

Year	Year 1 Art & Design		
KS1 Objectives	Term 1 - Artists	Term 2 - Designers	Term 3 - Craft makers
Focus	Van Gogh - Sunflowers	Pottery patterns incl. willow pattern	Nature - Barbara Hepworth
Media (e.g. chalks, charcoal, pastels, coloured pencils, oil pastels, pens, paint, clay, fabric, paper etc.)	Paint: Ready mix	Drawing: coloured pencil & charcoal	Sculpture: Clay
To use a range of materials creatively to design & make products	To mix red and yellow to make different tones To mix white to create different shades	To design own pottery pattern inspired by nature using coloured pencil & charcoal	To design own abstract modernist nature sculpture inspired by Barbara Hepworth
To use drawing, painting & sculpture to develop and share their ideas, experiences and imagination	To look closely at the paintings and real/artificial flowers to identify and draw the shape of petals and leaves	To look at photographs and physical examples of pottery decorations, focusing on pattern, colour and use of space	To look at examples of Barbara Hepworth's sculptures and discuss how she has represented the form of natural features
To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space	To use a magnifying glass to identify brush strokes, colours and textures in the paintings and recreate in own work	To create lines of different thicknesses using charcoal etc. To explore the use of form and space to create different textures using coloured pencils	To explore simple techniques using clay, including making textures, joining, rolling and pinching
To know about the work of a range of artists, craft makers & designers and to describe the differences and similarities between different practices and disciplines	To know when Van Gogh lived, who else was famous at this time and what practices and disciplines they used	To describe similarities and differences between traditional Chinese willow pattern and those imitated by Spode and Delft	To describe the similarities and differences between Spode & Delft and Barbara Hepworth (e.g. function over aesthetic)
To describe the differences and similarities between their work and that of named people studied	To describe differences and similarities between their work and that of Van Gogh	To describe specific differences and similarities between line, form and space in their work and that of the designers they have studied	To critique their own sculptures and compare to that of Barbara Hepworth

Year	Year 2 Art & Design		
KS1 Objectives	Term 1 - Artists	Term 2- Craft Makers	Term 3 - Designers
Focus	Henri Rousseau	Recycled art - Veronika Richterova etc.	Fashion designs - Ascot Hats (ladies and men's)
Media (e.g. chalks, charcoal, pastels, coloured pencils, oil pastels, pens, paint, clay, fabric, paper etc.)	Paint: Watercolour	Sculpture: Recycled materials (Children to collect materials over Christmas holidays!)	Drawing: Sketching pencils
To use a range of materials creatively to design & make products	To consider how watercolour is different to ready mix and explore the different techniques and properties of watercolour paints and paper	To reuse waste materials to create a sculpture inspired by Veronika Richterova	To use sketching pencils to design an extravagant hat for Ascot using a range of simple techniques
To use drawing, painting & sculpture to develop and share their ideas, experiences and imagination	To explore a range of paintings and identify common themes to inspire their imagination	To look at a range of her designs and the way she uses materials to represent different elements of nature	To follow a theme or person to generate a range of hat designs using their imagination
To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space	To know that Rousseau is a 'naïve' artist and know the particular elements that create his style, including line, shape and form and space	To use a range of different techniques to select, join and cut materials, considering texture, shape, form and space	To use sketching pencils to create a variety of simple sketch techniques including lines, shading and tones, cross-hatching
To know about the work of a range of artists, craft makers & designers and to describe the differences and similarities between different practices and disciplines	To know how this style differs from that of other artists around at this time and that of other artists previously studied (Van Gogh), including similarities and differences between practices and disciplines	To know how Veronika Richterova's work is similar and different to that of Barbara Hepworth	To identify key features of hats designed by Philip Treacy and describe the techniques used in his sketches compared to those used in previous units, comparing Treacy's design sketches to that of other artists previously studied
To describe the differences and similarities between their work and that of named people studied	To critique their own work and name similarities and differences between their own work and that of the artist studied	To critique their own work and name similarities and differences between their own work and that of the artist studied	To critique their own work and name similarities and differences between their own work and that of the artist studied

Year	Year 3 Art & Design		
KS2 Objectives	Term 1 - Designers	Term 2 - Artists	Term 3 - Craft Makers
<b>Focus:</b> <i>To continue to develop an increasing awareness of different kinds of art and design</i>	William Morris & Orla Kiely	Pop art - Andy Warhol & Roy Lichtenstein	Nature - Andy Goldsworthy,
<b>Media:</b> <i>To improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials</i>	Fabric: Printing (N.B. drawing with sketch and coloured pencils first)	Drawing: Pastels	Sculpture: Natural materials (N.B. drawing with sketch pencils first)
To know about great artists, architects & designers and <b>how</b> they have shaped our history & contributed to our culture	To know how William Morris influenced art and design, including artists like Orla Kiely	To know how Warhol and Lichtenstein's pop art has influenced art and culture in a range of ways	To know how Andy Goldsworthy has influenced people's perceptions of sculptures by introducing transient art
To know the historical & cultural development of their art forms	To know how fabric printing techniques from the 1880's have developed and contributed to those used today	To know how pop art emerged and evolved and who influenced Warhol and Lichtenstein	To know who inspired AG to develop his style of sculpture and other examples of transient art
To use sketch paper to record observations (Build on skills taught in previous year groups)	To create sketches of both William Morris and Orla Kiely's work, focusing on repeating patterns	To identify shapes and lines used in their work and make observational sketches of faces and expressions	To make observational sketches of different leaf forms around the school and consider how they could be combined to create their own transient work of art
To review and re-visit sketch work	To review own sketches of both artists and use to create own simple repeating pattern ready for printing	To return to previous sketches and identify areas for improvement and make alterations	To review and refine own sketches to develop greater control over techniques
To continue to <b>use a range of materials creatively</b> to design & make products	To create simple repeated printed patterns using polystyrene tiles	To use pastels and learned techniques to create pop art style pieces of art	To design a small simple sculpture inspired by AG using their sketches to support their design
To continue to <b>develop control</b> and experiment with different kinds of art and design	To explore using one more colour to layer their design and develop control using tools on polystyrene	To review own pieces of art and consider how to improve their control to create a final piece	To consider the use of colour and form to re-create their design using natural materials

Year	Year 4 Art & Design		
KS2 Objectives	Term 1 - Artists	Term 2 - Architects	Term 3 - Craft makers
<b>Focus:</b> <i>To continue to develop an increasing awareness of different kinds of art and design</i>	Impressionism - Monet & Post-impressionism - Matisse & Cezanne	Antonio Gaudi	Human abstract images - Terracotta Army, Easter Island Heads, the Lewis chessmen etc.
<b>Media:</b> <i>To improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials.</i>	Paint: Watercolour techniques	Drawing: pencil drawing	Sculpture: Clay
To know about great artists, architects & designers and <b>how</b> they have shaped our history & contributed to our culture	To know how impressionist and post-impressionist artists changed people's views of art and contributed to our culture	To know about Gaudi and how his architectural style was perceived by critics of the time	To know about the historical representation of the human form in famous sculptures from around the world and how they have influenced art and design
To know the historical & cultural development of their art forms	To know how impressionism and post-impressionism emerged	To gain an overview of how architecture and building design has changed over time	To know how abstract sculptures of the human form have evolved over time and compare the works of different cultures (e.g. Easter Island heads to Lewis chessmen)
To use sketch paper to record observations (Build on skills taught in previous year groups)	To create a pencil sketch to plan a painting To use watercolour paper to explore watercolour techniques (e.g. Wash, lifting up, bleeding into each other etc.)	To use sketch paper to make observational drawings of Gaudi's buildings	To use sketch paper and skills to copy a sculpture from one of the cultures studied (e.g. an Easter Island head) and create own design inspired their work
To review and re-visit sketch work	To review and critique sketches and draft painting techniques, identifying key areas for improvements	To review sketches medium and make necessary improvements	To critique their design and identifying key areas for improvement and name the techniques and skills necessary to create their sculpture from clay (e.g. rolling, pinching, joining, creating texture etc.)
To continue to <b>use a range of materials creatively</b> to design & make products	To use watercolour paper and paints creatively to produce an independent watercolour painting	To use pencils to create their own building façade inspired by Gaudi	To use clay in a number of creative techniques to produce their own model of the human form inspired by the Easter Island heads or Lewis chessmen
To continue to <b>develop control</b> and experiment with different kinds of art and design	To apply taught watercolour techniques to recreate a small section of a known painting using control	To experiment with different pencil drawing techniques, improve their control and finish off their final piece	To use a range of clay sculpture techniques with control to create own model of the human form

Year	Year 5 Art & Design		
KS2 Objectives	Term 1 - Artists	Term 2 - Designers	Term 3 - Craft Makers
<b>Focus:</b> <i>To continue to develop an increasing awareness of different kinds of art and design</i>	Op art - Victor Vasarely & Brigit Riley	Art Deco - Clarice Cliff	Edgar Degas - Little Dancer sculpture as inspiration
<b>Media:</b> <i>To improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials</i>	Drawing: sketch and coloured pencils	Paint: printing (mono)	Sculpture: Wire figure (dancer or sportsperson)
To know about great artists, architects & designers and <b>how</b> they have shaped our history & contributed to our culture	To know how op artists radically changed art culture and perception of art during the 20th C including the contrast in opinions	To know how Clarice Cliff influenced the Art deco culture and how she contributed to art and ceramics	To know how Degas 'Little Dancer' provoked strong reaction from critics about its realistic portrayal of a dancer and revolutionised the traditions of sculpture
To know the historical & cultural development of their art forms	To explore the cultural development of op art techniques and the cultural influences of the time (e.g. fashion)	To know the main influences of the Art Deco period	To know about the range of media that Degas and other 3D artists used from 1850 to present day, including wire sculptures
To use sketch paper to record observations (Build on skills taught in previous year groups)	To use grid paper and rulers to explore pattern and perspective to create optical illusions	To make sketches of one of her famous designs, identifying colours, shapes and designs	To sketch the Little Dancer figure and then make a similar sketch of a sportsperson of their choice in the style of Degas (use wooden models to gain an understanding of the 3D figure)
To review and re-visit sketch work	To review and evaluate the fine detail and effectiveness of their sketches and make improvements	To review and evaluate the use of space and shape	To review and evaluate the form and use of space of their sketches and identify the main features and proportions
To continue to <b>use a range of materials creatively</b> to design & make products.	To explore the use of drawing media to create a range of creative op art effects	To use mono printing to create own imaginative design inspired by Cliff	To learn how to manipulate wire to create a 3D representation of the human form previously sketched
To continue <b>to develop control</b> and experiment with different kinds of art and design	To explore how the use of complementary colour to create different effects and develop control of line drawing	To use mono printing to create designs with distinct shapes and colours	To develop control over the size and position of their sculptures limbs and ensure that it is proportionate

Year	Year 6 Art & Design		
KS2 Objectives	Term 1 - Artists	Term 2 - Architects	Term 3 - Craft Makers
<b>Focus:</b> <i>To continue to develop an increasing awareness of different kinds of art and design</i>	Cubism - Joan (pron. Juan) Miro & Picasso	Frank Lloyd Wright	Human (fine art) - Laocoon & his sons, Michelangelo's David, etc.
<b>Media:</b> <i>To improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials</i>	Paint: Acrylic	Drawing: Sketching pencils & technical drawing	Sculpture: Clay (Sketching first)
To know about great artists, architects & designers and <b>how</b> they have shaped our history & contributed to our culture	To know how Miro and Picasso contributed to the cubist movement and were influenced by historical events and other artists	To know how Frank Lloyd-Wright contributed to building design in the 20th C	To know how Michelangelo and similar artists have contributed to the Renaissance and later Baroque period
To know the historical & cultural development of their art forms	To understand the historical and cultural development of cubism	To recap how architecture and building design has changed over time and the architects that influenced FLW	To know how Michelangelo and similar artists have represented the human body in realistic detail and captured emotions using stone and marble
To use sketch paper to record observations (Build on skills taught in previous year groups)	To sketch observations of the human form using the cubist influence	To use technical drawing paper to create scale drawings of one of FLW's famous buildings	To make a detailed and proportionate sketch of Michelangelo's David using a range of shading techniques and pencil hardness (H to 6B) to add detail. Use these techniques to create new drawing of an eye.
To review and re-visit sketch work	To review and critique own work, identifying areas of work that are the most effective and the most challenging	To review and critique own sketches and use of scale and perspective, identifying areas for improvement	To review and critique own sketches and discuss proportion and accuracy of their drawings
To continue to <b>use a range of materials creatively</b> to design & make products.	To learn to use a range of acrylic techniques to create different textures	To use sketch paper and pencils to design your own building in the style of FLW	To use clay and a range of tools creatively to make a detailed sculpture of an eye (consider painting if time)
To continue to <b>develop control</b> and experiment with different kinds of art and design	To develop control using acrylic paints and experiment with cubist techniques to create own painting. To discuss the difference between using watercolours and ready mix paint	To use a range of artistic pencils techniques to add texture and architectural details to their building design	To use a range of techniques with control and precision to join and layer their clay sculpture of an eye with increased detail

Remember	Recall facts and basic concepts	Define, duplicate, list, memorise, repeat, state
Understand	Explain ideas or concepts	Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate
Apply	Use information in new situations	Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Analyse	Draw connections among ideas	Differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test
Evaluate	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value, critique, weigh
Create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate