

**Great Hollands Primary
School**

**Art and Design
Curriculum**



Art & Design Curriculum

At GHPS, we value Art and Design as an important part of developing children's creativity and to express their ideas and understanding. Our Art curriculum develops creativity, sets challenges, engages and inspires children. We provide them with the knowledge and skills so that they can experiment, invent and create their own works of art, craft and design. The art curriculum will develop the children's understanding of their own and others cultural heritages through the study of a diverse range of artists, designers and craft persons.

The teaching and implementation of the Art and Design curriculum at Great Hollands Primary School is based on the National Curriculum. The skills and knowledge that the children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge helps the children understand the context of the artwork as well as the artists they are learning about. A similar focus on skills means that children are given opportunities to express their creative imaginations, as well as practise and develop mastery in the key processes of art.

At EYFS: Pupils will be introduced to a range of skills and artists, where they will use different materials to express their imagination, ideas and experiences.

At Key Stage 1: Pupils learn drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

At Key Stage 2: Pupils are taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They use sketchbooks to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They learn about great artists, architects and designers in history.

GHPS Art and Design Content Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 Nursery	Topics	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes a home and school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
	Art Focus Creating with materials	Exploring tools, shapes and materials Exploring natural materials and using tools to paint	Exploring drawing, colour and pattern Develop drawing skills and explore pattern and texture	Exploring colour mixing and emotions Exploring mixing colours, drawing and showing feelings	Exploring pattern and movement Exploring mixing patterns, showing movement & sound	Exploring Art together Refine drawing skills and work collaboratively	Exploring textures Explore textures to make a collage
	DM	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F
	Props and resource	Nursery Rhymes	The Tiger Who Came To Tea Gingerbread Man	Three Little Pigs Goldilocks & The Three Bears	Walking Through Jungle Handa's Surprise	The Hungry Caterpillar Jack and the Beanstalk	Dear Zoo The Coral Kingdom
	Application of Development Matters	Explore the texture of different natural materials. Look at transient art pictures and explore making pictures with collected natural materials – sticks, stones, leaves, etc. Develop a tri-grip for holding tools. Learn how to use painting tools and paint a self-portrait with closed shapes. Learn to name colours.	Explore role play resources for pretend play. Developing their drawing skills through drawing different fruit and vegetables – closed shapes and adding some details. Explore printing potato patterns using two colours – naming colours. Combining materials and textures to make collaborative collage.	Explore role play resources for pretend play. Draw their family using closed shapes to represent different people. Explore mixing colours to paint different houses and homes. Explore emotions of colours – for happy and sad and angry and fear – linked to story.	Explore role play resources for pretend play. Exploring making printing patterns of animal footprints and fruits exploring shape and colour. Explore showing movement and loud noises in their drawings. Further explore colour and colour mixing linked to places around the world and link to emotions.	Explore role play resources for pretend play. Further develop their drawing skills by drawing plants with detail. Combining materials and textures to make collaborative collage. Further explore emotions, linked to the stories and showing these in drawings.	Explore role play resources for pretend play. Combining materials and textures to make a collage. Further explore mixing colours to make colours needed for painting different animal patterns. Further explore movement and emotions linked to images looking at artwork and linking to taking care of my world.
DM Expressive Arts and Design (EAD) Creating with materials	Development Matters A. Join different materials and explore different textures. B. Create closed shapes with continuous lines and begin to use these shapes to represent objects. C. Draw with increasing complexity and detail, such as representing a face with a circle and including details.				D. Use drawing to represent ideas like movement or loud noises. E. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. F. Explore colour and colour mixing.		

EYFS 2 Reception	Topics	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well?</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
	Art Focus Creating with materials	Representing our environment in art Developing skills in drawing, portrait painting and clay	Exploring colour and texture Explore colour mixing, textures & showing feelings	Different landscape paintings in art Exploring different painting techniques and colours	Exploring different techniques in art Exploring drawing, printing, paper craft and loose part art	Colour and texture in other countries Explore colour and textures of different cultures	Exploring Art together Explore collaborative projects, working together
	ELG/DM	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D
	Props and resource	Little Red Hen The Enormous Turnip	Three Little Pigs The Gingerbread Man	Mr Wolf's Week We're going on a Bear Hunt	How to Catch a Star The Very Hungry Caterpillar	Jack and the Beanstalk Billy Goats Gruff	Little Red Riding Hood Mr Gumpy's Outing
	Application of Development Matters	Look at the self-portrait by Van Gogh and discuss. Explore drawing different facial features – discussing shape, position and colour (focus on skin tone). Explore using paint, making thin, thick lines, textures such as hair and details. Look at mirror and draw then paint a self-portrait (display). Draw a range of plants and animals in natural Autumn environment – explore shape and line thickness & refine. Explore making marks with natural resources found in the environment. Explore techniques for shaping and pinching clay to make a hedgehog. Paint when dry (add PVA). Make collaborative Autumn tree.	Use natural environment and natural materials to explore the technique of wax rubbing. Explore mixing colours to paint a rainbow, talking about how they made it. Look at the colourful images of Picasso and Kahlo, how do they make us feel? (relate to his blue period). Thinking about special times, what colours could we use to show a happy time? Look at images of different celebrations. Children work in a group to design a special happy place. They refine ideas and work together to represent it in collage, exploring colour and texture.	Draw a range of plants and animals in the natural environment in Winter – explore shape and line thickness & refine. Talk about feelings and colours, linking in previous learning. Explore Wax and watercolour pictures. Look at different landscape environments painted by Monet. Look at his technique and explore painting by dabbing. Pupils use dabbing and cold colours to paint a cold, icy environment. Compare to Rousseau jungle landscapes. Talk about the colours, feelings, etc. Teach children to use pastels and explore to create a jungle environment landscape. Make collaborative Winter tree.	Draw a range of fruit and vegetables, whole and cut in half. Refine shape, line and drawing texture. Explore the technique of printing with fruit and vegetables and talk about it. Explore loose parts art and model with the children. Explore a range of beans and seeds to make pictures of people, plants, animals. Children share their creations and explain them. Provide a range of resources to explore these techniques in learning environment.	Draw a range of plants and animals in the natural environment in Spring – explore shape, line, texture & refine. Revise painting techniques and select which to use to paint images of different people across the world – building up a class portfolio. Focus on colours, patterns & textures of their clothing. Link in previous learning about colours and feelings. Explore the technique of weaving – linking to fabric. Pupils design their own fabric square pattern to show them and their feelings. They refine and paint a fabric square, explaining their choices and processes. Join to make a class quilt. Make collaborative Spring tree.	Draw a range of plants and animals in the natural environment in Summer – explore shape, line texture & refine. Explore drawing shadows linked to science. As a group, make foam printers for different animal feet and explore printing different patterns. As a group, design and make a Modroc life size crown. Once dry, paint and embellish using a range of materials. Work together to share their creations and explain how they created them. Make collaborative Summer tree.
	ELG Expressive Arts and Design (EAD) Creating with Materials	Early Learning Goals 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 2. Share their creations, explaining the process they have used. 3. Make use of props and materials when role playing characters in narratives and stories.			Development Matters A. Explore, use and refine a variety of artistic effects to express their ideas and feelings. B. Return to and build on their previous learning, refining ideas and developing their ability to represent them. C. Create collaboratively, sharing ideas, resources and skills. D. Develop storylines in their pretend play.		

Year 1	Topics	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	Art Focus	Self-portrait using mixed media Drawing, painting, collage & printing for frame		Plaiting and Braiding Explore techniques of plaiting and braiding in relation to Tudor hair	Van Gogh 'Sunflowers' Painting, collage & artists; drawing plants & trees		Study of Raoul Dufy & Lauren Knight Comparing artists, drawing & painting in their style
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 1 Programme of Study	Review a range of self-portraits by famous artists. Draw using observational skills & range of materials. Experiment with collage materials by cutting, tearing, scrunching and gluing. Experiment painting using thick and thin brushes. The final portrait will combine both drawing skills, paint and collage. Finish portraits by creating a repeating print design for their frames.		Explore the techniques of plaiting and braiding using textiles.	Learn about art created by Van Gogh using his ideas. Look at 'Sunflowers' and describe the painting and their opinions of it. Continue to explore some collage materials. Create secondary colours from primary colours. Final piece based on 'Sunflowers'. Labelled drawings of plants and trees.		Compare two artist's styles and images as well as recreate their own artwork in their style. Explore figure drawing and boats. Develop colour mixing painting techniques by using thick and thin brushes. Choose one of the artists to produce final piece based on the artist's work.
	KS1 Skills	Pupils should be taught to use the following: EXPLORING AND DEVELOPING IDEAS 1. Use sketchbook to record from first-hand evidence, experience and imagination. 2. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING 3. Investigate the possibilities of a range of materials and processes. 4. Try out tools and techniques, including drawing. 5. Represent observations, ideas and feelings, and design and make images and artefacts.			EVALUATING 6. Review what they and others have done and say what they think and feel about it, using key vocabulary. 7. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING 8. Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. 9. Exploring materials and processes used in making art, craft and design. 10. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.		

Year 2	Topics	<i>What happened in the Great Fire?</i>	<i>How can we make a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	Art Focus	Historic portrait using drawing & painting Exploring line thickness, pattern and texture			Weaving Explore patterns and techniques of weaving to make an Easter basket	3D sculpture of a flower in clay Use a variety of modelling techniques & shapes	Henri Rousseau & landscape collage Explore his works & apply to Amazon landscape
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 2 Programme of Study	Review portraits including images of Samuel Pepys & review. Explore line thickness and mark making. Look at, and record, the use of line and mark making to create effects in pattern & texture. Draw large outlines and show the techniques they have explored. Review what they and others have done, discuss their drawings and then redraft their picture. Discuss colours for their fire background using their knowledge of secondary colours & exploring tone with white & black. Combine the portrait and background to create a mixed media image.			Explore the techniques and patterns created by weaving an Easter basket.	Use observational skills to study flowers closely. Explore flowers with sense of sight, smell & touch. Look closely at the shape, pattern, texture and colour of the flower. Look at sculptures of flowers and sculptors, review these. Practice mark making skills, creating shape, pattern and texture in playdough. Develop their mark making skills in clay to create a clay flower. Choose appropriate colours to paint their flower and varnish it.	Build up skills in creating effective use of colour, texture and pattern. Use different media to develop and communicate their ideas including textiles. Consider the ideas, methods and approaches of Henri Rousseau. Learn new techniques in colour, pattern and texture in a collage, including adding details to textiles with glue. Use Rousseau's practices and disciplines to make links to their own work. Apply skills in colour, pattern and texture in a collage.
KS1 Skills	Pupils should be taught to use the following: EXPLORING AND DEVELOPING IDEAS 1. Use sketchbook to record from first-hand evidence, experience and imagination. 2. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING 3. Investigate the possibilities of a range of materials and processes. 4. Try out tools and techniques, including drawing. 5. Represent observations, ideas and feelings, and design and make images and artefacts.				EVALUATING 6. Review what they and others have done and say what they think and feel about it, using key vocabulary. 7. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING 8. Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. 9. Exploring materials and processes used in making art, craft and design. 10. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.		

Year 3	Topics	<i>How did Britain change from the Stone Age to the Iron Age?</i>	<i>What is Britain and the UK like now?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico and the UK the same &/or different?</i>	<i>What forces move (make) mountains?</i>
	Art Focus	Early Art & Natural Stone Inspirations Cave paintings, draw & print fossils & Andy Goldsworthy		Drawing then sculpting an Egyptian Cartouche	Comparing Flowers of Morris, O’Keefe & Kiely Refining drawing, painting & printing skills through flower		‘Garrowby Hill’ by David Hockney Landscape painting skills through Hockney & Monet
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 3 Programme of Study	Explore early painting tools & techniques through cave painting and stencilling. Explore and reflect on the stonework of Andy Goldsworthy - express opinions. Use inspiration to create own stone creation, exploring pattern & form. Observe & draw detailed images of fossils found in stones – experimenting showing line, tone and texture with different hardness of pencil, use shading for light and dark. Make printing block of fossil with cardboard and string. Use block to make layered coloured pattern on textile.		Drawing and sculpting their name in an Egyptian Cartouche.	Observational drawings of flowers building on skills from Y2 in pencil & pastel. Reflect on Y1 work on Van Gogh. Explore & reflect on the flower work of William Morris – expressing opinion. Explore creating ‘willow boughs’ in pastels – focusing on tone, shape and space. Compare and contrast with the work & techniques of Georgia O’Keefe & Orla Kiely. Learn techniques of water colours, blending colours to create textures and effects for flower painting using O’Keefe as inspiration. Make and use a simple flower block to create a repeating pattern design inspired by Orla Kiely, using paint to add stem/leaf detail.		Explore and reflect on ‘Garrowby Hill’ by David Hockney – reflect on the development of his style. Compare technique with Monet ‘Landscape at Vétheuil’ ; revise Rousseau (contrast - Cole & Constable). Experiment with painting techniques of both, creating shades of primary and secondary colours, shapes, patterns, textures and lines - link colours to natural and man-made objects. Recreate Hockney Landscape using the techniques of Monet. Create a landscape drawing of the Western Highlands in Guatemala in the style of Hockney.
LKS2 Skills	Pupils should be taught to: EXPLORING AND DEVELOPING IDEAS 1. Use sketchbook to record from first-hand evidence, experience and imagination. 2. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING 3. Investigate the possibilities of a range of materials and processes. 4. Try out tools and techniques, including drawing. 5. Represent observations, ideas and feelings, and design and make images and artefacts.			EVALUATING 6. Review what they and others have done and say what they think and feel about it, using key vocabulary. 7. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING 8. Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. 9. Exploring materials and processes used in making art, craft and design. 10. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			

Year 4	Topics	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	Art Focus	Silhouettes inspired by Ancient Greece Drawing & painting skills used in silhouette art		3D Roman Standard and Patterned tile Techniques creating form in Modroc & join, carve clay	Italian Art, DaVinci & Vesuvius textile collage Look at and use Italian art forms and techniques	Weaving Further explore and refine techniques of weaving for a DT project	Artistic inspiration Exploring work by Julian Opie and Albert Giacometti for DT project
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 4 Programme of Study	Explore the history of art in Ancient Greece and some famous artists legacy and techniques. Focus on pottery evidence - most painting hasn't survived Practise and improve drawing skills, focusing on line, shape, tone and texture – to show images from life in Ancient Greece, include Greek key patterns. Explore charcoal. Explore cutting out drawings & importance of clear shape. Practise watercolour painting skills to create a colour image of past – compare detail. Design 4 images of modern life for quarter paper silhouette art – using paint, drawing, cutting techniques for foreground & background Decorate edging (circle or rectangle) using Greek key patterns.		Explore the history of art of the Romans – compare and contrast legacy and techniques with Ancient Greece. Focus on the designs of standards and patterns seen such as floors – explore through sketching, enhancing drawing skills through this. Design own standard and create through pipe cleaners/junk modelling and Modroc – finish with gold paint & PVA. Design own tile, using name initial. Make initial in clay to join to top of tile – using joining techniques. Use tools to carve textures and patterns on the tile. Practise painting skills and use with PVA to finish tile.	Review the legacy of Italian art - focus DaVinci and review his work expressing opinions. Review art of Vesuvius, including Warhol and Mosaic. Explore the collage work of Matisse, Braque and MB Wood, explore what collage is and materials. Explore different collage techniques include mosaic, overlapping and montage, with glue and stitching, include texture and effects with paint. Plan a collage piece to show Vesuvius including learned techniques. Identify materials and techniques. Apply skills to create mixed media collage including textiles.	Refine techniques and patterns of weaving linked to DT project – exploring the materials used.	Explore 3D drawings of human body parts by Julian Opie, using as inspiration for own design. Explore marionette work of Albert Giacometti in design of working model in DT.
LKS2 Skills	Pupils should be taught to: EXPLORING AND DEVELOPING IDEAS 1. Use sketchbook to record from first-hand evidence, experience and imagination. 2. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING 3. Investigate the possibilities of a range of materials and processes. 4. Try out tools and techniques, including drawing. 5. Represent observations, ideas and feelings, and design and make images and artefacts.				EVALUATING 6. Review what they and others have done and say what they think and feel about it, using key vocabulary. 7. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING 8. Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. 9. Exploring materials and processes used in making art, craft and design. 10. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.		

Year 5	Topics	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>	<i>Where in the World?</i>	<i>What is the power of The River Thames?</i>
	Art Focus	3D Artefacts inspired by Anglo Saxons Develop skills in drawing and clay work		Illuminated Letters – mixed media collage Develop skills in drawing, painting and collage work		Study of John Constable Exploring his landscape work and techniques
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 5 Programme of Study	<p>Explore a range of Anglo-Saxon artefacts - skills of craftspeople & displayed, etc Try some simple weaving. Develop drawing skills by sketching artefacts using shading to add effects and tone to create depth, shade and light. Use shading to show shadows and reflections on 3D shapes. Use different grades of pencil explore AS patterns & design. Design own pendant or brooch using fine model material - shape, carve, join, add texture. Finish with acrylic paint, jewels and ribbon/pin. Design and make a printing tile carving with AS patterns. Use to create accurate patterns mono & colour.</p>		<p>Explore use of illuminated letters in Anglo-Saxon times & how these continue today. Review examples in different media; comment on skills, craftsmanship, time, etc. Experiment with different illuminated letters and different themes. Use a range of drawing tools, media & techniques e.g. shading to explore mono and colour, improve skills. Reflect and review. Design own initial(s) in illuminated letters. Create in mono & colour using a range of drawing & painting media. Plan and design a collage for their initial(s). Use range of mixed media & techniques e.g. overlapping to create a collage on textile background.</p>		<p>Look at various works by Constable showing different landscapes, including with reflections. Learn a little about his life. Review and learn his techniques and how he achieved the different landscapes, weather, mood etc. Pick his most famous pieces give personal responses. Explore creating landscape with reflections in his style using drawing skills and painting in his style, applying colours and shades and using tones to show the mood of the landscape. Apply learning to create original piece in his style of a landscape with reflection.</p>
UKS2 Skills	<p>Pupils should be taught to:</p> <p>EXPLORING AND DEVELOPING IDEAS</p> <ol style="list-style-type: none"> Use sketchbooks to record from first-hand evidence, experience and imagination, collecting visual and other information to develop ideas for a variety of purposes – review and revisit ideas. Question and make thoughtful observations about starting points for work. <p>INVESTIGATING AND MAKING</p> <ol style="list-style-type: none"> Investigate and combine visual and tactile qualities and match them to the purpose of their work. Apply and develop use of tools and techniques, including drawing. Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. 			<p>EVALUATING</p> <ol style="list-style-type: none"> Compare methods and ideas used in their own and others' work and say what they think and feel, using subject specific key vocabulary. Adapt work in response to their views and describe how they may develop it further. <p>KNOWLEDGE AND UNDERSTANDING</p> <ol style="list-style-type: none"> How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined. How materials and processes can be matched to ideas and intentions, using digital technology for developing ideas. Artists, craftspeople and designers in different times and cultures. 		

Year 6	Topics	<i>What is out of this World?</i>	<i>How do living things, including us, stay healthy?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>	<i>How successful are we as entrepreneurs?</i>
	Art Focus	Study of Peter Thorpe Reflecting on his work & use of colour to convey space		A Blitz Skyline Exploring Blitz art - Lowry, Moore and Puller, combining learning to create final piece	Sketching in Nature Sketching plants and animals	Study of Claude Monet Exploring his impressionist landscape and techniques
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 6 Programme of Study	Link how artists have shown the sky - look at Van Gogh 'Starry Night' (Y1), Monet moody sky (Y3), include O'Keefe textile work (Y3). Look at various works with different skies. Review moods and how he has achieved these. Pick his most famous pieces give personal responses. Create a colour palette to create tints, tones and shades & use to experiment with different skies, day, night, calm, stormy etc. Explore creating space image in his style in pastels, blending colours and using tones to show reflections. Apply learning to create original piece in his style.		Explore a range of Blitz artwork, focus on Lowry 'The Blitz', Henry Moore 'Tube Shelter' and Louisa Puller 'St. Pauls'. Discuss styles and own views. Compare to photographs. Apply drawing skills to recreate images of the Blitz. Explore feeling through colour and revise learning from Turner to create own view of a blitz sky – explore brush techniques. Explore in different media to create different textures. Revise learning about silhouette art from Y4 and draw iconic London skylines. Compose piece combining London skyline with the Blitz sky in chosen media.	Plant and animal sketches in science.	Look at various works by Monet showing different landscapes, including with people. Learn a little about his life. Review and learn his techniques and how he has achieved the different landscapes, weather, mood etc. Pick his most famous pieces give personal responses. Explore creating a landscape with people in his style using drawing skills and painting in his style, applying colours and shades and using tones to show the mood of the landscape. Apply learning to create original piece in his style of a landscape with people.
UKS2 Skills	Pupils should be taught to: EXPLORING AND DEVELOPING IDEAS <ol style="list-style-type: none"> Use sketchbooks to record from first-hand evidence, experience and imagination, collecting visual and other information to develop ideas for a variety of purposes – review and revisit ideas. Question and make thoughtful observations about starting points for work. INVESTIGATING AND MAKING <ol style="list-style-type: none"> Investigate and combine visual and tactile qualities and match them to the purpose of their work. Apply and develop use of tools and techniques, including drawing. Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. 			EVALUATING <ol style="list-style-type: none"> Compare methods and ideas used in their own and others' work and say what they think and feel, using subject specific key vocabulary. Adapt work in response to their views and describe how they may develop it further. KNOWLEDGE AND UNDERSTANDING <ol style="list-style-type: none"> How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined. How materials and processes can be matched to ideas and intentions, using digital technology for developing ideas. Artists, craftspeople and designers in different times and cultures. 		