

St. Peter's



Catholic
Primary School

Art and Design Curriculum

2023-24

EARLY YEARS FRAMEWORK

Reception	<p>Expressive Arts and Design</p> <p>ELG: Creating with Materials</p>	<p>Imagination and creativity</p> <p>Self-expression</p> <p>Communicating through arts</p>
ELG	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. • Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. • Provide children with a range of materials for children to construct with. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. • Provide opportunities to work together to develop and realise creative ideas. • Encourage them to think about and discuss what they want to make. Visit galleries and museums to generate inspiration and conversation about art and artists. • Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

NATIONAL CURRICULUM PROGRAMME OF STUDY

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 National Curriculum Expectations

Pupils should be 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

St Peter's Catholic Primary School. Art and Design Curriculum and Skills Progression Overview.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Mark making / Drawing	<p>Mark making.</p> <p>Correct grip of implement.</p> <p>Pressure onto surface.</p>	<p>Rubbings of natural materials.</p> <p>Observational drawings.</p> <p>Patterns and shapes.</p> <p>Include a background.</p>	<p>Select appropriate drawing implement.</p> <p>Show pattern and texture.</p> <p>Begin to explore tone.</p> <p>Observational drawing include more detail.</p>	<p>Intricate pattern, textures and marks with a variety of media- pencil, chalk, pastel, charcoal.</p> <p>Tonal grades of pencils.</p> <p>Objects having a three dimensional and perspective.</p>	<p>Hardness of pencils to show line, tone and texture.</p> <p>Annotate sketches.</p> <p>Sketch lightly, no rubber needed when mistakes made.</p> <p>Shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone, texture.</p>	<p>Detailed drawings.</p> <p>Draw for a sustained period.</p> <p>Shading and hatching.</p> <p>Begin to develop own style.</p> <p>Perspective work, focal point.</p> <p>Scale and proportion.</p>	<p>Draw for a sustained period.</p> <p>Begin to develop own style.</p> <p>Perspective, focal point and horizon.</p> <p>Scale and proportion.</p> <p>Bold line drawing- poster images.</p>
Painting	<p>Colour mixing- primary colours.</p> <p>Tone.</p> <p>Self-portraits.</p> <p>Portraits of Three Bears. To make imaginative responses to story stimulus through the use of colour.</p>	<p>Colour mixing- secondary colours.</p> <p>To develop painting techniques using different brush strokes.</p> <ul style="list-style-type: none"> - Bricks (houses and homes) - Flames (Great Fire of London) 	<p>Exploring different mediums of paint, -water colour -ready mix -powder.</p> <p>Explore contrasting secondary colours.</p> <p>To respond to the work of</p>	<p>Watercolours- landscapes.</p> <p>To mix colour tints using primary and secondary colours + white.</p> <p>To discuss colours produced and say what they think and feel about them.</p> <p>To understand tint and tone</p>	<p>Pointillism- river scenes.</p> <p>Bold colours.</p> <p>To mix colours and select appropriate brushes for specific purposes.</p> <p>To experiment with the application of colours.</p>	<p>Illustrations- Lost Words. Fine line painting of nature.</p> <p>To apply their experience of materials and processes developing their control of tools and techniques for</p>	<p>Impressionism. Technique using textured acrylic.</p> <p>To explore ideas in response to the work of The Impressionist style.</p> <p>To develop ideas in sketchbooks.</p>

	<p>To explore the use of thick and thin paint.</p> <p>To talk about what they and others have done and say what they think and feel about it.</p>	<p>To use experience of tools and media in producing an imaginative image.</p> <p>To use visual elements of line, shape and colour in their developing work.</p>	<p>Wassily Kandinsky through the use of lines, shapes and colours.</p> <p>To identify what they might change in their current work.</p>	<p>through practical experience.</p> <p>Tomb painting- earth colours/ limited palette.</p> <p>To experiment with the techniques of wall painting. To adapt their work according to their views.</p>	<p>To compare ideas and approaches. To adapt and develop Sketchbook work.</p> <p>To develop an understanding of and make practical responses to techniques used by Seurat.</p>	<p>painting.</p> <p>To mix, match and extend colours and patterns found in nature.</p> <p>To apply their experience to mix and match colours and experiment with different tools and techniques.</p>	<p>To apply their knowledge and understanding of colour, shape and texture in developing a response to the work of Monet.</p> <p>To focus on line and contour in recording from direct observation.</p> <p>To work collaboratively on a large scale to produce a group piece.</p>
Printing	<p>Natural objects- found object paint printing- texture and shape.</p> <p>To explore direct printmaking with a variety of objects.</p> <p>To print onto a variety of different surfaces.</p>	<p>To investigate the possibilities of direct and overprinting using primary colours.</p> <p>To use colour, light to dark.</p> <p>To combine printing techniques already learned to produce a layered printed image.</p>	<p>Mono print with roller. One print board.</p> <p>To develop the use of relief blocks using three colour overprinting process.</p> <p>To apply knowledge and understanding of materials and processes in</p>	<p>Responding to Egyptian wall art- To use plasticine to produce a relief stamp. To print coloured, Repeated patterns onto selected surfaces.</p> <p>Block printing with roller. Double/inverse print board.</p>	<p>Mono prints.</p> <p>To explore and Develop river/water designs using sketchbooks.</p> <p>To transpose designs into mono prints.</p> <p>To identify what they might change in mono prints or develop in their future work.</p>	<p>Block print - Anglo Saxon / Viking jewellery. Repeated pattern</p> <p>To produce a reduction print block using Press Print. To discuss work as it progresses and develop ideas.</p>	<p>Mono printing. Effects of white when applied to colours.</p> <p>To investigate the batik process.</p> <p>To select and develop ideas, from direct observation.</p> <p>To use natural form as a starting point.</p>

	To review work in progress and say what they think and feel about it.		developing responses.	To use a roller and printing ink to experiment with mark making. To make thoughtful responses to a story as a starting point for their work. To review what they and others have done and say what they think and feel about it.		To record and reflect on the reduction printing process. To combine different printmaking processes in developing their work. To research and respond to the work of printmakers. Picasso Buckle Mortenson	To adapt work according to views and describe how they might develop further. To reflect on and record the development of ideas.
Sculpture	Salt dough -mini beasts. To use different coloured Salt doughs to decorate 3D forms. To manipulate salt dough to produce balls, coils and mini beast forms. To make a clay slab and use different tools to make impressions in the surface.	Architecture Prominent buildings in Doncaster. Photography, box modelling. (link to Great Fire of London) To investigate and respond to landmark buildings in Doncaster. To ask and answer questions about starting points for their work.	Paper mache- hot air balloons. To investigate and respond to art works formed through paper mache. To ask and answer questions about starting points for their work. To select and develop ideas into 3D work in response to	To respond to the work of Andy Goldsworthy and Richard Long and their use of pattern and line. To talk about work and say what they think and feel about it, collect visual information using sketchbooks and ICT. To use paper forms to	Clay tiles- Roman mosaic designs. To investigate different designs of mosaics. To collect information to help with ideas. To compare ideas and say what they think and feel about work and refine designs. To select and use	Study images of found jewellery. Initially, link to History topic and then reflect on the work of modern artist, Hendrikka Waage. To research the work of craftspeople and designers working in different times and cultures as a starting	Volcano models. Modroc, PVA cardboard/ paper structures, paper mache. To respond to the natural images of volcanic forms. To produce sculptural forms in response to form.

		<p>To use different tools for decorating surfaces.</p> <p>To change the form of clay by pulling, pinching and smoothing. To use imagination.</p>		<p>produce a 3D relief surface. To develop forming And sticking techniques.</p>	<p>appropriate materials and processes.</p> <p>To discuss and adapt work according to views. To experiment with clay and paint to make forms. To collaborate with others.</p>	<p>point for making a series of clay pendants.</p> <p>Mould, pinch, form clay and clay based products to create jewellery pieces.</p>	<p>To use tissue paper and PVA to produce a translucent 3D form. To create a trial form.</p> <p>To use modroc (plaster bandage) as a sculptural material.</p> <p>To review their sculptures and say what they think and feel about them.</p>
<p>Collage / Textile</p>	<p>Mask making. -Super hero masks. Mixed media collage of Earth.</p> <p>To tear, overlap and stick materials.</p> <p>To record from the imagination and explore ideas.</p> <p>To discuss and develop work as it progresses.</p>	<p>To investigate dip dye materials and processes.</p> <p>To discuss and develop work as it progresses. To use ICT to develop ideas.</p> <p>To identify what they might change in their current work.</p> <p>To cut, tear and arrange primary and their complementary coloured</p>	<p>Mixed media- Oceans and Coasts.</p> <p>To respond to colour in chosen images of oceans, as a starting point for their work.</p> <p>To investigate and respond to the work of The Great Wave – Katsushika Hokusai and his use of colours.</p> <p>To develop cutting, tearing and sticking skills.</p>	<p>Weaving- large frame mountain scenery. To respond to the work of YARN WALL ART.</p> <p>To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work.</p> <p>To compare ideas, methods and approaches in their own</p>	<p>African jungle, savannah. Mixed media collage- fabric, paper, small textured pieces.</p> <p>To investigate and combine visual and tactile materials and processes to explore ideas for different purposes.</p> <p>To investigate and combine visual and tactile qualities</p>	<p>Digital media collage. Migration. Images of hope.</p> <p>To apply their experience of materials and processes, developing their control of tools and techniques.</p> <p>To investigate and combine visual and tactile qualities of materials and processes</p>	<p>To respond to the work of Alfred Lette.</p> <p>To collect visual information to help develop ideas using a sketchbook.</p> <p>To combine visual and tactile qualities of materials and match these to the purpose of their work.</p> <p>To use a variety of methods and approaches to</p>

	<p>To investigate weaving materials and processes.</p> <p>To investigate wrapping and knotting techniques and processes.</p>	papers.	Create mixed media and multi-textural surfaces.	<p>and others' work and say what they think and feel about them.</p> <p>To develop designs from direct observation.</p> <p>To adapt work according to their views.</p>	<p>of materials and processes to make collages.</p> <p>To apply their experience of the batik process and develop their control of tools and techniques.</p>	<p>to make collages.</p> <p>To adapt their work according to their views and describe how they might develop it further.</p> <p>To use a variety of methods and approaches to make a hanging.</p> <p>To compare ideas in their own and others' work.</p>	<p>communicate ideas.</p> <p>Talk about own work and that of others and develop and modify ideas in the light of these discussions.</p>
Knowledge	<p>Jackson Pollock- paint technique</p> <p>Katerina Apale- composition, colour.</p> <p>Matisse-</p>	<p>Piet Mondrian- colour.</p> <p>Katsushika Hokusai- Japanese cherry blossom.</p> <p>Steven Brown (vibrant colour/animals)</p>	<p>Wassily Kandinsky- colour.</p> <p>Henri Rousseau- observational art.</p>	<p>Margaret Taylor Burroughs- printing.</p> <p>Andy Goldsworthy- sculpture</p>	<p>Georges Seurat, Paul Signac- pointillism.</p> <p>Henri Rousseau- habitats.</p> <p>Antony Gormley- human sculpture.</p>	<p>Jackie Morris- animal forms, book illustrator.</p>	<p>Alfred Lette- graphic designer. 'your country needs you'</p> <p>Claude Monet , Pierre-Auguste Renoir, Mary Cassette, Impressionist movement.</p>

ART AND DESIGN OVERVIEW: 2023/24

EYFS	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Mark making.</p> <p>Correct grip of implement.</p> <p>Pressure onto surface.</p>	<p>Colour mixing- primary colours.</p> <p>Tone.</p> <p>Self-portraits.</p> <p>Portraits of Three Bears. To make imaginative responses to story stimulus through the use of colour.</p> <p>To explore the use of thick and thin paint.</p> <p>To talk about what they and others have done and say what they think and feel about it.</p>	<p>Natural objects- found object paint printing- texture and shape.</p> <p>To explore direct Print making with a variety of objects.</p> <p>To print onto a variety of different surfaces.</p> <p>To review work in progress and say what they think and feel about it.</p>	<p>Salt dough -mini beasts.</p> <p>To use different coloured Salt doughs to decorate 3D forms. To manipulate salt dough to produce balls, coils and mini beast forms.</p> <p>To make a clay slab and use different tools to make impressions in the surface.</p>	<p>Mask making. -Super hero masks. Mixed media collage of Earth.</p> <p>To tear, overlap and stick materials.</p> <p>To record from the imagination and explore ideas.</p> <p>To discuss and develop work as it progresses.</p> <p>To investigate weaving materials and processes.</p> <p>To investigate wrapping and knotting techniques and processes.</p>	<p>Jackson Pollock- paint technique</p> <p>Katerina Apale- composition, colour.</p> <p>Matisse-</p>

Y1	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Rubbings of natural materials.</p> <p>Observational drawings.</p> <p>Patterns and shapes.</p> <p>Include a background.</p>	<p>Colour mixing- secondary colours.</p> <p>To develop painting techniques using different brush strokes.</p> <p>To develop painting techniques using different brush strokes.</p> <ul style="list-style-type: none"> - Bricks (houses and homes) - Flames (Great Fire of London) <p>To use experience of tools and media in producing an imaginative image.</p> <p>To use visual elements of line, shape and colour in their developing work.</p>	<p>To investigate the possibilities of direct and overprinting using primary colours.</p> <p>To use colour, light to dark.</p> <p>To combine printing techniques already learned to produce a layered printed image.</p>	<p>Architecture Prominent buildings in Doncaster. Photography, box modelling. (link to Great Fire of London)</p> <p>To investigate and respond to landmark buildings in Doncaster. To ask and answer questions about starting points for their work.</p> <p>To use different tools for decorating surfaces.</p> <p>To change the form of clay by pulling, pinching and smoothing. To use imagination.</p>	<p>To investigate dip dye materials and processes.</p> <p>To discuss and develop work as it progresses. To use ICT to develop ideas.</p> <p>To identify what they might change in their current work.</p> <p>To cut, tear and arrange primary and their complementary coloured papers.</p>	<p>Piet Mondrian- colour.</p> <p>Katsushika Hokusai- Japanese cherry blossom.</p> <p>Steven Brown (vibrant colour/animals)</p>

Y2	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Select appropriate drawing implement.</p> <p>Show pattern and texture.</p> <p>Begin to explore tone.</p> <p>Observational drawing include more detail.</p>	<p>Exploring different mediums of paint, -water colour -ready mix -powder.</p> <p>Explore contrasting secondary colours.</p> <p>To respond to the work of Wassily Kandinsky through the use of lines, shapes and colours.</p> <p>To identify what they might change in their current work.</p>	<p>Mono print with roller. One print board.</p> <p>To develop the use of relief blocks using three colour overprinting process.</p> <p>To apply knowledge and understanding of materials and processes in developing responses.</p>	<p>Paper mache-hot air balloons.</p> <p>To investigate and respond to art works formed through paper mache.</p> <p>To ask and answer questions about starting points for their work.</p> <p>To select and develop ideas into 3D work in response to</p>	<p>Mixed media-Oceans and Coasts.</p> <p>To respond to colour in chosen images of oceans, as a starting point for their work.</p> <p>To investigate and respond to the work of The Great Wave – Katsushika Hokusai and his use of colours.</p> <p>To develop cutting, tearing and sticking skills.</p> <p>Create mixed media and multi-textural surfaces.</p>	<p>Wassily Kandinsky-colour.</p> <p>Henri Rousseau-observational art.</p>

Y3	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Intricate pattern, textures and marks with a variety of media- pencil, chalk, pastel, charcoal.</p> <p>Tonal grades of pencils.</p> <p>Objects having a three dimensional and perspective.</p>	<p>Watercolours- landscapes.</p> <p>To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them. To understand tint and tone through practical experience.</p> <p>Tomb painting- earth colours/ limited palette.</p> <p>To experiment with the techniques of wall painting. To adapt their work according to their views.</p>	<p>Responding to Egyptian wall art- To use plasticine to produce a relief stamp. To print coloured, Repeated patterns onto selected surfaces.</p> <p>Block printing with roller. Double/inverse print board.</p> <p>To use a roller and printing ink to experiment with mark making. To make thoughtful responses to a story as a starting point for their work. To review what they and others have done and say what they think and feel about it.</p>	<p>To respond to the work of Andy Goldsworthy and Richard Long and their use of pattern and line. To talk about work and say what they think and feel about it, collect visual information using sketchbooks and ICT.</p> <p>To use paper forms to produce a 3D relief surface. To develop forming and sticking techniques.</p>	<p>Weaving- large frame mountain scenery. To respond to the work of YARN WALL ART.</p> <p>To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work.</p> <p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>To develop designs from direct observation.</p> <p>To adapt work according to their views.</p>	<p>Margaret Taylor Burroughs- printing.</p> <p>Andy Goldsworthy- sculpture</p>

Y4	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Hardness of pencils to show line, tone and texture.</p> <p>Annotate sketches.</p> <p>Sketch lightly, no rubber needed when mistakes made.</p> <p>Shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone, texture.</p>	<p>Pointillism- river scenes.</p> <p>Bold colours.</p> <p>To mix colours and select appropriate brushes for specific purposes.</p> <p>To experiment with the application of colours.</p> <p>To compare ideas and approaches.</p> <p>To adapt and develop Sketchbook work.</p> <p>To develop an understanding of and make practical responses to techniques used by Seurat.</p>	<p>Mono prints.</p> <p>To explore and Develop river/water designs using sketchbooks.</p> <p>To transpose designs into mono prints.</p> <p>To identify what they might change in mono prints or develop in their future work.</p>	<p>Clay tiles- Roman mosaic designs.</p> <p>To investigate different designs of mosaics.</p> <p>To collect information to help with ideas.</p> <p>To compare ideas and say what they think and feel about work and refine designs.</p> <p>To select and use appropriate materials and processes.</p> <p>To discuss and adapt work according to views.</p> <p>To experiment with clay and paint to make forms.</p> <p>To collaborate with others.</p>	<p>African jungle, savannah.</p> <p>Mixed media collage- fabric, paper, small textured pieces.</p> <p>To investigate and combine visual and tactile materials and processes to explore ideas for different purposes.</p> <p>To investigate and combine visual and tactile qualities of materials and processes to make collages.</p> <p>To apply their experience of the batik process and develop their control of tools and techniques.</p>	<p>Georges Seurat, Paul Signac- pointillism.</p> <p>Henri Rousseau- habitats.</p> <p>Antony Gormley- human sculpture.</p>

Y5	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Detailed drawings.</p> <p>Draw for a sustained period.</p> <p>Shading and hatching.</p> <p>Begin to develop own style.</p> <p>Perspective work, focal point.</p> <p>Scale and proportion.</p>	<p>Illustrations- Lost Words.</p> <p>Fine line painting of nature.</p> <p>To apply their experience of materials and processes developing their control of tools and techniques for painting.</p> <p>To mix, match and extend colours and patterns found in nature.</p> <p>To apply their experience to mix and match colours and experiment with different tools and techniques.</p>	<p>Block print – Anglo Saxon / Viking jewellery.</p> <p>Repeated pattern</p> <p>To produce a reduction print block using Press Print.</p> <p>To discuss work as it progresses and develop ideas.</p> <p>To record and reflect on the reduction printing process.</p> <p>To combine different printmaking processes in developing their work.</p> <p>To research and respond to the work of printmakers.</p> <p>Picasso Buckle Mortenson</p>	<p>Study images of found jewellery.</p> <p>Initially, link to History topic and then reflect on the work of modern artist, Hendrikka Waage.</p> <p>To research the work of craftspeople and designers working in different times and cultures as a starting point for making a series of clay pendants.</p> <p>Mould, pinch, form clay and clay based products to create jewellery pieces.</p>	<p>Digital media collage.</p> <p>Migration.</p> <p>Images of hope.</p> <p>To apply their experience of materials and processes, developing their control of tools and techniques.</p> <p>To investigate and combine visual and tactile qualities of materials and processes to make collages.</p> <p>To adapt their work according their views and describe how they might develop it further.</p> <p>To use a variety of methods and approaches to make a hanging.</p>	<p>Jackie Morris- animal forms, book illustrator.</p> <p>modern artist, Hendrikka Waage</p>

					To compare ideas in their own and others' work.	
Y6	Mark making / drawing	painting	printing	sculpture	Collage / textiles	knowledge
	<p>Draw for a sustained period.</p> <p>Begin to develop own style.</p> <p>Perspective, focal point and horizon.</p> <p>Scale and proportion.</p> <p>Bold line drawing-poster images.</p>	<p>Impressionism. Technique using textured acrylic.</p> <p>To explore ideas in response to the work of The Impressionist style.</p> <p>To develop ideas in sketchbooks. To apply their knowledge and understanding of colour, shape and texture in developing a response to the work of Monet.</p> <p>To focus on line and contour in recording from direct observation.</p> <p>To work collaboratively on a large scale to produce a group piece.</p>	<p>Mono printing. Effects of white when applied to colours.</p> <p>To investigate the batik process.</p> <p>To select and develop ideas, from direct observation.</p> <p>To use natural form as a starting point.</p> <p>To adapt work according to views and describe how they might develop further.</p> <p>To reflect on and record the development of ideas.</p>	<p>Volcano models. Modroc, PVA cardboard/ paper structures, paper mache.</p> <p>To respond to the natural images of volcanic forms.</p> <p>To produce sculptural forms in response to form.</p> <p>To use tissue paper and PVA to produce a translucent 3D form. To create a trial form.</p> <p>To use modroc (plaster bandage) as a sculptural material.</p> <p>To review their sculptures and say what they think and feel about them.</p>	<p>To respond to the work of Alfred Lette.</p> <p>To collect visual information to help develop ideas using a sketchbook.</p> <p>To combine visual and tactile qualities of materials and match these to the purpose of their work.</p> <p>To use a variety of methods and approaches to communicate ideas.</p> <p>Talk about own work and that of others and develop and modify ideas in the light of these discussions.</p>	<p>Alfred Lette-graphic designer. 'your country needs you'</p> <p>Claude Monet , Pierre-Auguste Renoir, Mary Cassette, Impressionist movement.</p>

ART AND DESIGN EXPECTED OUTCOMES : 2023/24

	AUTUMN : DISCOVER (History)	SPRING : EXPLORE (Geography)	SUMMER : INVESTIGATE (Science)Our
EYFS	<p>Ourselves, Families, Traditional Tales, Seasons, Celebrations.</p> <p>RE: Myself, Judaism, Welcome, Advent/Christmas.</p> <p>Painting– Portraits of Three Bears. To make imaginative responses to story stimulus through the use of colour. Jackson Pollock- paint technique.</p>	<p>Superheroes, fictional and real. Big Wide World.</p> <p>RE: Celebrating, Gathering, Lent/Easter</p> <p>Collage/textiles– Mask making. -Super hero masks. Mixed media collage of Earth.</p> <p>Printing- Natural objects- found object paint printing- texture and shape.</p>	<p>Nature around us. Plants and Growing. Mini beasts.</p> <p>RE: good News, friends, Our World, Islam.</p> <p>Sculpture- Salt dough -mini beasts.</p> <p>To use different coloured Salt doughs to decorate 3D forms. To manipulate salt dough to produce balls, coils and mini beast forms.</p>
Y1	<p>History of Toys, Queen Elizabeth, Local History.</p> <p>RE: Families, Judaism, Belonging, Advent/Christmas.</p> <p>Drawing/Painting– Exploring, colour wheel secondary colours. Colour mixing – fire/flames Art work linked to Great Fire of London</p>	<p>The United Kingdom, Doncaster.</p> <p>RE: Special People, Meals, Lent/Easter.</p> <p>Sculpture– Architecture. Prominent buildings in Doncaster. Photography, box modelling.</p>	<p>Animals including humans. Seasonal Change.</p> <p>RE: Holidays and Holydays. Being Sorry, Neighbours, Islam.</p> <p>Printing/Collage/Textiles– To use colour, light to dark. Direct and overprinting using primary colours.</p> <p>Piet Mondrian- colour.</p>

<p>Y2</p>	<p>Transport through time. Local History.</p> <p>RE: Beginnings, Judaism, Signs and Symbols, Advent/Christmas.</p> <p>Painting– Exploring different mediums of paint, -water colour -ready mix -powder. Wassily Kandinsky-colour.</p> <p>Sculpture- Paper mache- hot air balloons.</p>	<p>Oceans, Seas and Coasts.</p> <p>RE: Books, Thanksgiving, Lent/Easter.</p> <p>Collage– Mixed media- Oceans and Coasts.</p> <p>The Great Wave – Katsushika Hokusai and his use of colours.</p>	<p>Plants. Animals including humans.</p> <p>RE: Spread the Word, Rules, Treasures, Islam.</p> <p>Printing– Mono print with roller. One print board. One/two block colours.</p>
<p>Y3</p>	<p>Ancient Egypt.</p> <p>RE: Homes, Judaism, Called, Advent/Christmas.</p> <p>Printing/Painting– Block printing with roller. Double/inverse print board. Tomb painting- earth colours/ limited palette.</p>	<p>Mountains.</p> <p>RE: Journeys, Listening and Sharing, Lent/Easter.</p> <p>Painting– Watercolours- landscapes.</p> <p>Textiles- Weaving- large frame mountain scenery. To respond to the work of YARN WALL ART.</p>	<p>Plants. Animals including humans.</p> <p>RE: Energy, Choices, Special Places, Islam.</p> <p>Sculpture- To respond to the work of Andy Goldsworthy and Richard Long.</p>

<p>Y4</p>	<p>The Roman Empire.</p> <p>RE: People, Judaism, Called, Advent/Christmas.</p> <p>Sculpture/drawing– Clay tiles- Roman mosaic designs.</p>	<p>Rivers, including the water cycle.</p> <p>RE: Community, Giving and Receiving, Lent/Easter.</p> <p>Painting- Pointillism- river scenes. Georges Seurat, Paul Signac.</p> <p>Printing- Mono prints. To explore and develop river/water designs using sketchbooks.</p>	<p>Living things and their habitats. Animals including humans.</p> <p>RE: New life, Building Bridges, God’s People, Islam.</p> <p>Collage/textiles– African jungle, savannah. Mixed media collage- fabric, paper, small textured pieces.</p> <p>Henri Rousseau- habitats.</p>
<p>Y5</p>	<p>Anglo Saxons and Vikings.</p> <p>RE: Ourselves, Judaism, Choices, Advent /Christmas.</p> <p>Printing/Sculpture- Block print – Anglo Saxon / Viking jewellery. Repeated pattern.</p> <p>Reflect on the work of modern artist, Hendrikka Waage.</p> <p>To research and respond to the work of printmakers. Picasso Buckle Mortenson</p>	<p>Migration and Journeys.</p> <p>RE: Mission, Memorial Sacrifice, Lent/Easter.</p> <p>Collage/textiles- Digital media collage. Migration. Images of hope.</p> <p>To investigate and combine visual and tactile qualities of materials and processes to make collages</p>	<p>Living things and their habitats. Animals including humans.</p> <p>RE: Transformation, Freedom and Responsibility, Stewardship, Islam.</p> <p>Drawing/Painting- Illustrations- Lost Words. Fine line painting of nature.</p> <p>Jackie Morris- animal forms, book illustrator.</p>

<p>Y6</p>	<p>Britain, 1901–1918</p> <p>RE: Loving, Judaism, Vocation and Commitment, Advent/Christmas.</p> <p>Printing- Alfred Lette- graphic designer. 'your country needs you'</p> <p>Mono printing. Effects of white when applied to colours.</p>	<p>Volcanoes, Earthquakes, Natural Disasters.</p> <p>RE: Sources, Listening and Sharing.</p> <p>Sculpture– Volcano models. Modroc, PVA cardboard/ paper structures, paper mache</p> <p>To investigate the batik process.</p>	<p>Animals, including humans, Light.</p> <p>RE: Witnesses, Healing, Common Good, Islam.</p> <p>Painting– Impressionism. Technique using textured acrylic.</p> <p>To explore ideas in response to the work of The Impressionist style.</p>
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