

Art and Design 2 Year Rolling Programme Year A (24/25 & 26/27) & Year B (25/26 & 27/28)

| Year A                          | Block A   | Block B  | Block C  | Block D  | Block E   | Block F  |
|---------------------------------|---|--|--|--|---|--|
|                                 | <b>Drawing<br/>(line and texture)</b>   | <b>Painting<br/>(colour and tone)</b>  | <b>Printmaking<br/>(line and pattern)</b>  | <b>Textiles<br/>(pattern and texture)</b>  | <b>3D<br/>(form and shape)</b>  | <b>Collage<br/>(texture)</b>   |
| Maple Class<br>Foundation Stage | <p><b>Children in reception will be learning to:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> |  |  |  |   |  |
| Elm Class<br>Year 1 & 2         | <p><b>Drawing</b><br/>Explore materials and tools for mark making<br/>Know marks can be made using a variety of drawing tools<br/>Be able to select appropriate tools to make a range of marks</p>  | <p><b>Painting</b><br/>Explore mark making with paint, using primary colours<br/>Know that paint can be used to create marks and know the names of the primary colours<br/>Be able to make thick and thin marks and identify shades of primary colours</p> | <p><b>Printmaking</b><br/>Explore resist and relief block printing, negative stencils and clay printing blocks<br/>Know prints can be made from ordinary objects<br/>Know how to make and use a stencil and relief block<br/>Be able to apply paint using controlled brushstrokes and stippling<br/>Be able to combine printing techniques such as stencilling and relief printing</p> | <p><b>Textiles</b><br/>Explore weaving with natural and man-made materials<br/>Work with wax and oil crayon resist on fabric<br/>Know mixed-media, including fabrics, yarn and beads, can be used to create artwork<br/>Be able to combine a range of materials to produce textile art</p> | <p><b>3D</b><br/>Use natural and man-made materials<br/>Create plaster casts from clay impressions<br/>Know sculptures can be made out of many different materials<br/>Know artists take inspiration from the work of others<br/>Be able to select materials based on their properties<br/>Be able to take inspiration from the work of an artist</p> | <p><b>Collage</b><br/>Explore the visual and tactile qualities of objects<br/>Layer paper to build an image<br/>Know collage can be used as a background<br/>Know paper can be torn or cut for effect<br/>Be able to build up layers, using collage to create a background<br/>Be able to tear paper and use scissors to cut for precision</p> |
| Beech class<br>Year 3 & 4       | <p><b>Drawing and Painting</b><br/>Combine drawing and resist to explore colour, line and shape<br/>Create tints and learn painting techniques of tonking and sgraffito<br/>Know that there are lines and patterns in</p>   | <p><b>Printmaking</b><br/>Create monoprints and explore mark making and pattern with printing tools<br/>Know how to use a printing slab and roller<br/>Know how to create different printing blocks</p>  | <p><b>Textiles &amp; Collage</b><br/>Explore pattern and colour combinations<br/>Use collograph and Plasticine™ blocks and tie dye<br/>Explore positive and negative space</p>   | <p><b>3D</b><br/>Create relief sculptures<br/>Use wire to make 3D insects<br/>Know relief work is a sculptural technique where parts of a sculpture remain attached to a surface</p>   | <p><b>Painting</b><br/>Use a range of paint techniques to create backgrounds for effect<br/>Know backgrounds can be painted for effect<br/>Know negative space is the area behind and around the main focus of the painting</p>   | <p><b>Creative Response – Painting and Printmaking</b><br/>Combine painting and printmaking techniques<br/>Know there are a series of steps in the creative process</p>  |

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|                                     | <p>natural objects and that a range of effects can be made with paint</p> <p>Be able to identify lines and patterns in nature and use</p>  |   | <p><b>Explore line and shape and create paper collage</b></p> <p>Know a mandala means circle in Sanskrit</p> <p>Know mandalas are designs used in Hinduism and Buddhism</p> <p>Know quilting is a way of conveying a message</p> <p>Be able to create collaged patterns within concentric circles</p> <p>Be able to tell a story using textiles and collage</p>                  | <p>Know sculptures can be any size and created with a wide range of materials</p> <p>Know when displayed, sculptures are called an installation</p> <p>Be able to produce relief work, placing objects into gesso</p> <p>Be able to make an insect installation using wire to create structure and form</p>                        | <p>Be able to use a range of techniques to create backgrounds for effect</p> <p>Be able to paint backgrounds that create a negative space</p>  | <p>Be able to use knowledge of techniques and skills to make creative choices using painting and printmaking</p>  |
| <p>Oak Class<br/>Year 5 &amp; 6</p> | <p><b>Drawing and Painting</b></p> <p><b>Learn about and use the technique of subtractive drawing</b></p> <p><b>Use organic lines to create landscapes</b></p> <p>Know what is meant by 'subtractive drawing' and 'abstract'</p> <p>Know that lines can be used to suggest harmony</p> <p>Be able to combine drawing techniques to achieve desired effects</p> <p>Be able to transfer and enlarge an image and</p> | <p><b>Printmaking</b></p> <p><b>Create three colour prints and combine printing techniques</b></p> <p>Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last</p> <p>Be able to create reduction prints and explain and record the process</p> | <p><b>Textiles &amp; Collage</b></p> <p><b>Create wall hangings using layered collage and weaving techniques</b></p> <p><b>Use natural forms as a starting point for artwork</b></p> <p>Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p> <p>Know textile comes from the Latin word, <i>texere</i>, meaning to</p> | <p><b>3D</b></p> <p><b>Create slab and coil pots and learn techniques to join and seal clay sections</b></p> <p><b>Create tissue paper bowls</b></p> <p>Know an armature can be used to create a piece of 3D art</p> <p>Know clay can be joined by a score and slip method</p> <p>Be able to use armatures to produce 3D forms</p> | <p><b>Painting</b></p> <p><b>Explore a range of effects which can be achieved using watercolour paint</b></p> <p>Know different effects can be achieved with watercolour paint</p> <p>Be able to select materials to create specific marks using watercolour paint</p> | <p><b>Creative Response – Printmaking and Textiles</b></p> <p><b>Combine printmaking and textiles to embellish fabric</b></p> <p>Know there are a series of steps in the creative process</p> <p>Know mediums can be combined to create texture</p> <p>Be able to refer to previous knowledge and skills to make creative choices</p> |

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|                                 | work in the style of an artist   |   | braid, weave or construct<br>Be able to combine fabrics in a range of ways<br>Weave, braid and construct art using natural objects  | Be able to join two or more pieces of clay   |   | Be able to apply and refine printmaking and collage techniques  |
| Year B                          | Block A  | Block B   | Block C   | Block D*   | Block E   | Block D*  |
|                                 | <b>Drawing (line and texture)</b>  | <b>Painting (colour and tone)</b>   | <b>Printmaking (line and pattern)</b>   | <b>Textiles (pattern and texture)</b>  | <b>3D (form and shape)</b>  | <b>Collage (texture)</b>  |
| Maple Class<br>Foundation Stage | <b>Children in reception will be learning to:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. |   |   |  |   |   |
| Elm Class<br>Year 1 & 2         | <b>Drawing</b><br><b>Evoke mood and represent movement through mark making</b><br>Know that the surface drawn on will create different effects<br>Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on  | <b>Painting</b><br><b>Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</b><br>Know that colour and line can be used to show mood, movement and feelings<br>Be able to select colours and painting tools and make painted marks to express feelings | <b>Printmaking</b><br><b>Create repeated patterns with positive and negative space</b><br><b>Print using natural objects as a stimulus</b><br>Know prints can be made from natural objects<br>Know how to make a collagraph printing block<br>Be able to create repeated patterns<br>Be able to combine printing techniques | <b>Textiles &amp; Collage</b><br><b>Explore dip dye technique</b><br><b>Use relief and block printing techniques on fabric</b><br><b>Create work focusing on pattern, line and colour using mixed-media</b><br>Know reconstructed paintings are made using images (and materials) that were originally part of something else<br>Be able to select appropriate pre-used images, colours and textures to create a new picture | <b>3D</b><br><b>Take inspiration from the designs of indigenous art</b><br><b>Create 3D sculptures using paper and cardboard</b><br>Know sculptors make their ideas come to life by joining or molding materials together<br>Know sculptors sometimes first make small-scale models of their work called maquettes<br>Be able to join materials together to form a 3D work of art<br>Be able to make a small rough draft of a | <b>Creative Response – Drawing and Collage</b><br><b>Combine drawing and collage to add detail and interest</b><br>Know there are a series of steps in the creative process<br>Be able to refer to previous knowledge and skills to make creative choices<br>Be able to apply and refine previously taught drawing and collage techniques |

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|                           |   |   |  |  | sculpture to explore ideas   |   |
| Beech class<br>Year 3 & 4 | <p><b>Drawing</b><br/>Create contour drawings using still life and natural forms as stimulus</p> <p>Know what is meant by still life</p> <p>Know how to identify details</p> <p>Know how to use a viewfinder to create a focal point or an area of interest</p> <p>Be able to assemble objects to create an interesting composition</p> <p>Be able to use a viewfinder and use fine control to add detail</p> | <p><b>Painting</b><br/>Learn about abstract art and develop colour mixing skills to include tertiary colours</p> <p>Know similarities and differences between the work of two artists</p> <p>Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction</p> <p>Be able to make comparisons and form opinions</p> <p>Be able to create an abstract painting of a natural object</p> | <p><b>Printmaking and Textiles</b><br/>Create monoprint and press prints on fabric and make collages</p> <p>Create repeated patterns by flipping and rotating images</p> <p>Use tie dye, knotting and weaving techniques</p> <p>Know Kente cloth is a woven fabric from West Africa</p> <p>Know tie dye is a method used to create designs and colour</p> <p>Know textile artists use a range of materials to create textured designs and images</p> <p>Be able to create printing to represent Kente designs</p> <p>Be able to use tie dye to create colour designs</p> <p>Be able to combine media to create texture</p> | <p><b>3D and Collage</b><br/>Create wire structures, focusing on line and form</p> <p>Combine 3D materials</p> <p>Combine a range of techniques such as overlapping and layering</p> <p>Know an illusion can suggest movement</p> <p>Know proportion will make a figure seem realistic</p> <p>Be able to assemble pieces of paper to create the illusion of movement</p> <p>Be able to create figures that are in proportion and out of proportion</p> | <p><b>Painting</b><br/>Mix tints and tones to create an ombre effect with paint</p> <p>Know painted images can be layered to create space</p> <p>Know an ombre effect can be created with paint by changing the tint and tone</p> <p>Be able to position images on a plane to create space</p> <p>Be able to add grey to a colour to create a tonal change</p> <p>Be able to add white to a colour to create tints</p> | <p><b>Creative Response – Drawing and Textiles</b><br/>Refine previously taught drawing and sewing techniques</p> <p>Know there are a series of steps in the creative process</p> <p>Know running stitches can be joined together to create a fern stitch</p> <p>Be able to refer to previous knowledge and skills to make creative choices</p> <p>Be able to apply and refine previously taught drawing and textile techniques</p> |
| Oak Class<br>Year 5 & 6   | <p><b>Drawing</b><br/>Combine techniques to create abstract images</p>  | <p><b>Painting and Collage</b><br/>Create still life compositions by</p>  | <p><b>Printmaking and Textiles</b></p>   | <p><b>3D</b><br/>Explore shape, form and colour and explore the effect of</p>  | <p><b>Painting</b><br/>Combine techniques to create the illusion of water and depth</p>  | <p><b>Creative Response – Drawing and Textiles</b><br/>Combine drawing and batik to add detail</p>  |

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|  | <p><b>Learn about surrealism and portraiture</b><br/>         Know about the different elements of art and design<br/>         Be able to work artistically using: shape, line, form, texture, colour, value and space</p> | <p><b>combining different media and in response to cubist work</b><br/> <b>Adapt and refine ideas and techniques and respond to different styles of artists and art movements</b><br/>         Know that observation of still life can be responded to through a combination of different media and styles<br/>         Be able to create a still life using a variety of colours, textures and materials, including paint</p> | <p><b>Use perspective drawings as a starting point for textiles work</b><br/> <b>Explore batik technique</b><br/> <b>Draw and paint on fabric surfaces</b><br/>         Know batik is a method of making marks on cloth using hot wax<br/>         Know perspective is a technique that enables artists to create the illusion of depth to a painting or drawing<br/>         Be able to apply wax to the surface of fabric and dye it to create coloured designs<br/>         Be able to create a simple one-point perspective sketch</p> | <p><b>heat to create Chihuly-style 'glass'</b><br/> <b>Explore combining techniques to create sculptures using mixed-media including recycled materials</b><br/>         Know a 2D object can change its form and shape to become 3D<br/>         Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important<br/>         Be able to use different media to create shapes and forms<br/>         Be able to match visual and tactile elements to their intentions to create visual balance</p> | <p>Know depth can be created by layering effects one on top of the other<br/>         Be able to select and combine appropriate techniques to create the illusion of water and depth</p> | <p>Know there are a series of steps in the creative process<br/>         Know mediums can be combined to create texture and detail<br/>         Be able to refer to previous knowledge and skills to make creative choices<br/>         Be able to apply and refine drawing and textile techniques</p> |
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