

## **Desford Community Primary School**





Art & Design Progression of Knowledge and Skills Year 1 – Year 6







What are the overarching questions that children will explore in their art journey at DCPS? -

What is art? Why do people make art? How do people talk about art?

#### The purpose of studying art in school...

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

From the - National Curriculum in England, Art and Design programme of study (2013)

The **Aim** of our art curriculum is that pupils will develop and build upon their art knowledge and skills during their whole art journey at DCPS. Each time they re-visit a specific visual art form topic, they will: practise skills previously learnt in the years before as well as developing new skills and techniques; develop their understanding of art in the world around them; explore artists form a wide range of cultures and diverse backgrounds and become proficient at analysing and evaluating their own artwork as well as the art of others. This in line with the national curriculum aims for art and design:

#### To ensure that all pupils:

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

From the - National Curriculum in England, Art and Design programme of study (2013)







How is the Art & Design scheme of work is organised?

## **Knowledge of Artists**

#### (Artist Research)

To gain knowledge of artists throughout history, learning the vocabulary of art styles and what some of the different types of visual arts are. To consider meanings and interpretations behind the works of art that they study and discuss the art materials and processes used.

#### **Art Styles /movements**

Abstract, Impressionism, Surrealism, Cubism, Futurism, Pop Art...

#### **Types of Visual Arts**

Painting, Drawing, Sculpture, Textiles, Collage, Printing...

## **Explore Techniques**

In order to create art
with increasing
proficiency, pupils need
to develop a practical
knowledge of methods
and techniques, media
and materials as well
as the Formal
Elements of art.
Formal elements are
the visual features
used to create art.

#### **Formal Elements:**

Line, Shape, Colour, Texture, Tone, Composition, Perspective, Pattern, Form.

## **Generating Ideas**

This is where pupils plan their piece of art by producing drawings of what their work will look like. These drawings are called a design idea and should be inspired by the **Artist Research and** 

# It may involve thinking

about the composition of a drawing or painting (where different objects will be arranged in a picture for the best visual effect). For 3D outcomes, it may involve designing how the piece will look from different angles and labelling materials that may be used.

#### Create

This is where the design is realised into a finished piece using technical skills practised in the 'Explore techniques' lessons.

#### **Evaluate**

This is an opportunity for reflection on how the project has gone.

- What do you like about your finished artwork?
- What did you find most difficult when creating the piece?
- What was your favourite art technique to learn? Why?
- What would you do to improve your piece of art?

Encourage regular discussion (using subject specific vocabulary), throughout the project – evaluating and analysing different aspects. Like during the artist research, look at different artwork and discuss what children like/dislike and the reasons why.







	Autumn Term		Spring Term	Summer Term
Year 1	Sculpture – 'Pinch Pot' Clay Bowl Artists - Anthony Goldsworthy, Barbara Hepworth, Inca and 'Yoruba' indigenous tribal pottery.	Ancient	Printing – Repeating Patterns Block Printing with natural objects Artists - Arlene Bandes, Orla Kiely, Ajit Kumar Das and traditional Indian dress fabrics.	Drawing and Painting –  Representing Me  Self Portraits looking at the Artists – Freda Kahlo, Henri  Matisse, Gustav Klimt, Ernest Larbi Budu
Year 2/3	Drawing and Painting – Exploring Colour and Paint Artists - Wassily Kandinsky, Georgia O'Keeffe, Pau Alma Woodsey Thomas.		Printing – Cave Painting creating a monoprint print using a polystyrene block (sheet) Artists – Jane Walker, Karen Lederer and Pablo Picasso.	Sculpture – Clay Coil Pots Egyptian Canopic Jars Magdalene Odundo, Clarice Cliff and Halima Cassell.
Year 4	Collage - Mosaics Artists - Antoni Gaudi, Elaine Goodwin, Henri Mati Sailesh Sanghavi.	sse and	DT & ART  Textiles – creating their own version of the Bayeux  Tapestry – Eco tapestry  Artists - Vanessa Barragão, Sanford Biggers, Faith Ringgold.	Drawing and Painting - Pop Art self-portraits Artists – Yayoi Kusama, Andy Warhol, Roy Lichtenstein, Ketna Patel and Takashi Murakami
Year 5	Drawing and Painting - Retro Futurism Perspective Anton Brzezinskiz, Arthur Radebaugh and Delita Martin  Printin Artists - Kats Hokusai, Benjie Cabrera and N Chomko	ushika Torrado atasha	Sculpture  Modroc Wire Figures  Anthony Gormley, Alberto Giacometti, Liubka Kirilova	No Art in this term
Year 6	Drawing and Painting  Self – Portrait CUBISM  Artists -Sandra Silberzweig, Mary Swanzy, Jean- Basquiat and Pablo Picasso.	Michel	No Art in this term	DT & ART  Collage & Textiles  Desford commemorative collaged artwork  – reflect time/life during time at DCPS







		•	Year 1 - Scul	pture		
	Lesson 1	Lesson 5	Vocabulary			
Art What is a sculpture?	Who are some famous sculptors?  How can we sort famous sculptures?	What are some different clay techniques?	Create and decora	te a clay 'pinch pot' bowl	How do we evaluate our artwork?	Sculpture  clay  Functional sculpture
Learning Objective	To create artist research that is specific to the art project.	To evaluate my project – How successful was my finished bowl?	Ceramics Texture			
Knowledge of Artists	piece of pottery as a finediscuss). What is an consider the meaning materials and process	e of looking at specific a nal outcome - why should Abstract sculpture comp s, interpretations and fun es used by these artists.	rtists that use skills d you look at sculpt ared to a functional actions behind the s	applicable to the desired ure artists? Can Ceramic sculpture? culptural works of art stud	I final outcome (if creating a cs be a Sculpture?  died and explore the	Two-dimensions (2D)  Three-dimensions (3D)  Malleable
Explore techniques	<ul> <li>Explore manipulating r</li> <li>pinching and kneading</li> </ul>	malleable materials (clay l. le surface marks - decor	, plasticine or play or	lough), in a variety of diff	), from knowledge organiser. Ferent ways including rolling, ssing, stamping, piercing,	A medium / media in art  Abstract sculpture  Decoration
Generating ideas	<ul> <li>Draw at least 2 different</li> <li>Designs should be influence</li> <li>Discuss designs and near the control of the cont</li></ul>	uenced by the clay techn	iques explored and	inspired by the artist res	search.	Pinch pot  Carving
Create	<ul> <li>Learn how to turn a 2D</li> <li>Make a 'pinch pot' bow</li> <li>Decorate bowl using s</li> </ul>	•	ies already practise			Cutting
Evaluate	reasons why.  o At the end of the projection of the projection.	during the artist research	h, looking at differer n to evaluate their w What did you find	nt artwork and what child ork: most difficult when creati	• • • • • • • • • • • • • • • • • • • •	Pressing Piercing
Cross- curricular		and 'Yoruba' indigenous	•			







			Yea	ar 1 - Printing	9							
	Lesson 1	Less	son 2	Lesson 3	Lesson 4	Lesson 5	Vocabulary					
Art How are repeating patterns used in printing artwork?	ed in artists like Orla Kiely and Arlene Bandes?  What is a printing with different objects  Printing with different objects  Printing with different using repeating patterns?  To create a printed											
Learning Objective	To create artist research that is specific to the art project.	Line Shape										
	SKETCHBOOK USE - I can learned as well as design ic	pattern research.   previously practised.										
Knowledge of Artists	<ul> <li>To know the important piece of printed a</li> </ul>	<ul> <li>To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a piece of printed art as a final outcome - why should you look at printing artists?).</li> <li>Consider how different artists use printing in their art and discuss the question - 'What is a pattern in art?'</li> </ul>										
Aitioto					-	ups), from knowledge	Block/Relief					
Explore techniques	<ul><li>Practise applying</li><li>Practise line draw</li><li>Learn to use tools</li></ul>	printing ink to a ving a simple lea s and equipment	leaf to create a r f shape from obs safely to create	elief print developir ervation onto a pol a polystyrene block	ncluding random and land skills to produce a systyrene block to be parting for printing.	neat finish. printed.	Printing Printing Random Stamping					
Generating ideas	o Draw at least 2 d	ifferent design id e influenced by	eas for a piece o	f art using repeatin	g or random patterns.		Layering					
14040		,	es about which de	esign will be made	and why.		Repeating Pattern					
Create	Create the final p	iece of printed a	rt, using your cho	osen design and pri	nting techniques alrea	ady explored/ learned.	A 'Medium' in art					
Evaluate	<ul> <li>Evaluate</li> <li>Encourage regular discussion (using subject specific vocabulary), throughout the project - evaluating and analysing different aspects - like during the artist research, looking at different artwork and what children like/dislike and the reasons why.</li> <li>At the end of the project, allow time for children to evaluate their work:         <ul> <li>What do you like about your finished artwork? How did you find using the printing ink? What was your favourite art technique to learn? What would you do to improve your piece of art?</li> </ul> </li> </ul>											
Cross- curricular												







			Yea	ar 1 – Dra	awing & Pain	nting				
	Lesson 1	L	esson 2		Lesson 3	-5	Lesson 5	Vocabulary		
Art How do artists create a self- portrait with impact?	What is a self- portrait? Explore and research portrait artists.	What is tone?	How do you colour blend to create more impact using watercolour and colouring pencils?	How do you draw a self-portrait?	How do you use tone to add depth/form to your self-portrait?	How can you create a colourful background for your self-portrait using pencils and watercolour?	How do we evaluate our artwork?			
Learning Objective	To create artist research that is specific to the art project.	painting	different drawing, and colouring chniques.	To create	e a self-portrait.	To create a background for my self-portrait using techniques I have previously practised.	To evaluate my project  - How successful was my finished piece?	Blending Tone (dark & light)		
Knowledge of Artists	SKETCHBOOK USE as well as design id  To know the portrait as a Discuss when the Discuss if the second secon	KETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned swell as design ideas.  To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a self-portrait as a final outcome - why should you look at portrait artists?).  Discuss what a 'portrait' and a 'self-portrait' are and understand the difference.								
Explore techniques	stippling, a  Learn how Explore mi Experimen colour pene Explore ad colouring p Learn how	nd blending to to control a paxing a range of with a variety cils and water ding pattern/latencil detail/paxto draw a line	create light/ dark line aint brush, mix colour f primary colours to profession of media to create colour paint.  yering effects of diffestern over the top (red)	es. The second s	plours when using wadary colours, through s, beginning to control atterns: TIP- waterco attern work in the price of observation and	h colour blending from one of the types of marks made blour will need to be fully drunting project last term).	colour to another. with shading pencils,	Pattern Shape Texture Colour Colour Wheel		
Generating ideas	o The genera	ating of ideas v		ise watercolou	r and colouring pend	cils in the background to cre	eate impact. A few	Line		
Create		onal self-portra ater colour,	it and a colourful bac	ckground using	techniques practise	ed in this project, like – colo	our blending, tonal			
Evaluate	aspects - li	ke during the a of the project, ou like about	artist research, lookir allow time for childre	ng at different a en to evaluate t How did you</td <th>rtwork and what chi heir work:</th> <td>e project - evaluating and a ldren like/dislike and the re r colour? What was your fa</td> <td>asons why.</td> <td></td>	rtwork and what chi heir work:	e project - evaluating and a ldren like/dislike and the re r colour? What was your fa	asons why.			
Cross- curricular										







			Υe	ear 2/3 – Dr	awing & Painting					
	Lesson	1	Less	on 2	Lesson 3	Lesson 4-5	Lesson 6	Vocabulary		
Art How can we use colour creatively in our artwork?	Who were Alma Woodsey, Wassily Kandinsky and Paul Signac?	What is abstract art?	What is the Colour Wheel? (Explore primary, secondary and complimentary colours)	How do we use a paint brush to mix colours, blend colours and add pattern successfully?	How can we plan and create design ideas for our final piece using lines?	How can we draw and paint a piece of art inspired by our artist research?	How do we evaluate our artwork?	Abstract Art		
Learning Objective	To create artist research that is specific to the art project and learn some art specific to the art project and brushes and paint successfully.  To explore colour in art, the colour pattern, shape, spiral picture inspired by Signac and techniques I have successfully.									
	vocabula SKETCHBOOK USE - as design ideas.	•	<u> </u>		Kandinsky.	previously practised. rch, art techniques practi	finished painting? sed and learned as well	Colour wheel		
Knowledge of Artists	colour, use of o Consider how	<ul> <li>To know a range of artists who have produced colourful pieces of art and discuss how they have used colour creatively (through choice of colour, use of blending, repeated colour patterns or details in their art work).</li> <li>Consider how colour can represent an emotion and change how we feel when we see it.</li> <li>Discuss what 'Abstract Art' is - Abstract art is art that does not attempt to represent an accurate depiction of reality but instead uses shapes,</li> </ul>								
	colours, forms o Include learni	s, gestural ma ng about a div	rks and patterns to a verse range of artists	chieve its effect. (different genders,	ethnic or cultural groups), from		·	Secondary Colours		
Explore techniques	<ul> <li>Explore what secondary co</li> <li>Discuss how</li> <li>Explore using</li> </ul>	the colour who lours and how knowledge of acrylic paint t	complimentary colo colour mixing and th to mix a range of prir	olour wheel is used urs can be used ne e colour wheel can nary colours to prod	in art (looking at how mixing sp xt to each other for impact). enhance the use of colour in the duce secondary colours, shade	neir own work.	·	Complimentary Colours Shape		
4.00	<ul> <li>Learn how to</li> </ul>	create pattern		vork with paint (con	colours, sider a small brush for small m d the add pattern with paint, us			Pattern		
Generating ideas	<ul> <li>Draw at least</li> <li>Designs shout</li> <li>Discuss designs</li> <li>TIP: place a dot in the</li> </ul>	ld be influence ons and make he middle of th	ed and inspired by th choices about which ne page and the drav	ne artist research. I design will be mad w curved/wavy lines	from this dot to	n Signac's and Kandins	ky's work.	Pointillism Spiral Acrylic paint		
Create			ill each shape create Il art inspired by my a		erns. using paint techniques already	practised.				
Evaluate	during the art	ist research, lo the project, all	ooking at different and low time for children	twork and what child to evaluate their wo	hroughout the project - evaluat dren like/dislike and the reasor ork: - What do you like about y ique to learn? What would you	ns why. our finished artwork? V	Vhat did you find most			
Cross- curricular										







				Year 2/3 – F	Printing						
	Lesson 1		Lesson 2	-4		Lesson 4-5	Lesson 6	Vocabulary			
Art What is a Monoprint?	What is a cave painting? Explore and research modern artists influenced by cave art.	Can you create your own observational line drawing of animals traditionally seen in cave art.	What are some different printing techniques? (explore relief/block and what is a monoprint).	What are some different techniques for creating a rock surface effect on paper?  (explore using mixed media on brown scrunched paper).	How do we design a piece of cave art?	How can you turn your observational drawing into a monoprint piece of finished art?	How do we evaluate our artwork?	Block/Relief Printing  Monoprint  Screen Printing			
Learning Objective	To create artist research that is specific to the art project.	To explore dif	ferent drawing, r technique	nixed media and printing es.	To design a piece of modern cave art.	To create a piece of modern cave art using techniques I have previously practised.	To evaluate my project – How successful was my finished piece?	Mass produced  A 'Medium' in ar			
Knowledge of Artists	mark making o ○ Consider the n these artists (u	<ul> <li>To know a range of artists who have produced modern pieces of art inspired by ancient cave paintings and discuss how they have used mark making creatively in their own work.</li> <li>Consider the meanings, subject matter and functions behind the traditional cave paintings and explore the materials and processes used by these artists (use specific subject vocabulary).</li> <li>Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy,</li> </ul>									
Explore techniques	<ul> <li>Practise line do</li> <li>Explore how recan only be pro</li> <li>Practise using skills that will expenses</li> </ul>	rawing an outline elief and block pri oduced once bed tools and equipn ensure a controlle	shape of anima inting techniques cause you chang nent correctly to ed and neat final	Is from second hand obse work, using a polystyrend the printing block as you create a neatly finished po	e sheet as your u print different olystyrene bloc	hotos). These will become the block and discuss what a Mo layers). k (printing ink can get messy	onoprint is (a print that	Carving Line Drawing Texture			
Generating ideas	<ul><li>Draw at least 2</li><li>Designs should</li></ul>	2/3 different desiç d be influenced a	gn ideas using th and inspired by th	•	ines and inspir as well.	ed by the patterns and shape	s in Cave paintings.	Pattern			
Create	<ul><li>Make your own</li><li>Use the equipro</li></ul>	n printing block b ment and media	y carving into a s	sheet of polystyrene. uce a clean printed image chosen design and printing		ready explored/ learned.		Cave Art			
Evaluate	during the artis	st research, looki ne project, allow	ng at different ar time for children	twork and what children lil to evaluate their work: - \	ke/dislike and tl What do you lik	t - evaluating and analysing di he reasons why. e about your finished artwork Vhat would you do to improve	? What did you find				
Cross- curricular	History – Stone	e Age (Cave Pair	nting)								







			Y	/ear 2/3 – S	Sculpture					
	Less	on 1	Lesson 2	Lesson 3	-	Lesson 4-5	Lesson 5	Vocabulary		
Art How do sculptors create detail in their work?	Who is Magdalene Odundo? Explore and research sculpture artists.	Why were sculptures important to the Egyptians?	What are the different sculpting, pattern and carving techniques for clay modelling?	How can you design a canopic jar inspired by your artist research?	Can you sculpt and carve pattern into your canopic jar?	How can you paint your own canopic jar to add finishing details?	How do we evaluate our artwork?	Texture Clay Malleable		
Learning Objective	To create artist research that is specific to the art project.		erent drawing, painting uring techniques.	To design a modern canopic jar.		To create e of art using techniques I eviously practised.	To evaluate my project – How successful was my finished piece?	Shape Pattern		
Knowledge of Artists	o To know of pottery Consider and proc	<ul> <li>SKETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned as well as design ideas.</li> <li>To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a piece of pottery as a final outcome - why should you look at sculpture artists? Can Ceramics be a Sculpture? Discuss).</li> <li>Consider the meanings, interpretations and functions behind the sculptural works of Egyptians and explore the materials and processes used by these artists.</li> <li>Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy, challenge stereotypes, and spark important dialogue.</li> </ul>								
Explore techniques	<ul><li>Explore s</li><li>Practise</li><li>Explore t</li><li>appropria</li></ul>	shaping, model cutting and join techniques in callet on the 3D s	ling/sculpting clay for a ling skills – coils and sl reating more intricate s	a purpose, e.g. polabs: joining two surface patterns/t	ot, bowl, jug or v clay parts succe extures by carv		hem where	(3D)  Vessels in art  Slip Colour		
Generating ideas	Draw at I     Designs	least 2/3 differe should be influent	nt design ideas for the	shape and patterr the modern artis	n/detail on your c t research as w	ell traditional Egyptian Ca	anopic jars.	A 'Medium' or 'Media' in art <mark>Slip</mark>		
Create	<ul><li>Make a '</li><li>Carve or</li></ul>	coil pot' Canopi nto the surface		clay techniques a	n marking techi	d. niques already explored. t techniques from year 2/	3 colour proiect).	Coiling  Modelling		
Evaluate	<ul><li>Encourage</li><li>aspects</li><li>At the end</li><li>did you f</li></ul>	ge regular discu - like during the nd of the project	ussion (using subject s artist research, looking t, allow time for childre It when creating the pic	pecific vocabular g at different artv n to evaluate the	ry), throughout t vork and what c ir work: - What	he project - evaluating ar hildren like/dislike and the do you like about your fir t technique to learn? Wha	nd analysing different e reasons why. nished artwork? What	Sculpting		
Cross- curricular	History –	The Egyptians	3							







				Year 4	– Collage						
	Lessor	n 1	Lesson	2	Lesson 3	Lesson 4-5	Lesson 6	Vocabulary			
Art How do collage artists create a mosaic?	How do collage artists create a mosaic?  What are traditional mosaics, why were they created?  What are traditional mosaics, why were they created?  What are notice about the different collage artists?  Can you create mini observational drawings, exploring patterns in nature? (look in the school garden)  Can you design your own mosaic tile? (Taking inspiration from your nature patterns from previous lesson)  Can you design your own mosaic tile? (Taking inspiration from your nature patterns from previous lesson)  Can you design your own mosaic tile? (Taking inspiration from your nature patterns from previous lesson)  Can you make your own mosaic tile? (Taking inspiration from your nature patterns from previous lesson)  Can you make your own mosaic tile? (Taking inspiration from your nature patterns from previous lesson)							Collage Mosaic			
Learning Objective	To create artist re sketchbook, that is art project and le specific voc	specific to the arn some art	To explore collage techniques and observational techniqu	l practise drawing	To design mosaic collage tile inspired by my observational drawings.	To create a colourful tile using techniques I have previously practised in this project.	To evaluate my project – How successful was my finished piece?	Pattern <mark>Montage</mark>			
	SKETCHBOOK USE - I as well as design ideas		hbook to collect and red	cord ideas for m	y final piece including artist	research, art techniques	practised and learned	<b>Tessellation</b>			
Knowledge of Artists	inspired art as  o Consider the r materials and o Learn about th	a final outcome meanings, subject processes used the importance of	<ul> <li>why should you look of matter and function by these artists (use</li> </ul>	c at collage art s behind the tr specific subjec ange of artists	aditional mosaics and coll	age works of art studie	d and explore the	layering  Over lapping  Mixed Media			
Explore techniques	techniques in o  Explore compo  Learn to selec	overlapping, testossition – how lay t different colour disservational dray	sellation, mosaic and ring the collage pieces s and paper materials	montage. s in different plants s to create diffe	ue paper, card, photograp aces can be more aesthet erent collage effects, giving tterns in nature - try to add	tically pleasing to the ey g reasons for choices.	/e (discuss).	Abstract A 'Medium' in Art Composition			
Generating ideas	<ul> <li>Designs shoul</li> </ul>	d be influenced	_	techniques ex	o bigger than 15cmx15cm xplored, nature observatio de and why.		•	Aesthetics			
Create		<ul> <li>Make a collage/mosaic using design idea chosen and techniques already explored/ learned.</li> <li>Refine work during creating process to ensure precision.</li> </ul>									
Evaluate	like during the  O At the end of t	artist research, he project, allow	looking at different art time for children to e	work and wha valuate their w	throughout the project - e t children like/dislike and t ork: - What do you like al t technique to learn? Wha	the reasons why. bout your finished artwo	ork? What did you find				
Cross- curricular	History – Rom	an mosaics									







			Year 4 –	Textiles (DT)							
	Lesson	11	Lesson 2	Lesson 3	Lesson 4-5	Lesson 6	Vocabulary				
Art How can I create an eco- tapestry?	What is the Bayeux Tapestry? How have different textile artists told a story in their work?	What is the ecological impact of the textiles industry?	What are different textile techniques? (Can I sew a running stitch? What is cross-stich, embroidery and applique?)	How will you design your part of the class eco tapestry?	Create your part of the class eco tapestry using embroidery and applique techniques.	How do we evaluate our artwork?	<mark>Textiles</mark> Pattern Mixed Media				
Learning Objective	sketchbook, that is art project and lea	To create artist research in my sketchbook, that is specific to the art project and learn some art specific vocabulary.  To create a colourful tapestry square using tapestry.									
Knowledge of Artists	<ul> <li>well as design ideas.</li> <li>To know the impart a final outcome</li> <li>Discuss how text Saxons/Norman</li> <li>To understand to</li> </ul>	<ul> <li>To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a piece of textiles art as a final outcome - why should you look at textile artists?).</li> <li>Discuss how textiles (specifically tapestries), can tell a story. Looking at how Desford has its own version of the Bayeux tapestry (Anglo Saxons/Normans).</li> <li>To understand the need for recycling textiles/fabrics and what impact the textile industry is having on our planet.</li> </ul>									
Explore techniques	<ul> <li>Explore a variet textural effects.</li> <li>Develop skills ir stitch).</li> </ul>	ty of textile techin	niques, e.g. Appliqué, Embroidery, Ta e and embroidery threads to sew onto ng different textile materials togethe	o Aida/ Binca fabric using			Tapestry Shape Colour				
Generating ideas	<ul> <li>Designs should the artist resear</li> </ul>	be influenced brch.	or a square panel eco tapestry design the techniques explored, discussion ices about which design will be made	ns around the ecological	impact of the textile indus	try and be inspired by	Texture  Aida/Binca fabric				
Create	<ul> <li>Appliqué decora</li> </ul>	ation using a ne	re using the design idea chosen and edle and thread: buttons, sequins an m to ensure detail and refinement.		ored/ learned.		<mark>(embroidery</mark> fabric)				
Evaluate	during the artist	research, looki e project, allow	using subject specific vocabulary), the ng at different artwork and what child time for children to evaluate their wo piece? What was your favourite art to	Iren like/dislike and the re rk:  - What do you like ab	easons why. out your finished artwork?	What did you find					
Cross- curricular	History – The	Anglo Saxons -	Bayeux tapestry and links to Desford	d's own tapestry							







			Year	· 4 – Draw	ring & Painting						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesso	on 5-6	Lesson 6	Vocabulary			
Art  How can the use of colour in our artwork create a Pop Art effect?	Who are some of the famous pop artists and what is their style of art like?	What is a complimentary colour? (explore how using the Colour Wheel can enhance our artwork)	Do you Remember how to draw a self- portrait?	Can you add tone to your self-portrait to create a more realistic picture?		Can you create a pop-art inspired self-portrait using acrylic paint?  How do we evaluate our artwork?					
Learning Objective	To create artist research in my sketchbook, that is specific to the art project and learn some art specific vocabulary.	To create artist research in my sketchbook, that is specific to the art roject and learn some art specific  To create a colourful Pop-art piece of art using techniques and project and learn some art specific  To create a colourful Pop-art piece of art using techniques I have previously learned/practised in finished piece?									
Knowledge of Artists	<ul><li>as well as design ideas.</li><li>Research some r</li></ul>		have created	oieces of art in a	r final piece including artist Pop art Style and explai			Form Shape Pattern			
	<ul> <li>Learn about the in</li> </ul>	Art influenced socie mportance of explori types, and spark imp	ng a diverse ra		ifferent genders, ethnic o	r cultural groups), as ar	t can foster empathy,	Composition			
Explore techniques	colour pencils and Explore the colou primary colours, s Explore controllin and adding thicke Practise skills in o portrait for a susta	d acrylic paint).  Ir wheel in more deta  Secondary colours ar  Ig types of marks ma  Ened paint over the to  drawing a self-portrai	il (from year 2/ nd complimenta de with a paint op creating tex t using a mirro at an appropria	/3), showing a grary colours can a brush and expetural effects and rand photo (firstate level showing	hand and secondary so a greater understanding	colour and be able to dising towards using them incured and textures including urce observational draw	cuss how the use of n my Pop Art piece. ng blocking in colour	Proportion Self-portrait Popular Cultur collage			
Generating ideas	<ul> <li>Designs should b</li> </ul>	ifferent mini ideas for se influenced by the F and make choices at	Pop Art technic	ues explored an	d inspired by the artist re and why.	esearch.		shade Tint			
Create	<ul><li>Create a painting</li></ul>	in a Pop Art style by	painting a bac	ckground around	the self-portrait tonal dra	awing using techniques	and skills learned.				
Evaluate	during the artist ro	esearch, looking at d project, allow time fo	ifferent artworl r children to ev	k and what child valuate their wor	roughout the project - ever en like/dislike and the re k: - What do you like abo echnique to learn? What	asons why. out your finished artworl	k? What did you find				
Cross- curricular			•								



curricular



## **Knowledge and Skills – ART & DESIGN**



& Risk

	WE THE		111011	icage ai	id Okiik	5 AIXI	G DEGIGI					
			Ye	ar 5 – Dra	awing & I	Painting /	Printing					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Le	sson 5-6	Les	son 7-9	Lesson 10	Vocabulai		
Art How do we create a piece of art inspired by Retrofuturism?	What is Retrofuturism? What are the features of retro futuristic art?	How can we use colour mixing to create futuristic effects?	Can you explore using perspective to draw?	How can we produce a detailed tonal pencil drawing of a space engineered object?	Can you explore using chalk pastels and paint to create space effects.	How can we use printing techniques to create space themed surface details?	piece of art taki Retrofuturism and	a space landscape ng inspiration from d including elements spective?	How do we evaluate our artwork?	Form Tint Retro		
Learning Objective	To create artist research in my sketchbook, that is specific to the art project and learn some art specific vocabulary.	reate artist research y sketchbook, that is cific to the art project nd learn some art    To explore painting, printing and tonal drawing techniques as well as practising drawing using one-point perspective.   To design a mixed media piece of art inspired by retro   To create a colourful piece of art using techniques I have my finished piece   To evaluate my project – How successful was my finished piece   To evaluate my project – How success										
	SKETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned as well as design ideas.   To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a piece of Retro Futuristic inspired art as											
Knowledge	a final outcome, with elements of drawing, painting and printing - why should you look at retro futuristic artists and printing artists?), using specific subject vocabulary.											
inowledge of Artists	<ul> <li>To know what the features of retrofuturism are.</li> <li>Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy, challenge</li> </ul>											
	stereotypes, and spark important dialogue.  Consider what mixed media means and how this can influence your piece of art.											
	(Discuss examples of	different style	s of art and di	scuss - which on	e do I like the b					Compositio		
	<ul><li>Explore mixing colour</li><li>Explore experimenting</li></ul>			•	•	•		ate different textural e	effects.	Pattern		
Explore	<ul><li>Develop skills in a ran</li><li>Discuss how printmak</li></ul>							printing block or tile.		Symbolism		
techniques	<ul> <li>Explore drawing using</li> </ul>	g perspective i	ncluding both	one-point perspe	ective and layer	ing to create for	eground, middle gro	_		Mixed Medi		
	<ul> <li>Practise second hand areas), with greater co</li> </ul>		_		eerea objects II	ke: snutties, roc	kets, satellites) al	nd try to add some tor	ne (snading darker	Tone		
	<ul><li>Begin to choose appro</li><li>Draw at least 4 difference</li></ul>									Monoprint		
Generating ideas	research.	J		·	J	SHOULD DE IIIILUE	Tioed by the techniq	aca exploied allu illa	אווכם אין נווכ מונואנ			
_	<ul><li>Discuss designs and of the contract of</li></ul>				<u> </u>	hniques alreadv	explored/ learned.	Include using their ow	n printing block/tile	One-point perspective		
Create	in the finished piece o	of artwork (refin	ne work during	creating proces	s to ensure pre	cision).						
Evaluate	<ul> <li>Encourage regular dis research, looking at d</li> <li>At the end of the projected creating the piece? W</li> </ul>	ifferent artworect, allow time	k and what ch for children to	ildren like/dislike evaluate their w	and the reasor ork: - What do	ns why? you like about y	our finished artwork	? What did you find n	-			
Cross- curricular	Science - Space											







				Year 5	- Sculp	ture						
	Lesson 1	Lesson 2	Lesso	n 3	L	esson 3-5	L	esson 5	Vocabulary			
Art How can sculptors show expression and emotion?	Who are Alberto Giacometti and Liubka Kirilova ?	How do we create an observational line drawing of figures posing?	Can we model a figurative wire sculptural form? (try to give your sculpture a sense of expression)	How do we use Modroc to add detail to our sculpture?	How can we create a standing figurative sculpture?	What can we finish our sculptures with? (paint wash or detailed pattern for effect)	How do we present our sculpture work in a gallery? (promote discussion)	How do we evaluate our artwork?	Sculpture Texture Two-dimensions (2D)			
Learning Objective	To create artist research that is specific to the art project.		erent figurative drawi echniques using wire	•	figurativ technique	ign and make a e sculpture using s I have previously practised.		roject – How successful nished sculpture?	Three- dimensions (3D)			
	SKETCHBOOK USE	project. practised.  KETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned as well										
Knowledge of Artists	<ul><li>To know the im outcome - why</li><li>Learn about the</li></ul>	<ul> <li>as design ideas.</li> <li>To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a sculpture as a final outcome - why should you look at specific sculpture artists?)</li> <li>Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy, challenge stereotypes, and spark important dialogue.</li> </ul>										
	<ul> <li>Consider different</li> </ul>	ent sculptors who	have looked at the h	numan form to cr				I compare their work istorted in some way?	Wire			
Explore techniques	figures posing ( O Practise cutting with the wire.	(work in pairs to d g, twisting, bendin	lraw each other in di	fferent poses). rith wire and try r	modelling a v	vire armature frame.	_	servational drawings of a safe, organised way	Modroc Shape			
	o Develop an und		ferent ways of finishi	•		, varnish or paint and	d how this finish wil	l affect what	Pattern			
Generating ideas		3 design ideas fo or surface finish).		will stand, what	pose your fi	gure will have and wl	hat finish you want	to use (details of any	Armature			
Create	Make a figurative	ve sculpture using	g the design idea cho for your sculpture us		lues already	explored/ learned.			Proportion in figurative drawing			
Evaluate	the artist resear	rch, looking at diff ne project, allow ti	ferent artwork and w me for children to ev	hat children like/ aluate their work	dislike and th	ne reasons why?	inished artwork? W	rent aspects - like during  /hat did you find most ce of art?	Figure/Figurative			
Cross- curricular	History – WW2 - G	iacometti's iconic	and expressive elor	ngated figures be	ecame asso	ciated with a sense o	of post-war trauma					







Year 6 – Drawing & Painting											
	Lesso	on 1	Lesson 2	Lesson 2 Lesson 3 Lesson		Lesson 5	Lesson 6	Vocabulary			
Art How do Cubist artists depict personality within their portraits?	Who are some of the key cubist artists?  What are the key features of cubism?  Explore painting colours and patterns that represent you best?  How do you convert your self-portrait into a cubist piece of art?  How do you convert your self-portrait into a cubist piece of art?  How do you convert your self-portrait using patterns and colours that express you?  How do you convert your self-portrait into a cubist piece of art?										
Learning Objective	To create artist research in my sketchbook, that is specific to the art project and learn some art specific vocabulary.  To explore painting techniques and drawing techniques and specific vocabulary.  To fragment your tonal self-portrait to create a design idea for a Cubist piece of art.  To create a colourful piece of Cubist art using techniques I have previously finished piece of art?										
Knowledge of Artists	o To know the impass a final outcor Learn about the stereotypes, and Consider artists	SKETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned as well as design ideas.  O To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a piece of Cubist inspired art as a final outcome - why should you look at specific Cubist artists?) O Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy, challenge stereotypes, and spark important dialogue. O Consider artists who have created pieces of art in a Cubist Style and explain why their work is Cubist (through choice of colour, pattern & shape), using specific subject vocabulary. – Discuss - which one do I like the best and why?									
Explore techniques	<ul> <li>Use their knowledge of the colour wheel to explore how the use of colours and patterns can express personal individuality in a piece of art moving towards using them in their own Cubist piece.</li> <li>Experiment with a variety of media, beginning to control the types of marks and patterns made in a cubist style (using shading pencils, colour pencils water colour, pastels and acrylic paint). Influenced by the pattern and colour work of Sandra Silberzweig.</li> <li>Practise drawing a self-portrait for a sustained period of time at an appropriate level showing a greater understanding of the proportions of facial features compared to their year 4 study.</li> <li>Explore how to make their self-portrait 3D by adding tone, using practised shading techniques like hatching, stippling and blending, understanding</li> </ul>										
Generating ideas	<ul> <li>which works well and why.</li> <li>Generate design ideas by fragmenting tonal self-portraits aesthetically, mix pieces to explore different compositions, creating ideas for a self-portrait picture inspired by Cubism.</li> <li>Designs should be influenced by the techniques explored and inspired by the artist research.</li> <li>Discuss designs and make choices about which design is aesthetically more pleasing and why?</li> </ul>										
Create	<ul> <li>Create the final Cubist inspired piece using the design layout chosen and techniques already explored/ learned.</li> <li>Refine work during creating process to ensure precision.</li> </ul>										
Evaluate	<ul> <li>Encourage regular discussion (using subject specific vocabulary), throughout the project - evaluating and analysing different aspects - like during the artist research, looking at different artwork and what children like/dislike and the reasons why?</li> <li>At the end of the project, allow time for children to evaluate their work: - What do you like about your finished artwork? What did you find most difficult when creating the piece? What was your favourite art technique to learn? How would you improve your piece of art?</li> </ul>										
Cross- curricular	History – Cubi	ist movement adde	ed to timeline.								







		Yea	ar 6 – C	collage &	Textiles (DT)					
	Lesson 1	Lesson 2		Le	sson 3	Lesson 4-5	Lesson 6	Vocabulary		
DT – Textiles ART – Collage How can I commemorate my time at DCPS using collage and textiles?	Who are some famous collage artists and what is their style of collage?  How can you digitally create a well composed collage?	(Kapow Y2 textiles) What is cross-stich and applique? (KAPOW Y3 – textiles) Can you remember any joining	What are the advantages and sadvantages of different types of astenings? APOW Y4 (L1)	How are fastenings and accessories attached to fabric? (practising sewing buttons/beads/badges)	How can I design my commemorative cushion?	How will you make your commemorative cushion using recycled school uniform and your photo collage techniques?	How can I evaluate my commemorative DCPS cushion?	Collage Pattern Montage layering Over lapping		
Learning Objective	To create artist research in my sketchbook, that is specific to the art project and learn some art specific vocabulary.  To explore and practise collage and sewing techniques.  To design a DCPS commemorative cushion.  To design a DCPS commemorative cushion.  To explore and practise collage and sewing techniques.  To explore and practise collage and sewing techniques.  To explore and practise collage and sewing techniques.  To design a DCPS commemorative cushion.  To evaluate my project – How successful was my finished piece?									
Knowledge of Artists	<ul> <li>SKETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned as well as design ideas.</li> <li>To know the importance of looking at specific artists that use skills applicable to the desired final outcome (if creating a piece of collage/textiles inspired art as a final outcome - why should you look at specific collage and textile artists?)</li> <li>Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy, challenge stereotypes, and spark important dialogue.</li> <li>Consider textile artists who have created pieces of art using collage as a starting point and explain why their work is interesting (through choice of images, composition and message), using specific subject vocabulary. – Discuss - which one do I like the best and why?</li> </ul>									
Explore techniques	<ul> <li>Explore a range of collage techniques including digital collage (using photos from their time at DCPS). Discuss techniques that will enable a digital collage to be transferred onto fabric, enabling the image to be sewn onto.</li> <li>Explore creating a mixed media collage by adding pictures to a painted, printed or montaged background considering layout and composition (create and arrange collage pieces in an aesthetically pleasing way).</li> <li>Practise a variety of textile techniques that can be used to add detail to your final piece, e.g. Appliqué (cutting fabrics and joining different textile materials</li> </ul>									
Generating ideas	<ul> <li>Draw at least 3 different idea</li> <li>(buttons, beads, stitching, fal</li> <li>Designs should be influenced</li> </ul>	<ul> <li>together), Embroidery (running stitch and cross-stitch), exploring how different stitches can create different textural effects.</li> <li>Draw at least 3 different ideas for a collage (thinking about the composition carefully) and including annotations of where you intend to add any textile detail (buttons, beads, stitching, fabric pieces etc).</li> <li>Designs should be influenced by the techniques explored, discussions around what a commemorative cushion is and be inspired by the artist research.</li> <li>Discuss designs and make choices about which design will be made and why.</li> </ul>								
Create	<ul> <li>Create a cushion using the design idea chosen and techniques already explored/ learned in this project.</li> <li>Appliqué decoration using a needle and thread: buttons, sequins and fabric shapes.</li> <li>Work no bigger than 20cmx20cm to ensure detail and refinement</li> </ul>									
Evaluate	<ul> <li>Encourage regular discussion research, looking at different</li> <li>At the end of the project, allo creating the piece? What was</li> </ul>	artwork and what childre w time for children to eva	en like/dislike a aluate their wo	and the reasons work: - What do you	hy? u like about your finish	ed artwork? What did you fin	_	Appliqué Texture		
Cross- curricular	Design & Technology - Text	iles								







Year 2 – Collage (before mixed classes)										
	Lesson 1	Lesson 2-4 Lesson 4-5				Lesson 6	Vocabulary			
Art How can artists use collage to create a cityscape?	What is a cityscape? Explore the work of cityscape artists like Andy Burgess & Megan Dutton.	How can we create texture with paper?	How do we design and draw a cityscape?	How can I design my Cityscape collage?	How do we use Collage to create a cityscape which is inspired by the 'Great Fire of London' and has texture?	How do we set up an 'Art Gallery' of our work?	How do we evaluate our artwork?			
Learning Objective	To create artist research that is specific to the art project.	collage te	ent drawing and chniques.	To design a cityscape collage.	To create a piece of textiles art using techniques I have previously practised.	successful was	ny project – How my finished piece?			
Knowledge of Artists	SKETCHBOOK USE - I callearned as well as design	an use my sketchbook t n ideas.	o collect and record id	eas for my final piece	including artist rese	arch, art technique	s practised and			
Explore techniques	0									
Generating ideas	0									
Create	0									
Evaluate	0									
Cross- curricular										







>/ O T (! / 5 ! ! ! )										
Year 2 – Textiles (before mixed classes)										
	Lesson 1 Lesson 2-4			Les	sson 4-5	Lesson 6	Vocabulary			
DT – Textiles ART – Collage How do artists use textiles to create a piece of art?	What are textiles? Explore different textile artists and fabrics.	How do we create patterns by using thread: plaiting, threading, wrapping & knotting?	How do we weave in 2D: warp and weft with paper?	How do we use a loom to weave in 3D?	How do we create a woven wonder?	How do we evaluate our artwork?				
Learning Objective	To create artist research that is specific to the art project.									
Knowledge of Artists	SKETCHBOOK USE - I ca learned as well as design		o collect and record id	eas for my final piece includ	ding artist research, art techniqu	Jes practised and				
Explore techniques	0									
Generating ideas	0									
Create	0									
Evaluate	0									
Cross- curricular										







		Ye	ar 3 – Printir	ng (before mixe	ed classes)					
	Lesson 1	Less	on 2-4	Les	sson 4-5	Lesson 6	Vocabulary			
Art What is a	What is a printing artist? Which is your favourite print artist and why?	Can you create your own observational	What are some different printing techniques? (explore	How do we design a piece of printed art?	How can you turn your observational drawing into a	How do we	Block Printing			
Monoprint?	(Explore the gallery of different print artists up on the wall)	drawing of a 'still life'? (set up in classroom)	relief, block and what is a monoprint).		monoprint piece of art?	evaluate our artwork?	Relief Printing			
Learning Objective	To create artist research that is specific to the art project.  To explore different drawing and specific to the art project.  To create a piece of printed art using project artist To create a piece of printed art using project artist project art									
Knowledge of Artists	SKETCHBOOK USE - I can use my sketchbook to collect and record ideas for my final piece including artist research, art techniques practised and learned as well as design ideas.  To know a range of artists who have produced pieces of printed art inspired by observational 'Still Life' drawings and discuss how they have used printing creatively in their own work.  Consider the meanings, subject matter and functions behind the printed artwork and explore the materials and processes used by these artists (use specific subject vocabulary).  Learn about the importance of exploring a diverse range of artists (different genders, ethnic or cultural groups), as art can foster empathy, abellongs storestynes, and enerth important diplogue.									
Explore techniques	<ul> <li>challenge stereotypes, and spark important dialogue.</li> <li>Practise drawing a natural 'still life' from first hand observation (not from photos). These will become the ideas for your print.</li> <li>Explore how relief and block printing techniques work, using a polystyrene sheet as your block and discuss what a Monoprint is (a print that can only be produced once because you change the printing block as you print different layers/colours).</li> <li>Practise using tools and equipment correctly to create a neatly finished polystyrene block (printing ink can get messy so take time to teach skills that will ensure a controlled and neat final outcome).</li> </ul>									
Generating ideas	<ul> <li>Designs should be in</li> </ul>	influenced and inspire	ing their observational ed by the artist researd it which design will be	h as well.	red by the patterns and shapes	in natural objects.	'Still-Life'			
Create	<ul> <li>Make your own prin</li> <li>Use the equipment</li> <li>Create the final piece</li> </ul>									
Evaluate	<ul> <li>Encourage regular of the artist research,</li> <li>At the end of the prodifficult when creating</li> </ul>									
Cross- curricular										







Year 3 – Drawing and Painting (before mixed classes)										
	Lesson 1	Les	sson 2-4		Lesson 4-5	Lesson 6	Vocabulary			
Art How can urban and industrial architecture inspire artists?	What is Urban and industrial art? Explore artists like Lowry and Ben Kelly.	How do we create different effects with pencil and charcoal?	Painting: how can we create texture and urban (muted), colours using shading, blending and layering?	How can we create depth in our drawings using perspective?	Design a piece of artwork inspired by urban and industrial architecture from Leicestershire?	Can you draw and paint your artwork in layers?  (thinking about foreground, middle ground and background)	How do we evaluate our artwork?			
Learning Objective	To create artist research that is specific to the art project.  To explore different drawing and painting techniques.  To design a piece of urban art.  To evaluate my project – How successful was my finished piece?									
Knowledge of Artists	SKETCHBOOK USE - well as design ideas.	I can use my sketo	chbook to collect and re	ecord ideas for my final p	piece including artist resea	rch, art techniques prac	tised and learned as			
Explore techniques	0									
Generating ideas	0									
Create	0									
Evaluate	0									
Cross- curricular										