



Art and Design Curriculum

Y1

Y1			
Year One	Term 1	Term 2	Term 3
Year One	Drawing: Making your mark	Painting and Mixed media: Colour (Weather) Splash	Sculpture and 3D: Paper Play
NC Obj.	<ul style="list-style-type: none"> To use drawing to develop, share ideas, experience and imagination To develop a wide range of art and design techniques with colour, pattern, texture line, shape, form, space To learn 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. 	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists and make links to their own work. 	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques. Learn about the work of a range of artists, craft makers and designers.
Key Learning / concepts / People	<ul style="list-style-type: none"> Mark making with tools Line and Shape Exploration Drawing from Observation Imaginative Drawing Pattern and Repetition Responding to Artists 	<ul style="list-style-type: none"> Represent ideas and feelings through artwork. Use basic printing techniques (stamping, rubbing) with control. Explore and apply texture using different materials. Create layered images with collage and mixed media. Select and apply colour, shape, and materials. Reflect on their work and share choices and ideas. 	<ul style="list-style-type: none"> Paper manipulation: folding, curling, twisting, fringing, layering. Understanding 3D form and structure. Design and composition using paper. Evaluating and discussing their work and the work of others.
Key Vocabulary	<ul style="list-style-type: none"> Colour; dark; light Shape; pattern; line Abstract Inspired Artist Repeat Curved Jagged Sharp 	<ul style="list-style-type: none"> Colour; Mix Primary colour Secondary colour Warm; Cool Mood; Emotion Brushstroke Pattern; Texture Collage; Layer Artist 	<ul style="list-style-type: none"> Fold Curl Fringe Structure Sculpture Stable Join Form Abstract
Lesson Objectives (Five/six lessons per unit)	<ul style="list-style-type: none"> Can I explore different marks using a variety of drawing tools like Kandinsky? Can I use lines and shapes to show ideas and feelings like Kandinsky did? Can I look carefully at an object and make marks to show what I see? Can I draw what I imagine or feel, like Kandinsky did when he listened to music? Can I use repeating lines or shapes to make a pattern like Kandinsky? Can I talk about Kandinsky's art and make drawings inspired by him? 	<ul style="list-style-type: none"> What does the weather look and feel like, and how can I show it in my art? Can I make weather pictures using printing and patterns? Can I use rubbing and textures to show different types of weather? Can I mix printing and collage to make a weather scene? Can I make my own weather artwork using all the things I've learned? 	<ul style="list-style-type: none"> How can I manipulate paper to make a structure? How can I build a strong paper sculpture that stands up? How can I turn paper into an abstract sculpture? How do artists use paper to make sculptures? How can we design a sculpture as a team? How can we build and evaluate our group sculpture?
End of unit assessment	<ul style="list-style-type: none"> Can I show how I have improved my lines, shapes, and marks by using techniques like Kandinsky? 	<ul style="list-style-type: none"> Can I talk about my artwork and explain the choices I made with materials, colours, and textures? 	<ul style="list-style-type: none"> What have I learned about turning paper into sculpture?



Art and Design Curriculum

Y2			
	Term 1	Term 2	Term 3
Year Two	Fireworks themed art inc. using everyday materials	Painting Andy Warhol	Sculpture Gordon Young
NC Obj.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, to develop and share their ideas, experiences and imagination To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Use a range of materials creatively to design and make Use painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, describing the differences and similarities and making links to their own work. 	<ul style="list-style-type: none"> Use a range of materials creatively to design and make Use sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to own work.
Key Learning / concepts / People	<ul style="list-style-type: none"> Explore and use a variety of lines and shapes. Mix and choose colours to express mood and emotion Experiment with everyday materials to create printed patterns and textures. Use cutting, tearing, and layering to create textured firework collages. Combine drawing, painting, printing, and collage in a final mixed-media artwork. Reflect on and describe their own and others' work using art vocabulary. 	<ul style="list-style-type: none"> Who Andy Warhol was What Pop Art is That art can be inspired by everyday objects Painting with bold, flat colours Using simple printing techniques Creating repeated images Mixing colours That artists use colour, shape, line, and pattern to make their art stand out. Recognising similarities/ differences between their art and Andy Warhol's. 	<ul style="list-style-type: none"> The work of Gordon Young Understanding how sculpture is 3D and takes up space. Exploring how different materials can be used and combined in sculpture. Recognising how Gordon Young uses words, letters, and poetry in his sculptures. Public Art :Understanding sculpture can communicate and be part of our environment. Looking at sculpture closely and talking about what we see and feel.
Key Vocabulary	<ul style="list-style-type: none"> Line Shape Colour Texture Pattern Print Collage Mix Create Reflect 	<ul style="list-style-type: none"> Artist Pop Art Painting Print Colour Outline Repetition Pattern Design Portrait Pop Art Bold, Bright 	<ul style="list-style-type: none"> Sculpture 3D / Three-dimensional Form / Structure Texture Surface Decoration – Design Material Join Public art Word art
Lesson Objectives (Five/six lessons per unit)	<ul style="list-style-type: none"> Can I use different types of lines to show the movement and energy of fireworks? Can I choose and mix colours that show how fireworks make me feel? Can I use everyday objects to print patterns and textures like firework bursts? Can I cut, tear and arrange different materials to make textured firework shapes? Can I combine lines, colours, textures & shapes to create my own firework collage? 	<ul style="list-style-type: none"> Who is Andy Warhol? What makes Pop Art bright and bold? Can I paint the same thing in different colours? Can I print like Andy Warhol? What every day object can I turn into Pop Art? How can I finish my Pop Art picture using all learned techniques? 	<ul style="list-style-type: none"> What makes a sculpture different from a painting? Who is Gordon Young; why does he put words in his art? Can we turn everyday materials into something 3D and amazing? What word is special to me, and how can I turn it into a sculpture? How do I build my sculpture so it's tall and tells my story? How can I decorate my sculpture to make it bold, bright, and beautiful?
End of unit assessment	<ul style="list-style-type: none"> Can I talk about the materials and techniques I used in my collage and how they show fireworks? 	<ul style="list-style-type: none"> What did I learn about Pop Art? 	<ul style="list-style-type: none"> What have I learned about sculpture, and how does my artwork speak for me?



Art and Design Curriculum

Y3

Y3			
	Term 1	Term 2	Term 3
Year Three	Drawing	Painting – Prehistoric Stone Age images?	Sculptures
NC Obj.	<ul style="list-style-type: none"> Use drawing to develop and share ideas, experiences and imagination Develop a wide range of art and design techniques in using line, shape, form and space Learn about great artists, architects and designers 	<ul style="list-style-type: none"> Use painting to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Use sculpture to develop and share ideas, experiences, and imagination. Improve mastery of art and design techniques, including sculpture with a range of materials. Learn about great artists, architects, and designers in history.
Key Learning / concepts / People	<ul style="list-style-type: none"> Observational Drawing Explore different lines and mark-making techniques. Learn basic shading techniques to create depth and 3D effects. Apply tone to give depth and volume. Use simple shapes to build up plant forms. Discover Sue Vize’s botanical art and study her precise pencil work. Create a detailed plant drawing using a combination of techniques learned. 	<ul style="list-style-type: none"> Understand how early humans communicated through art. Explore natural pigments and tools used by Stone Age artists. Develop painting techniques that mimic prehistoric styles. Experiment with texture and mark-making. Use historical understanding to inform creative choices. Learn how artwork can convey meaning without written language. 	<ul style="list-style-type: none"> Understand what a relief sculpture is and how it differs from other types of sculpture. Develop skills in shaping, carving, and assembling using clay and other materials. Explore Egyptian art and symbols (e.g. scarabs, hieroglyphs, gods). Use observation and imagination to design and create Egyptian-inspired reliefs. Evaluate their work and the work of others using appropriate art vocabulary.
Key Vocabulary	<ul style="list-style-type: none"> Observation Sketch Line Texture Shape Form Tone, Shading Composition Realism Evaluate Technique Botanical 	<ul style="list-style-type: none"> Prehistoric Pigment Natural materials Texture Symbol Shape Form Layer Earth tones Cave painting 	<ul style="list-style-type: none"> Relief Sculpture Texture Carve Symbol Hieroglyph Impression Pattern Assemble Evaluate
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> What do we see when we really look at a plant? How can lines and marks show different plant textures? How do shapes and forms help us build a plant drawing? How can shading make our plants look more real? How does Sue Vize draw plants with such detail? Can we combine everything we’ve learned into one drawing? 	<ol style="list-style-type: none"> What do prehistoric paintings tell us about the people who made them? How did Stone Age artists make paint and tools? Can I create a textured surface like a cave wall to paint on? Can I create symbols and animal shapes using natural colours and tools? Can I layer symbols and images to make my own cave wall painting? How can I evaluate my prehistoric painting and explain my choices? 	<ol style="list-style-type: none"> What is relief sculpture, and how did the Ancient Egyptians use it? How can we use shapes and symbols to tell a story? How can I create texture and pattern in clay like an Egyptian artist? How do artists make a sculpture stand out? How can I paint and decorate my sculpture in the style of Ancient Egypt? How can I reflect on and present my final sculpture work?
End of unit assessment	How have our plant drawings improved?	How did people in the Stone Age use painting to share their ideas—and how have you used similar techniques in your artwork?	What have you learned about Egyptian relief sculpture, and how have you used symbols, patterns and texture to create your own artwork?



Art and Design Curriculum

Y4

Y4			
	Term 1	Term 2	Term 3
Year Four	Roman Art Project Drawing, clay structures, textiles	Last Chance to Paint: Rainforests - John Dyer	Sculptures Viking Shield
NC Obj.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop techniques in drawing, sculpture and textiles with control and expression. To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Use sketchbooks to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including painting. Learn about great artists, architects, and designers in history. 	<ul style="list-style-type: none"> Use sculpture to develop and share their ideas, experiences, and imagination. Improve mastery of art and design techniques, including sculpture with a range of materials. Learn about great artists, architects, and designers in history.
Key Learning / concepts / People	<ul style="list-style-type: none"> Combine drawing, clay, and textile elements into a cohesive, historically-inspired project. Understand how Roman art and artefacts tell stories and reflect culture. Experiment with relief techniques in clay and build surface decoration skills. Use drawing as preparation for 3D and textile outcomes. Learn about and respond to Caroline McCatty's ceramic storytelling pieces. 	<ul style="list-style-type: none"> Understand how artists raise awareness about the natural world through art. Explore colour mixing, layering, and expressive brushstrokes. Develop ability to use visual elements (line, shape, colour, space) to represent rainforest animals and landscapes. Create art that expresses opinion and emotion. Study the work of John Dyer, contemporary British artist and environmental campaigner. 	<ul style="list-style-type: none"> Explore the historical and cultural significance of Viking shields. Design and sculpt a Viking-inspired shield using clay and mixed media. Use pattern, texture, symmetry, and colour for artistic effect. Evaluate and reflect on own and others' work. Study the work of <i>Kari Lonning</i>, a contemporary artist known for circular, geometric designs that echo shield patterns and weaving.
Key Vocabulary	<ul style="list-style-type: none"> Relief Clay Coil Texture Surface decoration Symbolism Mosaic Tapestry Motif Carving 	<ul style="list-style-type: none"> Rainforest Environment Expression Tone Brushstroke Foreground Background Detail Conservation Landscape 	<ul style="list-style-type: none"> Sculpture Shield Design Symmetry Pattern Texture Coil Relief Evaluate Influence
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> What can Roman artefacts and artworks tell us about everyday life in the past? How can I use drawing to plan a Roman-inspired design? How can I sculpt a relief tile using clay techniques? How do artists use clay to tell stories? (Focus: Caroline McCatty) How can I use textiles to bring Roman stories to life? How can I present my finished piece and talk about what I've learned? 	<ol style="list-style-type: none"> What is a rainforest, and how can we paint it? How does John Dyer use colour and brushstrokes to show the rainforest? How can I show movement and energy in my painting? How can we paint rainforest animals in an expressive style? How can I add detail and emotion to my rainforest scene? How can my painting help people care about the rainforest? 	<ol style="list-style-type: none"> What do we already know about Viking shields, and how were they used in history? How can we design a shield that includes Viking-style shapes, patterns, and symbols? How can we turn our shield design into a sculpted form using clay or card? How can we add texture and details to our shield to make it more realistic or eye-catching? How do artists use colour and finish to enhance sculpture? How can we share and evaluate our Viking shield sculptures?
End of unit assessment	How have I used Roman symbols and artistic techniques to create my own artwork, and what does it tell others about Roman life or stories?	How can your painting raise awareness about the rainforest and what you've learned about its beauty and importance?	How can your shield sculpture show what you've learned about Viking design, pattern, and sculpture techniques?



Art and Design Curriculum

Y5

Y5			
	Term 1	Term 2	Term 3
Year Five	Drawing: Space themed	Painting: Tudor Portrait	Sculpture: Brutalist Architecture
NC Obj.	<ul style="list-style-type: none"> To improve mastery of art and design techniques, including drawing with a range of materials. To learn about great artists, architects, and designers in history. 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including painting with a range of materials. To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including sculpture with a range of materials. To learn about great architects and designers in history. To use sketchbooks to review and revisit ideas.
Key Learning / concepts / People	<ul style="list-style-type: none"> Mastery of tone, shading, perspective, and composition in drawing. Development of imaginative drawing inspired by science fiction and space exploration. Exploration of how artists use art to express futuristic or otherworldly environments. Revisiting and extending knowledge of line, form, light and dark, texture, and contrast. 	<ul style="list-style-type: none"> Understand the function and symbolism of Tudor portraiture. Develop observational skills and facial proportion techniques. Learn how colour, texture, pattern, and detail are used to reflect status and power. Explore historical context of Tudor England through art. Experiment with mixing skin tones and fine brush control. Reflect on the work of artists like Hans Holbein. 	<ul style="list-style-type: none"> Explore the style and purpose of Brutalist architecture. Understand the use of materials, shape, and texture in architectural sculpture. Develop techniques for building strong 3D structures using mixed materials. Reflect on how architecture influences our environment and emotions. Compare Brutalism with other architectural styles.
Key Vocabulary	<ul style="list-style-type: none"> Line Tone Shading Composition Contrast Foreground Background Space Texture Abstract 	<ul style="list-style-type: none"> Portrait Symbolism Proportion Texture Status Renaissance Expression Detail Layering Background 	<ul style="list-style-type: none"> Architecture Structure Brutalism Concrete Texture Geometric Form Construct Negative space Industrial
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> What techniques can we use to show space and distance in a drawing? How can we use shading and tone to create a sense of depth and light? What do we imagine space might look like, and how can we sketch it? Who is Peter Thorpe, and how does he use colour, line and contrast in his work? How can we combine everything we've practised to design our own space-inspired composition? Can we refine and complete a final piece using Peter Thorpe's style as inspiration? 	<ol style="list-style-type: none"> What makes a Tudor portrait different from a modern one? How do artists draw realistic facial proportions? How do I mix skin tones and layer paint effectively? What does a person's clothing, background, or objects tell us about them? Can I paint a Tudor-style portrait using historical features and symbolism? How can I evaluate and improve my Tudor portrait? 	<ol style="list-style-type: none"> What is Brutalist architecture, and how does it make people feel? How do shapes and forms create strength and character in buildings? How can I use cardboard and recycled materials to plan a 3D sculpture? How can I add texture and detail to make my structure feel realistic? How can I make my architectural sculpture stable and expressive? How can we reflect on and exhibit our Brutalist architectural models?
End of unit assessment	How have you used tone, contrast, and composition to create your space-themed drawing, and what did you learn from Peter Thorpe's work?	Can you create and explain a Tudor-style portrait that includes accurate proportions and features that show something about the person's status or story?	Can you explain what Brutalist architecture is and how your sculpture shows its key features?



Art and Design Curriculum

Y6

Y6			
	Term 1	Term 2	Term 3
Year Six	Drawing, Painting & Printing Wm Morris	Sculpture and Painting Art of the Ancient Maya	Drawing and Painting Street art (linked to geography)
NC Obj.	<ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting, and printing with many materials. • Learn about great artists, architects, and designers in history. • Use sketchbooks to record observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> • Use sculpture and painting to develop and share ideas, experiences and imagination. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To develop their techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different art, craft and design. • To improve their mastery of art and design techniques, including drawing and painting with a range of materials. • To learn about great artists, architects and designers in history.
Key Learning / concepts / People	<ul style="list-style-type: none"> • Understand the life and work of William Morris and the Arts & Crafts movement. • Explore how natural forms and symmetry feature in Morris's patterns. • Learn and practise the process of creating repeat patterns using block printing. • Refine skills in detailed observational drawing and colour mixing. • Develop layered designs - use sketchbooks before printing. • Make decisions about colour, shape, texture, and balance in final compositions. 	<ul style="list-style-type: none"> • Understand the significance of Maya art and how it connects to culture & religion. • Explore how ancient civilisations communicated ideas through symbolic imagery and sculpture. • Develop technical skills in clay sculpting and stylised painting techniques. • Evaluate the impact of ancient art on modern-day design and aesthetics. • Learn how to design, create and evaluate a piece inspired by Maya art. 	<ul style="list-style-type: none"> • Understanding how street art is used to express identity, beliefs and ideas • Exploring techniques in large-scale drawing and painting • Analysing the purpose of public art and its role in protest and activism • Creating art with a message linked to personal or local issues (e.g. climate change) • Working collaboratively to create impactful visual artwork • Understanding responsible and legal street art
Key Vocabulary	<ul style="list-style-type: none"> • Motif • Repeat pattern • Block print • Symmetry • Natural forms • Decorative • Overlay • Carve • Design • Craftsmanship 	<ul style="list-style-type: none"> • Symbolism • Relief sculpture • Stylisation • Carving • Mural • Clay • Impression • Abstract • Culture • Narrative 	<ul style="list-style-type: none"> • Graffiti • Street art • Symbolism • Protest • Message • Public space • Legal/illegal • Tag • Stencil • Mural
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> 1. Who was Wm Morris and what made his work special? 2. What can I find in nature to inspire a repeating design? 3. How do I create a printing block from my motif? 4. How can I use colour and layout to create an effective repeated pattern? 5. How do I refine my print to reflect William Morris's style? 6. How do I review and present my William Morris-inspired pattern? 	<ol style="list-style-type: none"> 1. What can we learn about the Maya from their art& symbol? 2. How can I create a Maya-inspired symbol using lines and shapes? 3. What is a relief sculpture, and how can I create a clay one? 4. How do Mexican artists like Diego Rivera use murals to tell stories? 5. How can I design and paint my own mural panel to tell a cultural story? 6. How can I combine sculpture and painting to reflect Maya ideas in my own work? 	<ol style="list-style-type: none"> 1. What is street art and what is it for? 2. How do street artists make their work stand out? 3. How do artists use symbols and colour to express ideas? 4. Can I design a street art piece with a powerful message? 5. Can I create my own street art-style painting? 6. How can we present and evaluate our street art?
End of unit assessment	How have you used line, pattern and printing to create a design that reflects the style and values of William Morris?	How have you used sculpture and painting to reflect ideas and stories from Maya culture in your own artwork?	How does your street art design express a message about something that matters to you, and what choices did you make to strengthen that message?



Art and Design Curriculum