

## Winterton Primary School & Nursery Art Progression



This document demonstrates the progression in knowledge, skills and vocabulary in Art & Design from Year 1 to Year 6.

### KS1 Art (Year 1-2)

This is a two-year rolling plan working from Year A in the academic year 2021 – 2022.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dots (Aboriginal, Yayoi Kusama, Pointillism)	Cooking & Nutrition (Fruit preparation)	Portraits	Textiles (Stitching skills)	Andy Goldsworthy (3D art)	Woodwork
Collage (Arcimboldo and Megan Coyle)	Impressionism with pastels (Van Gogh, Monet, Matisse)	Cooking & Nutrition (Healthy snack)	Giacometti (Sculpture)	Towers (Construction and structures)	Flowers (still life)

Year A	Autumn 1: Dots (Aboriginal, Yayoi Kusama, Pointillism)	Autumn 2: Cooking & Nutrition (Fruit preparation)
	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal art can be understood as the carvings, paintings, and depictions of nature created by Aboriginal people. These are a group of Indigenous Australians who are native to Australia. They're a vast community of Native peoples who have lived in Australia for the past 50,000 years - the oldest living culture in the world. Aboriginal people are known to have a strong relationship to the natural landscape, including deserts, coasts, valleys, and grasslands. They often use Australian animals as inspiration in their art and their art can also be closely linked to religious festivals.</li> <li>• In almost all artwork by Indigenous Australians, there is no empty space - it is always filled with dots or patterns. The style could be called abstract, in that it is symbolic rather than realistic.</li> <li>• Yayoi Kusama is a Japanese artist who is sometimes called 'the princess of polka dots' as all of her artwork contains polka dots. She makes lots of different types of art using dots and bright contrasting colours; her artworks include paintings, sculptures, performances and installations. Some of her most famous work includes her paintings and sculptures of pumpkins and gourds, and her infinity rooms.</li> <li>• Pointillism is a technique in painting where tiny dots of pure colour are applied to a canvas. The patterns that form with the tiny dots build up to create an image. The colours appear to blend because they are dotted so close together, but paint is never actually blended before applying it like painters usually do.</li> <li>• Georges Seurat was a French post-impressionist painter, he used pointillism to create some of his most famous paintings - Sunday Afternoon on the Island of La Grande Jatte</li> <li>• Mixing primary paint colours to make secondary colours and representing on a colour wheel. Then using the colour wheel to choose</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Fruits and vegetables should be washed before consumption.</li> <li>• To chop fruits and vegetables safely using a knife and either the bridge or the claw technique.</li> <li>• To safely peel vegetables using a vegetable peeler.</li> <li>• It is important to wash your hands before starting to prepare food to ensure that germs from your hands are not transferred to the food you are preparing.</li> <li>• It is recommended that everyone consumes at least 5 portions of different fruit and vegetables per day to ensure a good intake of vitamins and minerals.</li> <li>• When designing a fruit or vegetable salad, it is important to ensure that it contains a range of colours, shapes and textures. If possible it should contain either some protein, dairy or carbohydrate to ensure it is nutritionally balanced.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Chopping, peeling and preparing fruit and vegetables</li> <li>• Complete market research to evaluate products already available</li> <li>• Understand how to create a design criteria for a fruit or vegetable salad</li> <li>• Design a healthy recipe for a fruit or vegetable salad</li> <li>• Create a suitable product name and digital logo</li> <li>• Consider appropriate packaging</li> <li>• Evaluate their end product against the design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they learn about the importance of eating fruit and vegetables as part of a healthy balanced diet. As well as understanding the need for some fruits and vegetables to be peeled or prepared before eating.</li> </ul>

<p>complementary (contrasting) colours which can be found opposite each other on the colour wheel.</p> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Printing using different shapes and sizes.</li> <li>• Mixing colours and representing on a colour wheel to enable complementary colours to be identified and chosen.</li> <li>• Controlling a painting implement.</li> <li>• Using dots to make repeating patterns.</li> <li>• Drawing still-life objects such as gourds, like pumpkins.</li> <li>• Using dots to create pictures.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they learn to print using paint and learn to continue repeating patterns.</li> <li>• KS1 where they paint still-life flowers.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will complete a Kandinsky colour study, use printing in pop art and create digital art.</li> </ul> <p><b>Children learn the following vocabulary:</b> Aboriginal, native, indigenous, culture, dots, pattern, pointillism, still life, abstract, contrasting, complementary, image, gourd, colour wheel</p>	<ul style="list-style-type: none"> <li>• KS1 where they learn to design and make a healthy sandwich.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will research, design and make soups, healthy biscuits and smoothies.</li> </ul> <p><b>Children learn the following vocabulary:</b> Chop, peel, fruit, vegetable, salad, prepare, cut, pips, seeds, stone, skin, rind, bridge cut, claw cut, knife, peeler hygiene, germs, vitamins, minerals, market research, evaluate, design, healthy, recipe, logo, packaging</p>
Spring 1: Portraits	Spring 2: Textiles (Stitching skills)
<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• A portrait is a picture of yourself or of someone else. If it is a picture of yourself and you are painting it, it is called a self-portrait.</li> <li>• There are different types of portrait, such as traditional, abstract, impressionist, photorealism and cubist.</li> <li>• Pablo Picasso was a Spanish painter and sculptor who is thought to be the co-founder of cubism. He is particularly famous for the cubist portraits he painted and the bright colours he used.</li> <li>• A cubist portrait involves the artist breaking up the face and reassembling it in an abstract and geometric form.</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Sewing involves using a needle and thread to either stitch two pieces of fabric together, stitch something to a piece of fabric or to stitch a pattern onto a piece of fabric.</li> <li>• Threading a needle involves putting the thread through the eye of the needle and knotting it on so that it doesn't come off. Before you start to sew, a knot is also needed at the bottom of the thread so that it does not pull through the fabric.</li> <li>• Running stitch is where a needle is pushed in and out of the fabric to create equally spaced stitches.</li> </ul>

<ul style="list-style-type: none"> <li>• Henri Matisse is a French artist who is famous for his use of bright colours and for painting still-life portraits, but trying different styles such as cubist and pointillism, and even collage.</li> <li>• Sketching involves drawing something using a pencil. Observational sketches of people need to be drawn using sketching pencils, using softer pencils for shading and thicker lines and harder pencils for detail and thinner lines. Sketching pencils range from B - 6B.</li> <li>• Water colour paints need to be used with a really wet paintbrush which is swirled on the paint for quite a while to build up the colour.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Drawing observational portraits of friends, looking carefully at the shapes and sizes of different facial features.</li> <li>• Using sketching pencils (B-6B) and understanding when to use thinner, harder leads, and when to use softer, thicker leads.</li> <li>• Drawing cubist portraits</li> <li>• Controlling a paintbrush</li> <li>• Using water colour paints and mixing colours to make different shades</li> <li>• Creating photorealistic portraits</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they draw and paint portraits of themselves and others.</li> <li>• KS1 where they create portraits using collage and natural materials.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will use oil paints to create photorealistic and abstract portraits, as well as studying and recreating versions of Andy Warhol's pop art portraits.</li> </ul> <p><b>Children learn the following vocabulary:</b> Portrait, self-portrait, abstract, cubist, impressionist, traditional, photorealistic, geometric, still-life, sketching pencils, water colours, shading, observational</p>	<ul style="list-style-type: none"> <li>• Cross stitch involves using binca or aida fabric, or a plastic mesh grid, to stitch small evenly sized crosses into to create a pattern or picture.</li> <li>• Buttons can be sewed onto fabric using a running stitch method but where the stitch goes in and out of the button holes and then over and over in the same place to secure the button.</li> <li>• Easter cards are given to celebrate Easter and usually include designs incorporating eggs, rabbits, chicks and flowers.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Thread a needle</li> <li>• Use running and/or cross stitch</li> <li>• Complete market research to evaluate Easter cards already available</li> <li>• Understand how to create a design criteria for an Easter card</li> <li>• Design an Easter card</li> <li>• Evaluate their end product against the design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they learn to thread in and out of holes using threading cards and make Easter cards.</li> <li>• KS1 where they learn about the Easter story and create celebration cards for other occasions.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will use dyes and resists to design fabrics, look at 60s fashion inspired by Mondrian and using different sewing skills to design and make a Christmas decoration.</li> </ul> <p><b>Children learn the following vocabulary:</b> Sewing, stitching, needle, thread, fabric, knot, running stitch, cross stitch, binca, aida, buttons, Easter, market research, design criteria, evaluate</p>
<p><b>Summer 1: Andy Goldsworthy (3D art)</b></p> <p><b>Knowledge children will learn:</b></p>	<p><b>Summer 2: Woodwork</b></p> <p><b>Knowledge children will learn:</b></p>

- Andy Goldsworthy is a British artist, photographer and environmentalist. Goldsworthy crafts his art from natural resources like rocks, ice and leaves, aware that the passing of time and exposure to the elements will alter his work. He creates his art in both natural and urban environments and records the artwork and sculptures he creates using photography.
- Artwork and sculptures can be created from natural materials which can be gathered from anywhere and these can be arranged to make a pattern or picture, or built on top of each other to create sculpture in the form of a tower or bridge.
- Environmental art is art that's designed to enhance or become a part of the environment, or art that intends to communicate something about environmental issues.
- Goldsworthy's most famous environmental art designs use circular shapes and symmetry to create the image on the ground.
- One of Goldsworthy's most famous sculptures is his tower of stones, where stones are placed on top of each other, gradually reducing in size.

#### **Skills children will gain:**

- Explore materials and resources in the local area, such as the beach, dunes or woods.
- Build towers of stones gradually reducing in size - consider the size and shape of the stones needed.
- Plan and design the environmental art first, sketching it and considering the size, shape and colour of the natural materials needed.
- Create the environmental art using circular shapes and symmetrical patterns.

#### **Children will build on knowledge from:**

- EYFS where they create natural art and learn about how they can use natural resources in their play and to support learning.
- KS1 where they learn about constructing towers and create sculptures.

- Picture frames are used to frame photos and can be made from a range of different materials and be designed in a variety of different ways.
- Wooden picture frames need four lengths of wood to use as the sides of either a rectangle or square shape.
- A hack saw or a tenon saw is used to cut wood, this needs to be done very carefully as the blade sharp - close adult supervision needed at all times and in most cases guided 1:1 support will be needed.
- The wood will need to be held in place to cut using a vice.
- The wood will need to be sanded using sandpaper to removed any rough edges.
- The wooden sides will need to be fixed together using nails and a hammer. Glue can also be added if necessary to make the frame more robust.
- A piece of string and a mini peg will be used to attach the picture to the frame and a piece of string will be used to hang the picture frame up on the wall.
- Holes will be drilled using a hand drill with the wood secured in a vice - the same two holes will secure the string to hang the picture and the string to hang the frame on the wall.

#### **Skills children will gain:**

- Using tools including a saw, drill, hammer and vice.
- Complete market research to evaluate products already available
- Understand how to create a design criteria for a picture frame
- Design a picture frame using four lengths of wood
- Decorate a picture frame using paint and varnish
- Evaluate their end product against the design criteria

#### **Children will build on knowledge from:**

- EYFS where they role play using tools and look at photos when completing their 'Is my family the same as your family?' topic.
- KS1 where they use the design and make process to create salads and sandwiches, a stitched Easter card, and a tower.

#### **Children will build on this knowledge in:**

	<p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will make mosaics, study sculptors Henry Moore and Barbara Hepworth and sculpt using clay in the style of Penkman and Gaudi.</li> </ul> <p><b>Children learn the following vocabulary:</b> Sculptor, environmental art, natural resources, urban, symmetry, circular, materials, tower, colour, size, shape, texture, 3D</p>	<ul style="list-style-type: none"> <li>• KS2 where they will build bee houses and wooden structures.</li> </ul> <p><b>Children learn the following vocabulary:</b> Woodwork, hammer, hack saw, tenon saw, hand drill, vice, nails, saw, hammer, clamp, drill, sand, joint, fixing, evaluate, design criteria, market research, sandpaper</p>
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Year B	Autumn 1: Collage (Arcimboldo and Megan Coyle)	Autumn 2: Impressionism with pastels (Van Gogh, Monet, Matisse)
	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Megan Coyle is an American artist and illustrator who creates collages entirely from magazine strips in a process she calls ‘painting with paper’.</li> <li>• Collage is a technique where strips of paper, magazines or photos are combined to create an image.</li> <li>• The material used for a collage can be ripped or cut, layered and then stuck with glue.</li> <li>• Megan Coyle uses contrasting colours in her artwork to create the image she is trying to produce.</li> <li>• Complementary colours are colours which are opposite each other on a colour wheel, these are contrasting colours which give the greatest contrast when used next to each other.</li> <li>• Giuseppe Arcimboldo was an Italian painter best known for creating imaginative portraits made entirely of objects such as fruits, vegetables, flowers, fish and books.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Cut strips of coloured paper from magazines to create a collage.</li> <li>• Layer strips of similar colour paper together to create an image.</li> <li>• Use complementary colours in the collage to ensure that the image stands out from the background.</li> <li>• Plan and create a collage in the style of Megan Coyle.</li> <li>• Use of physical fruit and vegetable shapes to represent facial features.</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Claude Monet was a French artist who painted pictures outside of what he could see, these are called impressionist paintings. Impressionists, like Monet, painted their impression of what something looked like in real-life. They would paint outside so they could see what they were painting in front of them.</li> <li>• Henri Matisse was a French artist who used the style of impressionism but used unusually bright colours to represent what he was painting.</li> <li>• Vincent Van Gogh was a Dutch artist who travelled through Europe and painted pictures of the places he visited. As well as landscapes, he also liked painting portraits.</li> <li>• Chalk pastels can be blended by layering and smudging the colours together with a finger or cotton bud. Chalk pastels can be used with the tip of the chalk or rubbing the side across the paper to get a wider band of colour.</li> <li>• Blending oil pastels is much more difficult with oil pastels than with chalk pastels, it is important to use light colours first and layer rather than blend. Keep the tips of oil pastels clean and not dirty with other colours by wiping the ends with a piece of tissue after blending.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Blending colour with chalk pastels and layering colour with oil pastels.</li> <li>• Recreate a small section of a Monet, Matisse and Van Gogh painting</li> <li>• Developing skills using chalk pastels to recreate Monet’s Le Jardin de L’Artist a Giverny.</li> </ul>

<ul style="list-style-type: none"> <li>• Select images of fruit and vegetables to cut out, layer and stick to create a portrait collage.</li> <li>• Plan and create a portrait collage (using fruits and vegetables) in the style of Arcimboldo.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they create simple collages using coloured paper.</li> <li>• KS1 where they learn about different types of portrait and how to use complementary colours.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will study dada artists and learn how to create photomontages with environmental messages.</li> </ul> <p><b>Children learn the following vocabulary:</b> Collage, layering, strips, ripping, cutting, complementary, contrasting, portrait</p>	<ul style="list-style-type: none"> <li>• Developing skills using oil pastels to recreate Van Gogh's Starry Night.</li> <li>• Using an impressionist style to create landscapes of Winterton.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they use chalk to mark make and draw still-life pictures.</li> <li>• KS1 where they study Van Gogh and his still-life paintings.</li> </ul> <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> <li>• KS2 where they will study Degas, Delaunay, Kandinsky, impressionist portraiture and landscapes and seascapes inspired by Turner and Kurt Jackson.</li> </ul> <p><b>Children learn the following vocabulary:</b> Impressionism, landscape, oil/chalk pastels, blending, layering, smudging,</p>
<p style="text-align: center;"><b>Spring 1: Cooking &amp; Nutrition (Healthy snack)</b></p> <p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Bread is a carbohydrate which gives the body energy. Carbohydrates can be simple or complex - simple carbohydrates release energy quickly and complex carbohydrates release energy much slower.</li> <li>• Wholegrain or wholemeal bread contains fibre which makes it a complex carbohydrate so the energy will be released slower, meaning that you feeling fuller for longer.</li> <li>• Fast release carbohydrates, like white bread, release energy quickly by raising blood sugar but they only give you a quick burst of energy and then you will feel hungry again quickly.</li> <li>• Sandwiches or sandwich equivalents can be made from a range of different carbohydrates including bread, wraps, pitta and bagels.</li> <li>• Healthy sandwich fillings need to be balanced with some protein or dairy, fruit or vegetable and a small amount of fat - ideally unsaturated fats which are good for the body.</li> </ul>	<p style="text-align: center;"><b>Spring 2: Giacometti (Sculpture)</b></p> <p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Alberto Giacometti was a Swiss sculptor who is famous for making large thin sculptures of people with long limbs. His sculptures showed movement and would appear like the person had been frozen in time. Giacometti was inspired by Cubism, which is an abstract art style which shows people from lots of different angles.</li> <li>• Materials which are suitable for sculpture include materials which can be shaped in 3D; such as metal, clay, wood, plaster and stone. In school, we need to use a material that can be moulded; such as plasticine, clay or tinfoil.</li> <li>• To make effective sculptures, a small version of the model needs to be made from a soft modelling material such as playdough or plasticine.</li> <li>• When modelling people, it is helpful for a real person to model the shape of the sculpture, or to use a wooden mannequin which can be accurately positioned and the shapes copied.</li> </ul> <p><b>Skills children will gain:</b></p>



<ul style="list-style-type: none"> <li>• As it is recommended that at least 5 portions of fruits or vegetables are consumed every day, having some salad in a sandwich is a good way to include one of these portions.</li> <li>• To cut bread, vegetables, meat and cheese safely using a knife and either the bridge or the claw technique.</li> <li>• It is important to wash your hands before starting to prepare food to ensure that germs from your hands are not transferred to the food you are preparing.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Spreading bread and cutting bread, salad and meat or cheese.</li> <li>• Complete market research to evaluate products already available</li> <li>• Understand how to create a design criteria for a sandwich</li> <li>• Design a healthy recipe for a sandwich</li> <li>• Create a suitable product name and digital logo</li> <li>• Consider appropriate packaging</li> <li>• Evaluate their end product against the design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they learn how to eat a healthy balanced diet.</li> <li>• KS1 where they design and make a fruit or vegetable salad.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will design, make and brand smoothies, soups and healthy biscuits.</li> </ul> <p><b>Children learn the following vocabulary:</b> Carbohydrate, simple, complex, energy, sandwich, bread, wrap, pitta, bagel, fibre, wholegrain, wholemeal, seeded, white, dairy, protein, evaluate, market research, design, logo, packaging, spread, chop, cut</p>	<ul style="list-style-type: none"> <li>• Draw the shadow of a friend in a chosen position, focusing on the shapes their body makes in the position they are in.</li> <li>• Draw a friend in a chosen position, focussing on the shapes their body is made from and the shapes their body makes in the position they are in.</li> <li>• Replicate body shapes using a wooden mannequin (or a real person) and then sculpt this shape from playdough or plasticine.</li> <li>• Sculpt different shapes by rolling, squashing and flattening and join shapes effectively at joints to create a strong sculpture.</li> <li>• Create a Giacometti sculpture from tinfoil showing a person with long limbs in a chosen position.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they use playdough and clay to create models.</li> <li>• KS1 where they have explored 3D art by Andy Goldsworthy and they use clay to create Diva lamps.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will explore sculpture by Hepworth and Moore, create Gaudi clay sculptures and wire portents in the style of Alexander Calder.</li> </ul> <p><b>Children learn the following vocabulary:</b> Sculpture, limbs, position, mannequin, cubism, playdough, plasticine, clay, replicate, joint, rolling, squashing, flattening</p>
<p><b>Summer 1: Towers (Construction and structures)</b></p>	<p><b>Summer 2: Flowers (still life)</b></p>
<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• The tallest building in the world is the Burj Khalifa (829 metres or 163 stories) in Dubai, United Arab Emirates. The Burj Khalifa is almost three</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh was a Dutch artist who painted still life paintings which were typically of flowers in vases but also of other everyday objects.</li> </ul>



times as tall as the Eiffel Tower. The Burj Khalifa has a hexagon shaped core with three 'wings' coming out from the hexagon to form the base.

- The Eiffel Tower in Paris, France is 330 metres high and is an open-lattice iron structure with four massive arched legs which taper together to form one main column.
- The Shard in London, UK is 244 metres tall and 74 stories high. It is an irregular pyramid shape.
- The Leaning Tower of Pisa in Pisa, Italy is known for its four degree lean due to its unstable foundations.
- The Shanghai Tower in Shanghai, China is 587 metres tall and 127 stories high. The tower has a twisted shape made from 9 cylinders stacked on top of each other.
- It is vital for towers to have strong foundations and to be made from strong shapes, such as triangles. Parts of the tower should never be placed directly on top of another part, they should be staggered (as they would be when building a brick wall), this will ensure the weight is evenly distributed and hence the structure will be stronger.
- The Winterton Coastwatch Tower was taken down last year due to the rapid coastal erosion of the dunes. The Coastwatch team are currently looking for a new site to locate their tower. The tower needs to be tall, have strong foundations and be able to withstand strong winds.
- Paper, card and foil can be rolled, folded and joined in different ways to assemble a tower. Some joins to consider are: wrap, feet, tab, slot and L-brace.

#### **Skills children will gain:**

- Investigate which shapes are the strongest to make towers from
- Consider the properties of different materials before selecting the strongest material to make a tower from
- Research different famous buildings to look at their design and structure
- Understand how to create a design criteria for the Winterton Coastwatch Tower
- Draw a design for a new Winterton Coastwatch Tower
- Create

- Georgia O'Keefe is an American artist who painted nature in the way that it made her feel. She is best known for her still life paintings of flowers.
- Sketching involves drawing something using a pencil. Observational sketches of people need to be drawn using sketching pencils, using softer pencils for shading and thicker lines and harder pencils for detail and thinner lines. Sketching pencils range from B - 6B.
- When creating a still life painting, it is vital to have the object you are painting in front of you so that you can copy the shapes, colours and shadows accurately.
- Watercolour paints need to be used with a really wet paintbrush which is swirled on the paint for quite a while to build up the colour.
- Paint can be made a lighter shade by adding white and a darker shade by adding black.
- Watercolour pencils can be used in two ways. After completing a line drawing, they can be used as colouring pencils to build up colour and tone on the page and then a wet paintbrush is used to blend the pencils together as it becomes paint. Alternatively, we can dip the tips of water colour pencils into water to dampen them and then draw with the tip.

#### **Skills children will gain:**

- Comparing different still life paintings of flowers by Gogh and O'Keefe.
- Observational drawing of real flowers in pencil from still life perspective.
- Using different types of sketching pencil for different types of line.
- Painting flowers using watercolour paints or watercolour pencils.
- Mixing colours to make different shades of that colour.
- Control of a painting implement.

#### **Children will build on knowledge from:**

- EYFS where they use paint brushes and paint to paint still life pictures.
- KS1 where they learn how to sketch and use water colours to paint portraits.

<ul style="list-style-type: none"> <li>• Construct the design from cardboard, paper and foil.</li> <li>• Evaluate their end product against the design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• EYFS where they build towers and structures using construction equipment.</li> <li>• KS1 where they study Giacometti and create tinfoil sculptures of people.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will build bridges, greenhouses and a Mars Rover.</li> </ul> <p><b>Children learn the following vocabulary:</b>  Tower, structure, construction, feet, stories, foundations, strong, shape, weight, distributed, assemble, design, criteria, evaluate, paper, tinfoil, cardboard</p>	<p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will study still life in the form of Degas, Joel Penkman, Gaudi, Morris and Mackintosh and Cezanne.</li> </ul> <p><b>Children learn the following vocabulary:</b>  Still life, sketch, observational, thin, thick, watercolour paint, watercolour pencil, shade, tone, mixing, paintbrush, palette</p>
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## **KS2 Art (Year 3-6)**

This is a four-year rolling plan working from Year A in the academic year 2021 – 2022.

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Collage and Photomontage	Degas (Life drawing)	Cooking & Nutrition (Healthy biscuit alternatives)	Kandinsky and Delaunays (Watercolours, pastels)	Textiles (Dyes and resists)	Digital Art
Joël Penkman (Still life)	Cooking & Nutrition (Smoothies)	Printmaking	Greenhouses (Structures)	Portraits (Oil paints)	Textiles (Patterns of the 60s and 70s)
Landscapes & seascapes (Turner, Jackson)	Textiles (Sewing skills)	Moore & Hepworth (Sculpture)	Bridges	Woodwork	Gaudi (Colour, clay, mosaic)
Cezanne (Still life & oil pastels)	Pop Art	Cooking & Nutrition (Soups and breads)	Dioramas (Using cams)	Pattern (Morris, Mackintosh)	Mars Rover (Moving mechanisms)

Year A	Autumn 1: Collage and Photomontage	Autumn 2: Degas (Life drawing)
	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Collage is the technique in which pieces of paper, photographs, fabrics, are layered, arranged, and fixed down to form a picture.</li> <li>• A photomontage is a collage constructed from photographs. A montage is an assembly of images that relate to each other in some way to create a single work. Photomontage was first used as a technique by dada artists in 1915 as they protested the First World War; it is commonly used to create artwork as a response to a social theme.</li> <li>• Of the artwork of dada artists (Hannah Hoch, Raoul Hausmann), Chris Plowman, Jenny Holzer</li> <li>• Photomontages can include examples of text: identify the German / “dada” in dada artwork; Jenny Holzer uses anecdotes, or truisms, to present pieces of work focused on modern cliches.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Collect similar colour, textured materials for a montage</li> <li>• Identify and select images from media which could form a montage</li> <li>• Consider social themes and concepts - such as deforestation, consumerism, waste – for a photomontage</li> <li>• Layer images together to create a photomontage</li> <li>• Create a “truism” or phrase for their photomontage</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they have studied collage and the work of Megan Coyle</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will study art as a form of propaganda, layering images during printing, and pop art.</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Life drawing is sketching a model from life.</li> <li>• Edgar Degas was a French artist born in Paris in 1843. Although he is often described as an impressionist, he didn’t really think he was one. He is famous for his drawings, paintings and sculptures of everyday life and especially his paintings of entertainers and dancers. He often created his pictures from peculiar angles; his drawing of Miss Lala, a circus acrobat, is drawn with her above him hanging from a circus tent. Degas used his sketches as a basis to then create his paintings; some are unfinished and many include lots of line to show movement.</li> <li>• Degas was fascinated by dancers and captured their grace and power in his sketches. As he got older, Degas started go blind and found it harder to paint or sketch so he made sculptures.</li> <li>• We can make our drawings begin to appear three-dimensional using shading styles (hatching, cross hatching, random hatching, stippling, linear, squiggle, traditional, line and geometric) and different softness of pencils (from 6B to 6H).</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Use a value scale and different softness of pencil for shading in different styles</li> <li>• Make sketches of objects using different softness pencils and charcoal</li> <li>• Draw from life, using a model in the classroom, in pencil and charcoal</li> <li>• Use charcoal and chalks to identify light and dark in life drawings</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will begin to develop skills in still life drawing and study the sculpture work of Giacometti.</li> </ul>

- Additionally, cross curricular links will be made in geography (India, urbanization, renewables, sustainability, climate change, deforestation in the Amazon, the wealth divide in Rio) and history (propaganda during WW1 and WW2, early examples of propaganda used by Hatshepsut in Ancient Egypt)

#### Children will learn the following vocabulary:

- Collage, photomontage, texture, shade, shape, composition, dada, simplistic, assemble, protests, theme, political unrest, juxtaposition, contrast, montages, anecdotes



#### Children will build on this knowledge in:

- KS2 where they will continue to develop skills in still life and three dimensional drawing in the following topics: Joel Penkman, portraiture, Hepworth & Moore, Gaudi, Cezanne and pattern.

#### Children learn the following vocabulary:

- plumb line, still life, composition, line, shape, form, overlap, contour, highlight, value, value scale, shape, shadow, shade, tone, colour, foreground background, observational, hierarchy, overlap, impressionism, impressionist



#### Spring 1: Cooking & Nutrition (Healthy biscuit alternatives)

##### Knowledge children will learn:

- We should eat 5-10 portions of fruit and vegetables a day. We shouldn't drink too much sugary drinks or eat too many foods that are high in fat.
- Children should consume no more than 24g of sugar a day. There are two types of sugar: natural sugars that occur in fruits, vegetables and other foods and there is the sugar which we add to food.
- Carbohydrates are a source of energy which can be slow releasing or fast releasing. When you eat slow releasing carbohydrates, the energy is absorbed slowly into your body and keeps you going for longer.
- We can add dried fruit to biscuits to add natural sweetness and one of our five a day. Dried fruit also contains fibre which is important for digestion. A 30g serving of dried fruit counts as one of your 5 a day.

#### Spring 2: Kandinsky & Delaunays (colour)

##### Knowledge children will learn:

- Primary colours are red yellow and blue; they are used to make all other colours. Secondary colours green, orange and purple; they are made by mixing equal amounts of 2 primary colours. The final type of colour is a tertiary colour. Complementary colours are those which are found opposite each other on the colour wheel; these colours work well together and have a good contrast.
- Abstract art is the art that does not represent reality but uses shape, colour and marks to achieve a message or evoke a feeling. Robert and Sonia Delaunay were artists who found the abstract artist movements of Orphism and Simultanism. Wassily Kandinsky was an abstract artist who worked with colour shape and line. Kandinsky was inspired by music and used shapes and colour to express sound.

**Skills children will gain:**

- Complete market research to evaluate products already available
- Form a design criteria for healthy alternatives to a biscuit
- Design a healthy recipe for a biscuit alternative
- Understanding of branding and logo creation
- Create branding and packaging for a product using digital software
- Evaluate their end product against a design criteria

**Children will build on knowledge from:**

- KS1 where they have learnt skills in the safe preparation of fruit and designed healthy snacks.

**Children will build on this knowledge in:**

- KS2 where they will design healthy smoothies, soups and breads.
- Additionally, cross curricular links will be made in science where the children learn about nutrients, nutrition, the importance of healthy choices and the digestive system.

**Children learn the following vocabulary:**

- Carbohydrates, fats, fibre, nutrients, protein, sugars, dairy, sugar, natural, sweetness, alternative, slow releasing, fast releasing, absorb, energy, branding, logo, design criteria, market research, demographic, alternatives,

**Summer 1: Textiles (Dyes and resists)****Knowledge children will learn:****Skills children will gain:**

- Complete the colour wheel by mixing primary and secondary colours
- Recreate a part of a Delaunay and Kandinsky piece using a viewfinder
- Use shape and colour to represent a mood, feeling or sound
- Create chalk and pastel works inspired by Kandinsky
- Create painted works inspired by the Delaunays
- Understand the importance and significance of naming artwork

**Children will build on knowledge from:**

- KS1 where they will identify and use complementary colours (Yayoi Kusama, Collage, Van Gogh) and begin to develop skills in paint, paint-mixing, chalks and pastels (Flowers, Impressionism, portraits)

**Children will build on this knowledge in:**

- KS2 where they will use their study of Kandinsky and the Delaunays to design abstract tote bags and study Gaudi and his works in colour.
- Additionally, cross curricular links will be made in science and music using Kandinsky and the Delaunays inspiration of music and DT.

**Children learn the following vocabulary:**



- Abstract, orphism, simultanism, represent, shade, vibrant, tone, pigment, composition, gestural, cubist, replicate, view finder, modernism, impressionist, complementary, contrasting,

**Summer 2: Digital Art & Propaganda****Knowledge children will learn:**



<ul style="list-style-type: none"> <li>• Market research is undertaken to see what products are already available before a product is designed. A mood board is a collection of ideas, styles and inspiration created before a product is designed. A design criteria is a list of features a product must have. A sustainable product is something which can be used again and again.</li> <li>• Sonia Delaunay was also a textiles and fashion designer; many designers are influenced by works of artists (Mondrian).</li> <li>• Fabric can be manipulated using resists, dyes and inks. Batik uses wax, or in this case a flour and water mix, to keep parts of the material away from added inks or paints. Marbling and tie dye use inks and dye to create patterns.</li> <li>• Fabrics can be fixed together using a range of stitches including running stitch, cross stitch and blanket stitch.</li> <li>• Products need packaging, branding and promotion.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Complete market research to evaluate products already available and create a mood board</li> <li>• Form a design criteria for a sustainable bag with an abstract design</li> <li>• Experimentation using batik resists, tie dye and marbling</li> <li>• Sewing skills including the use of running stitch, cross stitch and blanket stitch.</li> <li>• Understanding of branding and logo creation</li> <li>• Create branding and packaging for a product using digital software</li> <li>• Evaluate their end product against a design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will have learnt basic sewing skills.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will study fashion through the years, including how artists such as Mondrian and Delaunay influence fashion, develop their sewing skills and study the pattern work of William Morris which is often translated onto fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Propaganda is a form of public information which is designed, prominently, to spread a central message widely. The word propaganda comes from the Latin, Propagare, which means to spread or propagate. Often propaganda is thought to be solely for the purpose of misinformation, but this is not always the case.</li> <li>• Propaganda has been used throughout history to impact on people's opinions, moral and beliefs.</li> <li>• During Ancient Egyptian times, the female pharaoh Hatshepsut relied on propaganda to convince the people she was able to rule even though she was a woman. She ordered carvings to show that she was the daughter of the god Amen and therefore half-god like the other male pharaohs. Furthermore, throughout her reign she commissioned statues of her to represent a male form.</li> <li>• Propaganda was used widely during World War Two by both the Allies and Axis powers.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Identify the messages given through different examples of propaganda</li> <li>• Understand how propaganda can be used positively and negatively</li> <li>• Construct simple shapes using digital drawing software</li> <li>• Replicate WW2 propaganda posters using digital drawing software</li> <li>• Use knowledge of World War Two to create their own propaganda posters</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will have used photo editing software.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will use digital drawing software in DT throughout KS2 to create branding and packaging and in Art where they will study pop art, dada artists and photomontage.</li> <li>• Additionally, cross curricular links will be made in history (WW2, Ancient Egypt) and geography (Urbanization, renewables, Arctic and</li> </ul>
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<ul style="list-style-type: none"> <li>Additionally, cross curricular links will be made with geography topics (renewables, sustainability), art (Kandinsky, Delaunays)</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>Sustainable, fashion, trend, design, appeal, research, textile, marble, paisley, impressionist, abstract, illusion, mood board, batik, dye, resist, , mood board, resists, , sustainability, reusable, appealing, fashionable, mock up, batik, influence, marbling, testers, abstract,</li> </ul> 	<p>Antarctica, deforestation, and settlements in Brazil).</p> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>Propaganda, censorship, message, dada, contour, composition, dimensions, shadow, overlap, hierarchy, vivid, line, slogan, tone,</li> </ul> 
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Year B	Autumn 1: Joel Penkman (Still life)	Autumn 2: Cooking & Nutrition (Smoothies)
	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>Joel Penkman is a semi-photorealistic, contemporary still-life artist who focuses primarily on works involving food.</li> <li>We can make our drawings appear three dimensional using different shading styles and softness of pencil. We can use a value scale to ensure we are shading from dark to light.</li> <li>Water colour pencils can be used in two ways. After completing a line drawing, they can be used as colouring pencils to build up colour and tone on the page and then a wet paintbrush is used to blend the pencils together as it becomes paint. Alternatively, we can dip the tips of water colour pencils into water to dampen them and then draw with the tip.</li> <li>Acrylic paints can also be used in two ways. After completing a line drawing, colours can be mixed on a palette and then applied to paper or paint can be applied to paper and mixed on the page. Acrylics can be applied thinly or thickly to a page where texture can be built up with</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>Combinations of fruit, vegetables and fruit juice can be blended into smoothies.</li> <li>Smoothies are a good way for people to ingest one or two of their five a day. There are many popular brands and supermarkets produce their own versions, at a cheaper price, packaged in a very similar way.</li> <li>There are several safe ways to prepare fruit and vegetables.</li> <li>The bridge: Make a bridge over the vegetable or fruit with your hand. Fingers should be on one side and thumb should be on the other. Pick up the knife with the other hand and check that the blade is facing downwards.</li> <li>The claw: Make a claw with your hand by partly curling your fingers together. Pick up the knife with your other hand and check that the blade is facing downwards. Tilt the knife and slice through the vegetable or fruit, using your fingers as a guide.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>Complete market research to evaluate products already available</li> </ul>

brush strokes.

**Skills children will gain:**

- Complete pencil drawings, using sketching pencils, of biscuits.
- Develop and consolidate skills in shading to show light and dark.
- Use water colour pencils to create still life drawings of biscuits focusing on showing light and dark.
- Use acrylics to create still life paintings focusing on light and dark.
- Begin to confidently create texture using acrylic paints.
- Sculpt in plasticine, playdough and clay.

**Children will build on knowledge from:**

- KS1 where they will complete still life drawings, develop skills in pastels to show light and dark and study the work of Giacometti.

**Children will build on this knowledge in:**

- KS2 where they will develop still life drawing skills throughout KS2, use acrylics to paint seascapes and landscapes, study the artwork of Gaudi where they will design and sculpt, from clay, chimney pots.

**Children learn the following vocabulary:**

- Value scale, softness, three-dimensional, light, dark, shadow, texture, acrylic, direction, palette, mixing,



**Spring 1: Printmaking**

**Knowledge children will learn:**

- Form a design criteria for a smoothie
- Design a healthy recipe for a smoothie
- Understanding of branding and logo creation
- Research different shapes for bottles for the product
- Create branding and packaging for a product using digital software
- Evaluate their end product against a design criteria

**Children will build on knowledge from:**

- KS1 where they will learn to safely prepare and chop fruits and vegetables.

**Children will build on this knowledge in:**

- KS2 where they will
- Additionally, cross curricular links will be made in science where the children learn about nutrients, nutrition, the importance of healthy choices and the digestive system.

**Children learn the following vocabulary:**

- Blended, minerals, vitamins, nutrition, nutrients, the claw, the bridge, brands,



**Spring 2: Greenhouses (structures)**

**Knowledge children will learn:**

<ul style="list-style-type: none"> <li>• The Swat district of Pakistan is known for its woodcarving. Traditionally, woodworkers were held in greater esteem in Swat than in other regions of Pakistan. By the late 20<sup>th</sup> century, the craft was divided into three categories: woodwork, woodturning and woodcarving. Mosques were decorated with large, carved columns. Most Swat patterns are inspired by vegetation although some use religious inscriptions too. Woodcarving can also be used to create printing blocks (which can then also be transferred onto textiles). This technique is commonly used across North, West India too.</li> <li>• There are two ways we can monoprint: positively and negatively. One creates a line drawing with little background colour and the other.</li> <li>• Lino printing is where a sharp tool called a lino cutter is used to cut grooves into a piece of lino. You then use a roller to add paint to the print. The pieces you've cut out of the lino will show no paint.</li> <li>• Collagraph printing is a technique where textures are collaged onto a rigid surface which is then printed from. Like other types of printing, it shows the positive and negative shapes.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Complete line drawings inspired by Swat wood carvings.</li> <li>• Use mono printing to complete patterns inspired by Swat wood carvings.</li> <li>• Design and create a lino print, using foam, inspired by Swat wood carvings.</li> <li>• Design and create a collagraph print inspired by Swat wood carvings.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will study the work of Yayoi Kusama and print different sized circles.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will study the pattern work of Victorian designers Morris and Mackintosh.</li> </ul>	<ul style="list-style-type: none"> <li>• There are different style structures suitable for a greenhouse: gable, flat arch, tunnel, dome, tri-penta, sawtooth, skillion, uneven, a-frame, ridge and furrow, gothic, shade house, lean to and igloo.</li> <li>• The shape of a structure affects how strong it is. Rectangles, arches, and triangles are the most common shapes used to build big structures.</li> <li>• The rectangle is a wobbly, unstable shape. When you push the side, it flops into a slanted parallelogram. This happens without any of the rectangle's sides changing length.</li> <li>• A transparent material will need to be chosen to let the light in best; this will enable the plants to photosynthesise.</li> <li>• The area of the window panes will want to be as great as possible, whilst maintaining a strong structure, to ensure the most light enters.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Research available and existing products to gather ideas</li> <li>• Create a design criteria for our purpose</li> <li>• Experiment with different geometric shapes to identify the most suitable way to build a stable structure.</li> <li>• Complete and annotate scale drawings.</li> <li>• Build a scale model of a greenhouse following a design criteria.</li> <li>• Test the model in a suitable environment to germinate a seed.</li> <li>• Evaluate the model against the design criteria.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will explore different ways to create towers.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will apply their knowledge of structures in woodwork and when designing bridges.</li> <li>• Additionally, cross curricular links will be made in science with knowledge of what plants need to grow, photosynthesis and properties of materials (transparent, opaque, insulators of heat).</li> </ul>
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- Additionally, cross curricular links will be made in RE when looking at examples of Islamic art.

#### Children learn the following vocabulary:

- Collagraph, lino printing, mono printing, positive, negative, woodwork, wood turning, Pakistan, mosque, inscriptions, symmetry



#### Children learn the following vocabulary:

- Transparent, translucent, opaque, structure, suitable, geometric, stability, gable, flat arch, tunnel, dome, tri-penta, sawtooth, skillion, uneven, a-frame, ridge and furrow, gothic, shade house, lean to and igloo, frame, panes,



#### Summer 1: Portraits (Oil paints)

##### Knowledge children will learn:

- Portraiture is an enormously broad part of art; portraiture can be abstract or photorealistic or anything else in between. Famous portrait artists include: Hambling, Calder, Matisse, Picasso, Auerbach, Bacon.
- Observation is key – you must look primarily at your subject and not at the paper in front of you to complete a successful portrait sketch.
- Alexander Calder creates continuous line sketches and wire sculptures. Maggi Hambling creates more realistic, painted portraits. She uses colours, such as blue, which we know are not on the face but they demonstrate the shadow and three dimensionality of faces.
- Acrylic paints can be mixed on the page and palette; they can be used to layer up colours and create texture with thick application.
- Oil paints can be applied and mixed on the page; they can be blended to create a smooth finish or applied thickly too. Oil based paints are mixed and cleaned using white spirit, they are water resistant.

##### Skills children will gain:

#### Summer 2: Fashion Through Decades



##### Knowledge children will learn:

- In 1965, Yves Saint Laurent paid tribute to Mondrian by designing cocktail dresses that evoked the painter's abstract canvases. Their simple cuts, geometrical lines, and bold colours gave the designer's collection a modern feel and proved to be incredibly successful.
- Up until the 1960s, skirts and dresses fell below the knee. After the miniskirt was introduced by Mary Quant in England in 1962 and Courrèges in France in 1965, dresses and skirts were shortened by at least five centimeters. This period coincided with the women's liberation movement, when women liked wearing loose-fitting dresses that placed less constraints on the body.
- Born in Amersfoort, Netherlands, in 1872, Piet Mondrian studied fine arts in Amsterdam from 1892 to 1895. He initially adopted a realistic approach to painting before exploring fauvism, divisionism, and, after coming to Paris in 1912, cubism.

##### Skills children will gain:

- Research the art of Mondrian and its influence on Yves Saint Laurent



	<ul style="list-style-type: none"> <li>Confidence in using sketching pencils to complete life drawings, specifically of the face.</li> <li>Exploration of different portraiture styles including abstract, cubist, impressionist and photorealist.</li> <li>Ability to mix and apply acrylic paint.</li> <li>Ability to mix and apply oil paint.</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>KS1 where they will have been introduced in skills of drawing portraits and self-portraits.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>KS2 where they will develop skills in oils and acrylics and the study of Degas and life drawing.</li> <li>Additionally, cross curricular links will be made in PSHE with self and identity.</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>Portrait, self-portrait, impressionist, cubist, photorealist, abstract, oil, acrylics, observational, sculpture, sketch, palette</li> </ul> 	<ul style="list-style-type: none"> <li>Draw and annotate sketches for clothing based on Yves Saint Laurent's collection of Mondrian inspired dresses</li> <li>Form a design criteria</li> <li>Create a pattern template for a scale model of the design</li> <li>Use a range of sewing techniques for detail and joining</li> <li>Evaluate a final piece against a design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>KS1 where they will learn to use basic stitching.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>KS2 where they will learn about dyes and resists and use stitching techniques to create Christmas decorations.</li> <li>Additionally, cross curricular links will be made in Art to the study of Sonia Delaunay who was also a fashion designer.</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>Geometric, fauvism, divisionism, cubism, miniskirt, women's liberation, abstract, cocktail dresses,</li> </ul> 
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Yea	Autumn 1: Landscapes and Seascapes	Autumn 2: Textiles (sewing skills)
	Knowledge children will learn:	Knowledge children will learn:

<ul style="list-style-type: none"> <li>• J.M.W. Turner was a landscape painter, traveller, poet and teacher. Many people consider him to be the first modern painter. When he was just 14 he became a student at the Royal Academy of Art in London. Turner liked to paint 'en plein air' which means out in the open. He took his sketchbooks, canvases and paints out with him every day and painted what he saw. Turner is known as a Romantic artist. Romantic artists wanted to experience the terrible beauty of nature.</li> <li>• Kurt Jackson is a contemporary British painter who paints large canvases with landscapes and seascapes. Jackson paints 'en plein air'.</li> <li>• Acrylic paints can be used in two ways. After completing a line drawing, colours can be mixed on a palette and then applied to paper or paint can be applied to paper and mixed on the page. Acrylics can be applied thinly or thickly to a page where texture can be built up with brush strokes.</li> <li>• We can use the direction and style of brush strokes to create movement and feeling within a painting.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Build up texture and layers of colour using acrylic paints.</li> <li>• Use colour to translate the time of day and capture emotions.</li> <li>• Use a range of brush strokes to create movement</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they studied impressionism and the works of Van Gogh, Monet and Matisse.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will familiarise themselves with acrylics and oil paints and photomontage where they will experiment with mixed media.</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Plein air, landscape, seascape, brush strokes, vivid, movement, atmosphere, impressionism, romantic,</li> </ul>	<ul style="list-style-type: none"> <li>• There are different types of stitching: running stitch, blanket stitch, cross stitch, couching stitch.</li> <li>• Stitched patterns can be added to Christmas cards as decoration.</li> <li>• Buttons can be attached to fabric using a cross stitch.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Stitch a simple line pattern using running stitch</li> <li>• Stitch a cross stitch pattern using cross stitch</li> <li>• Complete market research into Christmas decorations</li> <li>• Create a design and scale drawing for a Christmas decoration</li> <li>• Cut a pattern template to use for making multiple decorations</li> <li>• Use a range of stitches to</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will begin to learn basic sewing skills.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will use stitching to create a sustainable tote bag and</li> <li>•</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>• running stitch, blanket stitch, cross stitch, couching stitch.</li> </ul>
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### Spring 1: Moore & Hepworth (3D sketching and sculpture)

#### Knowledge children will learn:

- Henry Moore was an artist and sculptor who is known for his sculptures of people with bumpy, abstract forms and hollow spaces in their bodies; sometimes his sculptures have holes all the way through. Moore was inspired by nature. He used to collect stones with holes in from beaches like Happisburgh. During WW2 he made drawings of people using the underground stations as bomb shelters.
- Barbara Hepworth was an abstract artist and sculptor. She was inspired by nature and the world around her. She made artwork which reminded her of the shapes, bumps and ridges in roads, hills and fields. Hepworth often made sculptures with separate parts that sit together; she liked the relationships between individual forms and shapes and how they can change when they are arranged differently.
- An important aspect of drawing objects is hierarchy: objects that are closer to the viewer are sketched lower on the paper. Additionally, we need to consider the overlap by making sure that objects that are closer

### Spring 2: Bridges

#### Knowledge children will learn:

- Early bridges were not much more than beams across a gap, much like a fallen tree spans a gap. A beam is just a length of sturdy material that has been cut and shaped to span a gap or support.
- The flat surface of a bridge is called a deck. To span bigger gaps, we can build pillars.
- A truss is made up of several beams connected in different ways. Engineers can make stronger, longer, bridges by using trusses: they distribute the weight along the length of a bridge and transfer compression forces down. There are three common types of truss in bridge design: lattice truss, warren truss, pratt truss.
- Arch bridges are designed to spread out compression forces acting on blocks and transfer them to the pillars, or abutments, at either end.
- Suspension bridges are different to other bridge design. The deck hangs from cables attached to pillars and anchorage points on either side. These bridges use tension forces. The heavy deck pulls down on the suspension cables and puts them under tension. The heavy,



to the viewer overlap the objects behind them. We can use contour lines in our sketches to show how the object is three dimensional.

- Before a sculptor creates their sculpture, they create smaller, scale models to experiment with their ideas. These are called maquettes.

#### **Skills children will gain:**

- Making observational sketches using pencils and wax resists
- Create maquettes using plasticine and playdough
- Sculpt using bar soap to remove, carve, smooth, and form different shapes
- Construct sculptures in clay and papier-mache inspired by Moore and Hepworth.

#### **Children will build on knowledge from:**

- KS1 where they studied the sculpture work of Giacometti.

#### **Children will build on this knowledge in:**

- KS2 where they will
- Additionally, cross curricular links will be made in history when looking at Moore's sketches made during WW2 in the underground.

#### **Children learn the following vocabulary:**

- Wax resist, sculpt, nature, design, maquette, mould, molten bronze, carve, smooth, remove, papier-mache,



**Summer 1: Woodwork**

twisted steel cables transfer some of the weight to the pillars where the tension forces create compression forces; the weight of the cables and deck pushes down on the pillars. Suspension cables are anchored deep inside concrete or rock abutments.

#### **Skills children will gain:**

- Identify stronger and weaker shapes and recognise that supporting shapes can help increase the strength of a bridge.
- Identify beam, arch and truss bridges and describe their differences.
- Construct examples of truss and suspension bridges.
- Design a bridge using given constraints.
- Build and test a bridge.

#### **Children will build on knowledge from:**

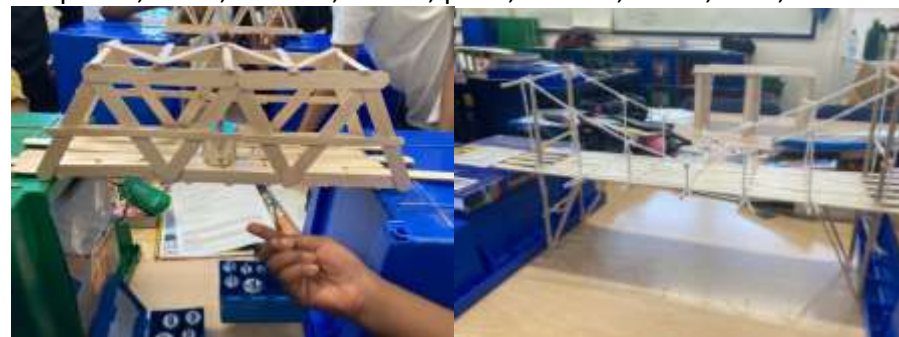
- KS1 where they used geometric shapes to build towers.

#### **Children will build on this knowledge in:**

- KS2 where they will use geometric shapes to design greenhouses.
- Additionally, cross curricular links will be made with science (forces) and history (Isambard Kingdom Brunel and the Industrial Revolution)

#### **Children learn the following vocabulary:**

- Pier, truss, pillar, parapet, abutment, deck, compression, gravity, pillars, force, tension, lattice, pratt, warren, beam, arch,



**Summer 2: Gaudi (colour, mosaic)**

<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Bees are facing a crisis: over the last 60 years they have lost much of their natural habitat including 97% of all wildflower-rich meadows. Furthermore, they are under assault from pesticides, intensive farming and climate change. We need to create more bee friendly spaces.</li> <li>• Solitary bees require a home with lots of tubes, or tunnels, in for them to nest in. They must have a 'dead end' and be approximately 15cm.</li> <li>• Bee hotels will be suited best at least a metre off the ground with no vegetation blocking the entrance. It should be kept dry at all times and secured firmly to a wall or free-standing post.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Research existing products to form a design criteria</li> <li>• Draw annotated sketches and exploded diagrams</li> <li>• Use a drill to form holes in wood</li> <li>• Select appropriate tools to join and attach hinges</li> <li>• Smooth surfaces and finish with appropriate varnish</li> <li>• Create a brand and logo for the final product</li> <li>• Evaluate the final product against the design criteria</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they will begin to use cutting and joining techniques in their woodwork topic.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will consider different ways to strengthen structures in DT projects for greenhouses and bridges.</li> <li>• Additionally, cross curricular links will be made with science and geography themes of conservation of habitats and climate change.</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Strengthen, stiffen, reinforce, aesthetic, functional, design, criteria, cutting, joining, finishing, evaluate, cost effective, costing, hinge, bracket,</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Gaudi was a Spanish artist, designer and architect. He designed buildings across Barcelona and also Parc Guell. Many of these designs included colourful mosaic surfaces and impressive shapes.</li> <li>• Gaudi's work was inspired by the natural world and mathematics in nature; he was fascinated with shape and would find inspiration in any number of natural forms (skeleton, honeycomb, shells of animals).</li> <li>• His work also investigated combinations of colour. In the stain glass windows of La Sagrada Familia, he has enormous, geometric stained glass windows which gently transform from warm to cold colours.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Revision and consolidation on colour mixing, complementary colours and use of colour to evoke an emotion or feeling, with a focus on warm and cold colours.</li> <li>• Identify how natural forms inspired Gaudi's architecture</li> <li>• Exploring natural forms and making observational sketches</li> <li>• Design chimney pots inspired by Gaudi's buildings</li> <li>• Create mosaics inspired by Parc Guell</li> </ul> <p><b>Children will build on knowledge from:</b></p> <ul style="list-style-type: none"> <li>• KS1 where they developed still life skill sketching flowers and sculpted inspired by Giacometti.</li> </ul> <p><b>Children will build on this knowledge in:</b></p> <ul style="list-style-type: none"> <li>• KS2 where they will consider the way colour evokes feeling through the study of the Delaunays, Kandinsky, art for propaganda and landscapes/seascapes. Continue to revisit and develop skills in observational drawings in topics focused on Cezanne, Morris and Mackintosh, Degas and Joel Penkman).</li> </ul> <p><b>Children learn the following vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Mosaic, architect, nature, observational, evokes, complementary, colour theory, warm, cold, transform, inspired</li> </ul>
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Year D	Autumn 1: Cezanne (still life in oils)	Autumn 2: Pop Art
	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Cezanne was a French artist and post-impressionist painter. He is said to have formed the bridge between late 19<sup>th</sup> century impressionism and early 20<sup>th</sup> century cubism. He used planes of colour and small brushstrokes to build up and form more complex shapes.</li> <li>• Sketching pencils can be used for observational drawings. They range in softness from 6B to 6H. We can use contour lines to show the three dimensionality of objects.</li> <li>• Water colour pencils can be used in two ways. After completing a line drawing, they can be used as colouring pencils to build up colour and tone on the page and then a wet paintbrush is used to blend the pencils together as it becomes paint. Alternatively, we can dip the tips of water colour pencils into water to dampen them and then draw with the tip.</li> <li>• Oil pastels, unlike chalk pastels, are not blended using our fingers. To use oil pastels, begin with the paler shades and blend in using the ends of different, slightly darker and lighter tones.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Create observational sketches in pencil.</li> <li>• Develop blending techniques in water colour pencils.</li> <li>• Develop blending techniques in oil pastels.</li> <li>• Use oil pastels to show light and dark.</li> </ul>	<p><b>Knowledge children will learn:</b></p> <ul style="list-style-type: none"> <li>• Andy Warhol is one of the most famous artists ever. He was part of the pop art movement. He was famous for exploring popular culture in his work. Popular culture is the term given to things which are popular such as Coca Cola and clothing trends. Warhol used bright colours and silk screening techniques. He could then mass produce his artworks. He made famous prints of celebrities. He also painted, sculpted, made films and installations. By using screen printing, Warhol could create the same image multiple times and also switch the colours around to present a group of prints with contrasting colours.</li> <li>• Roy Lichenstein was another famous pop artist. He became famous for his bright and bold paintings of comic strip cartoons. He also used Ben Day dots, a system invented to increase the range of colours available to newspaper printing.</li> </ul> <p><b>Skills children will gain:</b></p> <ul style="list-style-type: none"> <li>• Recreate sketches of items from popular culture in the Warhol style</li> <li>• Use printing techniques to present a Warhol style line drawing in multiple colour combinations</li> <li>• Experiment with different writing styles inspired by graffiti and Lichenstein</li> <li>• Create a Lichenstein style cartoon 'POP!'.</li> </ul> <p><b>Children will build on knowledge from:</b></p>

**Children will build on knowledge from:**

- KS1 where they will study impressionism, including Van Gogh, Matisse and Monet, and develop skills in pastels.

**Children will build on this knowledge in:**

- KS2 where they will continue to revisit observational drawing throughout KS2.

**Children learn the following vocabulary:**

- still life, composition, line, shape, form, overlap, contour, highlight, value, value scale, shape, shadow, shade, tone, colour, foreground background, observational, hierarchy, overlap, impressionism,



**Spring 1: Cooking & Nutrition (soups and bread)**

**Knowledge children will learn:**

- We should eat 5-10 portions of fruit and vegetables a day. We shouldn't drink too much sugary drinks or eat too many foods that are high in fat.
- Our body needs a range of nutrients, from fruits and vegetables to stay healthy; additionally, we need carbohydrates from foods such as bread to get energy.
- Some breads are healthier for us than others: white bread has less fibre, vitamins and minerals than whole meal bread. We can also put seeds into bread to give it even more goodness.
- Some soups are better for us than others. Some have many preservatives in, which keep the food edible for a much longer time. We can make our own soups from scratch.

- KS1 where they study Yayoi Kusama and aboriginal art.

**Children will build on this knowledge in:**

- KS2 where they will have used computer software to create propaganda posters and print making to repeat an image with inverted colours.

**Children learn the following vocabulary:**

- Inverted, repeated, silk printing, popular culture, trends, mass produce, contrasting, Ben Day dots,



**Spring 2: Moving dioramas (using cams)**

**Knowledge children will learn:**

- Mechanical toys have a cam mechanism inside to make parts work; a cam mechanism is a linkage system which has a follower to convert rotary movement (round and round) to linear movement (up and down). As the cam is rotated by the dowelling, the follower is lifted up and down because of the shape of the cam.
- There are different shaped cams to produce different movements, created by different shapes (square, oval, pentagon, cut-out spiral, tradition egg-shaped, X shaped, circular and heart shaped). Different sized cams will affect the movement of the follower too.
- Structures can be reinforced to become sturdier: cardboard triangles in corners, wooden frame in corners, feet at the base of the structure to ease balance.



**Skills children will gain:**

- Safely chop a range of vegetables.
- Complete tastings and market research for available products
- Form a design criteria for healthy soup and bread roll
- Design a recipe for a healthy soup and bread roll
- Understanding of branding and logo creation
- Create branding and packaging for a product using digital software
- Evaluate their end product against a design criteria

**Children will build on knowledge from:**

- KS1 where they learnt how to safely chop fruit and vegetables.

**Children will build on this knowledge in:**

- KS2 where they will safely prepare fruit to make smoothies.
- Additionally, cross curricular links will be made in science where the children learn about nutrients, nutrition, the importance of healthy choices and the digestive system.

**Children learn the following vocabulary:**

- Nutrients, minerals, healthy alternative, carbohydrates, proteins, slow releasing, whole meal, white, fibre, preservatives



Summer 1: Pattern (Morris, Mackintosh)

**Skills children will gain:**

- Observe the different motions caused by different cams
- Create a design criteria for a moving toy
- Experiment with different materials to create a sturdy frame
- Select and build a cam linkage for chosen movement
- Build a moving toy using a cam
- Evaluate the end product against a design criteria.

**Children will build on knowledge from:**

- KS1 where they will have used basic cutting and joining skills.

**Children will build on this knowledge in:**

- KS2 where they will develop understanding of structures and strengthening materials in other DT topics.
- Additionally, cross curricular links will be made in science where the children learn about the properties of different materials.

**Children learn the following vocabulary:**

- Mechanism, cam, linkage, follower, rotary, linear, dowelling, square, oval, pentagon, cut-out spiral, tradition egg-shaped, X shaped, circular, heart shaped, sturdy, balance, base



Summer 2: Mars Rover (Moving mechanisms)

**Knowledge children will learn:**

- William Morris was a Victorian artist who began his career designing stain glass windows before moving on to tapestries and patterns which were used for curtains and other fabrics as well as his wallpaper designs. He was inspired by nature and symmetry.
- Charles Rennie Mackintosh was a Scottish architect and designer. He designed a range of things from furniture to lights to wallpaper and buildings. He was very popular with Art Nouveau and Secessionist artists in Europe. Features of his work are simple shapes and vertical lines. The Mackintosh Rose has become a world-famous design. Hill House in Helensburgh was built as a home for a Scottish publisher. With his wife, Mackintosh designed wallpaper, furniture and other fittings for every room with patterns based on roses, thistles and other plants.

**Skills children will gain:**

- Make observational drawings of flowers and other objects from nature using sketching pencils
- Use natural objects as stimulus to create a pattern inspired by Morris and Mackintosh
- Use symmetry to create a pattern inspired by Morris and Mackintosh
- Develop skills using water colour paints and pencils
- Create a stained-glass window inspired by Mackintosh

**Children will build on knowledge from:**

- KS1 where they will make observational drawings of flowers

**Children will build on this knowledge in:**

- KS2 where they will continue to develop their still life skills throughout KS2, draw and take inspiration from nature when studying Gaudi, use pattern as inspiration for printmaking
- Additionally, cross curricular links will be made in history during the study of Victorian homes, fashion and industry.

**Children learn the following vocabulary:****Knowledge children will learn:**

- NASA's latest mission to Mars landed the Perseverance Rover in 2021. The rover will roam the planets surface looking for signs of past microbial life in rock samples. The rover will drill and store samples to be collected by a future mission.
- The Mars Rover uses wheels and axles so that it can move easily by reducing friction with the ground. The articulated rover also uses a 'pivot' which allows one set of wheels to move up and down so the rover can go over bumpy ground. The pivot allows the front pair of wheels to move up and down.
- Friction is a force that effects all mechanisms. It occurs when two surfaces rub together. Friction is needed between the wheels and the ground so the wheels can rotate and move the vehicle; however, friction between the axle and chassis needs to be reduced.

**Skills children will gain:**

- Joining and strengthening structures and shapes
- Using axles to create a moving, wheeled object
- Form a design criteria for a new Mars rover
- Design a new Mars rover
- Evaluate their end product against a design criteria

**Children will build on knowledge from:**

- KS1 where they will have considered geometric shapes for towers.

**Children will build on this knowledge in:**

- KS2 where they will use cams to make moving dioramas and work on structures to design bridges and greenhouses.
- Additionally, cross curricular links will be made in science where the children learn about Earth and Space.

**Children learn the following vocabulary:**

- Rover, solar battery, nuclear battery, solar panels, claw, satellite, tracking, microphone, axles, friction, pivot, chassis, retractable, camera, armed tyres, laser, brush

- Pattern, symmetry, inspired, nature, tapestries, Art Nouveau, observational, fashion, industry, Victorian, architecture,

