



This programme of study follows on from the Early Learning Goals in EYFS:

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 1

- Portraits - Intent: To know what a portrait is. To have studied how different artists painted portrait
- Fabricate/Textiles – Intent: To learn about textile techniques including weaving and wax-resist
- Sculpture - Intent: I will use an artist’s work as a model for my own natural sculpture

Year 2

- Colour Chaos – Kandinsky - Intent: To know how to mix and use colours to create paintings in a range of abstract styles.
- LS Lowry - Intent: To know how to compare works of art, mix colours and use scissors safely.
- Let’s Sculpt - Intent: To learn about the work of sculptors and to know how to make sculptures using a range of unusual materials.

Year 3

- Autumn Leaves - Intent: To know how to use a variety of art and design techniques and study the work of two artists.
- Landscapes and Cityscapes - Intent: To learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes.
- Bodies - Intent: To know how to use different mediums to make maquettes, paper clothes and sculpt Giacometti-inspired models.

Year 4

- Landscape and Cityscape Collage - Intent: To know how to use a variety of materials to make works of art inspired by landscapes and cityscapes.
- 3-D model of an insect - Intent: To know how to use a variety of media to design and sculpt to create insect artwork.
- Sculpture-Egyptian Masks - Intent: To know how to use modelling techniques to create Egyptian style designs.

Year 5

- Clarice Cliff and World War 2 art - Intent: To be able to discuss the work of Clarice Cliff and create a 3D clay design in her style
- Plants and Flowers - Intent: To know how to use a variety of media to create plants and flowers
- Space Art - Intent: To be able to create space art and collage and work in the style of Space artists.

Study

Birds Intent: To explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney to create images of birds. (Year 6)

William Morris Intent: To know how to print designs in the style of William Morris (Year 6)

British art (Banksy) Intent: To know how some modern artists use art to send messages about society (Year 6)

Developing Ideas

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Artists

- give detailed observations about notable artists’, artisans’ and designers’ work;



<ul style="list-style-type: none"> offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.
<p>Mastering Techniques - Drawing</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
<p>Mastering Techniques - Painting</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
<p>Mastering Techniques – Textiles/Collage</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
<p>Mastering Techniques - Sculpture</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
<p>Mastering Techniques - Printing</p> <ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
<p>Mastering Techniques – Digital Media</p> <ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations.



Evaluating

- Compare ideas, methods and approaches in their own and others work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.

Knowledge and Understanding

- Work confidently on a range of scales.
- Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales.
- Use ICT
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.