



**Intent:** Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests and ideas. Art should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own artwork. As pupils progress, they should be able to think critically and develop a more rigorous understanding. They will also understand how art reflects and shapes our history, and contribute to the culture and creativity of our nation.

**Implementation:** This is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as part of their termly topic work. The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with a whole school 'Creative week' when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. They also have art projects embedded throughout the year which have various focuses.

**Impact:** Teachers use the art lessons to inform future lessons; ensuring children are supported and challenged appropriately. This is analysed to inform and address any gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design. Age related expectation levels are reported to parents at the end of the reception year.

	Autumn		Spring		Summer	
Year 1	<p><b>DT: Moving Minibeasts</b></p> <p>Design, make and evaluate a moving picture based on our story Aaaaargh Spider using a slider mechanism</p>	<p><b>DT - Making pumpkin soup</b></p> <ul style="list-style-type: none"> <li>Describe fruits and vegetables and explain why they are a fruit or a vegetable.</li> <li>Name a range of places that fruits and vegetables grow.</li> <li>Describe basic characteristics of fruit and vegetables.</li> <li>Prepare vegetables to make an Autumnal soup</li> </ul> <p>Art - Colour mixing to create firework inspired art. Primary and secondary colours</p>	<p><b>Art</b></p> <p>Chinese year of the animal art (dragon), Chinese symbols, printing, willow pattern</p>	<p><b>DT: Can I create a toy with a mechanism?</b></p> <p><b>Mechanisms</b></p> <p>Explore making mechanisms. Design, make and evaluate own toy using a mechanism</p>	<p><b>Art: How can I explore different colours?</b></p> <p><b>Formal Elements</b></p> <p>Explore line Colour mixing Colour spectrum</p>	<p><b>Art: Pattern and camouflage</b></p> <ul style="list-style-type: none"> <li>Watercolours</li> <li>Repeated and random pattern</li> <li>Overlays</li> </ul>
Year 2	<p><b>DT School Dinner:</b></p> <p>Design, make and evaluate a model pack lunch box. Design a healthy dinner for the lunch box.</p>	<p><b>Art- Maps</b></p> <p>Using a range of textiles, visuals and patterns to create a composition of abstract maps. Use pencil to draw. Pastel and patterns Collage with a range of material. 3D map</p> <ul style="list-style-type: none"> <li>artist study - Leonardo da Vinci</li> </ul>	<p><b>DT – Make a Tudor house</b></p> <ul style="list-style-type: none"> <li>design, create and evaluate</li> <li>mock up design</li> <li>Create a moving fire mechanism (pull, axel)</li> </ul>	<p><b>DT – African jewellery &amp; Masks</b></p> <p><b>(clay, paper craft)</b></p> <p>Research, design and create functional piece of jewellery. Create a mock-up of an African mask using clay. African pattern printing into the clay.</p>	<p><b>ART Famous female artists.</b></p> <p>Orla Kiely –printing. Frida Kahlo – portrait pastels. Louise Bourgeois – 3D insect sculpture.</p>	<p><b>ART JW Turner coastal artist.</b></p> <ul style="list-style-type: none"> <li>Painting techniques</li> <li>Colour spectrum</li> <li>Watercolour</li> </ul>

<p>Year 3</p>	<p><b>ART: Can we paint on walls?</b></p> <p><i>Prehistoric</i></p> <p>Inspiration - Cro-Magnon</p> <p>Reflect on the use of cave painting. Use various mediums such as charcoal.</p> <p>Develop to improve initial sketches. Experiment with colours using nature.</p>	<p><b>DT: Who is your castle for?</b></p> <p><i>Structures</i></p> <p>Identify features of a castle.</p> <p>Adapt the criteria to target the audience specified for the castle.</p> <p>Use a mixture of 2D and 3D shapes to plan and design the castle.</p> <p>Construct a 3D net.</p> <p>Construct the castle following the design brief using 3D nets.</p>	<p><b>ART: Have my skills developed?</b></p> <p><i>Skills</i></p> <p>Inspiration - Giles, Disney</p> <p>Explore family within art. Understanding tint and shade. Observational drawing, adding detail. Puppet making inspired by an artist. Create a puppet show.</p>	<p><b>DT: Are you feeling sleepy?</b></p> <p><i>Textiles</i></p> <p>Understand different stitches including cross-stitch and applique.</p> <p>Thread a needle.</p> <p>Design a product and it's template. Cut fabric accurately.</p> <p>Follow a design criteria.</p> <p>Join fabrics using stitches. Ensure space is left for a seam. Assemble the product.</p>	<p><b>ART: Can I shade life?</b></p> <p><i>Formal Elements</i></p> <p>Inspiration - Dobre</p> <p>Drawing and labelling different shapes within objects.</p> <p>Identify simple geometric shapes in an everyday item to assist with drawing the item.</p> <p>Use wire to create shapes, adding features with extra wire.</p> <p>Apply four rules of shading.</p>	<p><b>DT: Where in the world?</b></p> <p><i>Food</i></p> <p>Understand that climate affects food growth.</p> <p>Know to eat seasonal food from the UK.</p> <p>Create a healthy and nutritious recipe Follow a recipe safely.</p> <p>Food hygiene.</p> <p>Use cooking equipment safely.</p>
<p>Year 4</p>	<p><b>Art: What can I learn from Viking art?</b></p> <p>Changes in Viking art over time Similarities and differences in artwork Drawing, color, pattern Proportion and shading techniques Portraits</p>	<p><b>DT: How should your puppets tell their story?</b></p> <p>Rama and Sita (RE link)</p>	<p><b>Art: Castles</b></p> <p>Drawing Collage Water colour Clay work</p>	<p><b>DT: What display will your class share?</b></p>	<p><b>Art: Who was Marianne North?</b></p> <p>Botanical art Painting Printing.</p>	<p><b>DT: What is your favourite world dish?</b></p>
<p>Year 5</p>	<p><b>ART: How do observational drawings improve our view of the world?</b></p> <p><i>Sketching</i> Darwins dragons - sketching of animals and evolution Test different strokes/pencils</p> <p>Shading &amp; Sketching</p> <p>Explore observational drawings</p> <p>Explore nature - how could we draw?</p> <p>Observational Drawings</p>	<p><b>DT: What differences are there in European cuisine?</b></p> <p><i>Cooking</i> Topic - life in the Alps Explore different dishes. Follow a recipe. Make and test a prototypes. Cook food safely following hygiene rules. Adapt a recipe. Design a product with a specification.</p>	<p><b>ART: What can we learn from Tudor art?</b></p> <p><i>Painting</i> Topic - Tudors. Explore paintings - styles (compare with modern/other great artists) Test shading of paints to match/mixing - create moods Brush strokes/paper - how can we achieve Sketching Painting in Tudor style</p>	<p><b>DT: How can we make a renewable energy resource?</b></p> <p><i>Wind Turbine</i> <i>3D Model</i> Topic - Renewable energy.</p> <p>Research renewable energy sources look like in real life.</p> <p>Sketch resources</p> <p>Make 2D design model and plan materiels needed</p> <p>Transform into 3D model</p> <p>Redesign and Testing</p>	<p><b>ART: How can we bring Greek Myths to life?</b></p> <p><i>Collage/printing</i></p> <p>Arachne and the spinner tapestry Explore - what colleges could we make of a Greek myth? 2D design drawing of collage Use a range of materials to create a mood board. Print to create designs which can be used for the collage. Create Greek Myth collage. 2 lessons.</p>	<p><b>DT: Can we capture the beauty of birds?</b></p> <p><i>Sculpture</i> Skellig clay bird Observational drawings of birds.</p> <p>Abstract art - draw a bird.</p> <p>Design model bird and create bird.</p> <p>Evaluate bird model - how can I improve? Peer assess.</p> <p>Create a bird model.</p>

<p>Year 6</p>	<p><b>ART: Observational drawing/clay sculpture of a human heart</b></p> <p><i>Still Life/Sculpture</i></p> <p>Plan compositions inspired by an artist.</p> <p>Use tones of black, grey and white effectively.</p> <p>Use charcoal in still life drawings. Use rubbers to enhance light on drawings.</p> <p>Develop drawings into sculptures.</p>	<p><b>DT: Mechanisms - Design a lighthouse</b></p>	<p><b>DT Making African Instruments</b></p>	<p><b>Art: Pitmen Painters</b></p> <p><i>Inspiration - The pitmen painters, Fred Laidler et al.-</i></p>	<p><b>ART: Lino Printing</b></p> <p><i>Skills• Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <ul style="list-style-type: none"> <li><i>Explore the work of artists working in different times.</i></li> </ul> <p><i>Inspiration - Monet, Hopper Understanding Zentangle patterns. Develop knowledge of abstract drawings.</i></p> <p>Create a prototype for a specific purpose.</p> <p>Analyse artwork with a focus on the formal elements.</p> <p>Create a print of the zentangle design previously created.</p>	<p><b>DT: Who does that belong to?</b></p> <p><i>Textiles</i></p> <p>Annotate designs.</p> <p>Design a waterproof container to survive a flood.</p> <p>Mark and cut fabric, following a design.</p> <p>Cut neatly and accurately.</p> <p>Sew a strong running stitch. Secure a fastening.</p>
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