



Brown's C of E Primary School, Horbling

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## Curriculum Intent for Art and Design

At Brown's C of E Primary School, we are ARTISTS!

We want our children to love art and design and develop a true appreciation of the visual arts. We want our children to have no limits to what their ambitions are and grow up aspiring to be illustrators, graphic designers, fashion designers, curators, architects or printmakers.

Our curriculum is designed to give pupils every opportunity to develop their ability, nurture their talent and interests and express their ideas about the world, as well as learning about art from across the world, from different cultures and traditions and through history. Sequences of learning are carefully planned to engage, inspire and challenge pupils, resulting in them being able to know more, remember more and understand how their knowledge and skills can be applied to create their own works of art both within and beyond the classroom.

Children explore ideas and deeper meanings through studying the work of a wide range of artists, craft makers and designers. We want our children to learn from other cultures and to respect diversity. To that end, we have carefully selected a wide range of unique and diverse artists, craft makers and designers for children to study. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

Art and Design is taught for the first half of each half term and alternates with Design and Technology. As a school, we believe this approach ensures the developing knowledge and skills learnt in each subject are transferred across the whole curriculum and makes the best use of our timetable.

Our curriculum aims to ensure that pupils develop the practical knowledge of how to create art, craft and design, build theoretical knowledge of the tools, materials and history of art, craft and design in addition to developing the disciplinary knowledge of the concept of art itself, such as the way it is judged, valued and evaluated. We want to equip our children with not only the minimum statutory requirements of the Art and Design National Curriculum, but to prepare them for the opportunities, responsibilities, and experiences of later life.

### Implementation

-Art is taught in every year group, once per week during the first half term.



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- Every child has a knowledge organiser at the front of their sketchbooks. These knowledge organisers allow children to refer back to key vocabulary when needed. They also give children an insight towards what each module will be about.
  - Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketched, develop skills, record ideas and develop opinions.
  - Every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art.
  - Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.
  - At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
  - In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work.
  - Teachers follow a clear progression of skill which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.
  - Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.
- To support the development of the subject, staff use KAPOW Scheme of work and resources.
- Cross- curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.

## Early Years Foundation Stage

### Expressive Art and Design Statutory Educational Programme

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

**How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Art and Design builds.**



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In the revised Early Years Foundation Stage, Expressive Art and Design is broken down into two aspects:

- **Creating with Materials**
- **Being imaginative and Expressive**

Within our EYFS provision, children have access to and are actively encouraged to explore different media, finding out about their properties and exploring how it can be combined to create different effects. They develop a range of skills and techniques, experimenting with colour, design, texture, form and function.

We encourage the children to notice everything and closely observe the most ordinary things that can often be taken for granted, making use of our natural surroundings and the changes that can be observed across the year. Building on children's interests, our children are given the opportunities to create amazing inventions or make marks on paper that represent for them an experience or something they have seen. We encourage children to choose and use materials and resources in an open-ended way that helps them to make choices and to have confidence in their own ideas. We encourage children to delve into the world of pretence, build on their experience of the real world and transforming it into something new, through role play, mark making, junk modelling or a range of other areas. Children have the opportunity to create on both small and large scales indoors and out.

Within Expressive Art and Design, there are close links with many other areas of the Early Years Curriculum. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem. Specific new vocabulary and key concepts are carefully planned for and introduced so that children have a secure foundation of knowledge onto which they can build upon as they move into Year 1.

**How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Art and Design builds.**



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	Term 1	Term 2	Term 3	Term 6
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things and have a go</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between their ideas and develop strategies for doing things</li> </ul>			
Educational Programme	<p><b>Expressive Arts and Design</b> – statutory framework</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>			
Development Matters Reception Statements (Examples of what this could look like)	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b>  <i>(Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.)</i></p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b>  <i>(Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.)</i></p> <p><b>Create collaboratively sharing ideas, resources and skills</b>  <i>(Provide a range of materials and tools and teach children how to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Some skills that could be taught but not limited to colour mixing, pencil drawings, portraits, use of powder paints, wax crayons, pastels, observational drawings, use of mixed media e.g. collage)</i></p>			
End of year Expectations: (ELG)	<p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>  <i>Children at the expected level of development will:</i></p>			



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	<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;          - Share their creations, explaining the process they have used;          - Make use of props and materials when role playing characters in narratives and stories.</p>
Vocabulary:	<p>Vocabulary – enriching and widening (subject specific relating to overarching topics)          Art vocabulary children will be exposed to:          Paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, texture, improve, design,</p>
Link to Key texts (children could encounter these texts linked to Art)	<p>Key texts are used to 'hook' learning          See English Key Text overview          Art books – Mixed, The Colour Monster</p>

## Art and Design Curriculum Cycle A

	Y1/2 Focus	Why that, why then?	Y3/4 Focus	Why that, why then?	Y5/6 Focus	Why that, why then?
Autumn 1	<p><b>Cooking and Nutrition: Fruit and Vegetables</b>  <a href="#">KS1 DT Lesson Plan   Cooking   Fruits</a>  <a href="http://kapowprimary.com"> (kapowprimary.com)</a></p>	<p>Learn to distinguish between fruit and vegetables and <b>where</b> they grow. <b>Design a fruit and vegetable smoothie</b> and accompanying packaging.</p>	<p><b>Food: Eating seasonally</b>  <a href="#">Eating Seasonally Short Term Planning</a></p>	<p>Learn about various fruits and vegetables, and <b>when, where and why</b> they are grown in different seasons. <b>Discover the relationship between colour and health benefits.</b></p>	<p><b>Cooking and nutrition: What could be healthier?</b>  <a href="#">What could be healthier? Short Term Planning</a></p>	<p>Discover the <b>farm to fork process</b>, understand the key welfare issues for rearing cattle. <b>Compare the nutritional value of existing sauces and develop a healthier recipe.</b></p>



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Autumn 2	<p><b>Drawing: Make your mark</b>  <a href="#">Make Your Mark Short Term Planning</a></p>	<p>Exploring mark making and line; working and experimenting with <b>different materials</b> through observational and collaborative pieces.</p>	<p><b>Drawing: Growing Artists</b>  <a href="#">Growing Artists Short Term Planning</a></p>	<p>Developing an understanding of <b>shading and drawing techniques</b> to create botanical inspired drawings.</p>	<p><b>Drawing: Make my voice heard</b>  <a href="#">Voice Short Term Planning</a></p>	<p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, <b>expressive mark making</b>, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p>
Spring 1	<p><b>Structures: Constructing a windmill</b>  <a href="#">Windmills Short Term Planning</a></p>	<p>Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p>	<p><b>Digital world: Electronic charm</b>  <a href="#">Electronic Charm Short Term Planning</a></p>	<p>Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.</p>	<p><b>Electrical systems: Doodlers</b>  <a href="#">Doodlers Short Term Planning</a></p>	<p>Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>
Spring 2	<p><b>Sculpture and 3D: Paper play</b>  <a href="#">Paper Play Short Term Planning</a></p>	<p>Creating <b>simple three-dimensional shapes and structures</b> using familiar materials, children develop skills in manipulating paper and card. They <b>fold, roll and crunch</b> materials to make their own sculptures.</p>	<p><b>Sculpture and 3D: abstract shape and space</b>  <a href="#">Abstract Shape and Shape Short Term Planning</a></p>	<p>Exploring how shapes and negative spaces can be represented by three-dimensional forms. Manipulating a range of materials, <b>children learn ways to join and create free-standing structures</b> inspired by the work of Anthony Caro.</p>	<p><b>Sculpture and 3D: Interactive installation</b>  <a href="#">Interactive Installation Short Term Planning</a></p>	<p>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; <b>investigating how scale, location and interactive elements affect the way visitors experience installation art.</b></p>



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Summer 1	<b>Textiles: Puppets</b> <a href="#">Puppets Short Term Planning</a>	Explore methods of <b>joining fabric</b> . Design and make a character-based hand puppet using a preferred joining technique, before decorating.	<b>Textiles: Egyptian collars</b> <a href="#">Egyptian Collars Short Term Planning</a>	Learn and apply two new sewing techniques – <b>cross-stitch and appliqué</b> . Utilise these new skills to design and make an Egyptian collar.	<b>Textiles: Waistcoats</b> <a href="#">Waistcoats Short Term Planning</a>	Using a combination of textiles skills such as <b>attaching fastenings, appliqué and decorative stitches</b> , children design, assemble and decorate a waistcoat for a chosen purpose.
Summer 2	<b>Painting and Mixed Media: Colour Splash</b> <a href="#">Colour Splash Short Term Planning</a>	<b>Exploring colour mixing</b> through paint play, using a <b>range of tools</b> to paint on <b>different surfaces</b> and creating paintings inspired by Clarice Cliff and Jasper Johns.	<b>Painting and Mixed Media: Light and Dark</b> <a href="#">Light and Dark Short Term Planning</a>	<b>Developing skills in colour mixing</b> , focussing on using <b>tints and shades</b> to create a 3D effect. Experimenting with composition and <b>applying painting techniques</b> to a personal still life piece.	<b>Painting and Mixed media: Artist Study</b> <a href="#">Artist Study Short Term Planning</a>	Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.

## Art and Design Curriculum Cycle B

	Y1/2 Focus	Why that, why then?	Y3/4 Focus	Why that, why then?	Y5/6 Focus	Why that, why then?
Autumn 1	<b>Structures: Baby Bears Chair</b>	Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	<b>Structures: Pavilions/Constructing a Castle</b>	Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.	<b>Structures: Playgrounds</b>	Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.



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Autumn 2	<b>Craft and Design: Map it out</b>	Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	<b>Craft and Design: Fabric of Nature</b>	Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	<b>Craft and Design: Photo Opportunity</b>	Developing photography skills and techniques to design a range of creative photographic outcomes.
Spring 1	<b>Mechanisms: Fairground Wheel</b>	Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.	<b>Mechanical Systems: Making a slingshot car</b>	Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.	<b>Mechanical Systems: Making a pop-up book</b>	Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.
Spring 2	<b>Painting and Mixed Media: Life in Colour</b>	Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	<b>Painting and Mixed Media: Prehistoric Painting</b>	Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.	<b>Painting and Mixed Media: Portraits</b>	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.
Summer 1	<b>Mechanisms: Making a moving Monster</b>	Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.	<b>Electrical Systems: Torches</b>	Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.	<b>Digital World: Navigating the World</b>	Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.




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Summer 2	<b>Sculpture and 3D: Clay Houses</b>	Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.	<b>Sculpture and 3D: mega Materials</b>	Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.	<b>Sculpture and 3D: Making memories</b>	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
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## Essential Knowledge in Year One/Two Art and Design Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<b>Autumn Term 1</b>  <b>Cooking and Nutrition: Fruits and Vegetables</b>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Use the basic principles of a healthy and varied diet</li> </ul> <b>Design</b> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</li> </ul>	<ul style="list-style-type: none"> <li>Apples, oranges, strawberries and bananas are types of fruit.</li> <li>Fruits grow on trees or vines.</li> <li>Potatoes, broccoli, onions and carrots are types of vegetable.</li> <li>Vegetables can grow either above or below the ground.</li> </ul>	<ul style="list-style-type: none"> <li>How do we know what is a fruit or a vegetable?</li> <li>Where do fruits and vegetables grow? Which part of plants can we eat?</li> <li>What kinds of foods go into smoothies?</li> <li>How do you make a smoothie?</li> </ul>	Blender Carton Fruit Healthy Ingredients Peel Peeler Recipe Slice (verb) Smoothie	<b>Giuseppe Arcimboldo</b> - an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.  
			<b>Intended Outcome</b>		



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<p><a href="#">Fruit and Vegetables Short Term Planning</a></p>	<p>where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against the design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Vegetables can come from different parts of the plant e.g. roots: potatoes, leaves: lettuce, fruit: cucumber.</li> <li>Fruits have seeds and vegetables do not.</li> <li>Some food typically known as vegetables are actually fruits (e.g. cucumber)</li> <li>You should try to eat 5 portions of fruit and vegetables every day!</li> <li>A blender is a machine which mixes together ingredients together into a smooth liquid.</li> </ul>	<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 fruits and vegetables to make a smoothie.</li> </ul>	<p>Template Vegetable</p>	
<p>Term</p>	<p>National Curriculum Expectations</p>	<p>- Substantive Knowledge</p>	<p>Learning Questions</p>	<p>Key Vocabulary</p>	<p>Artist(s) Studied</p>
<p><b>Autumn Term 2</b></p> <p><b>Drawing: Make your mark</b></p> <p><a href="#">Make Your Mark Short Term Planning</a></p>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>An outline is a joined-up line that shows a 2D shape.</li> <li>Drawing tools can create different marks.</li> <li>You can draw different types of lines.</li> <li>Texture means 'what something feels like'.</li> <li>Different marks can be used to represent the textures of objects.</li> </ul>	<ul style="list-style-type: none"> <li>How do you create different types of lines?</li> <li>What drawing techniques are best to use to show water?</li> <li>What effects do different media create?</li> <li>How can I make marks to show texture?</li> <li>What is drawing from observation?</li> </ul> <p><b>Intended Outcome</b></p>	<p>2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form</p>	<p><b>Bridget Riley</b></p>  <p>'Arrest 1' - 1965</p>  <p>'Nataraja' - 1993</p>




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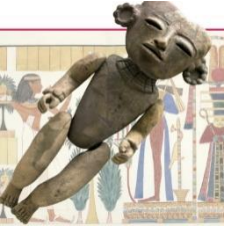
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	<ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Different drawing tools make different marks.</li> <li>Things we see have darker and lighter areas.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge of the language and literacy to describe lines.</li> <li>Show control when using string and chalk to draw lines.</li> <li>Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>Colour neatly and carefully, featuring a range of different media and colours.</li> <li>Apply a range of marks successfully to a drawing.</li> <li>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</li> </ul>	horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy	<p><b>Zaria Forman</b></p>  <p>'Maldives' - 2015</p> <p><b>Wassily Kandinsky</b></p> <p>'Squares with concentric circles' - 1913</p>  <p><b>Ilya Bolotowsky</b></p>  <p>'Red Tondo' - 1979</p>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<p><b>Spring Term 1</b></p> <p><b>Structures:</b></p> <p><a href="#">Constructing a windmill</a></p> <p><a href="#">Constructing a Windmill</a></p> <p><a href="#">Short Term Planning</a></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform</li> </ul>	<ul style="list-style-type: none"> <li>The shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>Cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</li> <li>Axles are used in structures and mechanisms to make parts turn in a circle.</li> </ul>	<ul style="list-style-type: none"> <li>What is a net?</li> <li>How can I make a stable structure?</li> <li>How can I add components to my structure?</li> <li>What went well and what could I improve?</li> </ul>	windmill axle bridge design design criteria model net packaging structure template unstable stable strong weak sails	



	<p>practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>	<ul style="list-style-type: none"> <li>Different structures are used for different purposes.</li> <li>A structure is something that has been made and put together.</li> </ul>	<p><b>Intended Outcome</b></p> <ul style="list-style-type: none"> <li>Identify some features that would appeal to the client (a mouse) and create a suitable design.</li> <li>Explain how their design appeals to the mouse.</li> <li>Make stable structures, which will eventually support the turbine, out of card, tape and glue.</li> <li>Make functioning turbines and axles that are assembled into the main supporting structure.</li> <li>Say what is good about their windmill and what they could do better.</li> </ul>	turbine	
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<p><b>Spring Term 2</b></p> <p><b>Sculpture and 3D: Paper play</b></p> <p><a href="#">Paper Play Short Term Planning</a></p>	<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>2D is flat like a drawing</li> <li>3D can be held, like a cylinder</li> <li>Three-dimensional art is called sculpture.</li> <li>We can change paper from 2D to 3D by folding, rolling and scrunching it.</li> </ul>	<ul style="list-style-type: none"> <li>What is three-dimensional art?</li> <li>How can I make three-dimensional art?</li> <li>Which paper shaping technique will work best for my three-dimensional artwork?</li> <li>Which materials will be best to use when making a spider sculpture?</li> <li>What is the best way to paint onto a 3D surface?</li> </ul>	<p>artist carving concertina curve cylinder imagine Loop material mosaic overlap sculpture spiral</p>	<p><b>Samantha Stevenson</b> – uses metal to create sculptures that show movement by using curves.</p> 




	<ul style="list-style-type: none"> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>to use a range of materials creatively to design and make products</li> <li></li> </ul>		<p><b>Intended Outcome</b></p> <ul style="list-style-type: none"> <li>Roll paper tubes and attach them to a base securely.</li> <li>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.</li> </ul>	<p>three dimensional (3D) tube zig-zag</p>	 <p><b>Marco Balish</b> Tree of Life sculpture</p>  <p><b>Louise Bourgeois</b> – Maman sculpture</p>
<p><b>Term</b></p>	<p><b>National Curriculum Expectations</b></p>	<p><b>Substantive Knowledge</b></p>	<p><b>Learning Questions</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Artist(s) Studied</b></p>
<p><b>Summer Term 1</b></p> <p><b>Textiles: Puppets</b></p> <p><a href="#">Puppets Short Term Planning</a></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p>	<ul style="list-style-type: none"> <li>'Joining technique' means connecting two pieces of material together.</li> <li>There are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>Different techniques for joining materials can be used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>What methods can I use to join fabrics?</li> <li>How will a template help me to create my design?</li> <li>Which technique is best to join the fabric on my design?</li> <li>What is good about my puppet and how could I make it better?</li> </ul> <p><b>Intended Outcome</b></p>	<p>Decorate Design Fabric Glue Model Hand puppet Safety pin Stencil Technique Template</p>	 <p>Clay puppets – Egypt 3000 years ago</p>



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	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>	<ul style="list-style-type: none"> <li>A template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>Drawing a design idea is useful to see how an idea will look.</li> </ul>	<ul style="list-style-type: none"> <li>Join fabrics together using pins, staples or glue.</li> <li>Design a puppet and use a template.</li> <li>Join their two puppets' faces together as one.</li> <li>Decorate a puppet to match their design.</li> </ul>		
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<p><b>Summer Term</b></p> <p><b>Painting and Mixed media: Colour Splash</b></p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>The primary colours are red, yellow and blue.</li> <li>Primary colours can be mixed to make secondary colours.</li> <li>Primary colours mixed together make: Purple (red and blue) Green (blue and yellow) Orange (red and yellow)</li> </ul>	<ul style="list-style-type: none"> <li>How do you make secondary colours?</li> <li>How can I apply my knowledge of colour mixing when painting.</li> <li>What happens when I overlap colours when printing?</li> <li>What is the difference between shade and hue? How do I create different shades?</li> <li>How can I work in the style of Clarice Cliff?</li> </ul>	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space	<p><b>Jasper Johns</b> 'Numbers in Color' – 1958/59</p> 



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<p><a href="#">Colour Splash Short Term Planning</a></p>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>The secondary colours are purple, orange and green.</li> <li>Pattern is a design in which shapes, colours or lines are repeated.</li> </ul>	<p><b>Intended Outcome</b></p> <ul style="list-style-type: none"> <li>Name the primary colours.</li> <li>Explore coloured materials to mix secondary colours.</li> <li>Mix primary colours to make secondary colours.</li> <li>Apply paint consistently to their printing materials to achieve a print.</li> <li>Use a range of colours when printing.</li> <li>Mix five different shades of a secondary colour.</li> <li>Decorate their hands using a variety of patterns.</li> <li>Mix secondary colours with confidence to paint a plate.</li> <li>Describe their finished plates.</li> </ul>	<p>texture thick</p>	<p><b>Clarice Cliff</b></p>  <p>'Circle tree' 1920</p>
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## Essential Knowledge in Year Three and Four Art and Design Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<p><b>Autumn Term 1</b> <b>Food: Eating seasonally</b></p>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury</li> </ul>	<ul style="list-style-type: none"> <li>Not all fruits and vegetables can be grown in the UK.</li> <li>Climate affects food growth.</li> </ul>	<ul style="list-style-type: none"> <li>How does climate affect food growth?</li> <li>What are the advantages of eating seasonal food grown in the UK?</li> <li>What will I include in recipe that is healthy and nutritious using seasonal vegetables?</li> </ul>	<p>Climate Dry climate Exported Imported Mediterranean Climate Nationality Nutrients</p>	



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<p><u>Eating Seasonally Short Term Planning</u></p>	<p>dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<ul style="list-style-type: none"> <li>Vegetables and fruit grow in certain seasons.</li> <li>Cooking instructions are known as a 'recipe'.</li> <li>Imported food is food that has been brought into the country.</li> <li>Exported food is food that has been sent to another country.</li> <li>Each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</li> <li>Vitamins, minerals and fibre are important for energy, growth and maintaining health.</li> <li>Similar coloured fruits and vegetables often have similar nutritional benefits.</li> </ul>	<ul style="list-style-type: none"> <li>How can I safely follow a recipe when cooking?</li> </ul> <p style="text-align: center;"><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Explain that fruits and vegetables grow in different countries based on their climates.</li> <li>Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.</li> <li>Know that eating seasonal fruit and vegetables has a positive effect on the environment.</li> <li>Design their own tart recipe using seasonal ingredients.</li> <li>Understand the basic rules of food hygiene and safety.</li> <li>Follow the instructions within a recipe.</li> </ul>	<p>Polar climate Recipe Seasonal food Seasons Temperate Climate Tropical Climate</p>	
<p><b>Term</b></p>	<p><b>National Curriculum Expectations</b></p>	<p><b>Substantive Knowledge</b></p>	<p><b>Learning Questions</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Artist(s) Studied</b></p>
<p><b>Autumn Term 2 Drawing: Growing Artists</b></p>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and</li> </ul>	<ul style="list-style-type: none"> <li>Different drawing tools can create different types of lines.</li> <li>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</li> <li>Texture in an artwork can be real (what the</li> </ul>	<ul style="list-style-type: none"> <li>How do artists use shape in drawing?</li> <li>How can I create tone in drawing by shading?</li> <li>How can texture be created and used to make art?</li> <li>How can I add detail to my drawing?</li> <li>How is scale used to create abstract drawings?</li> </ul>	<p>Abstract arrangement blend botanical botanist composition cut dark even</p>	<p><b>Maud Perdy</b></p>  <p>'Aoigata'</p>



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<p><a href="#">Growing Artists Short Term Planning</a></p>	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>To learn about great artists, architects and designers in history</li> </ul>	<p>surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <ul style="list-style-type: none"> <li>There are some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.</li> <li>Shading helps make drawn objects look more three dimensional.</li> <li>'Tone' in art means light and dark.</li> </ul>	<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Know the difference between organic and geometric shapes.</li> <li>Use simple shapes to form the basis of a detailed drawing.</li> <li>Use shading to demonstrate a sense of light and dark in their work.</li> <li>Shade with a reasonable degree of accuracy and skill.</li> <li>Blend tones smoothly and follow the four shading rules.</li> <li>Collect a varied range of textures using frottage.</li> <li>Use tools competently, being willing to experiment.</li> <li>Generate ideas mostly independently and make decisions to compose an interesting frottage image.</li> <li>Make considered cuts and tears to create their ideas.</li> <li>Understand how to apply tone, with some guidance about where to use it.</li> <li>Draw a framed selection of an image onto a large scale with some guidance.</li> <li>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</li> </ul>	<p>expressive form frame frottage geometric gestural grip light line magnified organic object pressure rubbing scale scientific shading shape smooth</p>	<p><b>Georgia O'Keeff</b></p>  <p>'Abstraction White Rose' 1927</p>
<p><b>Term</b></p>	<p><b>National Curriculum Expectations</b></p>	<p><b>- Substantive Knowledge</b></p>	<p><b>- Learning Questions</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Artist(s) Studied</b></p>
<p><b>Spring Term 1</b></p> <p><b>Digital world: Electronic charm</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches,</li> </ul>	<ul style="list-style-type: none"> <li>Smart wearables are a combination of electronics that you can wear to help you day to day activities such as purchasing goods.</li> <li>Since the 1980s, as scientific discoveries</li> </ul>	<ul style="list-style-type: none"> <li>What is the impact of the digital revolution on the world of (D&amp;T) product design?</li> <li>How do I write a program to initiate a flashing LED panel?</li> <li>What is CAD and how can it be used to make a 'point of sale' display?</li> </ul>	<p>smart wearables product design digital revolution technology analogue digital feature</p>	



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<p><a href="#">Electronic Charm Short Term Planning</a></p>	<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>come about, technology has continued to develop, becoming more advanced and making everyday tasks easier. This included analogue to digital technologies. It's sometimes known as the Third Industrial Revolution and is still happening today.</p> <ul style="list-style-type: none"> <li>In programming a 'loop' is code that repeats something again and again until stopped.</li> <li>A Micro:bit is a programmable electronic device, that can be coded to carry out certain functions.</li> <li>Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</li> </ul>	<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Give a brief explanation of the digital revolution and/or remember key examples.</li> <li>Suggest a feature from the Micro:bit that is suitable for an eCharm.</li> <li>Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed.</li> <li>Identify errors, if testing is unsuccessful, by comparing their code to a correct example.</li> <li>Explain the basic functionality of their finished program.</li> <li>Suggest key features for a pouch, with some consideration for the overall theme and the user.</li> <li>Use a template when cutting and assembling a pouch, with some support.</li> <li>Describe what is meant by 'point of sale display' with an example.</li> <li>Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.</li> <li>Evaluate their design.</li> </ul>	<p>function digital world Micro:bit electronic products program loops initiate simulator control monitor sense template develop fasten test user CAD (computer-aided design) point of sale display badge stand</p>	
<p>Term</p>	<p>National Curriculum Expectations</p>	<p>- Substantive Knowledge</p>	<p>- Learning Questions</p>	<p>Key Vocabulary</p>	<p>Artist(s) Studied</p>



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<p><b>Spring Term 2</b></p> <p><b>Sculpture and 3D: abstract shape and space</b></p> <p><a href="#">Abstract Shape and Shape Short Term Planning</a></p>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Abstract art does not represent real things. It uses colours, lines, and shapes to make images that express feelings.</li> <li>Figurative art is any form of modern art that retains strong references to the real world and particularly to the human figure.</li> <li>Positive space is the subject of a work of art such as a person, landscape, or object</li> <li>Negative space is the space surrounding a subject.</li> </ul>	<ul style="list-style-type: none"> <li>How can I join 2D shapes to make 3D structures?</li> <li>What are some of the different techniques I can use to join materials?</li> <li>What is positive and negative space and how can I show it on a plan?</li> <li>Which materials will be most effective for creating my sculpture?</li> <li>How does colour change the effect of a sculpture?</li> </ul>	<p>abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p>	<p><b>Anthony Caro</b> – A British artist who made abstract sculptures using scrap metal and found objects.</p> <p><b>Yellow Swing</b></p>  <p><b>Ruth Asawa</b> – An American sculptor who made wire sculptures. She was interested in the space created by space between artworks.</p> <p><b>Freestanding Wire Tree</b></p> 
<b>Intended Outcome</b>					
<ul style="list-style-type: none"> <li>Choose appropriate methods for joining elements in their sculptures.</li> <li>Show that they have thought about how to improve their sculptures and made choices about what to add.</li> <li>Work cooperatively in pairs to add detail to their artwork.</li> <li>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.</li> <li>Make a structure that holds its 3D shape.</li> <li>Explain in simple terms the difference between 2D and 3D art.</li> <li>Combine shapes together to make an interesting free-standing sculpture.</li> <li>Try out more than one way to create joins between shapes.</li> <li>Identify familiar 2D shapes in photographs.</li> <li>Identify shapes in the negative space between objects.</li> <li>Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</li> <li>Plan an abstract sculpture based on play equipment.</li> <li>Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling)</li> </ul>					
Term	National Curriculum Expectations	Substantive Knowledge	- Learning Questions	Key Vocabulary	Artist(s) Studied





<p><b>Summer Term 1</b></p> <p><b>Textiles: Egyptian collars</b></p> <p><b><u>Egyptian Collars</u></b></p> <p><b><u>Short Term Planning</u></b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>Appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric.</li> <li>Applique dates back to the Ancient Egyptians(3100-30BC) and was found across various archaeological sites.</li> <li>Applique was even discovered in the tomb of the Ancient Egyptian Pharaoh, Tutankhamun.</li> <li>A product's function relies on material choices.</li> <li>An Egyptian collar, called a usekh or a wesekh, was a personal decoration that lay around and over a person's neck or shoulders</li> <li>Cotton is a fabric made from cotton plant fibres</li> <li>Silk is a fabric made from the cocoons of silk worms.</li> <li>Polyester felt is a fabric made from synthetic plastic fibres.</li> </ul>	<ul style="list-style-type: none"> <li>What is applique?</li> <li>How could we improve on the traditional Egyptian collar design and why?</li> <li>How can I assemble fabric parts to make a product?</li> <li>What has worked well and what could I make better?</li> </ul>	<p><b>Intended Outcomes</b></p>	<ul style="list-style-type: none"> <li>Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.</li> <li>Develop appliqué designs based on design criteria.</li> <li>Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy.</li> <li>Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking.</li> <li>Measure and attach a ribbon with a running stitch.</li> <li>Recognise different types and qualities of fabrics.</li> <li>Explain the aesthetic and/or functional properties of some of their material choices.</li> </ul>	<p>appliqué</p> <p>cross-stitch</p> <p>fabric</p> <p>running stitch</p> <p>patch</p> <p>thread</p> <p>embellish</p> <p>template</p> <p>cotton</p> <p>silk</p> <p>polyester</p> <p>wrinkle</p> <p>tear</p> <p>water-resistant</p> <p>breathable</p> <p>mat</p> <p>shiny</p> <p>biodegrade</p> <p>pinking</p>	
<p><b>Term</b></p>	<p><b>National Curriculum Expectations</b></p>	<p><b>Substantive Knowledge</b></p>	<p><b>Learning Questions</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Artist(s) Studied</b></p>		



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<p><b>Summer Term 2</b></p> <p><b>Painting and Mixed Media: Light and Dark</b></p> <p><a href="#">Light and Dark Short Term Planning</a></p>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Adding black to a colour creates a shade.</li> <li>Adding white to a colour creates a tint.</li> <li>Using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>You can use texture to achieve a specific effect or to replicate a natural surface</li> <li>Using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>Tone can be used to create contrast in an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>How do I mix tints and shades of a colour?</li> <li>How can I use tints and shades to create a 3D effect when painting?</li> <li>What different effects can paint make?</li> <li>How can you arrange objects to create a strong composition?</li> <li>How can I apply knowledge of colour mixing and painting techniques to create a finished piece?</li> </ul> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Share their ideas about a painting.</li> <li>Describe the difference between a tint and a shade.</li> <li>Mix tints and shades by adding black or white paint.</li> <li>Discuss their real-life experiences of how colours can appear different.</li> <li>Use tints and shades to paint an object in 3D.</li> <li>Try different arrangements of objects for a composition, explaining their decisions.</li> <li>Produce a clear sketch that reflects the arrangement of their objects.</li> <li>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>Paint with care and control to make a still life with recognisable objects.</li> </ul>	<p>abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid</p>	<p><b>Audrey Flack</b></p> <p>'Queen' 1976</p>  <p><b>Clara Peeters</b></p>  <p>'Still life with nuts, candy and flowers' 1611</p>
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## Essential Knowledge in Year Five and Six Art and Design Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
Autumn Term 1	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<ul style="list-style-type: none"> <li>Meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</li> <li>I can adapt a recipe to make it healthier by substituting ingredients.</li> <li>I can use a nutritional calculator to see how healthy a food option is.</li> <li>'Cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> </ul>	<ul style="list-style-type: none"> <li>Where does my food come from?</li> <li>What does healthy mean?</li> <li>How can I adapt a traditional recipe?</li> <li>How can I make a food product?</li> </ul>	beef reared processed ethical diet ingredients supermarket farm balanced	<b>Jamie Oliver</b>
<p><b>Cooking and Nutrition:</b> What could be healthier?</p> <p><a href="#">What could be healthier?</a> <b>Short Term Planning</b></p>			<p style="text-align: center;"><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Understand how beef gets from the farm to our plates.</li> <li>Present a subject as a poster with clear information in an easy to read format.</li> <li>Contribute ideas as to what a 'healthy meal' means.</li> <li>Notice the nutritional differences between different products and recipes.</li> <li>Recognise nutritional differences between two similar recipes and give some justification as to why this is.</li> <li>Work as a team to amend a bolognese recipe with healthy adaptations.</li> <li>Follow a recipe to produce a healthy bolognese sauce.</li> <li>Design packaging that promotes the ingredients of the bolognese.</li> </ul>		



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Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
Autumn Term 2  <b>Drawing:</b> Make My Voice Heard  <u>Voice</u> <u>Short</u> <u>Term</u> <u>Planning</u>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Line is used beyond drawing and can be applied to other art forms.</li> <li>Chiaroscuro is an Italian word meaning light and dark.</li> <li>A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.</li> <li>Graffiti is used to describe spray painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.</li> <li>Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.</li> <li>A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them</li> </ul>	<ul style="list-style-type: none"> <li>How does Maya art inspire artists?</li> <li>How does symbolism in art convey meaning?</li> <li>What techniques are used in Chiaroscuro?</li> <li>What is the context and intention of street art?</li> <li>How can I create a powerful image?</li> </ul>	aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tone tonal	<p><b>Maya Art</b></p>  <p><b>Diego Rivera</b></p>  <p>'The Creation of the Earth'</p> <p><b>Picasso</b></p>  <p>'Guernica'</p> <p><b>Banksy</b></p>
			<p style="text-align: center;"><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Collect a good range of imagery, adding annotated notes and sketches.</li> <li>Make relevant comparisons between different styles of art.</li> <li>Use tools effectively to explore a range of effects.</li> <li>Respond to the meaning of a spirit animal through drawing.</li> <li>Generate symbols that reflect their likes and dislikes, with little support.</li> <li>Create a tile that is full of pattern, symbols and colours that represents themselves.</li> <li>Discuss ideas to create light and dark through drawing techniques.</li> <li>Explain the term chiaroscuro.</li> <li>Apply chiaroscuro to create light and form through a tonal drawing.</li> <li>Understand the impact of using techniques for effect.</li> <li>Participate in a discussion that examines the similarities and differences between different styles of art.</li> <li>Form their own opinions about what art is, justifying their ideas.</li> <li>Identify a cause and decide what message they want to convey.</li> <li>Understand artist choices to convey a message.</li> <li>Review sketchbook and creative work to develop a drawn image.</li> <li>Review and revisit ideas to develop their work.</li> </ul>		




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Spring Term 1  <b>Electrical Systems: Doodlers</b>  <u>Doodlers Short Term Planning</u>	<b>Design</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</li> </ul>	<ul style="list-style-type: none"> <li>In a series circuit, electricity only flows in one direction.</li> <li>When there is a break in a series circuit, all components turn off.</li> <li>An electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</li> <li>A motorised product is one which uses a motor to function.</li> </ul>	<ul style="list-style-type: none"> <li>How are motors used in electrical products?</li> <li>What factors affect a products form and function?</li> <li>How can I use research to improve a product?</li> <li>What can I put in a DIY kit?</li> </ul>	circuit component configuration current develop DIY investigate motor motorised problem solve product analysis series circuit stable target user	
			<b>Intended Outcome</b> <ul style="list-style-type: none"> <li>Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.</li> <li>Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.</li> <li>Describe a motor as a circuit component that changes electrical energy into movement.</li> <li>Provide examples of motorised products that use movement to rotate or spin different parts.</li> <li>Remove and replace different parts of a Doodler, as part of a team.</li> <li>Suggest ways to switch the configuration to amend the form or function of the Doodler.</li> <li>Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).</li> <li>Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).</li> <li>Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).</li> <li>Create a functional Doodler that creates scribbles on paper with or without a switch.</li> <li>Identify and list each of the required materials, tools and circuit components required to build a Doodler.</li> <li>Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard).</li> <li>Write instructions to build a functional circuit, explaining how to identify if it is functional or not.</li> <li>Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.</li> </ul>		



Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<p><b>Spring Term 2</b></p> <p><b>Sculpture:</b> <b>Interactive Installation</b></p> <p><a href="#">Interactive Installation Short Term Planning</a></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> <li>- Installation art is three-dimensional art that aims to transform a particular place.</li> <li>- Installation art is often large in scale, made using everyday objects in new ways and can be interactive.</li> <li>- An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li> <li>- The size and scale of three-dimensional art work changes the effect of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>- What is installation art?</li> <li>- What is the effect of space and scale when creating 3D art?</li> <li>- What could be the message or idea behind this installation?</li> <li>- How can I adapt everyday objects to make them interesting for the viewer?</li> <li>- What message will your installation communicate?</li> <li>- How can my installation be interactive?</li> </ul> <p style="text-align: center;"><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>- Group images together, explaining their choices.</li> <li>- Answer questions about a chosen installation thoughtfully and generate their own questions.</li> <li>- Show that they understand what installation art means.</li> <li>- Justify their opinions of installation artworks.</li> <li>- Evaluate their box designs, considering how they might appear as full-sized spaces.</li> <li>- Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</li> <li>- Create an installation plan, model or space.</li> <li>- Describe their creations and the changes they made as they worked.</li> <li>- Describe how their space conveys a particular message or theme.</li> <li>- Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.</li> <li>- Show they have considered options for how to display their installation best e.g. lighting effects.</li> <li>- Present information about their installation clearly in the chosen format.</li> <li>- Justify choices made, explaining how they improve the viewer experience or make it interactive.</li> </ul>	<p>analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional</p>	<p><b>Cai Guo-Qiang</b> - an artist who makes drawings, sculptures, installations and performance art.</p> <p>White Tone</p> 



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Summer Term 1  Textiles: Waistcoats  <u>Waistcoats</u> <u>Short</u> <u>Term</u> <u>Planning</u>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>The first waistcoat was created in Britain in 1630 by King Charles 11</li> <li>It is important to design clothing with the client/target customer in mind.</li> <li>Using a template (or clothing pattern) helps to accurately mark out a design on fabric.</li> <li>Understand the importance of consistently sized stitches.</li> </ul>	<ul style="list-style-type: none"> <li>What is a design criteria?</li> <li>How will you adapt the template to reflect your design?</li> <li>How can I successfully assemble my waistcoat?</li> <li>How has my waistcoat changed from my original design? How well does it work as a piece of clothing? What could I have done differently?</li> </ul> <p style="text-align: center;"><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Consider a range of factors in their design criteria and use this to create a waistcoat design.</li> <li>Use a template to mark and cut out a design.</li> <li>Use a running stitch to join fabric to make a functional waistcoat.</li> <li>Attach a secure fastening, as well as decorative objects.</li> <li>Evaluate their final product.</li> </ul>	annotate decorate design criteria fabric target customer waistcoat waterproof	



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Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary	Artist(s) Studied
<p>Summer Term 2</p> <p>Painting and Mixed Media: Artist Study</p> <p><a href="#">Artist Study Short Term Planning</a></p>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</li> <li>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</li> </ul>	<ul style="list-style-type: none"> <li>How can I analyse a famous painting?</li> <li>How can I find the meaning in a painting?</li> <li>What drama techniques can I use to explore the meaning in a painting?</li> <li>How can I analyse a respond to an abstract painting using interpretation skills?</li> <li>How does art tell stories or portray messages?</li> <li>What is the most effective way to gather information from sources to create a starting point for my work?</li> <li>What painting techniques will be most effective for my piece of work?</li> </ul>	<p>abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate</p>	<p><b>Paula Rego</b></p>  <p>'The Dance' 1988</p> <p><b>Fiona Rae</b></p>  <p>'Untitled' 1988</p>
			<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Understand a narrative and use descriptive language to tell a story.</li> <li>Suggest ideas for the meaning behind a picture.</li> <li>Identify different features within a painting and use the formal elements to describe it.</li> <li>Be creative and imaginative in finding their own meaning in a painting.</li> <li>Use their own art or personal experiences to justify their ideas.</li> <li>Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</li> <li>Reflect on personal experiences to convey through their own piece of abstract art.</li> <li>Contribute to discussions to either the class, group or talk partner.</li> <li>Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> <li>Select an appropriate artist.</li> <li>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</li> <li>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li> <li>Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</li> <li>Experiment and revisit ideas, drawing on creative experiences.</li> <li>Work in a sustained way to complete a piece, making evaluations at each stage.</li> </ul>	<p><b>David Hockney</b> <b>John Singer Sargent</b> <b>Lubaina Himid</b></p>	



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