



KIRK MERRINGTON PRIMARY SCHOOL

Art and Design

School Drivers

	21st Century Citizens Understanding of the Wider World		Independent Learner Independent Resilient Creative and Curious Able to think Critically		Healthy Living Outdoor Learning	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 (Art week)
Reception	<p>Drawing: Marvellous marks</p> <p><i>Core learning</i> To investigate the marks and patterns made by different textures. To explore making marks with felt tips. To explore making marks with chalk. To explore mark making with pencils. To create a simple observational drawing.</p>		<p>Painting and mixed media: Paint my world.</p> <p><i>Core learning</i> To explore paint through finger painting. To create natural paintbrushes using found objects. To respond to music through the medium of painting. To make child-led collages using mixed media.</p>		<p>Sculpture and 3D: Creation station</p> <p><i>Core learning</i> To explore clay and its properties. To create natural 3D landscape pictures using found objects. To generate inspiration and conversation about sculpture art and artists. To make a 3D clay sculpture using the</p>	<p>Craft and design: Let's get crafty</p> <p><i>Core learning</i> To develop scissor skills. To develop threading skills. To learn about the different ways in which we can join materials together and to practise these techniques. To learn how to fold, curl and cut paper to</p>

	<p>To use a variety of colours and materials to create a self-portrait.</p> <p>Vocabulary Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p>		<p>To create landscape collages inspired by the work of Megan Coyle.</p> <p>To create a large piece of group artwork based around fireworks.</p> <p>Vocabulary Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p>		<p>designs created last lesson.</p> <p>Vocabulary 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p>	<p>achieve a desired effect.</p> <p>To create a design for a tissue paper flower.</p> <p>To create a tissue paper flower based upon last lesson's design.</p> <p>To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Vocabulary Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p>
Artists			Megan Coyle		Beth Cavener Julie Wilson	
Year 1	<p>Drawing: Make your mark</p> <p>Core learning</p>		<p>Painting and mixed media: Colour Splash</p> <p>Core learning</p>		<p>Sculpture and 3D: Paper play</p> <p>Core learning</p>	<p>Craft and design: woven wonders</p> <p>Core learning</p>

	<p>To know how to create different types of lines To explore line and mark-making to draw water To draw with different media To develop an understanding of mark making To apply an understanding of drawing materials and mark-making to draw from observation Vocabulary Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>		<p>To investigate how to mix secondary colours To apply knowledge of colour mixing when painting To explore colour when printing To experiment with paint mixing to make a range of secondary colours To apply their painting skills when working in the style of an artist Vocabulary Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>		<p>To roll paper to make 3D structures. To shape paper to make a 3D drawing To apply paper-shaping skills to make an imaginative sculpture To work collaboratively to plan and create a sculpture To apply painting skills when working in 3D Vocabulary Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p>To know that art can be made in different ways To choose, measure, arrange and fix materials. To explore plaiting, threading and knotting techniques. To learn how to weave. To combine techniques in a woven artwork. Vocabulary Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>
--	---	--	--	--	--	---

Artists	Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley		Clarice Cliff Jasper Johns		Marco Balich Louise Bourgeois Samantha Stephenson	Judith Scott Cecilia Vicuna
Year 2	<p>Drawing: Tell a story</p> <p>Core learning To develop a range of mark making techniques To explore and experiment with mark-making to create textures To develop observational drawing To understand how to apply expressions to illustrate a character To develop illustrations to tell a story</p> <p>Vocabulary Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion,</p>		<p>Painting mixed media: Life in colour</p> <p>Core learning To develop knowledge of colour mixing. To know how texture can be created with paint To use paint to explore texture and pattern To compose a collage, choosing and arranging materials for effect To evaluate and improve artwork</p> <p>Vocabulary Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>		<p>Sculpture and 3D: Clay houses</p> <p>Core learning To use my hands as a tool to shape clay To shape a pinch pot and join clay shapes as decoration To use impressing and joining techniques to decorate a clay tile To use drawing to plan the features of a 3D model. To make a 3D clay tile from a drawn design</p> <p>Vocabulary Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In</p>	<p>Craft and design: map it out</p> <p>Core learning To investigate maps as a stimulus for drawing. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking To present artwork and evaluate it against a design brief</p> <p>Vocabulary Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>

	Storyboard, Frame, Re-tell, Concertina				relief, Detail, Impressing	
Artists	Quentin Blake		Romare Bearden		Ranti Bam Rachel Whitehead	Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell
Year 3		<p>Painting and mixed media: Prehistoric painting</p> <p><i>Core learning</i> To apply understanding of prehistoric man made art To understand scale to enlarge drawings in a different medium To explore how natural products produce pigments to make different colours To select and apply a range of painting techniques To apply painting skills when creating a collaborative artwork</p>	<p>Craft and design: ancient Egyptian scrolls</p> <p><i>Core learning</i> To investigate the style, pattern and characteristics of Ancient Egyptian art To apply design skills inspired by the style of an ancient civilisation To apply understanding of ancient techniques to construct a new material To apply drawing and painting skills in the style of an ancient civilisation To apply an understanding of Egyptian art to develop a</p>		<p>Sculpture and 3D: Abstract shape and space</p> <p><i>Core learning</i> To join 2D shapes to make 3D structures To join materials in different ways when working in 3D To develop ideas for 3D artwork To apply knowledge of sculpture when working in 3D To evaluate and improve an artwork Vocabulary Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p>	<p>Drawing: Growing artists</p> <p><i>Core learning</i> To recognise how artists use shape in drawing To understand how to create tone in drawing by shading To understand how texture can be created and used to make art To apply observational drawing skills to create detailed studies To apply an understanding of composition to create abstract drawings Vocabulary Geometric, Organic, Shape, Line, Object, Arrangement, Light,</p>

		<p>Vocabulary Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>	<p>contemporary response Vocabulary Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>			<p>Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>
Artists					<p>Ruth Asawa Anthony Coro</p>	<p>Max Ernst Carl Linnaeus Georgia O'Keeffe Maud Purdy</p>
Year 4	<p>Drawing: Power Prints</p> <p>Core learning To draw using tone to create a 3D effect To explore proportion and tone when drawing To plan a composition for a mixed-media drawing To use shading techniques to create pattern and contrast</p>		<p>Painting and mixed media: Light and dark</p> <p>Core learning To investigate different ways of applying paint. To mix tints and shades of a colour. To use tints and shades to give a three-dimensional effect when painting</p>		<p>Sculpture and 3D:Mega Materials</p> <p>Core learning To develop ideas for 3D work through drawing and visualisation in 2D To use more complex techniques to shape materials To explore how shapes can be formed and joined in wire</p>	<p>Craft and design: Fabric of nature</p> <p>Core learning To understand starting points in a design process. To explore techniques to develop imagery. To explore using a textile technique to develop patterns</p>

	<p>To work collaboratively to develop drawings into prints</p> <p>Vocabulary contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p>		<p>To explore how paint can create very different effects</p> <p>To consider proportion and composition when planning a still-life painting</p> <p>To apply knowledge of colour mixing and painting techniques to create a finished piece</p> <p>Vocabulary Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>		<p>To consider the effect of how sculpture is displayed</p> <p>To choose and join a variety of materials to make sculpture</p> <p>Vocabulary Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>	<p>To learn how to create a repeating pattern.</p> <p>To understand how art is made for different purposes.</p> <p>Vocabulary Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>
Artists	<p>Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Rucsha Georges Seurat</p>		<p>Audrey Flack Clara Peeters</p>		<p>El Anatsui Sokari Douglas-Camp Barbara Hepworth Magdelene Odundo Jaume Plensa</p>	<p>Ruth Daniels Senanayake Megan Carter William Morris</p>

<p>Year 5</p>	<p>Drawing: I need space</p> <p>Core learning To explore the purpose and effect of imagery. To understand and explore decision making in creative processes To develop drawn ideas through printmaking To test and develop ideas using sketchbooks To apply understanding of drawing processes to revisit and improve ideas</p> <p>Vocabulary Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking,</p>		<p>Painting and mixed media: Portraits</p> <p>Core learning To explore how a drawing can be developed To combine materials for effect To identify the features of self-portraits To develop ideas towards an outcome by experimenting with materials and techniques To apply knowledge and skills to create a mixed-media self-portrait</p> <p>Vocabulary Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent,</p>		<p>Sculpture and 3D: Interactive installation</p> <p>Core learning To identify and compare features of art installations. To investigate the effect of space and scale when creating 3D art. To problem-solve when constructing 3D artworks. To plan an installation that communicates an idea. To apply their knowledge of installation art and develop ideas into a finished piece</p> <p>Vocabulary Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture,</p>	<p>Craft and design: Architecture</p> <p>Core learning To apply observational drawing skills to interpret forms accurately To apply composition skills to develop a drawing into print. To apply an understanding of architecture to design a building. To extend design ideas through research and sketchbook use To explore and evaluate the intention of a design</p> <p>Vocabulary Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret,</p>
---------------	--	--	--	--	--	--

	Evaluate, Revisit, Develop		Atmosphere, Art medium		Revolution, Concept, Elements, Interact, Interactive	Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate
Artist	Teis Albers Karen Rose		Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott		Cai Guo-Qiang	Zaha Hadid Friedensreich Hundertwasser
Year 6	Drawing: Make my voice heard Core learning To explore expressive drawing techniques. To consider how symbolism in art can convey meaning To apply understanding of the drawing technique chiaroscuro To evaluate the context and intention of street art		Painting and mixed media: Artist study Core learning To understand how to analyse a famous painting To understand how to find meaning in painting To apply drama techniques to explore the meaning of a painting To apply interpretation skills to analyse and		Sculpture and 3D: Making memories Core learning To analyse how art can explore the concept of self To explore sculptural techniques. To use creative experience to develop ideas and plan sculpture. To apply an understanding of materials and	Craft and design: photo opportunity Core learning To apply an understanding of composition to create an effective photomontage advertising poster To apply understanding of abstract art through photography To demonstrate an understanding of design choices made

	<p>To apply an understanding of impact and effect to create a powerful image</p> <p>Vocabulary Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>		<p>respond to an abstract painting</p> <p>To apply interpretation skills to analyse and respond to an abstract painting</p> <p>To understand how art can tell stories or portray messages</p> <p>To develop starting points for creative outcomes</p> <p>To demonstrate an understanding of painting techniques to make personal choices</p> <p>Vocabulary Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p>		<p>techniques to work in 3D.</p> <p>To problem solve, evaluate and refine artwork to achieve a chosen outcome</p> <p>Vocabulary Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>	<p>for effect using digital photography techniques.</p> <p>To apply an understanding of photography to design and recreate a famous painting</p> <p>To demonstrate observation and proportion to create art in a photorealistic style</p> <p>Vocabulary Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>
--	---	--	---	--	--	--

Artists	Dan Fenelon Diego Rivera Leonardi Da Vinci		Frank Bowling Richard Brackenburg David Hockney Labaina Himid Fiona Rae Paula Rego John Singer Sergeant		Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell	Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston
---------	---	--	---	--	--	---

New vocabulary that has been introduced in **bold**.

	Curriculum End Points (NC)
EYFS End Points	To be able to: <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • to share their creations, explaining the process they have used. • use a range of small tools, including scissors, paint brushes and cutlery. • begin to show accuracy and care when drawing.
KS1 End Points	To be able to: <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to find out 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
KS2 End Points	To be able to: <ul style="list-style-type: none"> • 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 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 • to find out about great artists, architects and designers in history

