

# **Art and design curriculum**

## **EYFS, KS1 and KS2**



## Art and design curriculum EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2 Plus or reception). In Reception, KS1 and KS2 we use the Kapow art and design scheme of work. In 2 Plus, nursery and reception we use Development Matters. For each Kapow art and design unit of work, children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

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## Art and design Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

The Kapow **units** of work are listed below for KS1 and KS2. In EYFS, we cover art and design knowledge, skills and vocabulary through our **topics** and art and design **mini-themes** (the reception mini-themes are linked to Kapow).

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2-Plus</b>	Topic: All About Me	Topic: Nursery Rhymes  Mini-theme 1: Finger painting	Topic: Favourite Stories  Mini-theme 2: Bear Hunt collage	Topic: Transport	Topic: Down at the Farm	Topic: Under the Sea  Mini-theme 3: Ocean sponge painting
<b>Nursery (Year A)</b>	Topic: Marvellous Me  Mini-theme 1: Self Portraits / Family Pictures	Topic: Building & Construction	Topic: Making Music  Mini-theme 2: Art to music	Topic: Pirates	Topic: Shopping	Topic: Pets  Mini-theme 3: Animal textures and prints
<b>Nursery (Year B)</b>	Topic: Marvellous Me  Mini-theme 1: Self Portraits / Family Pictures	Topic: Building & Construction	Topic: Songs & Rhymes  Mini-theme 2: Art to music	Topic: Dinosaurs	Topic: People Who Help Us	Topic: On Safari  Mini-theme 3: Animal textures and prints
<b>Reception</b>	Topic: Who Am I?  Mini-theme 1: Drawing - Marvellous Marks (Kapow)	Topic: Bears  Mini-theme 2: Painting & Mixed Media (Kapow)	Topic: What We Eat	Topic: Traditional Tales	Topic: Spring  Mini-theme 3: Craft & Design (Kapow)	Topic: Adventures
<b>Year 1 and year 2 (Year A)</b>	Unit 1: Drawing: Make your mark	Design and technology unit of work	Unit 2: Sculpture and 3D: Paper play	Design and technology unit of work	Unit 3: Drawing: Tell a story	Design and technology unit of work
<b>Year 1 and year 2 (Year B)</b>	Unit 1: Painting and mixed media: Colour splash	Design and technology unit of work	Unit 2: Sculpture and 3D: Clay houses	Design and technology unit of work	Unit 3: Painting and mixed media: Life in colour	Design and technology unit of work
<b>Year 3 and year 4 (Year A)</b>	Unit 1: Painting and Mixed Media: Prehistoric Painting	Design and technology unit of work	Unit 2: Drawing: Growing Artists	Design and technology unit of work	Unit 3: Drawing: Power Prints	Design and technology unit of work
<b>Year 3 and year 4 (Year B)</b>	Unit 1: Craft and design: Ancient Egyptian Scrolls	Design and technology unit of work	Unit 2: Sculpture and 3D: Mega Materials	Design and technology unit of work	Unit 3: Craft and design: Fabric of nature	Design and technology unit of work
<b>Year 5 and year 6 (Year A)</b>	Unit 1: Painting and mixed media: Portraits	Design and technology unit of work	Unit 2: Craft and design: Architecture	Design and technology unit of work	Unit 3: Painting and mixed media: Artist study	Design and technology unit of work
<b>Year 5 and year 6 (Year B)</b>	Unit 1: Sculpture and 3D: Interactive installation	Design and technology unit of work	Unit 2: Drawing: Make my voice heard	Design and technology unit of work	Unit 3: Sculpture and 3D: Making memories	Design and technology unit of work

## Pakeman Primary School

### Art curriculum - 2 Plus

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	All About Me	Nursery Rhymes	Favourite Stories	Transport	Down at the Farm	Under the Sea
Art-related mini themes		Finger painting	Bear Hunt collage			Ocean sponge painting
Key skills (overarching)	<ul style="list-style-type: none"> <li>Develop manipulation and control</li> <li>Explore different materials and tools</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</li> </ul>					
Key Knowledge (overarching)	<ul style="list-style-type: none"> <li>Start to make marks intentionally</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</li> </ul>					
Key knowledge (topic specific)		We can paint using our fingers and our hands  We can make small marks and big marks  We can talk about the marks we make	We can stick materials together using glue  Materials can feel different  Materials can sound different			We can print marks using sponges  We can dab and rub to make different marks  We can mix colours together
Key vocabulary (topic specific)		finger hand paint small big mark painting	stick glue hard soft crunchy smooth squishy			paint print sponge dab rub mix colours

**Pakeman Primary School**  
**Art curriculum - Nursery**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Making Music</b>	<b>Pirates</b>	<b>Shopping</b>	<b>Pets</b>
<b>Art-related mini themes</b>	Self-portraits Family Pictures		Art to music			Animal textures and prints
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Explore colour and colour mixing</li> </ul>					
<b>Key Knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>We can create a closed round shape to represent our head</p> <p>We can add facial features to the shape: eyes, nose, mouth, hair, eyebrows, ears</p> <p>We can change the shape of the mouth</p>		<p>We can make marks in time to music</p> <p>We can show big, loud sounds on paper</p> <p>We can show small, quiet sounds on paper</p>			<p>We can mix colours to make new colours</p> <p>We can use different resources to create different prints</p> <p>We can add collage materials to our paintings</p>

	to change how the person feels					
<b>Key vocabulary (topic specific)</b>	round shape head eyes nose mouth hair eyebrows ears happy sad		music marks big small gentle loud quiet fast slow in time			colours mix new different print collage stick add combine


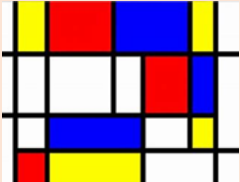




**Pakeman Primary School**  
**Art curriculum - Nursery**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Songs &amp; Rhymes</b>	<b>Dinosaurs</b>	<b>People Who Help Us</b>	<b>On Safari</b>
<b>Art-related mini themes</b>	Self-portraits Family pictures		Art to music			Animal textures and prints
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Explore colour and colour mixing</li> </ul>					
<b>Key Knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>We can create a closed round shape to represent our head</p> <p>We can add facial features to the shape: eyes, nose, mouth, hair, eyebrows, ears</p> <p>We can change the shape of the mouth</p>		<p>We can make marks in time to music</p> <p>We can show big, loud sounds on paper</p> <p>We can show small, quiet sounds on paper</p>			<p>We can mix colours to make new colours</p> <p>We can use different resources to create different prints</p> <p>We can add collage materials to our paintings</p>

	to change how the person feels					
<b>Key vocabulary (topic specific)</b>	round shape head eyes nose mouth hair eyebrows ears happy sad		music marks big small gentle loud quiet fast slow in time			colours mix new different print collage stick add combine



**Pakeman Primary School**  
**Art curriculum - Reception**

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Who Am I?</b>	<b>Bears</b>	<b>What We Eat</b>	<b>Traditional Tales</b>	<b>Spring</b>	<b>Adventures</b>
<b>Art-related mini themes</b>	Drawing: Marvellous Marks (Kapow)	Painting & Mixed Media (Kapow)			Craft & Design (Kapow)	
<b>Focus artist</b>	Wassily Kandinsky	Piet Mondrian	Alma Thomas	Claude Monet	Vincent Van Gogh	Henri Rousseau
<b>Focus artist activity and topic/ curriculum link</b>	Kandinsky style Autumn trees 	2D shape collage (maths link) 	Replicate using fruit/vegetable prints 	Link to Billy Goats Gruff 	Sunflowers – Spring 	Tiger in a Tropical Storm 
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop overall body-strength, balance, coordination and agility</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> </ul>					
<b>Key knowledge (topic specific)</b>	Different drawing materials make different types of marks	Our artwork can be abstract or figurative			We can join materials together using different techniques	

	<p>We must look carefully at details when creating observational drawings</p> <p>We can use art to express our own self-image</p>	<p>We can use paint to express ideas and feelings.</p> <p>We can mix media to create collages</p> <p>We can create artwork together as a group</p>			<p>Paper can be folded, cut, curled and scrunched to create different effects</p> <p>Scrunched tissue paper can be used to create textured collages</p>	
<b>Key vocabulary (topic specific)</b>	<p>crayon felt tip chalk self-image express observational careful detail</p>	<p>abstract figurative express idea feeling media create collage collaborate</p>			<p>join tie flap split pin clip tape slot flange curl scrunch tissue paper collage</p>	

**Pakeman Primary School**  
**Art and design curriculum - Year 1/2**  
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>Toys</b>	<b>Heroes</b>	<b>Kings and Queens</b>	<b>Celebrations</b>	<b>Classroom adventures</b>	<b>Minibeasts</b>
<b>Art Unit of Work</b>	Drawing: Make your mark	Design and technology unit of work	Sculpture and 3D: Paper play	Design and technology unit of work	Drawing: Tell a story	Design and technology unit of work
<b>Artist focus</b>	Bridget Riley Zaria Forman Wassily Kandinsky Renata Bernal Ily Bolotowsky		Samantha Stephenson Marco Balich Louise Bourgeois		Quentin Blake	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Drawing simple objects with increasing accuracy</li> <li>• Experimenting with materials like pastels, charcoal, and clay</li> <li>• Creating simple sculptures or models</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Understanding the use of lines, shapes, and colours to create compositions.</li> <li>• Introduction to the work of famous artists</li> <li>• Awareness of the difference between 2D and 3D art forms</li> </ul>					

<b>Key knowledge (topic specific)</b>	<p>1.Line: Drawing tools can be used in a variety of ways to create different lines</p> <p>2.Line: Lines can represent movement in drawings</p> <p>3.Texture: Texture means 'what something feels like'</p> <p>4.Texture: Different marks can be used to represent the textures of objects</p> <p>5.Texture: Different drawing tools make different marks</p>		<p>1.Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>2. Three dimensional art is called sculpture.</p> <p>3. Paper can be shaped by cutting and folding it.</p> <p>4.Paper can be cut and glued to make 3D structures.</p> <p>5.Some artists are influenced by things happening around them.</p> <p>6.Artists choose materials that suit what they want to make.</p>		<p>1.Form: That 'composition' means how things are arranged on the page.</p> <p>2.Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>3.Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>4.Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>5. Illustrators use drawn lines to show how characters feel.</p> <p>6. Different marks can be used to represent words and sounds</p>	
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<b>Key vocabulary (topic specific)</b>	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy		artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag		blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin	
<b>Week 1</b>	LO: To know how to create different types of lines		LO: To roll paper to make 3D structures		LO: To develop a range of mark making techniques	
<b>Week 2</b>	LO: To explore line and mark making to draw water		LO: To shape paper to make a 3D drawing		LO: To explore and experiment with mark-making to create textures	

<b>Week 3</b>	LO: To draw with different media		LO: To apply paper-shaping skills to make an imaginative sculpture		LO: To develop observational drawing	
<b>Week 4</b>	LO: To develop an understanding of mark making		LO: To work collaboratively to plan and create a sculpture		LO: To understand how to apply expressions to illustrate a character	
<b>Week 5</b>	LO: To apply an understanding of drawing materials and mark making to draw from observation		LO: To apply painting skills when working in 3D		LO: To develop illustrations to tell a story	
<b>Week 6</b>	N/A		N/A		N/A	

**Pakeman Primary School**  
**Art and design curriculum - Year 1/2**  
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	<b>This is Me!</b>	<b>Animals</b>	<b>Explorers</b>	<b>The Circus</b>	<b>Inventions</b>	<b>Holidays</b>
<b>Art and design Unit of Work</b>	Painting and Mixed Media: Colour Splash	Design and technology unit of work	Sculpture and 3D: Clay houses	Design and technology unit of work	Painting and Mixed Media: Life in Colour	Design and technology unit of work
<b>Artist Focus</b>	Jasper Johns Clarice Cliff		Rachel Whiteread Ranti Bam		Romare Bearden	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Drawing simple objects with increasing accuracy</li> <li>• Experimenting with materials like pastels, charcoal, and clay</li> <li>• Creating simple sculptures or models</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Understanding the use of lines, shapes, and colours to create compositions</li> <li>• Introduction to the work of famous artists</li> <li>• Awareness of the difference between 2D and 3D art forms</li> </ul>					
<b>Key knowledge (topic specific)</b>	1.Colour: The primary colours are red, yellow and blue.  2.Colour: Primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple		1. Form: Pieces of clay can be joined using the 'scratch and slip' technique.  2.Form: A clay surface can be decorated by pressing into it or by joining pieces on.		1.Colour: Different amounts of paint and water can be used to mix hues of secondary colours.  2.Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.  3.Form: That 'composition' means	

	<p>3. Pattern: A Pattern is a design in which shapes, colours or lines are repeated.</p> <p>4. Tone: There are many different shades (or 'hues') of the same colour.</p> <p>5. Tone: Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>		<p>3. Shape: Patterns can be made using shapes.</p> <p>4. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>5. Art can be figurative or abstract.</p>		<p>how things are arranged on the page.</p> <p>4. Shape: Collage materials can be shaped to represent shapes in an image.</p> <p>5. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>	
<b>Key vocabulary (topic specific)</b>	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick		casting ceramic cut detail flatten glaze impressing join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface		collage detail mixing overlap primary colour secondary colour surface texture	



			three dimensional thumb pot			
<b>Week 1</b>	LO: To investigate how to mix secondary colours		LO: To use hands as a tool to shape clay		LO: To develop knowledge of colour mixing.	
<b>Week 2</b>	LO: To apply knowledge of colour mixing when painting		LO: To shape a pinch pot and join clay shapes as decoration		LO: To know how texture can be created with paint	
<b>Week 3</b>	LO: To explore colour when printing		LO: To use impressing and joining techniques to decorate a clay tile		LO: To use paint to explore texture and pattern	
<b>Week 4</b>	LO: To experiment with paint mixing to make a range of secondary colours		LO: To use drawing to plan the features of a 3D model		LO: To compose a collage, choosing and arranging materials for effect	
<b>Week 5</b>	LO: To apply their painting skills when working in the style of an artist		LO: To make a 3D clay tile from a drawn design		LO: To evaluate and improve artwork	
<b>Week 6</b>	N/A		N/A		N/A	

**Pakeman Primary School**  
**Art and design curriculum - Year 3/4**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Stone Age to Iron Age</b>	<b>Journeys</b>	<b>Anglo Saxons</b>	<b>Mountains</b>	<b>Time-travellers</b>	<b>Rainforests</b>
<b>Art and Design Unit of Work</b>	<b>Painting and Mixed Media: Prehistoric Painting</b>	<b>Design and technology unit of work</b>	<b>Drawing: Growing artists</b>	<b>Design and technology unit of work</b>	<b>Drawing: Power prints</b>	<b>Design and technology unit of work</b>
<b>Artist Focus</b>			Max Ernst Carl Linnaeus Charles Darwin Georgia O'Keefe		Georges Seurat Ed Ruscha Alberto Giacometti Fernando Botero Henri Matisse Henry Moore	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using tone and shading to create depth in drawings</li> <li>Creating artworks inspired by cultural or historical themes</li> <li>Developing control over tools and techniques for detailed work</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>Understanding warm and cool colours and their effects</li> <li>Exploring cultural and historical art styles</li> <li>Introduction to perspective and proportion</li> </ul>					
<b>Key knowledge (topic specific)</b>	<b>1.Colour:</b> Paint colours can be mixed using natural substances, and that prehistoric		<b>1.Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).		<b>1.Shape:</b> How to use basic shapes to form more complex shapes and patterns.	

	<p>peoples used these paints.</p> <p><b>2.Shape:</b> Negative shapes show the space around and between objects.</p> <p><b>3. Line:</b> Using different tools or using the same tool in different ways can create different types of lines.</p> <p><b>4. Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>5. Artists have different materials available to them depending on when they live in history.</p>		<p><b>2.Line:</b> Using different tools or using the same tool in different ways can create different types of lines.</p> <p><b>3.Pattern:</b> Surface rubbings can be used to add or make patterns.</p> <p><b>4.Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p><b>5.Tone:</b> That 'tone' in art means 'light and dark'.</p> <p><b>6.Tone:</b> Shading helps make drawn objects look realistic.</p>		<p><b>2.Line:</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p><b>3.Pattern:</b> Patterns can be irregular and change in ways you wouldn't expect.</p> <p>4.Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate</p> <p>5.A section of a drawing can be chosen to recreate as a print</p>	
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<b>Key vocabulary (topic specific)</b>	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone		abstract arrangement blend botanical botanist composition cut dark even geometric light line magnified organic object shading tone smooth		abstract block print collage combine composition contrast cross-hatching figurative gradient observational drawing parallel pattern precision printmaking proportion shading shadow symmetry tone three-dimensional (3D)	
<b>Week 1</b>	LO: To apply an understanding of prehistoric human-made art		LO: To recognise how artists use shape in drawing		LO: To draw using tone to create a 3D effect	
<b>Week 2</b>	LO: To understand and use scale to enlarge drawings in a different medium		LO: To understand how to create tone in drawing by shading		LO: To explore proportion and tone when drawing	

<b>Week 3</b>	LO: To explore how natural products produce pigments to make different colours		LO: To understand how texture can be created and used to make art		LO: To plan a composition for a mixed-media drawing	
<b>Week 4</b>	LO: To select and apply a range of painting techniques		LO: To apply observational drawing skills to create detailed studies		LO: To use shading techniques to create pattern and contrast	
<b>Week 5</b>	LO: To apply painting skills when creating a collaborative artwork		LO: To explore composition and scale to create abstract drawings		LO: To work collaboratively to develop drawings into prints	
<b>Week 6</b>	N/A		N/A		N/A	

**Pakeman Primary School**  
**Art and design curriculum - Year 3/4**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Egypt</b>	<b>Energy and power</b>	<b>Romans</b>	<b>Active Planet</b>	<b>Chocolate</b>	<b>Europe</b>
<b>Art and Design Unit of Work</b>	Craft and design: Ancient Egyptian scrolls	Design and technology unit of work	Sculpture and 3D: Mega materials	Design and technology unit of work	Craft and design: Fabric of nature	Design and technology unit of work
<b>Artist Focus</b>			El Anatsui Magdelene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas-Camp		William Morris	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using tone and shading to create depth in drawings</li> <li>Creating artworks inspired by cultural or historical themes</li> <li>Developing control over tools and techniques for detailed work</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>Understanding warm and cool colours and their effects</li> <li>Exploring cultural and historical art styles</li> <li>Introduction to perspective and proportion</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p><b>1.Pattern:</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>2.Art from the past can give us clues about what it was like to live at that time.</p> <p>3.The meanings we take from art made in</p>		<p><b>1.Form:</b> Simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>2.A range of materials can be used to make 3D artwork, e.g. manipulate light to make shadow sculpture, use</p>		<p><b>1.Shape:</b> How to use basic shapes to form more complex shapes and patterns.</p> <p><b>2.Pattern:</b> Patterns can be irregular and change in ways you wouldn't expect.</p>	

	<p>the past are influenced by our own ideas.</p> <p>4. People can make art to express their views or beliefs.</p> <p>5. Artists can work in more than one medium.</p>		<p>recycled materials to make 3D artwork.</p> <p>3.A 3D piece can be displayed in different ways and the most effective lay out can be chosen.</p> <p>4. Art can communicate powerful statements about right and wrong.</p> <p>5.Artists can choose particular materials to communicate a message.</p>		<p><b>3.Pattern:</b> The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p><b>4Texture:</b> How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><b>5.Tone:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</p>	
<b>Key vocabulary (topic specific)</b>	<p>ancient</p> <p>audience</p> <p>civilisation</p> <p>colour</p> <p>composition</p> <p>convey</p> <p>design</p> <p>Egyptian</p> <p>fold</p>		<p>abstract</p> <p>carving</p> <p>ceramics</p> <p>figurative</p> <p>form</p> <p>found objects</p> <p>hollow</p> <p>join</p> <p>mesh</p>		<p>batik</p> <p>colour palette</p> <p>craft</p> <p>craftsperson</p> <p>design</p> <p>develop</p> <p>designer</p> <p>imagery</p> <p>industry</p>	

	imagery inform layout material painting papyrus pattern process scale scroll sculpture shape zine		model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) visualisation weaving welding		inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme	
Week 1	LO: To investigate the style, pattern and characteristics of Ancient Egyptian art		LO: To develop ideas for 3D work through drawing and visualisation in 2D		LO: To understand starting points in a design process	
Week 2	LO: To apply design skills inspired by the style of an ancient civilisation		LO: To use more complex techniques to shape materials		LO: To explore techniques to develop imagery	
Week 3	LO: To apply understanding of ancient techniques to construct a new material		LO: To explore how shapes can be formed and joined in wire		LO: To explore using a textile technique to develop patterns	
Week 4	LO: To apply drawing and painting skills in the style of an ancient civilisation		LO: To consider the effect of how sculpture is displayed		LO: To learn how to create a repeating pattern	



Week 5	LO: To apply an understanding of Egyptian art to develop a contemporary response		LO: To choose and join a variety of materials to make sculpture		LO: To understand how art is made for different purposes	
Week 6	N/A		N/A		N/A	

**Pakeman Primary School**  
**Art and design curriculum - Year 5/6**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Greece</b>	<b>Weather and climate</b>	<b>Vikings</b>	<b>Antarctica</b>	<b>Windrush</b>	<b>Citizens of the World</b>
<b>Art and design Unit of Work</b>	<b>Painting and mixed media: Portraits</b>	<b>Design and technology unit of work</b>	<b>Craft and design: Architecture</b>	<b>Design and technology unit of work</b>	<b>Painting and mixed media: Artist study</b>	<b>Design and technology unit of work</b>
<b>Artist Focus</b>	Chila Kumari Singh Burman Vincent Van Gogh Frida Khalo Njideka Akunyili Crosby		Zaha Hadid Friedensreich Hundertwasser		David Hockney Paula Rego Lubaina Himid Fiona Rae John Singer-Sargent	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Creating detailed and expressive artwork using a variety of media</li> <li>• Developing personal style and themes in art projects</li> <li>• Using advanced techniques such as cross-hatching, perspective drawing, and fine detailing</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Understanding complex concepts like contrast, balance, and harmony in compositions</li> <li>• Studying the work of a broader range of artists and styles</li> <li>• Awareness of the role of art in society and self-expression</li> </ul>					
<b>Key knowledge (topic specific)</b>	<b>1.Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.		<b>1.Shape:</b> Shapes can be used to place the key elements in a composition.  <b>2.Line:</b> Lines can be used by artists to control what the viewer looks at		<b>1.Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	

	<p><b>2.Pattern:</b> Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p><b>3.Tone:</b> Tone can help show the foreground and background in an artwork.</p> <p>4. Artists use self-portraits to represent important things about themselves</p> <p>5. Photographs can be used as a starting point for a mixed-media artwork</p>		<p>within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>3.Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>4.Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks</p> <p>5. Shapes and measuring can be used as methods to draw accurate proportions</p>		<p><b>2.Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>3.Pattern:</b> Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p><b>4.Texture:</b> Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture</p> <p>5. Art can be a form of protest</p>	
<b>Key vocabulary (topic specific)</b>	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate		crop design design brief design intention elevation evaluate external form futuristic		abstract analyse artist compose compositions convey evaluation inference interpret	

	justify mixed media monoprint multimedia paint wash portrait printmaking represent research self-portrait texture transfer		individuality interpret legacy literal monoprint monument observational drawing organic perspective proportion symbolism viewfinder		justify meaning medium mixed media narrative respond tableau technique thought-provoking translate	
<b>Week 1</b>	LO: To explore how a drawing can be developed		LO: To apply observational drawing skills to interpret forms accurately		LO: To understand how to analyse a famous painting	
<b>Week 2</b>	LO: To combine materials for effect		LO: To apply composition skills to develop a drawing into print		LO: To understand how to find meaning in painting	
<b>Week 3</b>	LO: To identify the features of self-portraits		LO: To apply an understanding of architecture to design a building		LO: To apply drama techniques to explore the meaning of a painting	
<b>Week 4</b>	LO: To develop ideas towards an outcome by experimenting with materials and techniques		LO: To extend design ideas through research and sketchbook use		LO: To apply interpretation skills to analyse and respond to an abstract painting	
<b>Week 5</b>	LO: To apply knowledge and skills to create a mixed media self-portrait		LO: To explore and evaluate the intention of a design		LO: To understand how art can tell stories or portray messages	
<b>Week 6</b>	N/A		N/A		N/A	

**Pakeman Primary School**  
**Art and design curriculum - Year 5/6**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>World War 2</b>	<b>Marvelous Maps</b>	<b>London</b>	<b>South America</b>	<b>The Sikh Empire</b>	<b>Food and farming</b>
<b>Art and design Unit of Work</b>	<b>Sculpture and 3D: Interactive installation</b>	<b>Design and technology unit of work</b>	<b>Drawing: Make my voice heard</b>	<b>Design and technology unit of work</b>	<b>Sculpture and 3D: Making memories</b>	<b>Design and technology unit of work</b>
<b>Artist Focus</b>	Cai Guo-Qiang Fernando and Humberto Campana Yoo, Hyun Mi		Diego Rivera Dan Fenelon		Vincent Van Gogh Yinka Shonibare Louise Nevelson Joseph Cornell	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Creating detailed and expressive artwork using a variety of media</li> <li>• Developing personal style and themes in art projects</li> <li>• Using advanced techniques such as cross-hatching, perspective drawing, and fine detailing</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Understanding complex concepts like contrast, balance, and harmony in compositions</li> <li>• Studying the work of a broader range of artists and styles</li> <li>• Awareness of the role of art in society and self-expression</li> </ul>					
<b>Key knowledge (topic specific)</b>	<b>1.Form:</b> An art installation is often a room or environment in which the viewer 'experiences' the art all around them.  <b>2.Form:</b> The size and scale of three-dimensional artwork change the effect of the piece.		<b>1.Colour:</b> A 'monochromatic' artwork uses tints and shades of just one colour.  <b>2.Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red		<b>1.Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.  <b>2.Form:</b> The surface textures created by different materials can help suggest	

	<p>3. Artists create works that make us question our beliefs.</p> <p>4. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses</p> <p>5. Everyday objects can be used to form a sculpture</p>		<p>for danger or for celebration.</p> <p><b>3. Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><b>4. Shape:</b> How an understanding of shape and space can support creating effective composition.</p> <p><b>5. Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>6. Tone:</b> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>		<p>form in two-dimensional art work.</p> <p><b>3. Shape:</b> How an understanding of shape and space can support creating effective composition.</p> <p><b>4. Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>5. Pattern:</b> Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	
<b>Key vocabulary (topic specific)</b>	<p>analyse</p> <p>art medium</p> <p>atmosphere</p> <p>concept</p> <p>culture</p> <p>display</p>		<p>aesthetic</p> <p>audience</p> <p>character traits</p> <p>chiaroscuro</p> <p>commissioned</p> <p>composition</p>		<p>assemblage</p> <p>attribute</p> <p>collection</p> <p>composition</p> <p>embedded</p> <p>expression</p>	

	elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional		expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone		identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition	
<b>Week 1</b>	LO: To identify and compare features of art installations		LO: To explore expressive drawing techniques		LO: To analyse how art can explore the concept of self	
<b>Week 2</b>	LO: To investigate the effect of space and scale when creating 3D art		LO: To consider how symbolism in art can convey meaning		LO: To explore sculptural techniques	
<b>Week 3</b>	LO: To problem-solve when constructing 3D artworks		LO: To apply understanding of the drawing technique chiaroscuro		LO: To use creative experience to develop ideas and plan a sculpture	
<b>Week 4</b>	LO: To plan an installation that communicates an idea		LO: To evaluate the context and intention of street art		LO: To apply an understanding of materials and techniques to work in 3D	
<b>Week 5</b>	LO: To apply their knowledge of		LO: To apply an understanding of		LO: To problem solve, evaluate and	

	installation art and develop ideas into a finished piece		impact and effect to create a powerful image		refine artwork to achieve a chosen outcome	
<b>Week 6</b>	N/A		N/A		N/A	