

***Art & Design Intent***

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
<i>Nursery</i>	Marvellous Me	Once upon a time.	Who can help us?	Round and round the garden	Amazing Animals	Where are we in the world?
<i>ELG</i>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, and function</li> <li>• Share their creations, explaining the process they have used.</li> </ul>					
<i>Painting</i>	<ul style="list-style-type: none"> <li>• Use pre-made paints and can name colours.</li> <li>• Mix paints to an appropriate consistency (powder paints, watercolours)</li> <li>• Explore what happens when two primary colours are mixed.</li> <li>• Can hold a paintbrush in the palm of their hand.</li> <li>• Can use thick brushes.</li> <li>• Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc.</li> <li>• Print with large blocks, sponges, and objects.</li> <li>• Use larger blocks to print patterns with support.</li> <li>• Print with smaller blocks, sponges, and objects</li> </ul>					
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Makes marks.</li> <li>• Draws lines and circles and adds meaning.</li> <li>• Draws faces with features and begins to shape that represent objects, people, places.</li> <li>• Uses simple drawing tools – pencil, chalk, chunky crayon.</li> <li>• Begins to use a range of drawing tools – pastels, colouring pencils.</li> <li>• Experiment with different types of lines.</li> </ul>					
<i>Collage</i>	<ul style="list-style-type: none"> <li>• Artwork is all one texture.</li> <li>• Begins to explore and use a wider range of natural and man-made textures.</li> <li>• Talks about materials, describing their textures and colours.</li> <li>• Tears paper</li> <li>• Makes simple snips with looped scissors.</li> <li>• Can cut straight line with support.</li> </ul>					
<i>Sculpture</i>	<ul style="list-style-type: none"> <li>• Explore malleable materials.</li> <li>• Begin to make marks and cut malleable materials.</li> <li>• Mould and create simple shapes with malleable materials and gives meaning.</li> <li>• Can use a glue stick with support.</li> <li>• Can use a glue spatula with support.</li> <li>• Can join items with PVA glue, glue stick and Sellotape</li> </ul>					
<i>Key Vocabulary</i>	Paint - Powder paint, paintbrush, sponge, Mixing, Colours (red, blue, yellow, green, purple, orange), line, shape. Drawing - Pencil, pastel, chalk, Straight, wavy, Thick, thin, Observation Collage - Tools: glue, paper, fabric, Sticking, Materials, Texture, Imagination Sculpture - Joining, glue, Sellotape, texture, pattern					

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
<i>Reception</i>	What a wonderful world	To infinity and beyond	Prehistoric Predators	Awesome Authors	Down in the garden	We are all heroes
<i>ELG</i>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, and function</li> <li>• Share their creations, explaining the process they have used.</li> </ul>					
<i>Painting</i>	<ul style="list-style-type: none"> <li>• Explore what happens when two primary colours are mixed.</li> <li>• Know what happens when two primary colours are mixed.</li> <li>• Can independently mix colours to achieve their own goal.</li> <li>• Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc.</li> <li>• Can hold a paintbrush using tripod grip.</li> <li>• Can independently select a range of tools for a purpose.</li> <li>• Use smaller blocks to print patterns with support.</li> <li>• Selects own printing tools.</li> <li>• Prints with a range of tools to create meaningful pictures</li> </ul>					
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Draws things that they have observed with some degree of accuracy.</li> <li>• Draws things that they have observed or imagined with detail.</li> <li>• Experiment with different types of lines.</li> <li>• Produce lines of different thickness and tone</li> <li>• Choose and use appropriate drawing tools to achieve their goal</li> </ul>					
<i>Collage</i>	<ul style="list-style-type: none"> <li>• Talks about materials, describing their textures and colours.</li> <li>• Beginning to cut and use different materials to create artwork.</li> <li>• Can use a wide range of objects to create accurate representations.</li> <li>• Can cut straight lines independently.</li> <li>• Can cut simple shapes without support.</li> <li>• Can cut simple shapes with accuracy</li> </ul>					
<i>Sculpture</i>	<ul style="list-style-type: none"> <li>• Use simple tools to cut, shape and impress patterns and textures into a range of materials.</li> <li>• Builds structures by manipulating malleable materials using hands and tools.</li> <li>• Makes something that they can give meaning to</li> <li>• Makes something with clear intentions.</li> <li>• Can join items with pva glue, glue stick and Sellotape.</li> <li>• Begins to use a variety of ways to join items – glue, masking tape, Sellotape, string ribbon.</li> <li>• Chooses and uses the most appropriate joining method</li> </ul>					
<i>Key Vocabulary</i>	Paint - Powder paint, paintbrush, sponge, Mixing, Colours (red, blue, yellow, green, purple, orange), line, shape. Drawing - Pencil, pastel, chalk, Straight, wavy, Thick, thin, Observation Collage - Tools: glue, paper, fabric, Sticking, Materials, Texture, Imagination Sculpture - Joining, glue, Sellotape, texture, pattern					

<i>Cycle A KS1</i>	<b>Spirals</b>	<b>Simple Printmaking</b>
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Understand drawing is a physical activity.</li> <li>• Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder, and body. Work at a scale to accommodate exploration.</li> <li>• Use colour (pastels, chalks) intuitively to develop spiral drawings.</li> <li>• Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</li> <li>• Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</li> </ul>
<i>Sketchbooks</i>	<ul style="list-style-type: none"> <li>• Make a simple elastic band sketchbook. Personalise it.</li> <li>• Develop experience of primary and secondary colours</li> <li>• Practice observational drawing.</li> <li>• Explore mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Test out printmaking ideas.</li> <li>• Develop experience of primary and secondary colours Practice observational drawing.</li> <li>• Explore mark making</li> </ul>
<i>Printmaking</i>		<ul style="list-style-type: none"> <li>• Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).</li> <li>• Use hands and feet to make simple prints, using primary colours.</li> <li>• Collect textured objects and make rubbings and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</li> <li>• Explore concepts like “repeat” “pattern” “sequencing”.</li> </ul>
<i>Collage</i>		<ul style="list-style-type: none"> <li>• Collage with painted papers exploring colour, shape, and composition.</li> </ul>
<i>Key Vocabulary</i>	<b>Pressure, Line, Blending, Pattern</b>	<b>Arrangement, Rubbing, Texture, Impression</b>
<i>Additional Vocabulary</i>	Spiral, Movement, Motion, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light Mark Making Colour Sketchbook, Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places”. Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate,, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit

<i>Cycle B KS1</i>	<b>Explore &amp; Draw</b>	<b>Stick Transformation</b>
<i>Drawing</i>	<ul style="list-style-type: none"> <li>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip, and speed to affect line.</li> <li>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph.</li> <li>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</li> <li>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture, and shape.</li> <li>Create final collaged drawings (see column 5 "collage") which explore composition.</li> </ul>	
<i>Sketchbooks</i>	<ul style="list-style-type: none"> <li>Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>Understand that the way each persons' sketchbook looks is unique to them.</li> <li>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> <li>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> </ul> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of different media.</li> <li>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>Make visual notes about artists studied.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>Understand that the way each persons' sketchbook looks is unique to them</li> </ul>
<i>Making</i>		<ul style="list-style-type: none"> <li>Understand when we make sculpture by adding materials it is called Construction.</li> <li>Use Design through Making philosophy to playfully construct towards a loose brief.</li> <li>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour, and structure.</li> </ul>
<i>Collage</i>	<ul style="list-style-type: none"> <li>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</li> <li>Collage with drawings to create invented forms. Combine with making if appropriate.</li> </ul>	
<i>Key vocabulary</i>	<b>Pattern, Line, Tone, Shade</b>	<b>Fasten, Form, Transform, Balance</b>
<i>Additional Vocabulary</i>	<p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition. Photograph, Focus, Light, Shade, Colour, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making. Reflect, Present, Share, Discuss, Feedback</p>	<p>Design Through Making, Play, Explore, Experiment, Construct, Respond, Think Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Create Line, Shape, Form, Angle, Scale, Structure, Sculpture, Colour, materials, Texture. Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>



<i>Cycle A LSK2</i>	<b>Gestural Drawing with Charcoal</b>	<b>Cloth, Thread, Paint</b>
<i>Drawing</i>	<ul style="list-style-type: none"> <li>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</li> <li>Understand charcoal and earth pigment were our first drawing tools as humans.</li> <li>Know that Chiaroscuro means “light/dark”, and we can use the concept to explore tone in drawings. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro, and which explore narrative/drama through lighting/shadow (link to drama).</li> <li>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</li> </ul>	<ul style="list-style-type: none"> <li>Develop mark making skills by deconstructing the work of artists.</li> </ul>
<i>Sketchbooks</i>	<ul style="list-style-type: none"> <li>Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>Understand that the way each persons’ sketchbook looks is unique to them.</li> <li>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> </ul> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of charcoal. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>Develop mark making skills.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>Understand that the way each persons’ sketchbook looks is unique to them.</li> <li>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> <li>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>Develop mark making skills.</li> </ul>
<i>Printmaking</i>		<ul style="list-style-type: none"> <li>Understand that paint acts differently on different surfaces.</li> <li>Understand the concept of still life and landscape painting.</li> </ul>
<i>Painting</i>		<ul style="list-style-type: none"> <li>Continue to develop colour mixing skills.</li> <li>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</li> </ul>
<i>Key Vocabulary</i>	<b>Tone, Silhouette, Atmosphere, Trace</b>	<b>Stitches, Background, Foreground, Tension,</b>
<i>Additional Vocabulary</i>	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Drama, Lighting, Shadow, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread,, Needle, Test, Experiment, Try Out, Reflect, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome

<i>Cycle B LKS2</i>	<b>Storytelling Through Drawing</b>	<b>Telling Stories Through Making</b>
<b><i>Drawing</i></b>	<ul style="list-style-type: none"> <li>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</li> <li>Create owned narratives by arranging toys in staged scenes, using this as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</li> <li>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite, or ink.</li> <li>Use a variety of drawing media including charcoal, graphite, wax resist, and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</li> </ul>	
<b><i>Sketchbooks</i></b>	<ul style="list-style-type: none"> <li>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</li> </ul> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>Practise drawing skills.</li> <li>Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>Test and experiment with materials.</li> <li>Reflect.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</li> </ul>
<b><i>Painting</i></b>	<ul style="list-style-type: none"> <li>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</li> </ul>	
<b><i>Making</i></b>		<ul style="list-style-type: none"> <li>Understand that many makers use other artforms as inspiration, such as literature, film, drama, or music.</li> <li>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</li> <li>That clay and Modroc are soft materials which finally dry/set hard.</li> <li>An armature is an interior framework which support a sculpture.</li> <li>Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure.</li> <li>Make an armature to support the sculpture.</li> </ul>
<b><i>Key Vocabulary</i></b>	<b>Illustration, Interpretation, Arrange, Medium</b>	<b>Shape, Exaggerate, Armature, Model</b>
<b><i>Additional Vocabulary</i></b>	<p>Inspiration, Original Source, Respond, Response  Graphic Novel, Illustrator,  Poetry, Prose, Stage  Line, Quality of line, Line Weight, Mark Making, Graphite, Ink, Pen, Quill, Brush,  Watercolour, Water-soluble,  Composition, Sequencing, Visual Literacy, Narrative  Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out  Respond Response  Line, Wash, Layer, Pen, Watercolour, Gesture  Sculpture, Structure, Cover, Modroc, Clay, Construct, Character, Personality  Present, Share, Reflect, Respond, Feedback,  Photograph, Lighting, Composition, Focus, Intention,</p>

<i>Cycle A USK2</i>	<b>Typography &amp; Maps</b>	<b>Exploring Still Life</b>
<i>Drawing</i>	<ul style="list-style-type: none"> <li>Understand that designers create fonts and work with Typography.</li> <li>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</li> <li>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire and use creative skills to transform into letters.</li> <li>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</li> <li>Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</li> </ul>	
<i>Sketchbooks</i>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Explore mark making.</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Brainstorm pattern, colour, line, and shape.</li> </ul>
<i>Painting</i>		<ul style="list-style-type: none"> <li>Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</li> <li>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today.</li> <li>To explore colour (and colour mixing), line, shape, pattern, and composition in creating a still life. To consider lighting, surface, foreground, and background.</li> <li>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</li> <li>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</li> </ul>
<i>Key Vocabulary</i>	<b>Typography, Design, Intention, Symbols</b>	<b>Traditional, Contemporary, Hue, Elements</b>
<i>Additional Vocabulary</i>	Lettering, Graphics, Communicate, Emotions, Purpose, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Still Life, Genre Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Tint, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D. Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

<i>Cycle B USK2</i>	<b>Exploring Identity</b>	<b>Brave Colour</b>
<i>Drawing</i>		
<i>Sketchbooks</i>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</li> <li>Explore colour: make colours, collect colours, experiment with how colours work together.</li> <li>Explore combinations and layering of media.</li> <li>Develop Mark Making</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour: make colours, collect colours, experiment with how colours work together</li> </ul>



<b><i>Printmaking</i></b>	<ul style="list-style-type: none"> <li>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</li> </ul>	
<b><i>Painting</i></b>	<ul style="list-style-type: none"> <li>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture, and personality.</li> <li>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</li> </ul>	
<b><i>Making</i></b>	<ul style="list-style-type: none"> <li>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</li> <li>Understand that artists and designers add colour, texture, meaning and richness to our life.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</li> <li>Understand that artists and designers add colour, texture, meaning and richness to our life.</li> <li>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</li> <li>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel</li> </ul>
<b><i>Key Vocabulary</i></b>	<b>Portraiture, Layering, Digital Art, Observational</b>	<b>Installation Art, Immersive, Light, Form</b>
<b><i>Additional Vocabulary</i></b>	Identity, Layer, Constructed, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Visual notes Colour Participate, Context, Environment, Viewer, Colour, Structure, Sound, Senses, Sculptural installation. Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,