School Display Floor Topic Books.	<b>Dependent on topic</b>	<i>To keep teaching fresh, creative, relevant and contextualised. Use a combination of the techniques to create artwork for whole school display.</i>	<b>Dependent on topic</b>	<b>Learning</b>
<p><b>Flames – linked to GFofL</b> This topic provides ample opportunities for a range of art and design projects bringing the topic to life in practical activities. <a href="http://www.fireoflondon.org.uk/browse-the-collection/great-fire-painting-1670s/">http://www.fireoflondon.org.uk/browse-the-collection/great-fire-painting-1670s/</a> <a href="https://www.museumoflondon.org.uk/museum-london/great-fire?gclid=EAlaIqobChMI0Oze7JKJ7QIVIGDmCh3ybwtDEAAyASAAEgJNwvD_BwE">https://www.museumoflondon.org.uk/museum-london/great-fire?gclid=EAlaIqobChMI0Oze7JKJ7QIVIGDmCh3ybwtDEAAyASAAEgJNwvD_BwE</a></p> <p><b>Self-portraits</b> <i>Black Portrait artist Amy Sherald American artist makes a good focus for 'drawing and adding colour in a very stylistic manner. Great to introduce shading</i> <a href="https://www.youtube.com/watch?v=kuf3NxP-ACc">https://www.youtube.com/watch?v=kuf3NxP-ACc</a></p>	<p><b>DRAWING</b></p> <p><b>DRAWING &amp; COLLAGE</b> <b>Portraits in style of Amy Sherald =</b></p> <p><b>PAINTING</b></p>	<p><b>Expanding on EYFS mark making opportunities and drawing from real life or imagination with increasing control and awareness of choice.</b> <b>Children will be introduced to the use of a sketchbook to explore and develop initial ideas as a starting point for any art project</b> Children can explore dry media incl HB, 2B and 4B pencils for sketching and marking making, using charcoal and chalk pastels.</p> <p><i>Expanding on EYFS opportunities to collage with a variety of materials. Children will refine skills of choosing materials, measuring, cutting, arranging and making a final image for purpose. (clothing on self portrait in style of Amy Sherald)</i></p> <p><i>Self- Portraits - Suggested links: History- Tudor houses in GFOL topic. Science - Ourselves - Self Portraits</i></p> <p><i>Expanding on EYFS experience children will consolidate correct ways to hold a paintbrush.</i> <i>Suggested links and activities: Fire paintings – mixing reds, yellows to create shades of orange for fire.</i> <i>Explore shades of green from Forest school visits</i></p>	<p>Line Straight Curved Horizontal Vertical Diagonal Spiralling Thick /thin Hard /soft</p>	<p>Use artwork to record ideas, observations and experiences</p> <p>Experiment with different materials to design and make products in two and three dimensions</p> <p>Explain what he/ she likes about the work of others</p> <p>Know the names of tools, techniques and elements the he/ she uses</p> <p><b>Techniques</b></p> <p>Use a variety of tools including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools.</p> <p>To mix colours of paint to create tones for effect. To use thin, medium and thick brushes for specific purpose. Fine brush for detail, medium and thicker brushes for background and washes of colour.</p>
<p><b>Flames – linked to GFofL</b> Children look at how flames have been depicted by artists both in 2D &amp; 3D focusing on colour – how colour changes within a single flame. Linked to FofL history topic -opportunity to reconstruct models of houses in London and how the fire destroyed them. Forest School – collect leaves and create a flame with leaves and found objects – Can they make the flame climb a tree trunk? <b>Andy Goldsworthy</b> – links back to earlier work in EYFS</p>	<p><b>SCULPTURE</b></p>	<p>Children are provided with the opportunity to design and make 3D sculptures using a variety of materials. They will become increasing skilful in the manipulation of tools and become increasing able to express their ideas. They will be encouraged to say what has been successful and what they would improve about their own and other' work.</p> <p><i>DT link- Free standing structures suggest: Tudor houses, London landmarks. Bird houses.</i> <i>History- Moon landing – rockets Toys- creating own toy.</i></p>	<p>Colour Shape Form Curve Flicker</p>	<p>Make structures by joining simple objects together.</p>






Year 1 cont'	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning Target Tracker progression statements
<p><b>Pattern</b>  <b>Richard Shilling</b> – British environmental artists – similar style to Andy Goldsworthy – making links (children will have learnt about in EYFS &amp; above in Flames)  <a href="https://www.richardshilling.co.uk/leaf.html">https://www.richardshilling.co.uk/leaf.html</a></p>	<p><b>PRINTING</b></p>	<p><i>Building on prior learning in EYFS children will be given opportunities to look more closely at nature and seasonal changes / Forest School – using natural objects such as leaves, bark and twigs. Repeating leaf patterns cut from polystyrene to create block prints.</i></p> <p><i>This focus can be used as part of the sequence building up to the Pottery focus where the mark making can be repeated but on a different media (see below)</i>  <i>(Supported activity)</i></p>		<p>Make marks in print using found objects and basic tools and then use these to create repeating patterns</p>
<p><b>The Weaver</b>  <b>Gunta Stölzl</b> (5 March 1897 – 22 April 1983) female German textile artist</p>  <p>Looking at African fabrics/ patterns – links with literacy (<i>Lila and the Rain</i>) but also introduces a focus on colour and the challenge of diagonal weaving</p>	<p><b>TEXTILES</b></p> 	<p><i>This unit of work gives children the opportunity to experience weaving in a variety of formats using a variety of materials (paper, plastic, fabric. Children can explore techniques in the sense of a traditional rectangular loom but also explore different methods of weaving beginning with simple paper weaving – e.g. circular &amp; outdoors through fencing, on collected twigs and again links very much to Forest school and work on Flames. Plaiting with 3 strands or more (like a scooby doo).</i></p> <p><i>Finished work could be used in individual collages of weaving or result in a class larger scale project combining smaller works to create a larger final piece.</i></p>	<p>Loom Weaving woven  Texture  Fabric Material Loom Plaiting Strands</p>	<p>Cut, glue and trim materials to create images from a variety of media e.g photocopies, fabric, crepe paper, magazines.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them</p>

## Pottery opportunities




Year 1	Art Focus Practice & elements	Subject Rationale: Unit/ Topic	Key Vocabulary	Techniques and Learning Target Tracker progression statements
<p>Slab work: suggested ideas:</p> <ul style="list-style-type: none"> <li>Slab bowls (leaves – link to season Autumn &amp; Forest school)</li> <li>Slab doors – linked to geography work on homes</li> </ul>	<p>Clay: Slab bowls – <b>mark making Form/ Texture</b></p>	<p><i>Building on previous year's experiences with clay – using guides roll out small slab of clay/ Either:</i></p> <ul style="list-style-type: none"> <li><i>imprint texture using leaf/ves and cut out shape – leave to dry formed over a bowl to create bowl shape (see image in resources)</i></li> <li><i>using sketches of front doors – recreate front door adding texture and added pieces (remembering to use slip to adhere them to the door as 'glue')</i></li> </ul>	<p>Slab Guides Slip Form Bowl Texture</p>	<p>See above</p> <p style="text-align: right; color: green; font-weight: bold;">See Resource pictures in Art Folder in Curriculum Intent – shared area.</p>



## Year 2 Art & Design Overview: Key Skills, Techniques & Knowledge

Year 2	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning and Target Tracker progression statements
<p><b>WHOLE SCHOOL TOPIC TBC X 2 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>		<p><i>Use a combination of the techniques to create artwork for whole school display. Exploring a limited palette of colour and how to achieve maximum effect.</i></p>	<p>Dependent on topic</p>	<p><b>Learning</b></p>
<p><b>Beyond the Image</b> Look at pictures/ magazine images, illustrations in children's picture books. Take a section of an image and extend.</p>	<p><b>DRAWING.</b></p>	<p><i>Explore the range of shades obtained from various grades of pencil, explore marks made using biro and pens, thin or thick charcoal. Make a quick sketch using a single media. Children select a part image – imagine what may be beyond the image. Make choices about where to place the image on the page. Using pencils extend the image to fill the page. Colour match so that the original section (colour matching – choice of media)</i></p>		<p>Try out different activities and make sensible choices about what to do next Select particular techniques to create a chosen product and develop some care and control over materials and their use Give reasons for his/ her preferences when looking at art/ craft or design work Know that different artistic works are made by crafts people from different cultures and times</p>
				
<p><b>Buildings</b></p> <p>GFOL paintings <b>Jan Griffier</b> <a href="https://artuk.org/discover/artworks/the-great-fire-of-london-1666-50496">https://artuk.org/discover/artworks/the-great-fire-of-london-1666-50496</a></p> <p>Look at famous London buildings <a href="https://www.emporis.com/city/100637/london-united-kingdom">https://www.emporis.com/city/100637/london-united-kingdom</a></p>	<p><b>DRAWING PAINTING SCULPTURE</b></p>	<p><i>Building on Y1 pictures of Tudor houses for GFOL, children can look closer at brickwork patterns, History links with Tower of London; mood paintings; silhouette pictures with buildings and London Landmarks Local landmarks – Severndroog Castle, Wyborne School building, New Eltham Library compared with Eltham library. Painting – using the double primary palette to mix colours with accuracy. Create a colour wheel showing colours made from mixing. Look at colour range from yellow through orange to red. Be able to select the correct brush for the task. Have a range of brushes to choose from. Use watercolour, ready mix and powder paint with more independence.</i></p>		<p><b>Techniques</b></p> <p>Experiment with tones using pencils, chalks or charcoal Represent things observed or imagined using colour/tools in 2 and 3 dimensions.</p>
<p><b>Sails</b></p> <p><b>CC Links to DT</b></p>	<p><b>PRINTING TEXTILES</b></p>	<p><i>Making own print relief –e.g lino print, polystyrene blocks or stencils for repeating, overlapping rotating and arranging into patterns. Print onto paper, card or fabric. DT link- “making a boat with a sail” – create the repeating pattern for the sail. Alternatively, develop repeating print – cushion or on a T-shirt using fabric dye or acrylic paint. Printing on a fabric pencil case is also an option. Using natural materials for rubbings with pencil, crayon, pastels, chalks as preparation work.</i></p>		<p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. Experiment with basic tools on rigid and flexible materials.</p>



<p><b>Nature Inspired</b> Decorative patterns of <b>Henri Matisse</b> <a href="https://www.tate.org.uk/art/artists/henri-matisse-1593">https://www.tate.org.uk/art/artists/henri-matisse-1593</a> Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p>	<p><b>COLLAGE</b> <b>TEXTILES</b></p>	<p>Building on Y1 collage techniques, children can select from a range of materials (fabric, types of paper and card, foil, recycled materials, string and wool) Use <b>folding, crumpling, tearing</b> Children explore line, shape, colour and texture in natural forms. Eg: plants, seeds, seed pods, leaves, bark, cross sections of fruit and vegetables. Science link- Animals and Humans; Living Things and their Habitats.</p>		<p>He/she is able to make textured collages from a variety of media and by folding crumpling and tearing materials.</p>
				

## Pottery opportunities




<p><b>Year 2</b> See Resource pictures in Art Folder in Curriculum Intent – shared area.</p>	<p>Art Focus Practice &amp; elements</p>	<p>Subject Rationale: Unit/ Topic</p>	<p>Key Vocabulary</p>	<p>Techniques and Learning Target Tracker progression statements</p>
<p><b>Slab work – suggested idea:</b> Making a castle turret  <a href="https://clairepalmerphotography.wordpress.com/2014/05/13/how-to-create-a-cylinder-vase-slab-building/">https://clairepalmerphotography.wordpress.com/2014/05/13/how-to-create-a-cylinder-vase-slab-building/</a>  <b>Sculpture: suggested idea:</b> Sea shells (linked to seaside topic)  <a href="https://www.youtube.com/watch?v=MfUeMIEllkI&amp;safe=true&amp;app=desktop">https://www.youtube.com/watch?v=MfUeMIEllkI&amp;safe=true&amp;app=desktop</a></p>	<p>Slab Sculpture Mark making Texture Form Sculpture Shape form texture line</p>	<p><b>Towers:</b> This unit will draw on previous experiences and further develop children's skills and techniques using clay. Introduce the techniques of <b>creating a cylindrical vessel by rolling and joining a slab</b> to create the turret. Texture of stones/ bricks can be added as well as cutting out skills for arrow slit windows and again the addition of pieces to the cylinder using slip. This technique can be used to create the basis of a vase or cylindrical shape. This unit links to the History curriculum re Tower of London &amp; looking at castles as significant buildings. <b>Sea shells:</b> This unit will develop children's ability to <b>look at shape and form</b> and to reproduce the <b>textures on the clay</b> to reproduce shell forms. Children will be introduced to the experience of using coloured <b>slips and oxides</b> to create the natural colours found in the shells. This unit compliments the geography unit on the seaside.</p>	<p>Cylinder Slip Joining Scoring Piercing Slip Oxide Texture</p>	




See Resource pictures in Art Folder in Curriculum Intent – shared area.






## Year 3 Art & Design Overview: Key Skills, Techniques & Knowledge

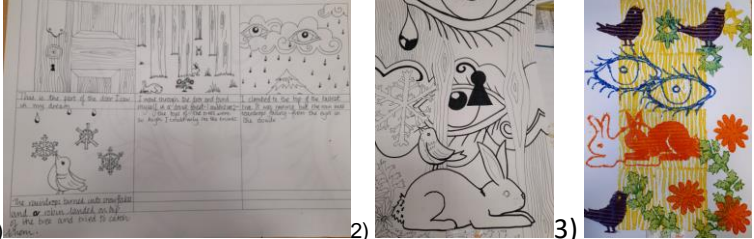
Year 3	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning and Target Tracker progression statements
<b>Learning</b>				
<b>WHOLE SCHOOL TOPIC TBC X 2 per year.</b>		See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	Use sketchbooks for recording observations, for experimenting with techniques or planning ideas.
<b>Cave Art</b> Linked to History Topic on Stone age – look at stylistic representations.  Chauvet cave paintings in France <a href="http://bradshawfoundation.com/chaudet/">http://bradshawfoundation.com/chaudet/</a>  <a href="https://www.youtube.com/watch?v=UnSq0c7jM-A&amp;safe=true">https://www.youtube.com/watch?v=UnSq0c7jM-A&amp;safe=true</a>	<b>DRAWING</b>  <b>Form</b>  <b>Space</b>	<i>Sketchbook use as the starting point for any project. Children have the opportunity to develop a <b>stylistic representation</b> looking at line and form. They use art to enhance the curriculum and experience first hand what it was like to be an artist in pre-historic times..</i>  <i>Explore range of shades from drawing pencils 2B through to H; explore charcoal – making different widths of line and patterns achieved from mixing charcoal, pastels and chalk. Use textured paper (sugar paper) – or if available find a stone surface (natural stone tiles) or miniaturised on a large pebble.</i>  <i>Eg: Using charcoal, pencils and chalks (dry media) to create animals in cave paintings. Shading gives illusion of animals moving</i>	<b>Line –</b> <b>broad</b> <b>soft</b> <b>thick</b> <b>thin</b> <b>smooth</b> <b>spiralling</b> <b>shade</b> <b>dark</b> <b>light</b> <b>contrast</b>	Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.  Explain what he/she likes or dislikes about their work.  Know about some of the great artists, architects and designers in Art & Design and describe their work.
<b>Techniques</b>				
Explore shading using different media				
Compare and recreate form of natural and man-made objects.				
				
<b>Figures</b> Create double portraits showing relationships between two people. <b>Van Dyke</b> <a href="https://www.nationalgallery.org.uk/paintings/anthony-van-dyck-lord-john-stuart-and-his-brother-lord-bernard-stuart">https://www.nationalgallery.org.uk/paintings/anthony-van-dyck-lord-john-stuart-and-his-brother-lord-bernard-stuart</a> <b>David Hockney</b> <a href="https://bertc.com/subone/g17/hockney.htm">https://bertc.com/subone/g17/hockney.htm</a> <b>Paula Rego</b> <a href="https://www.tate.org.uk/art/artworks/rego-the-dance-t05534">https://www.tate.org.uk/art/artworks/rego-the-dance-t05534</a> <b>Joy Labinjo</b> Contemporary London Black artist <a href="https://www.artsy.net/article/artsy-editorial-emerging-black-artists-future-figurative-painting">https://www.artsy.net/article/artsy-editorial-emerging-black-artists-future-figurative-painting</a> Found this unit linking the above artists <a href="https://sharemylesson.com/teaching-resource/portraying-relationships-painting-140111">https://sharemylesson.com/teaching-resource/portraying-relationships-painting-140111</a>	<b>PAINTING</b>	<i>In this unit children will learn about different artists and be able to compare and contrast styles particularly looking at how people have been depicted and what the composition tells us about the people in the paintings. Children will have the opportunity to express their opinions and share ideas prior to developing their own compositions.</i>  <i>Children will now begin to apply their knowledge and understanding of paint and colour mixing to explore mixing paint colours to create warm or cold tones developing an ever deeper understanding of how to use paint as a media.</i>  <i>Children's control over tools (paintbrushes) and the choice of brushes will influence outcomes.</i>  <i>Children will compare and contrast the work of artists indicating preference and reasons why.</i>		Understand and identify keys aspects such as complimentary colours, colour as tone, warm and cold colours

Year 3 cont'	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning and Target Tracker progression statements
<p><b>Printing Patterns</b></p>  <p>Block Printing Patterns - <b>African Adinkra Symbols</b> – uses patterned paper to print on to give extra dimension see Youtube link below.  <a href="https://www.youtube.com/watch?v=U6C-DLZmSrW">https://www.youtube.com/watch?v=U6C-DLZmSrW</a></p>	<p><b>COLLAGE</b></p> <p><b>TEXTILES</b></p> <p><b>PRINTING</b></p>	<p>Children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. In cross – curricular tasks – this unit deepens children's understanding of broader learning experiences.</p> <p>Children will refine previous use of printing blocks as method of creating a repeated pattern making choices about the repeat and where to place blocks. Children can be challenged to include more than 1 colour in more than 1 block in their prints. Children will need to add detail.</p> <p>In addition children could embellish prints by adding to the fabric – stitches, beads or sequins to add complexity to the repeat.</p> <p>Recap over stitch and running stitch and learn cross stitch</p>		<p><b>Techniques</b></p> <p>He/she is able to create a collage using overlapping and layering.</p> <p>Create printing blocks using relief or impressed techniques.</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p>

## Pottery opportunities

Year 3	Art Focus Practice & elements	Subject Rationale: Unit/ Topic	Key Vocabulary	Techniques and Learning Target Tracker progression statements
<p>See Resource pictures in Art Folder in Curriculum Intent – shared area.</p> <p><b>Coil Pots: suggested idea:</b>  This could link to: Stone age pots – or Canopic Jars (Egyptian unit)  Also links with repeated patterns and mark-making  Ext: Own design coil pots – using a bowl as a guide or as a challenge to create own design and shape, smoothing only the inside of the pots – see resource pack</p>	<p><b>Coiling Form</b></p> <p><b>Texture</b></p> <p><b>Shape</b></p> <p><b>Pattern</b></p>	<p>This unit will introduce the <b>skill and technique of coiling pots</b>. This is a new skill which will allow children to control the <b>shape of pots</b> and to <b>design surface decoration</b> using mark making – repeating patterns.</p> <p>This unit links with and compliments the Yr 3 history topic on the Stone age and will prepare children for future learning in art in Year 5 when making Greek pots.</p> <p>Builds on Y2 nature patterns work.</p> <p>Possible visit to Victoria &amp; Albert Museum – or British Museum</p>	<p><b>Coil</b></p> <p><b>Rolling</b></p> <p><b>Joining</b></p> <p><b>Smoothing</b></p> <p><b>Raw – green ware</b></p> <p><b>Biscuit firing</b></p> <p><b>Glazing</b></p> <p><b>Kidney tool</b></p>	<p>See Above</p> 
<p><b>Tiles: suggested idea:</b>  Design a Roman coin</p>	<p><b>Pattern</b></p>	<p>This unit of work will provide the opportunity to refine skills previously taught to mark make and use relief to design a Roman coin – focusing on the detail of the design and mark making skills. Encourage the children to 'finish' their work carefully</p>		
<p><b>Slab plate/ bowl: Suggested idea:</b>  Roman plate depicting the Gods worshiped by the Romans</p>		<p>This unit will build upon Yr 1 skill if creating a bowl over a forma. Children will need to work with greater accuracy and artistry to produce a plate with textured design and stencilling with different coloured slip or oxide putting to good use their knowledge and skills learnt to date.</p> <p>This will complement the Yr 3 history topic on the Romans/ culture.</p>	<p><b>Stencil</b></p>	
<p><b>Sculpture: Suggested idea:</b>  Egyptian burial amulets – scarab beetles etc</p>	<p><b>SCULPTURE</b></p>	<p>This short unit would enhance and further develop the children's ability to manipulate clay – design and make an amulet for an Egyptian burial/ mummification complementing the work in their Year 3 History topic.</p>		

Year 4 Art & Design Overview: Key Skills & Knowledge – Art and Design Planning in context of long term knowledge & coherence

Year 4	Art Focus e.g. line tone pattern etc	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary Dependent on topic	Techniques and Learning and Target Tracker progression statements
<b>WHOLE SCHOOL TOPIC TBC X 2 per year.</b>				<b>Learning</b>
<b>Perspective</b> <b>Hans Holbein</b> <a href="https://www.nationalgallery.org.uk/artists/hans-holbein-the-younger">https://www.nationalgallery.org.uk/artists/hans-holbein-the-younger</a> for focus on figure drawing and proportion/ History link with the Tudors – also links to Yr 3 Figures unit on painting figures	<b>DRAWING</b>	See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.  <i>Here the children develop their skills further and focus on figure drawing in order to study <b>correct proportion</b>. Children at this age develop a growing awareness of realism. Hans Holbein, Henry VIII's favourite painter (links to yr 4 Tudor unit in history)                      Children draw from a real life model (could be a Tudor composition) composition choosing objects to include in the composition from a range of objects. Use sketchbooks to focus in on smaller objects refining use of a range of pencils to shade and define/ highlight areas of the composition.</i>	Perspective  Proportion  Scale	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
<b>Dreams</b> Children explore how to convey the atmosphere and story of a dream. They explore different settings for their dream <a href="http://www.schoolslinks.co.uk/art4a.pdf">http://www.schoolslinks.co.uk/art4a.pdf</a> <b>Joan Miro</b> <a href="http://www.tate.org.uk/servlet/ViewWork?cgrouoid=999999961&amp;workid=9577">http://www.tate.org.uk/servlet/ViewWork?cgrouoid=999999961&amp;workid=9577</a> <b>Salvador Dali</b> – dreams / surreal imagery <a href="https://www.tate.org.uk/art/artists/salvador-dali-971">https://www.tate.org.uk/art/artists/salvador-dali-971</a>	<b>PAINTING/ &amp; PRINTING</b>	<i>This unit gives children the opportunity to express their ideas, apply, and develop their use of paint as a media. They will learn about artists - <b>Joan Miro &amp; Salvador Dali</b> – and experience composing a narrative piece of work with the freedom of using their imagination and the freedom to develop their own compositions using a range of techniques learnt. Significant artists are used to develop understanding of surrealism and what it means.</i>  <i>This unit lends itself to developing the children's ideas into a printing unit whereby children use elements from their paintings to create various types of printing block/ combing blocks to create a different 'surreal' print.</i>	Surrealism  Imagination  Narrative  Distortion  Abstract	Use taught technical skills to adapt and improve his/her work  Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.
 <p>1) Dream sequence      2) Elements from dream muddled = surreal      3) from step 2 create blocks for printing. Create surreal print- Repeat/ think about composition/ colour/ overlays</p>				<b>Techniques</b>
<b>Thrones &amp; Cushions</b> Design a seat or throne for a particular individual	<b>SCULPTURE</b>          <b>TEXTILES</b>	<i>Building on the previous unit– this project encourages the children to think creatively and include the narrative of the person they are designing a seat for. Design and purpose are reinforced and provide a basis for future art, design and technology work.</i>  <i>Children design a cushion for their seat using either batik or tie-dye. Children think about who the cushion would be for and particularly the colours that would be most appropriate. Children talk about and justify choices, commenting on their own and others particularly how they would modify their designs to make them even better.</i>		Draw familiar objects with correct proportions.  Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches, and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Plan a sculpture through drawing and other preparatory work.
				Use a variety of techniques e.g marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik.



# Pottery opportunities

<b>Year 4</b> <i>See Resource pictures in Art Folder in Curriculum Intent – shared area.</i>	<b>Art Focus</b> Practice & elements	<b>Subject Rationale: Unit/ Topic</b>	<b>Key Vocabulary</b>	<b>Techniques and Learning Target Tracker progression statements</b>
<b>Clay Sculpture: suggested idea:</b> <b>Anglo Saxon/ Viking Heads</b>	<b>Sculpture</b>	<i>This unit will build on previous experiences of sculpture using clay and will further refine children’s precision in using clay modelling techniques and tools. Either, starting with a tile, children can build the head onto the tile or children can sculpt the head from a solid ball of clay, adding detail where necessary, in which case the ball will need to be wedged beforehand – a pottery technique to eliminate air pockets in the clay and thus preventing an explosion in the kiln.</i>	Wedging Slip Relief	See above




*See Resource pictures in Art Folder in Curriculum Intent – shared area.*

**Year 5 Art & Design Overview: Key Skills & Knowledge – Art and Design Planning in context of long term knowledge & coherence**

Year 5	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning and Target Tracker progression statements
<p><b>WHOLE SCHOOL TOPIC TBC X 2 per year.</b> See Whole School Display Floor Topic Books.</p>		<p>Rationale: To keep teaching fresh, creative, relevant and contextualised. As <i>part of a holistic approach topic work an Art &amp; Design element will be studied that links: e.g. WINGS Topic = = 3D sculpture This will be dependent on the changing topics.</i></p>	<p><b>Dependent on topic</b></p>	<p><b>Learning</b></p>
<p><b>Symbolic Objects</b></p> <p><b>Paul Cezanne</b> – Still Life  <a href="https://www.tate.org.uk/art/works/cezanne-still-life-with-water-juq-n04725">https://www.tate.org.uk/art/works/cezanne-still-life-with-water-juq-n04725</a></p> <p><b>Mary Cassat</b> –  <a href="https://www.artrenewal.org/Artist/Index/631">https://www.artrenewal.org/Artist/Index/631</a>                      The Toy Shop –  <a href="https://www.tate.org.uk/art/works/blake-the-toy-shop-t01175">https://www.tate.org.uk/art/works/blake-the-toy-shop-t01175</a></p>	<p><b>DRAWING</b></p>	<p><i>As children's drawing skills mature and develop they should be able to focus on a 3D effect in their work, be able to shade effectively to show shadow and light. Use sketchbook to record ideas, thoughts, techniques and skills learnt.</i></p> <p><i>Children look at a range of symbolic objects and compositions and discuss meanings portrayed in a variety of paintings.</i></p> <p><i>Children can be introduced to Vanitas and this particular style of painting and its meanings.</i></p> <p><i>Children could create their own Vanitas collecting precious/ significant objects relevant to their lives.</i></p>	<p>Still life Symbolic Vanitas</p>	<p>Develop different ideas, which can be used to explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically, investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcomes.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Return to work over longer periods of time using a wide range of materials</p>
<p><b>Creating Atmosphere</b></p> <p><b>Henry Moore</b> drawings – Londoners escaping bombs underground during the blitz  <a href="https://www.tate.org.uk/art/works/moore-grey-tube-shelter-n05706">https://www.tate.org.uk/art/works/moore-grey-tube-shelter-n05706</a></p> <p><a href="https://www.tate.org.uk/whats-on/tate-britain/exhibition/henry-moore/henry-moore-room-guide/henry-moore-room-guide-room-5">https://www.tate.org.uk/whats-on/tate-britain/exhibition/henry-moore/henry-moore-room-guide/henry-moore-room-guide-room-5</a></p>	<p><b>PAINTING</b></p>	<p><i>Choose type of paint and brushes needed for the task. Use a variety of paint within one piece of artwork. Practise washes of colour for background, wet painting to create bleeds or scratches for texture. History link – WW2 Blitz- express mood of the time – dark skies over London</i></p>		<p><b>Techniques</b></p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tone.</p> <p>Experiment with using layers or overlays to create new colours/textures</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours or textures.</p>

<p><b>Textiles Tell a Story</b> Children depict a scene from a story/ event. This can be an individual piece or a whole class project: Outcome suggestion – Quilt/ patchwork hanging.</p>	<p><b>COLLAGE</b></p>	<p>Using fabric dyes and a range of collected materials, children design and create an image on fabric that tells part of a story – a still – combined with other images form a story or event. Present preparatory work and ideas in sketchbooks developing ideas. Suggestions: 12 labours of Hercules (linked to Greek topic) or other myth WW2 Spitfire collage (history link</p>		<p>Develop skills using clay including slabs, coils and slips. (see below)</p>
---	-----------------------	--	--	--

## Pottery opportunities

<p><b>Year 5</b> See Resource pictures in Art Folder in Curriculum Intent – shared area.</p>	<p><b>Art Focus</b> Practice &amp; elements</p>	<p><b>Subject Rationale: Unit/ Topic</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Techniques and Learning Target Tracker progression statements</b></p>
<p><b>Containers</b> <b>Coil pots: Suggested idea:</b> Greek vases using <b>sgraffito technique</b> for surface design NB For children who find coiling difficult – an alternative would be to produce a slab platter/ plate on which to practice the sgraffito – the flatter surface may be easier to work on. <a href="https://www.britishmuseum.org/">https://www.britishmuseum.org/</a></p>	<p><b>Coiling</b> <b>Form</b> <b>Shape</b> <b>Space</b></p>	<p>As the children mature and their experiences with clay develop, this unit will challenge the children in the design and building stage using the coil pot technique. The children are introduced to a new decoration method in <b>sgraffito</b>, emulating how Greek pot designs were made. They will need to think about shape on a curved surface and use tools with precision.</p> <p>As an extension to this unit – children could use 2 other coiling techniques in order to design and make a more creative piece. Both methods smooth only the inside of the pot and therefore the coils create the design. The glaze will enhance the design (see resource pack)</p> <ol style="list-style-type: none"> <li>Using a forma (bowl) to coil into – the pattern created by the coils remain on the outside of the form.</li> <li>Coiling but inserting details – using different thickness of coils free form and again only smoothing the inside of the pots (see resource file)</li> </ol>	<p>Sgraffito Slips forma</p>	<p>See above</p> 



See Resource pictures in Art Folder in Curriculum Intent – shared area.

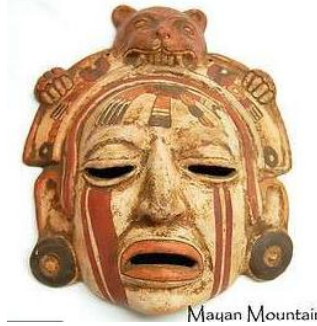


**Year 6 Art & Design Overview: Key Skills & Knowledge – Art and Design Planning in context of long-term knowledge & coherence**

Year 6	Art Focus	Subject Rationale: How does this work support children's wider Art & Design journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	Techniques and Learning and Target Tracker progression statements
<p><b>WHOLE SCHOOL TOPIC TBC X 2 per year.</b> See Whole School Display Floor Topic Books.</p>		<p><i>Rationale: To keep teaching fresh, creative, relevant and contextualised. As part of a holistic approach topic work an historical element will be studied that links: e.g. WINGS Topic = = 3D sculpture This will be dependent on the changing topics.</i></p>	<p><b>Dependent on topic</b></p>	<p><b>Learning</b></p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open-ended research.</p>
<p><b>Pre Raphaelite Artists</b> explained <a href="https://www.tate.org.uk/art/art-terms/p/pre-raphaelite">https://www.tate.org.uk/art/art-terms/p/pre-raphaelite</a>  <b>William Morris (printing)</b>                      Red House in Bexley visit  <b>Dante Rossetti (painting)</b>                      (friend and links to Morris – one of the founders of Pre Raphaelite movement – portraits (look at pre-Raphaelite models used – in particular <b>Frances Seaton</b>) – leading to portraits of Famous Victorians – suggest looking at Van Gogh and imitating his style in their work)</p> <p><a href="https://www.tate.org.uk/kids/make/paint-draw/draw-pre-raphaelite">https://www.tate.org.uk/kids/make/paint-draw/draw-pre-raphaelite</a></p> <p><b>Frida Khalo</b>  <a href="https://www.frida-kahlo-foundation.org/">https://www.frida-kahlo-foundation.org/</a></p> <p><b>Local Buildings</b></p> <p><b>Stephen Wiltshire MBE Black Artist</b> Look at style and detail using black ink – use of single colour.  <a href="https://www.stephenwiltshire.co.uk/">https://www.stephenwiltshire.co.uk/</a></p>	<p><b>DRAWING</b></p> <p><b>Line</b></p> <p><b>Shade</b></p> <p><b>Tone</b></p> <p><b>Space</b></p> <p><b>Shape</b></p> <p><b>PRINTING</b>                      texture                      pattern                      space                      shape</p> <p><b>PRINTING</b></p> <p><b>PAINTING</b></p>	<p><i>The focus on William Morris as a significant figure links cohesively with the Victorian History unit deepening understanding of Victorian life and the focus on innovation. This will focus on Printing and developing previous skills and techniques in a more technically challenging unit. It also links well with Maths – shape and tessellation. The focus on the pre Raphaelites and Dante further deepens links with Morris and offers opportunity for portraiture painting with oils. In the process chn will be exposed to the work of other significant portrait artists: <b>Van Gogh; Frida Khalo</b> and once again deepens understanding across subjects by developing portraits of famous Victorians.</i></p> <p><i>This year children should be consolidating all the techniques taught in KS2. They should be independently choosing the correct size and style of brush for the task and using a range within one piece of work. Y6 should have the opportunity to use sketchbooks to try out ideas and refer back to their notes when embarking on a set piece of work. Children should be: mixing colours for mood and atmosphere</i></p> <p><i>Victorian artwork – buildings in our locality. Developing on from Y3 buildings sketchbook drawings using a range of drawing pencils, pen, charcoal, chalk or pastel. Suggested buildings Maritime Museum Greenwich, Naval College, Winter Gardens Avery Hill Park, Eltham Palace. Or the school building with its many viewpoints</i></p> <p><i>Linked to the above: Children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.</i></p>	<p><b>Perspective</b></p> <p><b>Viewpoint</b></p> <p><b>Aspect</b></p> <p><b>Architecture</b></p>	<p>Refine his/her use of learnt techniques.</p> <p>Adapt his/her final work following feedback or discussion based on their preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p> <p><b>Techniques</b></p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p>Produce intricate patterns and textures in a malleable media</p>
<p><b>Mayan Art</b>                      Suggested activities – Mayan Masks (look at masks from other cultures – African)</p>	<p><b>COLLAGE</b></p> <p><b>SCULPTURE</b></p> <p><b>TEXTILES</b></p>	<p><i>Children investigate costume worn in different times and cultures. They use this as a starting point for designing and making a papier mache mask embellishing with additional beads, jewels, strings etc History link- Mayan ceremonial headwear. Mayan clothing, textiles and patterns.</i></p>		<p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>

# Pottery opportunities

Year 6 <i>See Resource pictures in Art Folder in Curriculum Intent – shared area.</i>	Art Focus Practice & elements	Subject Rationale: Unit/ Topic	Key Vocabulary	Techniques and Learning Target Tracker progression statements
<b>Coiling: Suggested idea:</b> Simple coil pot – surface used to add relief (raised surface) images to depict an everyday scene – this can be achieved in 2 ways – by sculpting images or by slip trailing and building up the picture.	<b>Coiling with relief work</b>	<p><i>This unit will further refine and build on the skill of coiling pots but yet another surface decoration technique will be introduced – relief work, which is then added to the surface for the pot via slip.</i></p> <p><i>It could link to the Mayan Culture studied in Year 6 where Mayan pottery has been found using this technique – Or it could link to history unit on the enslaved: Black Potter <a href="https://blackpotter.com/">Jim McDowell</a> who makes face jugs <a href="https://blackpotter.com/">https://blackpotter.com/</a></i></p>		See above



Maqan Mountain



*Mayan pots/ face mask and final image Face Jug - See Resource pictures in Art Folder in Curriculum Intent – shared area.*