



## Art and Design

At The Gem Federation Primary School, we believe that it is every child's right to have the creative freedom to express themselves and their individuality; to be curious and inspired; to explore different ideas, themes, styles and cultures in an environment that is respectful and values inclusivity and innovation. Through our art curriculum, we aim to equip our children with the knowledge and skills needed to investigate, experiment, refine and create: each year, building upon their learning from the previous year.

We encourage our children to think critically about their own practice and that of others, to reflect upon and be inspired by the work of great artists from different countries and cultures and recognise the ways in which their work has contributed to and reflects society.

### Reception (Art and DT)

Birth to Five Matters and ELG	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	Colour mixing experimentation.  Naming colours.  Using playdough tools.	Creating stick puppets for retelling stories  Making and using salt dough to create a variety of models.  Develop simple patterns using stamps	Naming the primary colours and mixing them.  Creating under the sea collages.	Using clay to mould and manipulate.	Observational drawings of natural environment.  2simple paint	Paper mâché to make planets.  Decorate pieces of fabric.
	Drawing/ Painting on different surfaces. Chooses particular colours for imaginative purposes. Explores using different size brushes, rollers, sponges, twigs, fingers hand etc... Use junk modelling and construction resources to create connecting structures					
Use simple tools to effect changes to materials  <i>Handles tools objects, construction and malleable materials with increasing control and attention. shows a preference for dominant hand.</i>	Model using scissors safely Model bracing, using different tapes and glues	Model using treasury tags.	Using stencils to create an under the sea picture.  Model using different types of folds.	Model using spilt pins.	Model using elastic bands and strings to connect.	Model using a flange/slot to connect materials.
	Throughout children will have modelled and be allowed to explore the use of different tools safely and experience creating different objects and constructions.					
Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder	Experiments with using fingers and hands to paint.	Model using stick puppets to retell stories.	Weaving with paper and ribbons.	Children to explore using loose parts to create their own	Painting with twigs and natural resources.	Exploring light and shadows inside and outside.

<p>paint, to express and communicate their discoveries and understanding.</p> <p>Make use of props and materials when role playing characters and stories.</p>	Leaf, coin and brick rubbings.			small world set ups.		
	Children will have access to a variety of different resources and tools that they can experiment with. Children will also be encouraged to use a wide range of props and materials to act out different stories and characters.					
<p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</p> <p>Share their creations, explaining the process they have used.</p> <p>Invent adapt and recount narratives and stories with their peers and their teacher.</p>	Throughout the year children will be encouraged to talk about, describe and adapt their creations based on their current knowledge.					

Year 1				
<p><b>Exploring and Developing:</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Experiment with materials.</li> <li>Explore the differences and similarities within the work of artists in different times and cultures.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>Develop their ideas.</li> </ul>		<p><b>Evaluating and Developing:</b></p> <ul style="list-style-type: none"> <li>Recognise and describe key features of their own and other's work.</li> <li>Say what they think and feel about their work and the art work of others.</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>		
	Unit 1	Unit 2		Unit 3
Focus	Drawing and Painting - Our Grandparents	3D Form – London Now and Past		Printing – Looking After Our World (Amazon)
Key Skills (Revisit skills from	<ul style="list-style-type: none"> <li>Draw using a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media</li> <li>Understand what tone is and how to apply this to their work.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay</li> <li>Experiment with, construct and join materials</li> </ul>		<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects</li> <li>Make rubbings</li> <li>Carry out different printing</li> </ul>

previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Begin to explore the use of line, shape and colour through mark making.</li> <li>• Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>• Mix and match colours to artefacts and objects</li> <li>• Work on different scales</li> <li>• Mix secondary colours and shades using different types of paint</li> <li>• Create different textures e.g. use of sawdust, sand</li> </ul>	<ul style="list-style-type: none"> <li>• Explore shape and form</li> </ul>	techniques e.g. monoprint, block, relief and resist printing Build a repeating pattern and recognise pattern in the environment
<b>Artists of Interest</b>	Picasso, Matisse, Marten Jansen	John Brinkels	Max Ernst (rubblings)
<b>Key Vocabulary</b>	<i>brush mark colour-mixing, colour scheme, contrast, cool, hot, primary colour, secondary colour, shade, shape, texture, Warm, Water, light, dark</i>	<i>sculpture, carving, modelling, clay</i>	<i>monoprint, lino, print, hand printing, rollers, polyboard, stencil, rubbing</i>

## Year 2

### Exploring and Developing:

- Record and explore ideas from first hand observation, experience and imagination.
- Explore the differences and similarities within the work of artists in different times and cultures.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Experiment with materials.
- Develop their ideas.

### Evaluating and Developing:

- Review what they have done and say what they think and feel about their work.
- Describe choices and preferences using appropriate art language.
- Compare with other's work, identifying similarities and differences.
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook.

	Autumn 1	Unit 2	Unit 3
<b>Focus</b>	<b>Drawing</b> - Pirates	<b>Collage</b> – The Great Fire of London	<b>Painting</b> – Women Who Change the World
<b>Key Skills</b>  (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Layer different media, e.g. pencils, crayons, pastels, felt tips, charcoal and ballpoint to create real life historical objects</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings</li> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects</li> <li>• Experiment with the visual elements; line, shape, pattern and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques including fabric, crayons and wax or oil resist</li> <li>• Create textured collages from a variety of media</li> <li>• Make a simple mosaic</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales, e.g. large brush on large paper etc.</li> <li>• Mix and match colours</li> </ul>

	<ul style="list-style-type: none"> <li>Experiment with pencils to create tone.</li> <li>Use tone to create form when drawing.</li> </ul>		
<b>Artists of Interest</b>	Giorgio Morandi, Roy Lichtenstein, Jane Freilicher, Van Gogh	Kurt Schwitters, Megan Coyle	Vincent Van Gogh, Amy Sherald, Matisse
<b>Key Vocabulary</b>	<i>three-dimensional, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, pencil, mark, outline, line, hatching, cross hatching, flat, form, detail, linear, side stroke</i>	<i>felting, material, layer, collage, cover</i>	<i>brush mark, Colour-mixing, Colour scheme, contrast, Cool, Hot, Primary Colour, Secondary Colour, Shade, Shape, Texture, Warm, Water, light, dark</i>

### Year 3

#### Exploring and Developing:

- Select and record from first hand observation, experience or imagination, and explore ideas for different purposes.
- Explore the roles and work of artists working in different times and cultures and draw inspiration.
- Make a record of visual experiments
- Question and make thoughtful observations about starting points and select ideas to use in their work.

#### Evaluating and Developing:

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them using increasingly developed art language (formal elements).
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	Unit 1	Unit 2	Unit 3
<b>Overview</b>	<b>3D Form: Sculpture</b> -Mountains, Volcanoes and Earthquakes	<b>Collage and Painting</b> – Ancient Egypt	<b>Printing and Painting</b> - India
<b>Key Skills</b>  (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>Join clay adequately and work with some independence.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>I can use water (slip) to create joins, smooth or create texture, or to create the right consistency.</li> <li>I can use a range of tools to manipulate and create texture.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> <li>Mix a variety of colours and know primary colours make secondary colours.</li> <li>Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales, e.g. thin brush on a small picture.</li> <li>Develop skills in cutting and joining.</li> <li>Experiment with a range of media, overlapping and layering, etc</li> </ul>	<ul style="list-style-type: none"> <li>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</li> <li>Mix a variety of colours and know primary colours make secondary colours.</li> <li>Use a developed colour vocabulary Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc.</li> <li>Print using a variety of materials, objects and techniques, including layering.</li> <li>Talk about the process used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>

<b>Artists of Interest</b>	Elizabeth Jaeger, Zhang Wei, Anish Kapoor	Gustav Klimt	Damien hirst, Yayoi Kusama
<b>Key Vocabulary</b>	<i>Sculpture, clay, slip, consistency, drying, cutting carving, modelling, clay, air drying clay, salt dough, Plasticine, wax</i>	<i>layer, collage, brush mark, cold colour-mixing, colour scheme, contrast, cool, hot, primary colour, secondary colour, shade, shape, tertiary colour, texture, tint, tone, warm, water</i>	<i>monoprint, lino, print, screen, hand printing, rollers, relief, poly-board, stencil, paste resist</i>

### Year 4

#### Exploring and Developing:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration.
- Experiment with materials and develop skills and techniques.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

#### Evaluating and Developing:

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.
- Build a more complex vocabulary.
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Overview</b>	<b>Collage</b> and Cooking and Nutrition (DT) – Food and the Environment	<b>Drawing</b> and Textiles (DT) - Rivers	<b>Painting</b> – A Local Study: London at War	<b>3D Form – Sculpture</b> - The Kingdom of Benin	<b>Printing and Collage</b> – Environmental and Social Activism
<b>Key Skills</b>  (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Develop skills in cutting and joining.</li> <li>• Experiment with a range of media, overlapping and layering, etc.</li> <li>• Combine skills more readily</li> <li>• Choose collage as a means of extending work already achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Use research to inspire drawings from, as well as from memory and imagination.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Further develop understanding of geometry and mathematical proportion when</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe colour and painting techniques in artist's work.</li> <li>• Develop skill and control when painting. Paint with expression. Analyse painting by artists.</li> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe how artists use form in their work.</li> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe colour and painting techniques in artist's work.</li> <li>• Make own printing block using string, texture, card, masking tape.</li> <li>• Print with two colour overlays.</li> <li>• Create repeating patterns.</li> <li>• Experiment with over printing motifs and colour.</li> <li>• Choose collage as a means of extending work already achieved.</li> <li>• Collect visual information from a variety of sources,</li> </ul>

		drawing.	paint according to what they need for the task.	<ul style="list-style-type: none"> <li>Use a variety of materials.</li> </ul>	describing with vocabulary based on the visual elements
<b>Artists of Interest</b>	Giuseppe Arcimboldo, Klaus Enrique Gerdes	Faith Ringgold, Embroiderers and embroidery artists	Monet, Wilfred Stanley Haines	Traditional Mask Makers, ceramic artists	Banksy, Barbara Kruger
<b>Key Vocabulary</b>	<i>material, layer, collage, cover, seasonality, quality, balance, fresh, processed.</i>	<i>three-dimensional, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, pencil, mark, outline, line, highlight, hatching, cross hatching, flat, form, detail, linear, side stroke</i>	<i>brush mark, cold, colour-mixing, colour-scheme, contrast, cool, earth, fire, form, harmony, hot, hue, neutral, primary colour, secondary colour, shade, shape, tertiary colour, texture, tint, tone, warm, water</i>	<i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier Maché, modelling, clay, air drying clay, salt dough, Plasticine, wax.</i>	<i>monoprint, lino, print, screen, hand printing, rollers, relief, poly-board, stencil, paste resist, layer, collage, cover</i>

### Year 5

#### Exploring and Developing:

- Select and record from first hand observation, experience or imagination, and explore ideas for different purposes.
- Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration.
- Experiment with materials and techniques.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Regularly analyse and reflect on your intentions and choices.

#### Evaluating and Developing:

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.
- Develop a greater understanding of vocabulary when discussing their own work and others'.
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	Unit 1	Unit 2	Unit 3
<b>Overview</b>	<b>Drawing – The Romans</b>	<b>Print Making – The Victorians</b>	<b>3D Form – North America: Mexico</b>
<b>Key Skills</b>  (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>Use a variety of source material for your work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>Draw using perspective, mathematical processes, design, detail and line.</li> </ul>	<ul style="list-style-type: none"> <li>Explain different techniques (such as: the use of poly-blocks, relief, mono and resist printing).</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/ textures</li> <li>Organise your work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop a sculpture through drawing and other preparatory work.</li> <li>Analyse and study artists, including folk artists use of form and draw inspiration.</li> <li>Experiment and make decisions about colour and pattern.</li> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and man-made materials to create sculpture.</li> </ul>

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<b>Artists of Interest</b>	Roman bust and statue makers, Roman architectural design, Roman clothing and Centurion armour, Roman pottery, Kelvin Okafor, Albrecht Durer.	William Morris – Arts and Crafts movement	Frida Kahlo, Diego Rivera, Folk Art, Arbol de la Vida Craft artists
<b>Key Vocabulary</b>	<i>Three-dimensional, tone, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, positive, mark, mid tone, negative, outline, line, highlights, hatching, cross hatching, flat, form, detail, contour, linear, side stroke</i>	<i>monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers etching press, letter press or book binding press; relief, poly-board, stencil, paste resist</i>	<i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, carving, modelling, clay, air drying clay, salt dough, kiln, fired, Plasticine, wax, casting, silicone, rubber, 3D printing, laser cutting,</i>

### Year 6

#### Exploring and Developing:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration.
- Experiment with materials and techniques.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Regularly analyse and reflect on your intentions and choices.

#### Evaluating and Developing:

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.
- Use the language of art with greater sophistication when discussing own and other's art.
- Give reasoned evaluations of your own and other's work which considers context and intention.
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	Autumn 1	Unit 2	Unit 3
<b>Overview</b>	<b>3D Form: Clay</b> – Ancient Greeks	<b>Printing</b> - Japan	<b>Drawing and Painting</b> – The History of Medicine
<b>Key Skills</b>  (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Research from a variety of sources, including historical research.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Make decisions about your design based on the properties of your chosen material in addition to your initial research.</li> <li>• Develop skills in using clay including using slabs, coils, pinch, joining and slips</li> <li>• Create sculpture and constructions with greater independence</li> </ul>	<ul style="list-style-type: none"> <li>• Plan your piece through drawing and other preparatory work.</li> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Reflect upon own work and experiments before altering and modifying.</li> <li>• Print with three colour overlays.</li> <li>• Work into prints with a range of media, e.g. pens, colour pens and paints.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching.</li> <li>• Show an awareness of how paintings are created, e.g. composition.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Be able to identify primary, secondary, complementary and contrasting colours.</li> <li>• Experiment, plan and create different effects and textures with paint according to what they need for</li> </ul>

			the task with increasing confidence and independence.
<b>Artists of Interest</b>	Ancient Greek pottery, Greyson Perry, Clarice Cliff, Bauhaus	Hokusai, Japanese traditional wood block print artists.	Pieter Claesz, Abstract medical artists.
<b>Key Vocabulary</b>	<i>modelling clay, air drying clay, kiln, fired, slab, coil, score, glaze, slip, score, join, smooth slip, ephemeral</i>	<i>monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers, etching press, relief, poly-board, stencil, paste resist complementary colours, contrast</i>	<i>Tone, line, texture, composition, complementary colours, contrast, shade, tint, tone, scale, proportion, effect,</i>