

Art and Design Whole School Overview

| EYFS | | KS1 | | LKS2 | | UKS2 | | | | | | |
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| Nursery/Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 6 | | | | | |
| <p>PAUL KLEE - SENEICIO</p> <p>Nursery: -Recognises colours and chooses them for a purpose. -Uses thick paint brushes.</p> <p>Reception: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials -Begin to use observation skills to draw things with increasing details.</p> <p>CQ Skills: Developing ideas: -Respond to ideas and starting points. -Explore ideas and collect visual information.</p> <p>Master Techniques – Painting -Use thick and thin brushes.</p> <p>Master Techniques – Drawing - Draw lines of different sizes and thickness. -Show different tones using coloured pencils.</p> <p>Take Inspiration from the Greats (Classic and Modern) -Describe the work of notable artists, artisans and designers. -Use some of the ideas of artists studied to create pieces.</p> <p>Why? In this unit of work the children have the opportunity to explore identity and self-</p> | <p>(Topic Name) NC: (link to National Curriculum)</p> <p>Skills (CQ) I can statements from skills progression</p> | <p>ANDY GOLDSWORTHY (link to forest school) short unit</p> <p>NC: -Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.</p> <p>CQ Skills: Developing ideas: -Respond to ideas and starting points. -Explore ideas and collect visual information.</p> <p>Sculpture -Use a combination of shapes. -Use lines and texture -Use rolled up paper, straws, paper, card and clay as materials.</p> | <p>STONE AGE CAVE ART (SHORT UNIT)</p> <p>NC: -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>CQ Skills: Developing ideas -Develop ideas from starting points throughout the curriculum. -Collect information, sketches and resources.</p> <p>Drawing (pencils / charcoals) -Use shading to show light and shadow. -Use hatching and cross hatching to show tone and texture. -Use different hardness of pencils to show line, tone and texture -Sketch lightly (no need to use a rubber to correct mistakes).</p> | <p>EGYPTIAN PYRAMIDS (short unit)</p> <p>NC: -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>CQ Skills Developing ideas -Adapt and refine ideas as they progress. -Explore ideas in a variety of ways.</p> <p>Painting (hieroglyphs) -Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Sculpture -Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). -Use clay and other mouldable materials.</p> | <p>FRIDA KAHLO</p> <p>NC: Learn about great artists, architects and designers in history.</p> <p>CQ Skills: Take inspiration -Give details (including own sketches) about the style of some notable artists, artisans and designers. -Create original pieces that show a range of influences and styles.</p> <p>Developing ideas -Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.</p> | <p>EARLY ISLAMIC CIVILISATION GEOMETRIC ART</p> <p>NC: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>CQ Skills: Developing ideas Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Print -Build up layers of colours. -Create an accurate pattern, showing fine detail. -Use a range of visual elements to reflect the purpose of the work.</p> <p>Digital media -Enhance digital media by editing (including sound, video, animation, still images and installations).</p> | <p>Why? (Why do this topic at all?)</p> | <p>Why? This unit makes links to the Y2 geography unit where children will be carrying out fieldwork in and around school and being immersed in the natural environment in our forest school. It makes links to our Healthy Me curriculum driver which promotes mental wellbeing which can be found when immersed in nature.</p> | <p>Why? Children will be learning about the Stone Age in History. This unit of work will deepen their understanding of the daily life of people from history, helping them to understanding how Stone Age people communicated.</p> | <p>Why? This art unit makes link to history learning and reinforces children’s understanding of the beliefs of the Ancient Egyptians.</p> | <p>Why? Children are learning about South America in Geography so this unit makes links by asking children to learn about Mexican artist Frida Kahlo.</p> | <p>Why? This unit of work links to the history topic of Early Islamic Civilisation and links to our Equality and Diversity driver. It will foster cultural understanding and build appreciation of the diversity of art, promoting respect.</p> |
| | | <p>Why now? (Why do this topic now in the child’s educational journey?)</p> | <p>Why now? Building on the Y1 printing art unit inspired by nature in the forest school, this unit will ask</p> | <p>Why now? In Year 2, children will have experimented with different pencil-drawn lines and textures during the Hockney unit. In</p> | <p>Why now? This will give children an opportunity to create 3d artwork, modelling shapes from nets and clay. This builds</p> | <p>Why now? In previous art units in KS1, children have produced portraits in life-like forms. In this unit, children will be producing more</p> | <p>Why now? Children will have created printed repeating patterns in Year 4’s Pop Art unit. The Year 6 unit builds complexity as children can</p> | | | | | |

Art and Design Whole School Overview

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| | <p>expression through art colour, and observation.</p> <p>Why now? We teach <i>People Who Help Us</i> through art in Autumn 1 to help children explore identity, express themselves creatively, and build fine motor and observational skills early in the year.</p> | | <p>children to use their imaginations to use items found in nature to create art. Children will then use a variety of materials to create their own tree-based sculptures, building on work in Early Years where children have experimented with making structures from different materials.</p> | <p>this unit of work, they will learn skills such as cross hatching to show shadow. They will apply these skills to use of different drawing media including different thicknesses of pencils, charcoals and chinks, demanding a great degree of control in order to convey the message of their design. These skills will be built upon again in Year 5 in the Atkinson Grimshaw topic when pencil skills will be used to depict light, dark and perspective.</p> | <p>on previous work where sculptures in KS1 have been created from found materials. It will help to develop skills of precision in creating 3d forms which will be important when creating pottery later in the year. It will further develop painting skills where fine brush skills need to be used to add decoration in Egyptian hieroglyph form, preparing them for decorating pottery later in the year.</p> | <p>bold, abstract portraits in the vibrant style of Frida Kahlo, using vibrant colours and patterns and choosing appropriate materials and tools to do this. The use of colour will prepare children for more detailed painting work in both the Grimshaw and Bronte units of work, where decisions will be made about colours to represent mood.</p> | <p>experiment with tessellation and layers of colours using drawing and printing techniques. Children can also use their computing skills to create complete complex repeating patterns using art software.</p> |
| <p>AU2</p> | <p>HENRI MATISSE - THE SNAIL</p> <p>Nursery: -Uses a glue stick to join materials together</p> <p>Reception: -Explore colour mixing using primary colours -Explore warm and cool colours looking at Autumn and Winter -Print or collage to create a pattern or image -Select colours appropriately for tasks -Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli.</p> <p>CQ Skills:</p> <p>Develop Ideas - Respond to ideas and starting points - Explore ideas and collect visual information - Explore different methods and materials as ideas develop</p> <p>Master Techniques – Collage -Use a combination of materials that are cut, torn and glued -Sort and arrange materials -Mix materials to create texture</p> <p>Take Inspiration from the</p> | <p>WALKING IN THE WOODS PRINTING (Forest school wallpaper)</p> <p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>CQ Skills:</p> <p>Develop ideas -Explore ideas and collect visual information. -Explore different methods and materials as ideas develop.</p> <p>Drawing -Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils.</p> <p>Printing: -Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). -Use objects to create prints (e.g. fruit, vegetables or sponges). -Press, roll, rub and stamp to make prints.</p> <p>Why?</p> | <p>CASTLES – PAUL KLEE 'Castle and Sun'</p> <p>NC: 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.</p> <p>CQ Skills:</p> <p>Take inspiration: • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.</p> <p>Drawing -Colour (own work) neatly following the lines.</p> <p>Painting -Use thick and thin brushes. -Mix primary colours to make secondary. -Add white to colours to make tints and black to colours to make tones.</p> <p>Why?</p> | <p>CHRISTMAS TEXTILES NC:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>CQ Skills:</p> <p>Textiles -Shape and stitch materials. • Use basic cross stitch and back stitch. • Quilt, pad and gather fabric</p> <p>Why?</p> | <p>AMERICAN POP ART NC: Learn about great artists, architects and designers in history.</p> <p>CQ Skills: Drawing to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Take inspiration • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.</p> <p>Digital media Create images, video and sound recordings and explain why they were created.</p> <p>Printing -Use layers of two or more colours. -Replicate patterns observed in natural or built environments. -Make printing blocks (e.g. from coiled string glued to a block). - Make precise repeating patterns.</p> <p>Developing ideas Comment on artworks using visual language.</p> <p>Why?</p> | <p>(Topic Name) NC: (link to National Curriculum)</p> <p>Skills:</p> <ul style="list-style-type: none"> I can statements from skills progression <p>Why?</p> | <p>(Topic Name) NC: (link to National Curriculum)</p> <p>Skills:</p> <ul style="list-style-type: none"> I can statements from skills progression <p>Why?</p> |

Art and Design Whole School Overview

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| | <p>Greats -Describe the work of notable artists -Use some of the ideas of artists studied to create pieces</p> <p>Why? This is a great topic for EYFS as it encourages creativity, supports fine motor development, and introduces children to colour, shape, and famous artists in a fun and meaningful way. Why now? Teaching this topic in Autumn 2 is ideal because children have settled into routines, are ready for more focused creative exploration, and it links well with seasonal themes like colour changes and festive celebrations.</p> | <p>Using our forest school, this unit encourages children to take notice of, and be inspired by our forest school environment.</p> <p>Why now? Children explore the environment around school as part of their geography learning. Children are encouraged to take notice of the natural environment of the forest school and take inspiration from the leaves from the trees, creating simple drawings and prints. This will lead to further exploration of the area in Y2 when children will create collages inspired by the natural environment.</p> | <p>This links to the history unit about Kings and Queens and will be children's first exploration into abstract art.</p> <p>Why now? Children will be familiar with using paint to create tints and tones through previous units in Y1. This unit adds complexity due to the many different tints and tones of the same colour being used in Klee's artwork. The painting will require a greater degree of precision due to the complexity of shapes. This will prepare the children for more detailed work of the cave painting topic in Year 3 where fine details are needed.</p> | <p>Children have the chance to create an item for a real purpose – a Christmas decoration - utilising their textile skills so far.</p> <p>Why now? In previous units, children have combined textiles and other materials to create collages. This adds complexity as children will be using basic stitching to create the decoration. These skills will be built on further in later units in Y4 where sewing and fabric colouring will be used.</p> | <p>Children will be learning about North America in their geography topic. Andy Warhol is from America where this movement started so makes a link to this.</p> <p>Why now? Children previously explored printing repeating patterns in KS1. This adds a layer of complexity through more refined printing tools inspired by the Pop Art movement. Children will also utilise their digital art skills by using digital photos to create their own works, choosing how to use colour for effect.</p> | (Why do this topic at all?) | (Why do this topic at all?) |
| | | | | | | (Why do this topic now in the child's educational journey?) | (Why do this topic now in the child's educational journey?) |
| | <p>RUTH OOSTERMAN - PENGUINS</p> <p>Nursery: -Becoming more confident when drawing e.g. potato people, -Names what they have drawn and draws from memory -Adding more to their pictures and creations e.g. pom-poms, glitter.</p> <p>Reception: -Continue to draw and paint pictures with increasing complexity -Make observations and draw pictures of Arctic/Antarctic animals -Return to and build on their previous learning, refining ideas and developing the ability to represent them. -Know that different materials can be used to create art -Explore art from different places around the world</p> <p>CQ Skills:</p> <p>Develop Ideas - Respond to ideas and starting points - Explore ideas and collect visual information</p> | <p>GREAT FIRE OF LONDON – Philip James de Louthenberg</p> <p>NC: -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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.</p> <p>CQ Skills:</p> <p>Painting -Use thick and thin brushes. -Mix primary colours to make secondary.</p> | <p>ANIMAL COLLAGES</p> <p>NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>CQ Skills:</p> <p>Develop ideas -Respond to ideas and starting points. -Explore ideas and collect visual information. -Explore different methods and materials as ideas develop.</p> <p>Collage: -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials. -Mix materials to create texture.</p> | <p>(Topic Name) NC: (link to National Curriculum) Skills:</p> <ul style="list-style-type: none"> I can statements from skills progression | <p>(Topic Name) NC: (link to National Curriculum) Skills:</p> <ul style="list-style-type: none"> I can statements from skills progression | <p>MONET LANDSCAPES – Waterlilies textiles</p> <p>NC: Learn about great artists, architects and designers in history.</p> <p>CQ Skills:</p> <p>Take inspiration from the greats (classic and modern) -Give details (including own sketches) about the style of some notable artists, artisans and designers. -Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.</p> <p>Master techniques – textiles (colour /dye fabric) -Show precision in techniques. -Choose from a range of stitching techniques. -Combine previously learned techniques to create pieces</p> | <p>BLITZ COLLAGE</p> <p>NC: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>CQ Skills:</p> <p>Develop ideas -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Collect information, sketches and resources and present ideas imaginatively in a sketch book. -Use the qualities of materials to enhance ideas.</p> <p>Collage -Mix textures (rough and smooth, plain and patterned). -Combine visual and tactile qualities.</p> <p>Digital media -Enhance digital media by editing (including sound, video, animation, still images and installations).</p> |
| SP1 | | <p>Why? This links to the history topic of The Great Fire of London</p> | <p>Why? Children learn about hot and cold places in Geography and children will explore the different animals which live there. This makes link to the topic to help to reinforce their learning.</p> | <p>Why? (Why do this topic at all?)</p> | <p>Why? (Why do this topic at all?)</p> | <p>Why? Children will have been learning about different types of landscapes in geography (mountains and rivers). In this unit, children will become immersed in the work of Monet depicting natural scenes, increasing their understanding of</p> | <p>Why? This links to children's history learning about WW2, helping them to reflect on the devastation caused by the Blitz and considering the human impact of this. Using multi-media effects will give the opportunity to express the mood of the piece.</p> |

Art and Design Whole School Overview

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| | <p>-Explore different methods and materials as ideas develop</p> <p>Master Techniques – Painting Use thick and thin brushes Add white to colours to make tints</p> <p>Master Techniques – Drawing -Draw lines of different sizes and thickness -Colour (own work) neatly following the lines -Show pattern and texture by adding dots and lines</p> <p>Take Inspiration from the Greats (Classic and Modern) -Describe the work of notable artists, artisans and designers - Use some of the ideas of artists studied to create pieces</p> <p>Why? Teaching these learning intentions through the artist Ruth Oosterman as part of the "Whatever the Weather" topic helps children explore Arctic animals and seasonal weather in a creative way. It supports their drawing, painting and observation skills while encouraging them to use different materials and express ideas.</p> <p>Why now? Teaching "Whatever the Weather" in Spring 1 fits well as children notice changes from winter to spring. It encourages observing weather and animals in cold climates, supporting creativity and learning about the world around them after the winter break.</p> | <p>Why now? This unit builds on previous skills from EY where children have experimented with different art medium to create pieces. This unit will help to hone drawing and painting techniques, starting to mix primary colours to create the secondary colours in the famous painting.</p> | <p>Why now? Children will have combined different materials when making the bookmarks in y1. This unit adds a layer of complexity as more precision is needed in order to create form and decisions are made about the materials and textures needed to represent animals. This will prepare children for collage work in Year 3 when 3d elements are introduced to add further texture,</p> | <p>Why now? (Why do this topic now in the child's educational journey?)</p> | <p>Why now? (Why do this topic now in the child's educational journey?)</p> | <p>great artists and therefore developing their cultural capital.</p> <p>Why now? Children have developed their textile skills in previous units, using stitching to create a product. In this unit, those skills will be built upon by giving children the opportunity to dye fabrics to create an impression of a natural scene, making choices about colour. They will then build on previously learnt sewing skills to add texture, detail and form to the piece.</p> | <p>Why now? Children will have created collages about a range of topics in the past. However, this builds complexity as children are invited to use different layered materials to reflect scenes from the Blitz which convey mood and explain their choices. By incorporating sounds and video, this utilises more complex computing skills.</p> |
| <p>SP2</p> | <p>ERIC CARLE'S THE VERY HUNGRY CATERPILLAR</p> <p>Nursery: -Uses printing materials in the paint such as sponges and shapes</p> | <p>(Topic Name) NC: (link to National Curriculum)</p> <p>Skills: I can statements from skills progression</p> | <p>(Topic Name) NC: (link to National Curriculum)</p> <p>Skills: I can statements from skills progression</p> | <p>BRADFORD TEXTILE WEAVING NC: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of</p> | <p>RECYCLING ART NC: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>LOCAL ARTIST ATKINSON GRIMSHAW NC: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>(Topic Name) NC: (link to National Curriculum)</p> <p>Skills: I can statements from skills progression</p> |

Art and Design Whole School Overview

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| <p>-Continues to develop their drawing skills.</p> <p>Reception:</p> <p>-Draw an object from careful observation talking about the features that I have included -Use tools and techniques with increased care and precision -Mix a range of colours needed for a purpose</p> <p>CQ Skills: Develop Ideas</p> <p>-Respond to ideas and starting points -Explore ideas and collect visual information Master Techniques – Painting -Use printing materials such as sponges and shapes (Nursery) -Mix primary colours to make secondary (Reception) -Add white to colours to make tints and black to colours to make tones (Reception)</p> | | | <p>different kinds of art, craft and design.</p> <p>CQ Skills: Developing ideas</p> <p>- Develop ideas from starting points throughout the curriculum. -Collect information, sketches and resources. -Adapt and refine ideas as they progress</p> <p>Textiles</p> <p>- Create weavings - Shape and stitch materials.</p> | <p>CQ Skills: Collage</p> <p>-Select and arrange materials for a striking effect. -Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Take inspiration</p> <p>-Replicate some of the techniques used by notable artists, artisans and designers. -Create original pieces that are influenced by studies of others.</p> | <p>CQ Skills: Drawing</p> <p>- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). -Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Painting</p> <p>-Sketch (lightly) before painting to combine line and colour. -Create a colour palette based upon colours observed in the natural or built world. -Use the qualities of watercolour and acrylic paints to create visually interesting pieces. -Combine colours, tones and tints to enhance the mood of a piece. -Develop a personal style of painting, drawing upon ideas from other artists.</p> | |
| <p>Master Techniques – Drawing</p> <p>-Draw lines of different sizes and thickness -Show pattern and texture by adding dots and lines -Draw from careful observation and talk about features included (Reception) -Colour own work neatly following lines</p> | <p>Why? (Why do this topic at all?)</p> | <p>Why? (Why do this topic at all?)</p> | <p>Why?</p> <p>This unit builds an understanding of our local cultural heritage of textile making in Bradford. It makes links to the history unit Industrial revolution (visit to industrial museum / Salts Mill) where children will see looms used for weaving.</p> | <p>Why?</p> <p>This links to the geography unit of recycling and helps children to better understand the environmental issue of waste and plastic pollution, inspired by artists like Von Wong and John Dahlsen</p> | <p>Why?</p> <p>Children will develop cultural capital and understanding of local art heritage through the Victorian artist Atkinson Grimshaw who painted scenes around Leeds. This makes links to the history topic Victorian Saltaire. Children can take inspiration from Grimshaw’s Leeds scenes to create similar artwork based on Saltaire which is their history topic.</p> | <p>Why? (Why do this topic at all?)</p> |
| <p>Take Inspiration from the Greats</p> <p>-Describe the work of notable artists -Use some ideas of Eric Carle to create pieces</p> <p>Why?</p> <p>Teaching these intentions with Eric Carle helps children explore minibeasts creatively. It builds their drawing, printing, and colour mixing skills. Using a familiar artist inspires and engages them. The milestones support fine motor and observation development. This makes learning fun and meaningful.</p> <p>Why now?</p> | <p>Why now? (Why do this topic now in the child’s educational journey?)</p> | <p>Why now? (Why do this topic now in the child’s educational journey?)</p> | <p>Why now?</p> <p>This builds on the Y2 unit of work where children created weaves and plaits using textiles. This will build complexity as children make choices about pattern and contrasting / complementary colours for their piece and a wider variety of textiles to weave, incorporating different materials and thicknesses. They will be introduced to simple stitching techniques to add details to their work, preparing them for Amazon textile work in Year 4.</p> | <p>Why now?</p> <p>Children will have been learning about recycling in geography and have an understanding of items which can and can’t be recycled. It builds on previous collage work where children have combined similar materials for effect. This increases the complexity as children will need to think more abstractly about how to present these items for creative effect, considering position and form.</p> | <p>Why now?</p> <p>In Year 4, children mixed colours to create colour washes for pottery. This skill is applied and developed when depicting Grimshaw’s multi-coloured skies. Children will develop their drawing skills by creating perspective in landscape pictures, which will be further developed in the Bronte unit in Y6 where more complex landscape paintings will be produced.</p> | <p>Why now? (Why do this topic now in the child’s educational journey?)</p> |

Art and Design Whole School Overview

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| | Teaching this in Spring 2 works well because children are curious about new life and nature during spring. It connects with exploring minibeasts, which are more visible as the weather warms. It encourages outdoor learning and links science with creativity at the perfect time of year. | | | | | | |
| SU1 | <p>WATER LILIES AND JAPANESE BRIDGE CLAUDE MONET</p> <p>Nursery:</p> <ul style="list-style-type: none"> -Uses a range of painting and printing materials to explore form and function. -Children experimenting and mixing colours together <p>Reception:</p> <ul style="list-style-type: none"> -Create collaboratively sharing ideas, resources and skills -Draw with details -Problem solve and reflect on my designs and creations -Independently use tools and techniques with increased care and precision -Experiment with colour, design, texture, form and function <p>CQ Skills: Develop Ideas</p> <ul style="list-style-type: none"> -Respond to ideas and starting points -Explore ideas and collect visual information -Explore different methods and materials as ideas develop <p>Master Techniques – Painting</p> <ul style="list-style-type: none"> -Use thick and thin brushes -Mix primary colours to make secondary -Add white to colours to make tints and black to colours to make tones <p>Master Techniques – Drawing</p> <ul style="list-style-type: none"> -Draw lines of different sizes and thickness -Show pattern and texture by adding dots and lines | <p>PORTRAITS Mary Seacole (short unit)</p> <p>NC:</p> <ul style="list-style-type: none"> t-o use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>CQ Skills: Drawing</p> <ul style="list-style-type: none"> Show different tones by using coloured pencils. <p>Painting</p> <ul style="list-style-type: none"> -Use thick and thin brushes. -Mix primary colours to make secondary. -Add white to colours to make tints and black to colours to make tones. -Create colour wheels. | <p>DAVID HOCKNEY (Saltaire artwork and digital art)</p> <p>NC</p> <ul style="list-style-type: none"> -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. <p>CQ Skills: Drawing</p> <ul style="list-style-type: none"> -Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. -Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. <p>Digital media (iPad art)</p> <ul style="list-style-type: none"> -Use a wide range of tools to create different textures, lines, tones, colours and shapes. | <p>(Topic Name)</p> <p>NC: (link to National Curriculum)</p> <p>Skills:</p> <p>I can statements from skills progression</p> | <p>ROMAN POTTERY</p> <p>NC:</p> <ul style="list-style-type: none"> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>CQ Skills:</p> <p>Developing ideas</p> <ul style="list-style-type: none"> - Develop ideas from starting points throughout the curriculum. <p>Painting</p> <ul style="list-style-type: none"> -Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. -Mix colours effectively. - Use watercolour paint to produce washes for backgrounds then add detail. <p>Sculpture</p> <ul style="list-style-type: none"> -Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). -Use clay and other mouldable materials. | <p>(Topic Name)</p> <p>NC: (link to National Curriculum)</p> <p>Skills:</p> <p>I can statements from skills progression</p> | <p>THE BRONTES – Portraits and Haworth landscape</p> <p>NC:</p> <ul style="list-style-type: none"> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>CQ Skills: Develop ideas</p> <ul style="list-style-type: none"> -Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. <p>Drawing</p> <ul style="list-style-type: none"> -Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). -Use a choice of techniques to depict movement, perspective, shadows and reflection. <p>Painting</p> <ul style="list-style-type: none"> -Sketch (lightly) before painting to combine line and colour. -Create a colour palette based upon colours observed in the natural or built world. -Use the qualities of watercolour and acrylic paints to create visually interesting pieces. -Combine colours, tones and tints to enhance the mood of a piece. -Use brush techniques and the qualities of paint to create texture. |
| | | | <p>Why?</p> <p>This links to the history topic of Mary Seacole who is a famous figure from the BAME community. This links</p> | <p>Why?</p> <p>This links to the Geography fieldwork exploring Saltaire. Children will learn about a famous local artist, thus</p> | <p>Why?</p> <p>(Why do this topic at all?)</p> | <p>Why?</p> <p>This topic makes links to other areas of learning – Roman</p> | <p>Why?</p> <p>(Why do this topic at all?)</p> |

Art and Design Whole School Overview

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| | <p>Take Inspiration from the Greats -Describe the work of notable artists -Use some of the ideas of artists studied to create pieces</p> <p>Why? Teaching an artist like Claude Monet in EYFS helps children explore creativity, develop art skills, and learn to express ideas through colour, texture, and observation. It also introduces them to famous artworks in a way that's meaningful and accessible.</p> <p>Why now? Summer 1 is ideal for this topic as children can explore water in nature, linking real experiences to Monet's artwork and seasonal creativity.</p> | <p>to our curriculum driver of equality and diversity.</p> <p>Why now? Children will have previously experimented with paints in EY and in the Great Fire of London artwork. Children will further develop learning about colour mixing to achieve different tones and tints to create the portrait and understand the effects of different types of brushes. They will develop this skill in Year 2 when studying Klee, creating different tints and tones of colours.</p> | <p>developing cultural capital whilst also making links to Possibilities – showing children that people from our local area go on to great success.</p> <p>Why now? Children will be using iPads with increasing confidence, so this will be an introduction to the paint app on them which will be further developed in later units in KS2. Children will have produced artwork based on the local school environment in Year 1, so this builds on this skill by bringing in greater complexity, studying Hockney's artwork of Saltaire landmarks and replicating these both with pencil and digitally.</p> | | <p>history. It will help to consolidate learning by demonstrating children's understanding of how Roman life is represented on pottery.</p> <p>Why now? In previous sculpting units of work, children have created simpler structures. The pottery unit will demand more intricate work therefore requiring higher levels of precision in both moulding and decorating through careful observation of historical sources. These skills will prepare them for units of work in Y5 and Y6 where work will need to be precise but will become more abstract.</p> | | <p>famous for both writing and art. This unit will help the children to be immersed in the lives of the children, helping to better understand the lives of Victorians.</p> <p>Why now? Children will now be expected to use their drawing and painting skills with more precision to create both portraits and landscapes inspired by the Brontes. In Year 5, children experimented with colour washes when studying Atkinson Grimshaw, which can now be applied independently to create works which reflect the mood of the lonely Haworth moors.</p> |
| <p>SU2</p> | <p>THE DREAM - HENRI ROUSSEAU</p> <p>Nursery: -Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick.</p> <p>Reception: ELG: Creating with Materials I can..... -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -share my creations, explaining the process I have used.</p> <p>Develop Ideas -Respond to ideas and starting points -Explore ideas and collect visual information -Explore different methods and materials as ideas develop</p> | <p>SEASONS / WEATHER INSPIRED BOOKMARK (paper weaving)</p> <p>NC: -to use a range of materials creatively to design and make products</p> <p>CQ Skills: Developing ideas: -Respond to ideas and starting points</p> <p>Collage -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials.</p> | <p>SEASIDE WALL HANGING</p> <p>NC: -to use a range of materials creatively to design and make products</p> <p>CQ Skills: Developing ideas: -Respond to ideas and starting points</p> <p>Textiles -Use weaving to create a pattern. -Join materials using glue and/or a stitch. -Use plaiting.</p> | <p>ANGLO SAXON 3D SHIELDS</p> <p>NC: -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>CQ Skills: Developing ideas -Develop ideas from starting points throughout the curriculum. -Collect information, sketches and resources.</p> <p>Painting -Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively.</p> <p>Collage • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.</p> | <p>AMAZON TEXTILES (Inspired by Henri Rousseau)</p> <p>NC: -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>CQ Skills: Developing ideas -Develop ideas from starting points throughout the curriculum. -Collect information, sketches and resources.</p> <p>Take inspiration from the greats (classic and modern) • Create original pieces that are influenced by studies of others.</p> <p>Textiles -Shape and stitch materials. - Use basic cross stitch and back stitch. - Colour fabric (fabric pens/ crayons).</p> | <p>ANTONI GAUDI (3D & MOSAIC ART)</p> <p>NC: -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-Learn about great artists, architects and designers in history</p> <p>CQ Skills: -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Collage -Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.</p> <p>Sculpture (tiles / El Drac) • Use tools to carve and add shapes, texture and pattern. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> | <p>BARBARA HEPWORTH</p> <p>NC: -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history.</p> <p>CQ Skills: Soap and wire sculptures -Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. -Use tools to carve and add shapes, texture and pattern. -Combine visual and tactile qualities. -Use frameworks (such as wire or moulds) to provide stability and form.</p> |

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| <p>Master Techniques – Collage</p> <ul style="list-style-type: none"> -Use a combination of materials that are cut, torn, and glued -Sort and arrange materials -Mix materials to create texture <p>Take Inspiration from the Greats</p> <ul style="list-style-type: none"> -Describe the work of notable artists -Use some of the ideas of artists studied to create pieces <p>Why?</p> <p>This topic and artist inspire creativity, develop skills, and spark imagination through hands-on, adventurous learning</p> <p>Why now?</p> <p>Teaching this in Summer 2 fits well because children are energetic and curious, perfect for exploring adventure themes outdoors. The warm weather supports creative, hands-on activities and group projects before the school year ends.</p> | <p>Why?</p> <p>Children will be learning about weather and the seasons in geography. This will reinforce children’s understanding of the seasons and weather by associating colours with them, using these creatively.</p> | <p>Why?</p> <p>In geography, children will be learning about the seaside so this will be enjoyable way to reinforce what children have learnt about this, incorporating imaginative elements of a day at the seaside.</p> | <p>Why?</p> <p>Children will be learning about the Anglo Saxons in history so by creating a shield, they will consolidate their understanding of life and warfare in those times.</p> | <p>Why?</p> <p>This unit links to learning in geography (the Amazon) so children can take inspiration its flora and fauna, developing an understanding of the diversity of the area. Using Henri Rousseau’s jungle and rainforest works as a starting point, children will explore his shapes and colours used as inspiration.</p> | <p>Why?</p> <p>This topic sparks curiosity about a famous artist from Spain, making links to the modern foreign language which is studied at Baildon Glen. Children will learn that art and architecture can combine to create imaginative environments.</p> | <p>Why?</p> <p>This develops children’s cultural capital and knowledge of a world famous, local artist. It develops their thinking by sparking curiosity when asking questions about what the work might represent.</p> |
| | <p>Why now?</p> <p>Children will have experimented with combining materials in EY. Here, children will be introduced to paper weaving and combining materials with glue. This will prepare children for learning about textile weaving in Year 2 and later in KS2.</p> | <p>Why now?</p> <p>Children will have learnt basic paper weaving techniques in Y1. Here, more complexity will be added with children combining fabric, paper and other materials creatively in order to create a product. This will prepare them for further textile weaving in Year 3 where further complexity of colour and pattern will be added.</p> | <p>Why now?</p> <p>This builds on collage work done in Y2 where children used paper and 2d materials to create a collage. When designing the shield, 3d elements will be incorporated and children will need to make decisions about how to create these effectively using materials with increasing precision and care. This will prepare them for the collage work in Year 4 where very disparate materials will be combined to make a collage.</p> | <p>Why now?</p> <p>In previous units of work, children have developed their sewing skills in order to create a simple product. However, this unit holds greater complexity as children will now make choices about colour and texture of their textile piece, building on their previous sewing skills to represent an image. It will prepare them for Year 5 when they’ll explore different ways to colour and gather fabric for effect.</p> | <p>Why now?</p> <p>Gaudi’s work incorporates both realistic and abstract works which is a stepping stone from the Y4 sculpting topic to the Y6 abstract topic. Children will create work based on what they know, with an increasing demand on using imaginative skills to work in that style.</p> | <p>Why now?</p> <p>It builds on previous learning in Year 5 and 4 where children have sculpted recognisable shapes and pieces based on artists’ work. This takes sculpting one step further by asking that children produce abstract designs to represent an idea, developing imagination. Children will need to use tools with precision in order to make smooth and delicate shapes, demanding an increased control in technique.</p> |