

## Art and Design Curriculum Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	Myself	Names of facial features - eyes, nose, mouth, hair, ears, skin tone colour names, paint brush, paint pot, wipe, paint  Names of different materials e.g. paper, ribbon, card, foil, sting, art straws, lollipop sticks,	I can remember the words to a range of songs. I can give meaning to the marks I made. I can make up a story using the Small World. I can join different materials. I can show different emotions in my drawings and paintings. I can play instruments to express my feelings and ideas. I can use large movements to paint and make marks I can use one handed tools and equipment,	Explore colour (3-4) Remember and sing entire songs (3-4) Explore paint using brushes (B-3) Show different emotions in their drawings (3/4) Create closed shapes to represent objects (3/4) Remember and sing songs (3/4) Sing the melodic shape moving melody, such as up and down, down and up) of familiar songs (3/4) Explore different materials and use them to make different things. (3/4) Explore and use a variety of artistic effects to express ideas rec) Explore and engage in music making (rec)	Large scale Elmer Decorate biscuit with smarties to look like patchwork like Elmer. Paint self-portraits to show different emotions: paint 2 faces - 1 happy and 1 sad. Transient art with leaves, twigs, stones Leaf friend picture Role Play - home corner Music – Charanga – Me
Autumn 2 <sup>nd</sup>	Shape and measure	Sing, actions, once upon a time, names of different materials like paper, card, fabric, string, foil, tissue paper, names of colours, mixing, textures,	I can sing and do actions for Christmas songs as part of the year group. I can develop storylines in pretend play. I can develop my own ideas and choice of materials to make a final product. I can explore different materials freely. I can explore colour and colour mixing. I can join different materials and explore different textures. I can use a comfortable grip with good control when holding pens and pencils.	Explore colour & colour mixing (3/4) Remember and sing entire songs (3/4) Listen attentively, move to and talk about music, expressing feelings and response (rec) Play instruments with increasing control to express their feelings. (3/4) Explore, use and refine a variety of artistic effects (rec) Respond to what they have heard , expressing their thoughts and feelings (3/4) Engage in music making & perform in groups (rec) Sing the melodic shape of familiar songs (3/4) Join different materials and explore textures (3/4)	Colour mixing- fireworks mix 5 different colours on a rocket. 2D shape abstract art work - same shape but different sizes. Christmas cards Charanga Autumn 2 - My Stories Christmas songs/play
Spring 1 <sup>st</sup>	People Who Help Us and Keeping Healthy	Fire engine, hand print, paint, collage, name of collage materials - art straws, match sticks, noodles, foil, paper, paint	I can use a variety of instruments to perform to others. I can use role play to show how people help us. I can use resources to create my own props. I can construct with a purpose in mind, using a variety of resources.	Explore, use and refine a variety of artistic effects to express ideas (rec) Explore colour (3/4) Move and talk about music, expressing their feelings and responses (rec)	Fire engine or police car hand print. Children to choose own way of putting on ladder & lights. Collage with red & yellow feathers Little Red Hen (children to choose how long legs are of hen, beak etc) Adult directed activity - drama/role play Charanga – Everyone
Spring 2 <sup>nd</sup>	Past and present	Names of paint techniques - print, stamp, paint. Names of dinosaurs – tyrannosaurus, triceratops, stegosaurus, pterodactyl, brachiosaurus. Names of different joining materials – tape, glue stick, drippy glue, cellotape, treasury tags, split pins.	I can work in a group to create a piece of artwork collaboratively. I can use a range of resources to create my own props to aid role play. I can plan, evaluate and change where necessary. I can manipulate materials to achieve a planned effect. I can move and talk about music. I can use the role play to act out a story.	Listen attentively, move to and talk about music, expressing their feelings responses. Explore, use and refine a variety of artistic effects (rec)	Jack in the box – Lever Group dinosaurs with junk modelling Mother's Day cards Charanga – Our World
Summer 1 <sup>st</sup>	Countries and Environments	Names of different artistic techniques used - cut, rip, tear, paint, colour, dots. Names of different materials used – paper, card, tissue paper, crepe paper, sand,	I can use what I have learned about media and materials in an original way and explain my choices. I can select appropriate resources and adapt work where necessary.	Safely use and explore a variety of material's tools and techniques (ELG) Share their creations, explaining the process they have used (ELG) Explore, use and refine a variety of artistic effects to express their ideas. (rec)	Create a forest scene using different media to create the trees etc Sand pictures – Pyramids (Eygpt) Aboriginal art Music – Charanga – Big Bear Funk
Summer 2 <sup>nd</sup>	Animals and Minibeasts	Names of different animals and minibeasts. Names of places where animals live – farm, zoo, in the wild. Names of patterns on animals and minibeasts bodies – stripes, patches, spots etc. Names of animal and minibeast body parts – wings, horn, tail, mane, legs, ears, eyes, trunk, etc.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can create collaboratively, sharing ideas, resources, and skills.	Children sing songs and dance. (ELG) Sing a range of well-known nursery rhymes and songs (ELG) They represent their own ideas, thought and feelings through role play. (ELG) Use a variety of tools and techniques, experimenting with colour and texture. (ELG) Safely use and explore a variety of materials, tools and techniques. (ELG)	Father's Day card Music – Charanga – Reflect, Rewind and Replay Songs about zoo animals, farm, mini beasts, 5 Little Ducks, Baa Baa Black Sheep, Mary Had a little Lamb Year group assembly songs Paint or collage their chosen minibeast Create a bridge from construction for the goats (DT) Create a troll face using different materials Draw/paint dinosaur of your own choice

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Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>My World</li> </ul>	Portrait, names of the different features on a face, proportions, mix, names of paint colours for different skin tones – Light, fair, pale, medium, dark brown, deep.	<p>I can practise drawing the features of a face.</p> <p>I can draw the features of a face in proportions.</p> <p>I can draw a portrait of a partner.</p> <p>I can mix colours to create different skin tones.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Practise drawing the features of a face.</p> <p>Look at and draw features of a face in proportions.</p> <p>Practise mixing colours to create skin tones to paint self-portraits.</p> <p>Add features to painted self-portraits.</p>
Autumn 2 <sup>nd</sup>	DT				
Spring 1 <sup>st</sup>	DT				
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>United Kingdom</li> </ul>	Line drawings, wax crayons, acrylic paint, names of different tools,	<p>I can explore and talk about the work of a local artist.</p> <p>I can create my own version of an artist's work by creating lines to represent drawings.</p> <p>I can use a range of art and design techniques to create a line drawing on a local place.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Children to look at work by Peter Hopper and create a wax crayon coloured background in preparation for their own version of his work.</p> <p>Children to plan a line drawing of a place in Luton.</p> <p>Cover coloured background with black acrylic paint and score line drawing of a place in Luton from plan.</p> <p>Make Mother's Day cards.</p>
Summer 1 <sup>st</sup>	DT				
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Growth</li> </ul>	Henri Matisse, paintings, names of different fruit, shapes, colours and patterns, plan, design, names of different tools, clay, mould, evaluate	<p>I can look at work by Henri Matisse and discuss the paintings thinking about the shapes, colours and patterns I can see.</p> <p>I can look closely at examples of fruit bowls.</p> <p>I can plan my own fruit bowl and thinking about - What shape will the bowl be? What fruit will I use? Will the bowl have a pattern?</p> <p>I can use a range of tools to design and make my fruit bowl smooth on the outside.</p> <p>I can use a range of tools to design and make patterns on my fruit bowl.</p> <p>I can evaluate my work.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Children to plan their own version of a fruit bowl using the planning template.</p> <p>Children to use the clay to make a fruit bowl by rolling the clay into a ball and using their thumbs to make a hole in the middle. Children to use the kidney shaped tool to make the outside of the bowl smooth and the tools to create patterns on the fruit bowl.</p> <p>Children to paint their fruit bowls. Encourage children to mix the paints to make the colours they need when necessary.</p>

## Art and Design Curriculum Overview

Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>People Who Made a Difference - Nurses</li> </ul>	Colours of the rainbow – red, orange, yellow, green, blue indigo, violet, names of hot and cold colours, graffiti, murals, names of different mediums: dot paint, smudging, shading, water colours, compare, evaluate.	<p>I can say the names of the colours of the rainbow in order.</p> <p>I can name some hot and cold colours.</p> <p>I can use the work I have created to develop and share my ideas, experiences, and imagination.</p> <p>I can explore a wide range of techniques</p> <p>I can use different materials to create pieces of work.</p> <p>I can explore and talk about the similarities and differences between the works of a range of artists.</p> <p>I can evaluate pieces of artwork that I and others have created.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Look at the rainbow and consider the colours. Explore hot and cold colours.</p> <p>Create a rainbow using different mediums for the 7 colours - dotting paint, smudging chalk, watercolour paint, shading using a pencil, rubbing for texture using crayons, mark making using a colouring pencil, felt tips.</p> <p>Explore graffiti/murals and how this was used as a way of expression during lockdown.</p> <p>Look at the Banksy piece of art from Southampton hospital and Rachel List, and compare and respond with opinions and reasons.</p> <p>Draw a self-portrait and colour the background either hot or cold colours.</p> <p>Colour the portrait cold or hot colour (opposite to those used in the background).</p> <p>Verbal evaluation of art work through class discussions using knowledge in their analysis.</p>
Autumn 2 <sup>nd</sup>	DT				
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>The Great Fire of London.</li> </ul>	Sculptor, shades, tints, shading, media, tones, mixing colours, background, skyline, hot/cold colours	<p>I can look at and discuss pieces of artwork from the past linked to an important event.</p> <p>I can explore the works of modern artists and the shades of colours and media they have used.</p> <p>I can create a piece of artwork using shades and tints of one colour.</p> <p>I can explore and talk about paint, shades, and tones by mixing colours.</p> <p>I can use what I learned about colours to create a background.</p> <p>I can build on my work by adding details to the background I created.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Explore old art of the Great Fire of London and share their opinions.</p> <p>Share modern sculptor/artist David Best - share 2016 project.</p> <p>Explore colour and media.</p> <p>Create a hot or cold picture using only shades and tints of one hue (colour) + black and white</p> <p>Paint a background to represent the Fire of London</p> <p>Drawing a skyline of London onto their fiery skies - adding black acrylic detail.</p>
Spring 2 <sup>nd</sup>	DT				
Summer 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>The view from our window.</li> </ul>	2Paint a Picture, background, scenery, shades of colour, shapes, impressionist, impressionism, Monet, Degas, Renoir, watercolour, light, pointillist, pointillism, blurring, image, Seurat, Signac, abstract, emotions, straight lines, primary colours, Mondrian, repeating patterns, surrealist art, stamp, Magritte.	<p>I can use 2Paint a Picture to create art.</p> <p>I can make decisions on colour and texture.</p> <p>I can consider the composition of a picture-things that are closer, further away.</p> <p>I can recreate impressionism art.</p> <p>I can recreate pointillist art.</p> <p>I can recreate abstract art.</p> <p>I can recreate surrealist art.</p> <p>I can look at and discuss the work of other artists.</p> <p>I can create my own piece of artwork using a technique I have explored.</p> <p>I can evaluate my creations and talk about my favourite techniques.</p> <p>I can explore and talk about the similarities and differences between the work of a range of artists.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Create artwork of an imaginary view from a window using 2Paint a Picture.</p> <p>Explore impressionist style artwork by Monet, Degas and Renoir.</p> <p>Recreate impressionism art using the impressionism tool on 2Paint a Picture.</p> <p>Explore the work of pointillist artists such as Seurat.</p> <p>Recreate pointillist art using the Pointillism tool on 2Paint a Picture.</p> <p>Observe artwork by Piet Mondrian</p> <p>Create abstract artwork using the lines tool on 2Paint a Picture.</p> <p>Observe artwork by William Morris.</p> <p>Create own artwork using the patterns tool on 2Paint a Picture.</p> <p>Explore surrealist artwork by Magritte.</p> <p>Create own artwork using the eCollage function in 2Paint a Picture.</p>
Summer 2 <sup>nd</sup>	DT				

SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- children working together as a group to produce a large piece of work instead of individual pieces of work
- allow for extra time if children need it
- adapt resources if needed to, such as different size paint brushes, crayons, pencils and paper, easi-grip/long loop scissors
- use of STEM sentences to support children to share their opinions and ideas when discussing artwork by different artists, peers and their own creations
- provide children with examples of finished artwork to help them visualise what they are working towards.