



Kingfisher Art and Design Curriculum

In the kingfisher partnership, we believe art and design is an essential part of the primary curriculum. We aim to inspire and engage all our pupils, as art allows the child to develop their imagination and creativity, to make connections through their inventive minds and gives children the skills to record their imagination and ideas.

In the Kingfisher Academy in EYFS, art lessons predominantly cover the 'Expressive Arts and design, creating with materials' and 'Physical Development – moving and handling' Early Learning Goal. With learning working towards children being able to:

- 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.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

Art and design in EYFS also allow children to strengthen and apply the prime areas of communication and language, and personal, social and emotional development. This is done through the delivery of activities and experiences in both planned art input, enrichment days and activities and in everyday school life. Children will have conversations with staff and their peers, asking questions to clarify their understanding and will be thinking of their own explanations to talk about what they are observing.


Developing vocabulary forms a key element of the history curriculum in EYFS. This is done in a variety of ways including songs, games and discussions. Constant opportunities are given for children to learn, discuss and develop their understanding of vocabulary in their everyday learning.

In KS1 the children begin to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, study 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. They begin to investigate possibilities or a range of different mark makers, and how to make tools for various styles of mark making. They will be looking closely at natural objects and learning how to 'Finger Draw'. Children will be using their imagination combined with two popular children's books, to draw characters and work collaboratively on a group piece. When painting, they will respond to the work of Wassily Kandinsky using lines and shapes. They will be investigating the use of visual elements and making responses using shape and pattern. Children will learn how to mix paint to make colours and look at how Anthony Frost created his colours.

In Lower Key Stage 2, the children develop sketching with a range of pencils, portrait drawing skills, collaging and pastel work. Using previous knowledge of techniques, the children continue to develop their drawing skills through drawing patterns from the stone age, inventing marks by studying artists work, looking at Vincent van Gogh's style and developing their own patterns. They will also look at painting on different surfaces, experimenting with the application of colours and how to make practical responses to Georgia O'Keefe's work. Children then will develop an understanding of J.M.W Turner's work, and compare with other artists, focusing on an individual response to his work. Their final study of Collage will include investigating and responding to the work of Paul Klee, and his use of contemporary colours. They will use this to compare to Victor Vasarely's regular, irregular, straight technique and Henri Matisse's positive and negative 'Jazz' style. In preparation to create their own collage.

Building on their art learning in year 5 and year 6, children begin to make detailed analytical observational drawings, focusing on scaling up their work and encouraging them to use a wide range of media most suitable. They will be continually discussing and reviewing their work, modifying as they go along. When focusing on painting skills, the children will be looking at the work of Turner Prize winning artist Chris Ofili, and how his paint is flowing with dotted lines. They will be encouraged to explore their ideas in their sketchbooks. They will compare this with examples of Fauvist paintings, and question and make thoughtful observations about how to select ideas as a starting point for their own work. Finally, they will respond to the work of Gustav Klimt, collecting visual information to help develop ideas using a sketchbook. They will combine visual and tactile qualities of materials and match these to the purpose of their work. They will also respond to the work of Pablo Picasso, focusing on cubist figurative images, comparing their own ideas to create a unique response.

Kingfisher Art and Design Curriculum – Units to be studied 2022-2023						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Robins, Skylarks and Woodpecker	Drawing		Painting	Food	Collage	Textiles
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Mallards and Barn Owls	Drawing	Textiles	Painting	Food	Collage	
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Swans and Golden Eagles	Drawing	Textiles	Painting	Food	Collage	

	Kingfisher Art and Design Curriculum – Units to be studied 2021-2022					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
ART						
Robins and Skylarks (Inc' Reception*)	Y1 DRAWING		Y1 PRINT MAKING	ARTIST STUDY	Y1 3D SCULPTURE	Y1/2 FOOD
Woodpecker	Y2 DRAWING		Y2 PRINT MAKING	ARTIST STUDY	Y3 3D SCULPTURE	Y1/2 FOOD
Mallards and Barn Owls	Y4 DRAWING	Y3/4- Technical Knowledge - Electrical Systems- Simple circuits and switches	Y5 PRINT MAKING	ARTIST STUDY	Y4 3D SCULPTURE	
Swans and Golden Eagles	Y5 DRAWING	Y5/6 – Technical Knowledge - Electrical Systems- Simple circuits and switches	Y6 PRINT MAKING	ARTIST STUDY	Y6 3D SCULPTURE	



Kingfisher Art and Design Curriculum

What do the children need to know and be able to do?
 *Sample Key Vocabulary (refer to unit plans for specific vocabulary)

Kingfisher Ribbons	EYFS	Key stage 1	Lower Key stage 2	Upper Key Stage 2
Drawing	<p>Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. Draw from observation, imagination & experience. Use colouring pencils etc to develop colouring skills.</p> <p>Look at how a variety of artists have drawn – Van Gogh, Da Vinci, Moore, Picasso etc.</p> <p>Draw controlled lines and use the skill to make different shapes</p> <p>Begin to show some control and refinement in drawing and painting.</p> <p>Events, Feelings , Ideas, Object, People, Representations, Shape , Thoughts, Control, Crayon , Drawing, Felt Tip, Line, Pen , Pencil, Wax crayon</p>	<p>Can they communicate something about themselves in their drawing?</p> <ul style="list-style-type: none"> •Can they create moods in their drawings? •Can they draw using pencil and crayons? •Can they draw lines of different shapes and thickness, using 2 different grades of pencil? •Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>Design, Designers, Drawing, Line, Shape, Pastel, Charcoal, Chalk, Straight line, Wavy line, Thick line, Thin line</p>	<p>Can they show facial expressions in their drawings?</p> <ul style="list-style-type: none"> •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture? •Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>Charcoal, Control, Design, Drawing, Pencil, Sketch, Ink, Sharp line, Smooth line, Smudged line</p>	<ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <ul style="list-style-type: none"> •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques? <p>Charcoal, Control, Design, Drawing, Pencil, Sketch, Ink, Sharp line, Smooth line, Smudged line, tone, technique</p>
Painting	<p>Create rubbings, using wax crayons developing a repertoire of surfaces. • Create finger, hand, foot prints developed into single, repeat and pictures. • Create simple vegetable prints. • Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. • Impress objects into clay and print with it. • Create simple string, cut/ torn paper/ card prints. • Look at work of printmakers and discuss.</p> <p>Events, Feelings, Ideas, Objects, People, Representations, Shape, Texture, Thoughts, Colour mixing Consistency, Darkening, Easel, Lightening, Paint, Paintbrush, Painting , Palette, Sponge</p>	<p>Can they communicate something about themselves in their painting?</p> <ul style="list-style-type: none"> •Can they create moods in their paintings? •Can they choose to use thick and thin brushes as appropriate? •Can they paint a picture of something they can see? •Can they name the primary and secondary colours? <p>Can they mix paint to create all the secondary colours?</p> <ul style="list-style-type: none"> •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? <p>Line, Painting, Shape, Colour, spectrum, Predict, Single mounting, Watercolour</p>	<p>Can they predict with accuracy the colours that they mix?</p> <ul style="list-style-type: none"> •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? <p>Line, Painting, Shape, Colour spectrum, Predict, Single mounting, Mood, Wash, Watercolour</p>	<ul style="list-style-type: none"> •Can they create a range of moods in their paintings? •Can they express their emotions accurately through their painting and sketches? •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques? <p>Control, Experimentation, Paint, Painting, Abstractly, Balanced, Complementary, Harmonising, Mood, Emotion, Wash, Style</p>

Collage	<p>Cut and tear paper and card for their collages. Scrunch paper to build an image.</p> <p>Events, Feelings, Ideas, Media, Objects, People, Representations</p> <ul style="list-style-type: none"> • Shape, Texture, Thoughts, Collage, Cut, Join, Overlap, Scrunch, Tear, Newspaper 	<ul style="list-style-type: none"> •Can they cut and tear paper and card for their collages? •Can they gather and sort the materials they will need? <p>Can they create individual and group collages?</p> <ul style="list-style-type: none"> •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage? <p>Craft Makers, Design, Designers, Make, Pattern, Texture, Embellish, Interpret, Tactile, Visual</p>	<ul style="list-style-type: none"> •Can they cut very accurately? •Can they overlap materials? •Can they experiment using different colours? •Can they use mosaic? •Can they use montage? •Can they use ceramic mosaic? •Can they combine visual and tactile qualities? <p>Craft Makers, Mosaic, Designers, Make, Montage, Texture, Embellish, Interpret, Tactile, Visual, ceramic</p>	<p>Can they use ceramic mosaic to produce a piece of art?</p> <ul style="list-style-type: none"> •Can they combine visual and tactile qualities to express mood and emotion? •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? <p>Craft, Design, Experimentation, Materials, Abstractly, Mixed media, Ceramic, Mood board, Tactile, Textiles, Visual</p>
Print Making	<p>Create rubbings, using wax crayons developing a repertoire of surfaces. • Create finger, hand, foot prints developed into single, repeat and pictures. • Create simple vegetable prints. • Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. • Impress objects into clay and print with it. • Create simple string, cut/torn paper/card prints. • Look at work of printmakers and discuss. Design • Media • Shape • Texture • Thoughts Cardboard • Impress • Pattern • Print • Printing • Printmaker • Repeated pattern • Rubbing • Sponge • String • Surfaces</p>	<p>Can print single, repeat and picture endpieces in more than one colour.</p> <p>Can use and clear away equipment competently.</p> <p>Can produce layer card prints using cutting and impressed line to develop detail.</p> <p>Has looked at and discussed examples of printmaking and is able to express own view.</p> <p>Select the best materials for the job</p> <p>Craft Makers • Design • Designers • Make • Pattern Shape Endpiece • Impressed line • Overlaying • Random pattern • Repeated pattern</p>	<p>Develop the use of layers and overlays</p> <p>Design and create more complicated stencil work.</p> <p>Explore a variety of printing techniques.</p> <p>Create an accurate print design.</p> <p>Use printmaking as a tool with other medias to develop a final outcome.</p> <p>Craft • Design Designers Experimentation Final outcome • Negative • Relief • Positive • Screen printing • Stencil cut • Transfer</p>	<p>Add relief details into their prints</p> <p>Create linked pattern work.</p> <p>Identify different printing methods and make decisions about the effectiveness of their printing methods.</p> <p>They know to make a positive and a negative print.</p> <p>Craft • Design Designers Experimentation Final outcome • Negative • Relief • Positive • Screen printing • Stencil cut • Transfer</p>
3D	<p>Be safe in using materials and tools. • Develop and explore simple shape forming and modelling both from observation and imagination. • Develop simple joining techniques. • Mark make into surfaces: playdough, plasticine, clay etc. • Begin to quill paper into coils and pinch simple shapes. • Begin to sculpt with a variety of materials, junk modelling, soap etc. • Begin to work on different scales, individually and as a group. • Explore real-life examples of 3D art or sculpture.</p>	<p>Be aware of and put into use safe practise. • Be confident in shaping and modelling materials from both observation and imagination. • Mould, form and shape and bond materials to create a 3D form • Apply a smooth surface to a sculptural form? • Can they create a large scale sculpture piece through class collaboration?</p> <p>Craft Makers • Design • Designers • Form • Make • Products • Sculpture • Space Overlays • Safe • Sculptural form • Shaping • Smooth • Tactile • Visual</p>	<p>Choose from and use a range of decoration techniques. • Begin to combine techniques to create finished pieces. • Produce more sophisticated models. • Use correct terminology to express opinions. • Experiment with and combine materials and processes to design and make 3D form. • Take a 2D drawing into a 3D form. • Shape using a variety of mouldable materials. • Combine different materials in different ways.</p> <p>Architects • Clay • Craft • Design • Designers • Experimentation • Sculpture Carving • Decoration • Tactile • Visual</p>	<p>Shape and manipulate media. • Decorate their 3D forms drawing on a range of different media. • Select different finishes. • Create models on a range of scales. • Create work which is open to interpretation by the audience. • Include both visual and tactile elements in their work. • They know the properties of a wide range of different sculptural materials and how to use them.</p> <p>Architects • Clay • Craft • Design • Designers • Experimentation • Sculpture Carving • Decoration • Tactile • Visual</p>









	<p>Assemble • Construct • Design • Form • Manipulate • Objects • People • Representations • Thoughts 3D • 3D art • Attach • Cardboard • Clay • Dough • Junk model • Join • Mould • Modelling • Quill • Sculpt • Sculptures</p>			
Designing	<p>Can they make observations about the features of objects? •Can they use their senses to explore and describe objects? •Can they think of some ideas of their own? •Can they plan how best to approach a task?</p> <p>Plan • Draw • Ideas • Design</p>	<p>use simple design criteria; state what their products are, who and what they are for and how they will work. generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers.</p> <p>Plan • Prepare • Design • Materials • Ideas • Use • Model • Development • Market Research • Survey • Template</p>	<p>gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work. generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design.</p> <p>Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client</p>	<p>carry out research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they will work. generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design.</p> <p>Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client</p>
Making	<p>Can they explain what they are making? •Can they select appropriate resources and tools? •Can they explain which tools are they using and why? •Can they use tools safely? •Can they use tools to manipulate materials?</p> <p>Make • Build • Combine • Join • Shape • Tools</p>	<p>plan by suggesting what to do next; select from a range of tools, equipment, materials and components. follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.</p> <p>Fast • Slow • Faster • Slower • Up • Down • Turn • Wind up • Design • Draw • Sketch • Tools • Fix • Glue • Attach • Features • Brick • Wood • Stone • Cloth • Metal • Foam • Felt • Paper • Tissue • Newspaper • Cardboard • String • Wool • Clay • Scissors • Glue • Tape • Cut • Stick • Decorate</p>	<p>order the main stages of making; select suitable tools, equipment, materials and components and explain their choices. follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.</p> <p>Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable</p>	<p>formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and components and explain their choices. follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy.</p> <p>Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable</p>
Evaluating	<p>Can they identify success and next steps? •Can they change their strategy as needed?</p> <p>Change • Like • Dislike • Next time • Better • Worse • Different • Instead</p>	<p>make simple judgements about their products and ideas against design criteria. explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.</p> <p>Change • Improve • Prefer • Useful • Unsuccessful • Future • Progress • modify • Alter • Adapt • Original • Finished article • Evaluate • Graphics</p>	<p>evaluate their ideas and products against their design criteria. investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work. know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Assess • Edit • Improve • Alter • Outcome • Develop • Test • Analyse Effective • Fit for</p>	<p>identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements. investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are. know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>












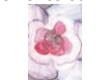


			purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality	Assess • Edit • Improve • Alter • Outcome • Develop • Test • Analyse Effective • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality
Technical Knowledge	<p>Can they explain their ideas orally? • Can they make a product which moves? • Can they identify the key features of an existing product? • Can they say why they have chosen moving parts? • Do they know how some moving objects work? • Can they use tools safely? • Can they explain which tools are they using and why?</p> <p>Make • Build • Combine • Join • Shape • Tools</p>	<p>know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary.</p> <p>Fast • Slow • Faster • Slower • Up • Down • Turn • Wind up • Design • Draw • Sketch • Tools • Fix • Glue • Attach • Features • Brick • Wood • Stone • Cloth • Metal • Foam • Felt • Paper • Tissue • Newspaper • Cardboard • String • Wool • Clay • Scissors • Glue • Tape • Cut • Stick • Decorate</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control their products; how to make strong, stiff shell structures; use the correct technical vocabulary.</p> <p>Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control and monitor their products; how to reinforce and strengthen a framework; use the correct technical vocabulary.</p> <p>Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable</p>
Cooking	<p>Describe what they want to do using pictures and words • Make lists of materials they will need • Can they explain what they are making? • Can they identify healthy and unhealthy meals? • Can they make a meal with a variety of healthy foods in? • Can they understand where food comes from? • Do they know about basic hygiene and safety</p>	<p>know that food comes from plants or animals and that it is farmed or caught. know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day.</p> <p>Healthy • Unhealthy • Source • Fruit • Vegetables • Clean • Safe • Dirty • Unsafe • Amount • Ingredients • Recipe • Weight • Nutrients • Vegetarian • Dietary requirements</p>	<p>know that food is grown, reared and caught in the UK, Europe and the wider world. know how to prepare a variety of dishes safely and hygienically; that a healthy diet is made from a variety and balance of different food and drink; that food and drink are needed to provide energy for the body.</p> <p>Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria</p>	<p>know that food is grown, reared and caught in the UK, Europe and the wider world; that seasons may affect the food available; how food is processed into ingredients. know how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source; that different food and drink contain nutrients, water and fibre that are needed for health.</p> <p>Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria</p>
































Kingfisher Art and Design Curriculum

Key Content by unit

	Drawing	Painting	Cooking - Preparing fruit and vegetables	Collage	Textiles
Key Stage 1	<p>EYFS</p> <ul style="list-style-type: none"> • Provide a variety of resources for mark making (chalks, pastels, pencils, etc). Introduce different artists approaches/techniques, opportunities to explore approaches/techniques • Adults to model/support with artistic responses to movement/loud noises • Adults to articulate preferences towards art and support/scaffold further conversations with children • Adults promote individualised expression with art materials <p>Exploring mark making, 4b, 6b, pastel. Make own tools and surfaces for mark making.</p>  <p>Controlled finger (air) drawing. Respond to Hairy Maclary and Three Little Pigs, consider texture</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they draw using pencil and crayons?</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines • How to use types of paint (powder/poster/watercolour) • How to mix colours • Selection of appropriate brushes • Adults to model/support with artistic responses to movement/loud noises • Adults to articulate preferences towards art and support/scaffold further conversations with children • Adults promote individualised expression with art materials <p>Respond to the work of Wassily Kandinsky through the use of lines, shapes and colours.</p>  <p>Wilberforce the Frog Construct a surface in the style of abstract artist Anthony Frost, learn that Frost does not mix his colours. Instead, he uses them directly from the bottle.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they paint a picture of something they can see?</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Provide play resources including small-world toys <p>Water play* Provide opportunities to transport/move water on a small and large scale</p> <p>Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking in the mud kitchen, sensory table for children to explore smells, textures etc.</p> <p>Handle, smell and taste fruit and vegetables – discuss preferences. -basic food hygiene practices when handling food including the importance of following instructions to control risk</p> <p>Use simple utensils</p> <p>practise food-processing skills such as washing, grating, peeling, slicing, squeezing</p> <ul style="list-style-type: none"> • Discuss healthy eating advice, including eating more fruit and vegetables; using The eatwell plate <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they design something appealing?</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Provide a variety of materials for collage. <p>Provide a variety of resources – 2D and 3D, joining techniques, variety of tools for mark making (chalks, pastels, pencils, etc). Introduce different artists approaches/techniques, opportunities to explore approaches/techniques.</p> <p>Provide a range of left-handed tools, especially left-handed scissors, as needed.</p> <ul style="list-style-type: none"> • Adults to model/support with artistic responses to movement/loud noises • Adults to articulate preferences towards art and support/scaffold further conversations with children • Adults promote individualised expression with art materials <p>Henri Matisse - Snail cut, tear and arrange primary and their complementary coloured papers.</p>  <p>Op Art and the work of Bridget Riley. - use of line, and optical effects.</p>  <p>KURT SCHWITTERS – USE OF ‘NON ART’ MATERIALS.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they gather and sort the materials they will need?</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Provide play resources including small-world toys, threading and posting toys, dolls’ clothes <p>Provide a variety of resources – 2D and 3D, joining techniques, variety of tools, provide opportunities to explore approaches/techniques.</p> <ul style="list-style-type: none"> • Provide a variety of materials – natural and manmade – considering texture/shape/size • Provide a range of left-handed tools, especially left-handed scissors, as needed. <p>Design, Make and Evaluate a puppet.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they thread with a needle?</p>
		<p>EYFS</p> <ul style="list-style-type: none"> • Provide a variety of resources for mark making (chalks, pastels, pencils, etc). Introduce different artists approaches/techniques, opportunities to explore approaches/techniques • Adults to model/support with artistic responses to movement/loud noises • Adults to articulate preferences towards art and support/scaffold further conversations with children • Adults promote individualised expression with art materials <p>Drawing B</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Provide a variety of resources for mark making (chalks, pastels, pencils, stencils, stamps etc). Introduce different artists approaches/techniques, opportunities to explore approaches/techniques • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat <p>Print Making</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Provide play resources including small-world toys <p>Water play* Provide opportunities to transport/move water on a small and large scale</p> <p>Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking in the mud kitchen, sensory table for children to explore smells, textures etc.</p> <p>Cooking</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Provide a variety of resources for mark making (chalks, pastels, pencils, stencils, stamps etc). Introduce different artists approaches/techniques, opportunities to explore approaches/techniques • How to use types of paint (powder/poster/watercolour) • How to mix colours • Selection of appropriate brushes • Adults to model/support with artistic responses to movement/loud noises <p>Artist Study</p>

	<p>To investigate the possibilities of mark making using different pencil leads.</p> <p>To use appropriate marks to represent weather.</p> <p>Mark making using oil pastels and overworked.</p> <p>Make our own patterns using 2D shapes.</p> <p>Carefully draw around our hands.</p> <p>Draw animal prints, using correct prints and colours</p> <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can children create texture using pencils in their picture of the gruffalo?</p>	<ul style="list-style-type: none"> • Adults to model/support with artistic responses to movement/loud noises • Adults to articulate preferences towards art and support/scaffold further conversations with children • Adults promote individualised expression with art materials <p>investigate the possibilities of direct and overprinting using primary colours and objects. Make a negative stencil by tearing a shape from newsprint paper. Create negative print by using a piece of foam, ready-mix paint and the torn stencil.</p>  <p>Make and print with clay slab relief block.</p>  <p>Make and print with collograph block.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they print with sponges, vegetables/fruit or other materials?</p>	<p>Food processing skills, cutting/slicing etc.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they explain how and why they are making something?</p>	<ul style="list-style-type: none"> • Adults to articulate preferences towards art and support/scaffold further conversations with children • Adults promote individualised expression with art materials <ol style="list-style-type: none"> 1. Pick an artist, and look at the work they produce. this can be sculpture/painting/drawing/computer etc. EG. Picasso - make a mood board on this artist-researching facts where are they from? What is their life story? 2. Take lessons to practice key skills the artists used in their work. EG. Line work, using shapes, creating strong bold colours. 3. Final piece/ Plan and Evaluate E.G art on canvas, sculpture, clay pot/bowl etc? 	<p>Provide opportunities for children to explore a variety of malleable resources such as salt dough, plasticine, cloud dough.</p> <p>Respond to the work of Andy Goldsworthy and Richard Long and their use of pattern and line.</p> <p>USING NATURAL OBJECTS TO MAKE LINES</p>  <p>CLAY – HENRY THE PEBBLE.</p>  <p>CLAY- NANCY AND WILFRED. making impressions into a clay slab.</p>  <p>PLASTER CASTS</p> <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they cut, roll and coil materials such as clay, dough or plasticine?</p>
<p>Key Stage 2</p>	<p>Drawing</p> <p>To investigate different marks that can be made using pencils.</p> <p>To compare own work with marks made by Vincent Van Gogh in his work.</p>  <p>Light/dark shading. Hatching.</p>  <p>The Hippocrumo.</p>  <p>to use a viewfinder to select an interesting section of a patterned paper.</p>	<p>Painting</p> <p>Paint on different surfaces. Mix colours and select appropriate brushes for specific purposes. OVERPAINTING USING SMALL BRUSHES AND BRUSH STROKES.</p>  <p>Georgia O'Keefe – selected and enlarged areas of flowers and her use and application of colour.</p>  <p>J.M.W. TURNER – WASH – WET ON WET TECHNIQUE. - Use a large brush to cover the paper with clean water. Use thin paint to introduce colours.</p>	<p>Cooking - Healthy and varied diet</p> <p>Investigate a range of food products e.g. the content of their lunchboxes over a week Link to the principles of a varied and healthy diet using The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre? Select an d use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. Recall basic food hygiene practices when handling food</p> <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children</p>	<p>Collage</p> <p>PAUL KLEE – “HIGHWAY AND BYWAYS”</p>  <p>Victor Vasarely - use of regular and irregular, straight, vertical and horizontal lines.</p>  <p>HENRI MATISSE – POSITIVE AND NEGATIVE - cut paper shapes used in “Jazz” images. ‘Le Ciel’ and ‘La Mer’.</p>	<p>Textiles</p> <p>range of stitching techniques</p> <p>Sew two small pieces of fabric together, demonstrating the use of, and need for, seam allowances.</p> <p>Use a textile product they have taken apart to create a paper pattern using 2-D shapes. consider whether fabrics are suitable for the chosen purpose and user.</p> <p>Trial a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.</p> <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they select fabric suitable to their characteristics?</p>

 <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they use different grades of pencil shade, to show different tones and texture?</p>	 <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Do they know where each of the primary and secondary colours sits on the colour wheel?</p>	<p>to review their own and others work against learning objectives. Final piece-Can they explain how and why they are making something?</p>	 <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they cut very accurately?</p>	
<p>Drawing B Using pencil some oil pastels, Respond to the story of Jeffrey the Maggot.</p>  <p>use a viewfinder to select an interesting part of a feather, onion, wood grain with strong linear patterning.</p>  <p>Landscape, Colour & outline Lace drawings</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they use fine control with a pencil to make detailed analytical observational drawings?</p>	<p>Print Making REDUCTION BLOCK – PRESS PRINT COMBINING PRINTMAKING PROCESSES</p>  <p>Look at and discuss the work of printmakers e.g. Michael Rothenstein, Dale, Devereux-Barker. John Brunson, Belinda King.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they print onto paper and textile?</p>	<p>Simple Circuits and Switches disassemble different examples of relevant battery-powered products, including those which are commercially available, investigate examples of switches, Remind children about the dangers of mains electricity. Recap with the children how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzers. Discuss which of the components in the circuit are input devices e.g. switches, and which are output devices e.g. bulbs and buzzers. Learn how to find a fault in a simple circuit and correct it Use a simple computer . control program make a variety of switches by using simple classroom materials e.g. card, corrugated plastic, aluminium foil, paper fasteners and paper clips. Teach children how to avoid making short circuits. Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they design a functioning product with a simple electrical component?</p>	<p>Artist Study 1.Pick an artist, and look at the work they produce. this can be sculpture/painting/drawing/computer etc. EG. Picasso - make a mood board on this artist- researching facts where are they from? what is there life story?</p> <p>2.Take lessons to practice key skills the artists used in their work. EG. Line work, using shapes, creating strong bold colours.</p> <p>3.Final piece/ Plan and Evaluate E.G art on canvas, sculpture, clay pot/bowl etc?</p>	<p>3D - Sculpture SHOES FROM BROWN TAPE Research types of shoes. Form and decorate their cast shoe</p>  <p>EXPERIMENTAL COILED CLAY POT</p>  <p>FABRIC FORMING</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Do they experiment with and combine materials and processes to design and make 3D form?</p>
<p>Drawing Drawing fruit and vegetables - to focus on a single element (line, shape, colour, texture, tone, pattern or form) in each of their drawings.</p>  <p>Scaled up drawings</p>  <p>Tonal contrasts PORTRAITURE – including focus on selected artists – Picasso</p>	<p>Painting CHRIS OFILI- LAYERED SURFACE dotted linear approach.</p>  <p>Fauvist paintings (Derain and Matisse) - vibrant, contrasting and unrealistic colours.</p>  <p>MIXING, MATCHING AND EXTENDING PATTERNS</p>	<p>Food</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they reason</p>	<p>Collage COLLAGED RESPONSE TO GUSTAV KLIMT</p>  <p>CUBIST FIGURATIVE IMAGES</p> 	<p>Textiles Combing different fabric samples Thread needles and join textiles using a range of stitches. improving appearance and consistency of stitches and introducing new stitches. Develop skills of sewing textiles by joining right side together and making seams. Shape curved edges by snipping seams, how to start and finish off a row of stitches. Develop skills of 2-D paper pattern making using grid or tracing paper to create a 3-D dipryl mock-up of a chosen product. Fabrics can be strengthened, stiffened and reinforced where appropriate.</p>

 <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they identify and draw simple objects, and use marks and lines to produce texture?</p>	 <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they use a wide range of techniques in their work?</p>	<p>and make a product suitable for an occasion?</p>	<p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they justify the materials they have chosen?</p>	<p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they use a variety of suitable stitches?</p>
<p>Drawing B HUNDERTWASSER DRAWINGS</p>  <p>DEVELOPING IMAGES USING LAYERED ACETATE concept of negative drawing – experiment using black and white chalk, graphite sticks, 6B pencils and rubbers.</p>  <p>portrait work of Frank Auerbach - use of mark, line and tone in black and white portraits.</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they use positive and negative drawing techniques in the response to the work of Frank Auerbach?</p>	<p>Printing ANALYTICAL DRAWINGS – NATURAL FORM STARTING POINT - studies of natural forms HB, 6B. UNIQUE STATE PRESS PRINTS -a 7.5cm square piece of Press Print.</p>  <p>Response to Paul Klee</p>  <p>BATIK - process using the tjanting tool and/or a brush to produce a range of marks onto paper.</p>  <p>Chinwe Chukwuogo –Roy - ‘Hibiscus’ and ‘Chanticleer’ prints. tjanting or brush to draw lines and closed shapes onto the surface of the paper. Introduce Brusho colours between the wax lines and into defined areas surrounded by wax.</p> <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they use the batik process to produce an image in the style of artist Chinwe Chukwuogo -Roy?</p>	<p>Simple circuits and switches recap measuring, marking out, cutting and joining skills with construction materials that children will need to create their electrical products. practise methods for making secure electrical connections e.g. using automatic wire strippers, twist and tape electrical connections, screw connections and connecting blocks.</p> <p>Explore simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.</p> <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece- Can they explain what input devices have been used?</p>	<p>Artist study</p> <ol style="list-style-type: none"> 1.Pick an artist, and look at the work they produce. this can be sculpture/painting/drawing/computer etc. EG. Picasso - make a mood board on this artist- researching facts where are they from? what is there life story? 2.Take lessons to practice key skills the artists used in their work. EG. Line work, using shapes, creating strong bold colours. 3.Final piece/ Plan and Evaluate E.G art on canvas, sculpture, clay pot/bowl etc? 	<p>Sculpture</p> <p>Use clay to respond to the reclining figure and ‘Mother and child’ work of Henry Moore. Moore made small clay maquettes as a starting point for his larger figures. Emphasise the need to stroke the clay to get a smooth finish.</p>   <p>CLAY PENDANTS</p>  <p>Masks - use a balloon or similar form as a basis for their mask, use brown, gummed tape to cast forms from a mould</p>  <p>Assessment: Review learning objectives each lesson. Recap prior learning. Support children to review their own and others work against learning objectives. Final piece-Can they include both visual and tactile elements in their work?</p>