

Art & Design Curriculum



EYFS		We support pupils to develop their artistic and cultural awareness, as well as their imagination and creativity, through both teacher-led instruction and through pupils' interactions with our learning environment and enrichment experiences. Objectives that would fall under the 'Art and Design' disciplines are predominantly covered by the 'Creating with Materials' Early Learning Goal, but are also touched upon in other areas of learning, as well as in the Characteristics of Effective Learning.		
Term	HT1	HT3	HT5	
Year 1	Unit	Spirals Cross-curricular link- Maths (Shapes and Patterns)	Making Birds Cross-curricular link- Science (Amazing Animals)	Flora and Fauna Cross-curricular link- Science (The Seasons: Spring & Summer)
	Enquiry Question	How can we use our whole bodies to make drawings?	How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?	How can we use shape, line and colour to make collages inspired by flora and fauna around us?
	Objectives	<ol style="list-style-type: none"> 1. To create drawings using your wrists elbow, shoulders, hips. 2. To create a "snail drawing" on white cartridge paper or black sugar paper using chalk and oil pastels. 3. To personalise or make our own sketchbooks. 4. To apply our spiral explorations to observational drawings of shells. 5. To display the work made through the half term and talk about outcomes. 	<ol style="list-style-type: none"> 1. To look carefully and slowly and respond to images and film by creating observational drawings. 2. To create observational drawings of feathers using a variety of medium and mark making. 3. To manipulate paper to create 3d forms. 4. To make my own standing bird sculpture taking inspiration from artists' work. 5. To display my bird as a 'flock'. 	<ol style="list-style-type: none"> 1. To respond vocally and visually to the work of artists who are inspired by flora and fauna. 2. To respond to images and film of flora and fauna by creating observational drawings of the things I can see. 3. To continue close and careful looking of flora and fauna to develop my mark making. 4. To use collage to invent and create your own unique minibeast. 5. To display the work made through the half term and reflect on the outcomes.
Term	HT1	HT2	HT6	
Year 2	Unit	Explore and Draw Cross-curricular link- Science (Animals: need for survival)	Exploring the World through Mono Print Cross-curricular link- Geography (Planet Earth) & Science (Habitats)	Music and Art Cross-curricular link- Music
	Enquiry Question	How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?	How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?	What is the connection between art and music? How can we use one to inspire the other?
	Objectives	<ol style="list-style-type: none"> 1. To understand that artists find inspiration for artwork from their environment. 2. To explore my environment and collect things that inspire me. 3. To explore different drawing exercises to record the things you have collected. 4. To use a range of materials to create lots of varied mark making drawings of natural objects around me. 5. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To record what I can see in photos and films through close looking and drawing. 2. To show an awareness of the relationship between drawing, looking and mark making when drawing small. 3. To understand what a mono print is and to make my own mono print using carbon paper. 4. To make a mono print that explores playful narrative or invention. 5. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To understand how artists might respond visually to rhythm and music, and to create a drawing informed by slow rhythms. 2. To use music as a stimulus to develop my mark making. 3. To create drawings in my sketchbook of orchestras and instruments. 4. To use my imagination to invent a new musical instrument. 5. To display the work made through the half term and reflect on the outcomes.
Term	HT1	HT2	HT6	
Year 3	Unit	Gestural Drawing with Charcoal Cross-curricular link- Science (Skeletons, Muscles and Nutrition)	Working with Shape and Colour Cross-curricular link- Maths (Shapes)	Telling Stories Through Drawing and Making Cross-curricular link- English (Storytelling)
	Enquiry Question	How can we use gestural drawing with charcoal to make drawings full of energy and drama?	How can we make our own creative response to an original artwork, using line, shape and colour?	How can we create 3 dimensional characters inspired by characters in film and fiction?
	Objectives	<ol style="list-style-type: none"> 1. To identify the properties of charcoal and artists who use it in their work. 2. To discover the different things that I can do with charcoal through gestural mark making. 3. To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page. 4. To create dynamic, atmospheric gestural drawings with charcoal. 5. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To explore historical artwork through looking, talking and drawing. 2. To use collage to explore the elements of a work of art. 3. To continue to develop my collaging skills thinking about colour, shapes, and composition. 4. To work into my collages to create definition and dimension. 5. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To understand that artists use sketchbooks to respond to other creative artworks. 2. To use exaggeration as a tool to convey the intention of my drawings. 3. To make a 3d sculpture in response to literature/poetry. 4. To display the work made through the half term and reflect on the outcomes.
Term	HT1	HT2	HT4	
Year 4	Unit	Story Telling Through Drawing Cross-curricular link- English (Narrative Writing)	Exploring Still Life Cross-curricular link- Science (Living things and Environments)	Making Animated Drawings Cross-curricular link- Science (Living things and Environments)
	Enquiry Question	How can we create visual narratives inspired by poetry or prose?	How can we use drawing, painting and collage skills to create still life images?	How can we create drawings that move (digitally or physically)? How can we introduce narrative into our work?
	Objectives	<ol style="list-style-type: none"> 1. To explore the work of artists who tell stories through imagery. 2. To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing. 3. To create a finished piece which contains sequenced images to describe a narrative. 4. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook. 2. To explore contemporary still life and respond by making visual notes in my sketchbook. 3. To create my own still life artwork exploring, colour, line and texture. 4. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To identify how drawing can be used to animate and to practice my drawing skills. 2. To find out how puppets are used in animation and to think about how a puppet might make simple movements. 3. To make my own moveable drawings. 4. To display the work made through the half term and reflect on the outcomes.
Term	HT1	HT2	HT5	
Year 5	Unit	Typography and Maps Cross-curricular link- History (Anglo Saxons and Scots)	Mixed Media Land and City Landscapes Cross-curricular link- Geography (Asia - Landscapes)	Take One Picture National Art Gallery
	Enquiry Question	How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?	Painting links: Work links back to the focus painting Investigative approach: Projects are shaped by child-led research Process: Children have the opportunity to learn a new process inspired by the painting Cross-curricular learning: Projects make meaningful links across the curriculum Community: Learning involves people or places in the local community
	Objectives	<ol style="list-style-type: none"> 1. To understand how typography can be used creatively to communicate thoughts and ideas. 2. To create my own typeface inspired by my own interests. 3. To make my drawings strong and powerful. 4. To apply my new typography skills and my powerful drawings skills to make a visual map. 5. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To understand that artists often work outside, finding inspiration from the land and cityscapes. 2. To extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting. 3. To create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment. 4. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To understand that artists can explore and express their identity through their artwork. 2. To explore intuitive observational drawing. 3. To experience communal drawing and foster a drawing community of peers. 4. To listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait. 5. To understand how materials can be layered and the effect this creates. 6. To use sketchbooks effectively to refine ideas. 7. To display the work made through the half term and reflect on the outcomes.
Term	HT1	HT2	HT5	
Year 6	Unit	Shadow Puppets Cross-curricular link- Science (Light)	2D Drawing to 3D Making Cross-curricular link- Maths (Shapes)	Activism Cross-curricular link- Geography (Climate Change)
	Enquiry Question	How can we adapt traditional techniques of makers, and transfer them to create our own narratives?	How can we transform 2d drawings into 3d objects?	How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?
	Objectives	<ol style="list-style-type: none"> 1. To understand that paper can be cut and shaped in ways to create form and character. 2. To understand that artists use paper creatively to make their artwork. 3. To learn about shadow puppets are historically significant 4. To learn how to use paper, and methods of joining and construction to create a shadow puppet character. 5. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. 6. To display the work made through the half term and reflect on the outcomes. 7. To put on a performance using shadow puppets. 	<ol style="list-style-type: none"> 1. To explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object. 2. To learn two key techniques that support seeing and drawing: 1) using negative space and 2) the grid method. 3. To deconstruct a net and use materials and lettering techniques to redesign it. 4. To use sketchbooks to record and refine ideas. 5. To add texture and form to simple outline shapes. 6. To understand that structure and balance can make a 2D drawing become a 3D object 7. To display the work made through the half term and reflect on the outcomes. 	<ol style="list-style-type: none"> 1. To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society. 2. To learn that artists can be activists, and many artists choose print as a way to make their art 3. To identify and explore my own personal voice or message. 4. To identify what I care about and make a poster or zine that communicates that message. 5. To display the work made through the half term and reflect on the outcomes.