

SUBJECT CURRICULUM LONG TERM PLAN

Subject: Art and Design

Subject Lead/Team:

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2025-2026

Art and Design

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR R	All media each term					
YR1	Painting -Yayoi Kusama		Drawing – Gary Hodges		Sculpture – TBC	
YR2	Painting – LS Lowry		Drawing – Lubaina Himid		Mixed media–Ebony Patterson	
YR3		Textiles – Bisa Butler	Drawing – Stone Age art		Painting – Islamic prayer mats	
YR4		Drawing- Still Life through time		Sculpture: Willow Same Sky CHN's PARADE		Painting- Egyptian pharaoh profiles
YR5	Drawing: John Constable			Painting: JMW Turner		Sculpture – Clay Courtney Mattison
YR6	Drawing : Kandinsky's dances		Painting – Howard Miller			Printing - Amos Paul Kennedy Jr.

Art subject aims

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ELG aspects

Creating with materials

Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children will share their creations, explaining what process they have used.

Children will make use of props and materials when role playing characters in narratives and stories.

National Curriculum

Produce creative work, exploring their ideas and recording their experiences

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Evaluate and analyse creative works using the language of art, craft and design

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



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Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

Our intent is to provide an ambitious art and design curriculum enriched by experiences, discussion, exposure to a range of artists and mediums whilst instilling a love of art. Throughout their time at Balfour, children will learn about a broad range of artists and craftspeople from different time periods, art movements, ethnic backgrounds and countries. Children will have the opportunity to explore and learn about a range of art forms and mediums. They will foster a love of art and see the value in their own art work as well as the art work of others. Children will have the confidence to convey their likes and dislikes of artists and mediums, underpinned by a range of appropriate vocabulary. Through a variety of tools, materials and skills, children will be able to express themselves. As the children move into upper key stage two, they will make independent choices and demonstrate the appropriate use of materials and mediums a making justifications for these.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped by the end of the academic year in your subject)*

See tables below



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KEY LEARNING SKILLS IN ART: YEAR R

Aut 1 Marvellous Me	Aut 2 A Walk in the Woods	Spring 1 Super You, Super Me
<ul style="list-style-type: none"> -Giving meaning to marks as they draw and paint -Self-selecting materials -Using tools for a purpose -Considering colour choice -Creating a simple representation -Exploration 	<ul style="list-style-type: none"> -Beginning to draw representations of real life objects -Manipulating tools with increasing control -Giving meaning to marks -Exploring colour through digital art -Exploration of textures Decorations days – printing, 3D sculpture, cutting skills 	<ul style="list-style-type: none"> -Use of increasing materials to explore and change colour -Choosing colours for a purpose -Thinking about the construction of an image using shape (junk modelling) -Increasing control of materials and tools -Exploration of mixed media (digital, collage)
Spring 2 A Long Time Ago	Summer 1 Animal Magic	Summer 2 Around the World
<ul style="list-style-type: none"> -Exploration of colour mixing -Experimentation of design, form and function -Beginning to use appropriate use of techniques 	<ul style="list-style-type: none"> -Beginning to represent ideas, thoughts and feelings -Making representations of people and animals -Appropriate use of materials -Experimentation with form, fabric and texture -Learning about artists -Appropriate use of techniques 	<ul style="list-style-type: none"> -Represent ideas, thoughts and feelings -Learning about artists -Using own ideas to explore colour and materials

KEY LEARNING SKILLS IN ART: YEAR 1

<ul style="list-style-type: none"> -Experiment with different size brushes and sponges to make marks -Exploration of colour mixing and making observations of colour -Giving reasons for their choices and reviewing how successful it was (self and peer) -Sharing thoughts and opinions about artists and their art work
<ul style="list-style-type: none"> -Holding materials effectively with dexterity and control -Exploration of a variety of drawing and mark making materials -To be able to create quick line and shape drawings (sketching) -Giving reasons for their choices and reviewing how successful it was (self and peer)

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-Sharing thoughts and opinions about artists and their art work

-Can manipulate and represent the material to assemble basic shapes and forms

-Use clay to make a pinch pot

-Use a range of tools to make marks in the clay (printing)

-Giving reasons for their choices and reviewing how successful it was

-Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 2

Autumn Term- Painting

Home Sweet Home

Focus artist: LS Lowry

-Purposeful selection of brushes and materials to apply paint

-Select different size brushes to allow them to paint within lines

-Exploration of colour mixing and making observations (making secondary colours)

-Giving reasons for their choices and reviewing how successful it was (self and peer)

-Sharing thoughts and opinions about artists and their art work

Spring Term- Drawing

We are explorers!

Focus artist: Lubaina Himid

-Holding materials effectively with dexterity and control

-Exploration of a variety of drawing and mark making materials to make marks, lines and curves

-Understand and use the language of line and tone (shading) using pastel, pencil and chalk/charcoal

-Can draw proportion of faces

-Giving reasons for their choices and reviewing how successful it was (self and peer)

-Sharing thoughts and opinions about artists and their art work

Summer Term- Sculpture

An Island Home

Focus artist: Ebony Patterson

Focus material: paper and cardboard

-Can make decisions about how to shape mixed materials (cut/tear)

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- Can choose appropriate textures and colours for purpose
- Create a 3D form
- Apply colour and patterned paper on to 3D form using collage techniques
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 3

Autumn Term- Textiles

Beside the Sea

Focus artist: Bisa Butler

Focus material: Binka

- I can share thoughts and opinions about artists and their art work using key vocabulary.
- I can thread a needle and tie a knot.
- I can sew using running and cross stitch.
- I can choose a stitch for a purpose when planning
- I can evaluate the reasons for my choices and review how successful it was (self and peer)
- I can talk about my feelings about the earth and the natural world, our changing climate and its impacts (focus artist use of sustainable/recycled materials).

Spring Term-Drawing

Flint and Fire

Focus artist: Cave Art

- Demonstrate line and tone using graded pencils and chalk/charcoal
- Using a range of lines for effect (e.g. broad, dark, thin, light, bold)
- Can draw proportion of body
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Painting

Focus artist: Islamic Prayer Mats

- Purposeful selection of brushes and materials to apply paint
- Exploration of colour mixing and making observations (making tertiary colours)

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- Use different brushes for different techniques: wide line/flick/ crosshatching/stippling
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 4

Autumn Term - Drawing

Still Life

Focus : What do still life artworks tell us about history?

- Use a full range of pencils, chalk and charcoal for a purpose
- Use tone to shade 3D shapes using these techniques: smudging, cross-hatching, dotting
- Can use a viewfinder to select a view from an image
- Evaluating reasons for their choices and reviewing how successful it was (self and peer)
- Sharing their thoughts and opinions about artists and their art work

Spring Term – Sculpture CHN's PARADE 3D willow construction

Focus artist: Nikki Gunson

Focus material: Willow / wet strength

- Can manipulate natural materials
- Can attach and assemble materials in a number of ways
- Can create a range of textures using the medium
- Can create pieces linked to a specific theme
- Can choose colours to create an effect
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

Summer Term - Painting

Focus artist: Egyptian art – Pharaoh profiles

- Exploration of creating texture by adding in materials e.g. sand/sawdust/glue
- Use different brushes for these techniques: wet on wet crosshatching/stippling/scumbling
- Can paint proportion of face in profile
- Exploration of colour mixing and making observations (making tertiary colours) and lighten or darken colours without using white or black
- Purposeful selection of brushes and materials to apply paint
- Evaluating their reasons for their choices and reviewing how successful it was (self and peer)

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-Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 5

Autumn Term- Drawing

Storming Normans

Focus artist: John Constable

- Selecting appropriate techniques to achieve a specific effect: line/tone/smudging/cross-hatching/dotting using pencils, chalk and charcoal
- Can use a viewfinder to select a view from an image
- Can develop quick studies from observation recording action and movement: sketching
- Can apply simple rules of one point perspective
- Evaluating reasons for their choices and reviewing how successful it was (self and peer)
- Sharing their thoughts and opinions about artists and their art work

Spring Term- Painting

Groovy Greeks

Focus artist: JMW Turner

- Demonstrate an understanding of secondary and tertiary colours and apply appropriately
- Purposeful selection of brushes and materials to apply watercolours
- Use different brushes for different techniques to create a wash (watercolours): wet on wet crosshatching/stippling/ scumbling/flat wash and blend
- Evaluating their reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Sculpture

What a load of rubbish!

Courtney Matteson

- I can share thoughts and opinions about artists and their art work using key vocabulary
- I can make a coil pot base (scoring each layer as they build) with slabbed sides
- I can add detail and marks to represent mood and feeling
- I can evaluate the reasons for my choices and review how successful it was (self and peer)
- I can clearly make the connection between climate change and things that they and others consume / activities they and others participate in (use of resources)
- I can suggest a range of alternatives which might reduce greenhouse gas emissions (use of materials)

KEY LEARNING SKILLS IN ART: YEAR 6

Autumn Term- Drawing

Beaks, Birds and Bones

Focus artist: Kandinsky's Dances

- Can select from a range of art materials that would suit the piece
- Can develop quick studies from observation recording action and movement (sketching)
- Can use jointed figures to create movements to sketch
- Can use simple lines to represent movement
- Evaluating reasons for their choices and reviewing how successful it was (self and peer)
- Sharing their thoughts and opinions about artists and their art work

Spring Term- Painting

Blitz and pieces

Focus artist: J. Howard Miller

- Purposeful selection of brushes and materials to apply paint
- Apply knowledge of different brushes for different techniques: wet on wet crosshatching/stippling/scumbling/flat wash and blend
- Exploration of colour mixing to create skin tones
- Evaluating their reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Printing

Amazing Americas

Focus artist: Amos Paul Kennedy Jr.

Focus material: Mixed Printing / Stencils

- Explore positive and negative space: monochrome printing
- Create a stencil for printing by cutting out negative space
- Experiment with printing on textiles, paper and card
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

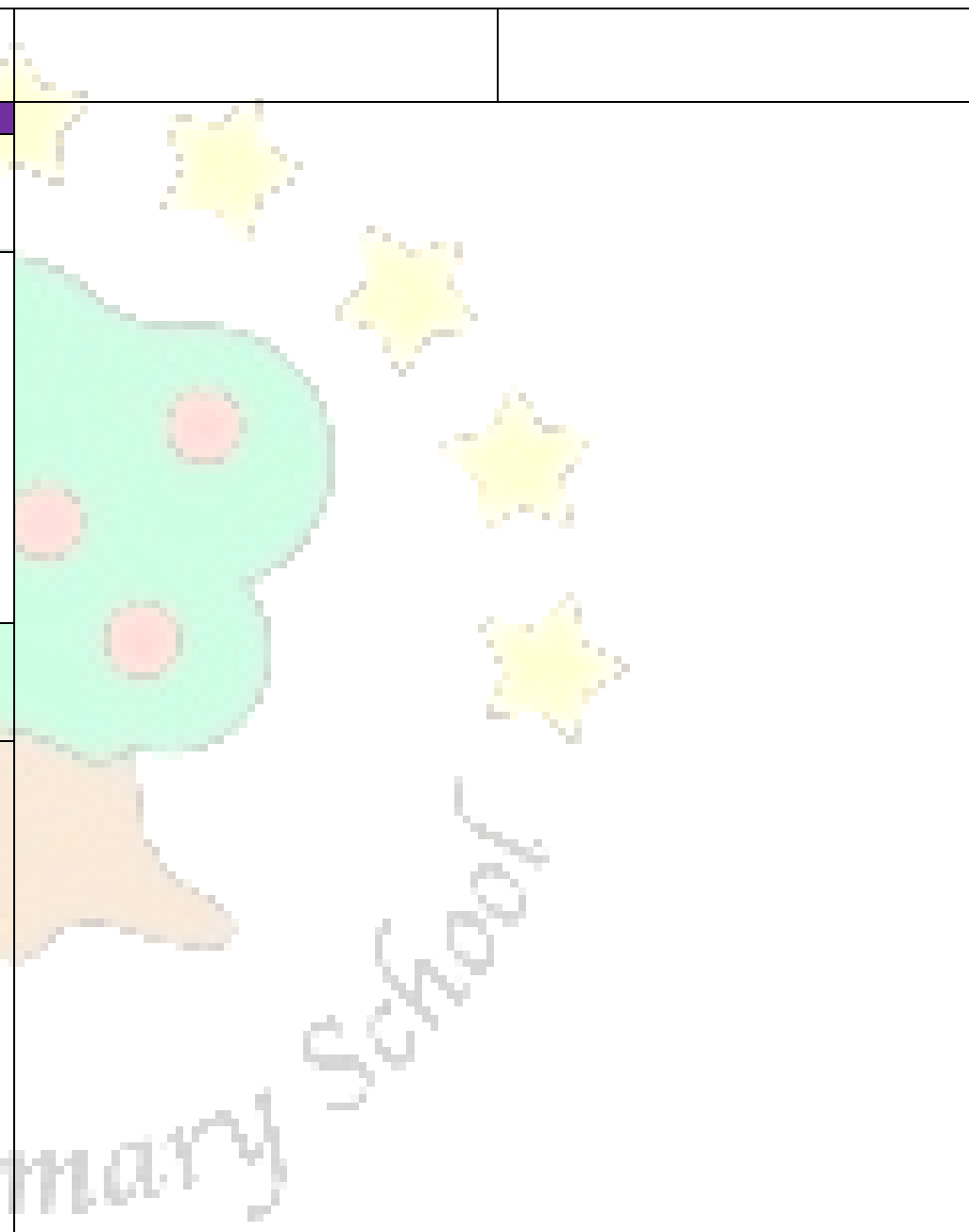
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Year Group: YR (Drawing, painting and sculpture are done each half term in EYFS rather than half termly therefore the layout is slightly different)

Foundations in Drawing				Foundations in Painting			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Draw Pencil/pen Mark making Line Everyday language of shape (round, straight, curved)	-Experimenting with tools and materials - Using tools for a purpose	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)	Paint Brush Colour names	-Exploring colour mixing -Experimenting with different textures -Using paint with brushes, tools, body parts	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I understand that lines can be used to enclose space -I understand that they can mark make -I understand that you can use different materials to draw -I know that you can manipulate tools to achieve planned effects -I understand that they need to hold drawing materials correctly -I understand that they can capture experiences using drawing		-I can use a variety of tools to mark make -I can choose appropriate shapes and lines to create simple representations of events, objects and people -I can represent my own ideas, thoughts and feelings through drawing -I can create closed shapes with continuous lines. -I can show accuracy and care when drawing -I can explain the process I have used e.g. I have used...because...		-I know that when you mix colours together, they can make new colours -I understand that paint takes different forms -I understand that you can paint using different materials (not just brushes) -I understand that they can capture experiences using paint and other materials		-I can use and make colours for a purpose -I can choose appropriate shapes and lines to create simple representations of events, objects and people -I can safely use techniques to experiment with colour -I can explain the process I have used e.g. I have used...because...	

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Foundations in Sculpture (including textiles, printing, collage)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Join Attach Tools (e.g. sellotape, glue, masking tape) Build Construct 2D 3D	-Experimenting with constructing and stacking -Joining construction pieces together -Using tools for a purpose -Manipulation of materials	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
-I understand that I can assemble using different tools -I understand that I can construct using different materials -I know that they I create collaboratively -I know that I can join materials together using different resources -I know I can develop ideas through experimentation -I know that textures can be created using different resources and that these may feel similar or different -I understand how to use materials safely -I understand that I can capture experiences using different materials -I know that sculpture is 3D art		-I can safely choose tools of preference -I can use tools for a purpose -I can represent their own ideas, thoughts and feelings through sculpture -I can use 2D and 3D structures to explore materials -I can create collaboratively -I can explain the process they have used e.g. I have used...because...-I can safely use a range of small tools -I can create different textures using different tools -I can safely manipulate tools to experiment with design, form and function	



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I know that actions I take can make a positive impact on the planet (junk modelling)

Year Group: YR1

Autumn Term 1				Autumn Term 2: Painting Yayoi Kusama			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
				Paint Brush Sponge Primary colour (and names of these) Observation (Language of reasoning and giving reasons – e.g. I think...because...)	EYFS – exploring colour mixing and different effects which tools and materials make -choosing particular colours for a purpose Painting an emergency vehicle	Maths – language of shape and size	Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others’ viewpoints in relation to preferences of art Social-mutual respect Cultural- understanding the life and culture of focus artist
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
				-I know that paint is one of many art mediums -I understand that there are different types of paint -I understand that you can paint with any tool or object (not just a brush)	- I can share thoughts and opinions about artists and their art work using key vocabulary - I can use different size brushes create different thicknesses of line - I can observe and explore how colours change when they are mixed together		

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				<ul style="list-style-type: none"> -I know how to use paint correctly and safely (use of water for cleaning) -I know that colours mix to make new colours (in a palette) -I know how to control the brush to make certain movements or effects -I know that there are different viewpoints on the Earth (focus artist) 				<ul style="list-style-type: none"> - I can use different tools and materials create different effects and textures - I can achieve a planned effect by using a tool or brush of their choice - I can give reasons for my choices and reviewing how successful it was (self and peer) 			
Spring Term 1 Drawing (Gary Hodges)				Spring Term 2:							
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC				
Sketch Shape (and language of this e.g. 2D shape names) Pressure Observe	Observational drawing of a pumpkin, daffodil	Maths – shape names Fine motor	Spiritual- use of imagination and creativity, reflecting on their art work, fascination about learning about the world around them (animals) Moral- appreciating others’ viewpoints in relation to preferences of art Social-mutual respect, care for the environment Cultural- understanding the life and culture of focus artist								
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood					
-I know how to hold a pencil correctly -I know that pressure effects the colour of line made		-I can share thoughts and opinions about artists and their art work using key vocabulary									

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<p>-I understand I need to look at shapes and lines in order to draw something I can see</p> <p>-I know what a sketch is (a rough or unfinished drawing)</p> <p>-I know that there are different viewpoints on the Earth (focus artist)</p>		<p>-I can choose different drawing and materials to make different marks</p> <p>-I can use their hand pressure to make different marks</p> <p>-I can represent shapes and lines based on looking and observing</p> <p>-I can sketch based on observation</p> <p>-I can give reasons for my choices and reviewing how successful it was (self and peer)</p>					
Summer Term 1: Sculpture (Barbara Hepworth)							
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Sculpture</p> <p>Form</p> <p>Shape</p> <p>Print</p> <p>Assemble</p> <p>Manipulate</p> <p>Material</p> <p>Everyday language of texture (e.g. smooth/rough/soft – this can be differentiated)</p> <p>Everyday language of shape and properties (e.g. flat/curved/shape names – this can be differentiated)</p>	<p>-Junk modelling</p> <p>-Experimentation with clay</p> <p>-Play dough/plasticine</p> <p>-Fine motor with different materials</p> <p>-Simple properties or materials (soft/hard)</p> <p>-Printing (Styrofoam)</p> <p>-2D and 3D shape</p> <p>-Possible links to pattern</p> <p>-Mark making</p> <p>-Creating representations of familiar objects</p>		<p>Spiritual- use of imagination and creativity, reflecting on their art work and experiences through more abstract art</p> <p>Moral- appreciating others' viewpoints in relation to preferences of art</p> <p>Social-mutual respect</p> <p>Cultural- understanding the life and culture of focus artist</p>				
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p>		<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p>		<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p>		<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p>	

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<ul style="list-style-type: none"> -I understand that not all sculptors use the same materials or produce the same style of work using language of shape and texture e.g. flat, curved, round, rough, smooth -I know to hold tools effectively and safely -I know how to identify different shapes (2D and 3D shapes) -I understand how to use observational skills (representing familiar object) -I know what different effects tools create -I understand how to manipulate clay/plasticine in different ways e.g. roll/pinch/stretch -I know that actions I take can make a positive impact on the planet (junk modelling) -I know that there are different viewpoints on the Earth (focus artist) 	<ul style="list-style-type: none"> -I can share thoughts and opinions about artists and their art work using key vocabulary -I can represent a familiar object thinking about shape and form -I can manipulate the material to assemble basic shapes and forms -I can use clay to make a pinch pot -I can use a range of tools to make marks in the clay (printing) -I can give reasons for my choices and review how successful it was (self and peer) -I can describe at least one simple / familiar example of how a group of people are taking positive climate action together. 		
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Year Group: YR2

Autumn Term 1: Painting (L S Lowry)				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Brush Paint Thickness Mural Secondary colours (and names of these) Primary colours Line Apply Brush strokes	Refer to the painting and style of Alan Gouk		Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others' viewpoints in relation to preferences of art Social-mutual respect, ideas of British values in				

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			comparison with in mid 20 th C. Cultural- understanding the life and culture of focus artist, thinking about present day Britain and comparing this with the past, understand own heritage				
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i>			
<ul style="list-style-type: none"> -I know how to hold a paintbrush effectively -I know how to use paint and materials safely and sensibly -I understand that primary colours are mixed together to make secondary colours -I know the names of primary and secondary colours -I know that there are different viewpoints on the Earth (focus artist) 		<ul style="list-style-type: none"> -I can share thoughts and opinions about artists and their art work using key vocabulary -I can make a purposeful selection of brushes and materials to apply paint -I can select different size brushes to allow them to paint within lines -I can identify colours from observation -I can use primary colours to make up the secondary colours -I can give reasons for my choices and reviewing how successful it was (self and peer) 					
Spring Term 1: Drawing (Lubaina Himid)				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Proportion Names of a wider range of resources:	Refer to the drawing and style of Gary Hodges		Spiritual- use of imagination and creativity, reflecting on their art work				

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pastel, pencil, chalk/charcoal Grade (in relation to pencils)			Moral- appreciating others' viewpoints in relation to preferences of art Social-mutual respect, respect of ethnic backgrounds Cultural- understanding the life and culture of focus artist, explore cultural diversity				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know			
<ul style="list-style-type: none"> -I understand that there are different grades of pencil and these are used to create different tones -I know that you can draw using different materials, not just pencil (and different effects will be achieved) -I know that you can draw different types of lines using pressure -I know that the proportion of an object is its relative size to another object -I know that there are different viewpoints on the Earth (focus artist) 		<ul style="list-style-type: none"> -I can share thoughts and opinions about artists and their art work using key vocabulary -I can use the language of line and tone (shading) using pastel, pencil and chalk/charcoal -I can hold materials effectively with dexterity and control -I can create different lines and tones -I can draw proportion of faces -I can give reasons for my choices and reviewing how successful it was (self and peer) 					
Summer Term 1: Mixed media (Ebony Patterson)				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Cut Tear Fold Shape	-As EY and Y1 sculpture unit		Spiritual- use of imagination and creativity, reflecting on their art work				

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<p>Scrunch Roll Rip Manipulate Attach Language of texture (building on everyday language of YR and Y1 e.g. jagged, ridged) Language of shape (building on everyday language of YR and Y1 e.g. sharp edge, flat side)</p>	<p>Refer to Barbara Hepworth and her style -Maths (shape) -Construction -Painting unit (colour mixing) -Properties of materials (Y1)</p>		<p>Moral- appreciating others' viewpoints in relation to preferences of art Social-mutual respect Cultural- understanding the life and culture of focus artist</p>		
<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts Knowledge <i>without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	
<p>-I know that sculptures can be made in different materials -I know how to use tools effectively and safely -I understand how to use a variety of methods to shape materials (fine motor skills) and manipulate appropriately -I know how to attach different materials together -I know that actions I take can make a positive impact on the planet (using recycled materials) -I understand that the future will be different depending on what we do now (use of recycled materials) -I know that there are different viewpoints on the Earth (focus artist)</p>		<p>-I can share thoughts and opinions about artists and their art work using key vocabulary -I can make decisions about how to shape mixed materials (cut/tear) -I can choose appropriate textures and colours for purpose -I can attach materials together -I can give reasons for my choices and reviewing how successful it was (self and peer) -I can describe at least one simple / familiar example of how a group of people are taking positive climate action together</p>			

Year Group: YR3

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Autumn Term 1:				Autumn Term 2 – Textiles (sewing)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Eye of the needle Attach Sew Running stitch Cross stitch Fabric 3D	Previous sculpture units		Moral – use of found , recycled materials, sustainability. Spiritual – creative learning. Reflecting on own work and work of others.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
				-I know that there a different types of stitches. -I know that textiles can include a range of materials. -I know that materials have different qualities.	-I can share thoughts and opinions about artists and their art work using key vocabulary. -I can thread a needle and tie a knot. -I can sew using running and cross stitch. -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can talk about my feelings about the earth and the natural world, our changing climate and its impacts (focus artist use of sustainable/recycled materials).		
Spring Term 1: Drawing (stone age)				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g.	Links to wider curriculum	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g.	SMSC

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	<i>when past topics can be revisited)</i>	<i>(e.g. different subjects or key stages)</i>		<i>topics can be revisited)</i>	<i>different subjects or key stages)</i>	
Line Tone Proportion Viewfinder Enlarge Scale Perspective	Drawing experiences in YR of mark making. Drawing and mark making from Y2 Using line and tone Y2 Links to prior artists Gary Hodges and Lubaina Himid Proportion		Cultural – Spanish artist, influences, culture. Spiritual – creative learning. Reflecting on work. Social-exploring different people through art.			
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>
-I know the difference between line and tone -I know proportion of body parts and have an understanding of what goes where -I understand how to recognise facial features -I understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate (not wasting paper) -I understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact		-I can share thoughts and opinions about artists and their art work using key vocabulary -I can demonstrate line and tone using graded pencils and chalk/charcoal -I can use a range of lines for effect (e.g. broad, dark, thin, light, bold) -I can draw the proportion of a body (use jointed figure) -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can identify a range of impacts of past and / or present climate change on plants and animal species, including extinctions , and on environments locally and across the world				

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Summer Term 1 Painting unit – Roman wall painting				Summer Term 2:			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Mural Tertiary Technique: wide line/flick/wet on wet crosshatching/stippling Application Brush strokes Tone/colour	-Stone age art and creation of own pigments -Refer to Alan Gouk and Y2 artist (TBC) -Painting units from prior year groups -Colour mixing -Understanding the medium of painting -Links to prior artists		Cultural and social – differences in historical society, use of resources. Spiritual – how they represented their beliefs. Reflecting on work. Moral – human punishment and entertainment				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I understand that painting is a historical medium and not all paintings are the same or have been created in the same way, using the same materials -I know the primary and secondary colours -I understand appropriate choice of brush size and can paint in the lines -I know how to make tertiary colours -I understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate (not wasting paper)		-I can share thoughts and opinions about artists and their art work using key vocabulary -I can explore colour mixing and make observations (making tertiary colours) -I can make a purposeful selection of brushes and materials to apply paint -I can use different brushes for different techniques e.g. wide line/flick/crosshatching/stippling -I can evaluate the reasons for my choices and review how successful it was (self and peer)					

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Year Group: YR4

Autumn Term 1 Still Life through history				Autumn Term 2: Drawing (artefacts)			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
				Tone Line Cross hatching Smudging Dotting Effect Gradient Perspective Profile Scale Enlarge	Historical art: Stone age art & Roman Painting y3 Previous drawing units Refer to Gary Hodges, Lubaina Himid, Y3 Stone Age	History topic	Social – exploring people through art Spiritual – creative learning. Reflecting on work.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
				-I know that different graded pencils create a different effects using pressure -I know how to hold a pencil in different ways to create effects (sideways, wider line, horizontal thinner line)	-I can share thoughts and opinions about artists and their art work using key vocabulary -I can use a full range of pencils, chalk and charcoal for a purpose		

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				<ul style="list-style-type: none"> -I understand how to identify a light source or direction of light -I know how to draw faces and bodies in proportion -I know that objects in the foreground are bigger than objects in the background -I understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate (not wasting paper) 	<ul style="list-style-type: none"> -I can use tone to shade 3D shapes (smudging, cross-hatching, dotting) -I can draw the relative size of objects -I can evaluate the reasons for my choices and review how successful it was (self and peer) 		
Spring Term 1: SCULPTURE CHN's PARADE				Spring Term 2 Sculpture (Roberto Benavidez)			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Temporary Natural Man made Form Shape Impact Attach Connect Layer Overlay	Prior sculpture knowledge -Refer to Barbara Hepworth, Anne Ryan, Pedro Linares Shape and colour	History topic	Cultural & social – German artist Moral – use of found / recycled objects Spiritual – creative learning Reflecting on work.
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
				<ul style="list-style-type: none"> -I understand that sculpture can be created using any material -I know the difference between natural and man-made resources -I know how to attach materials together without the attachment being seen 	<ul style="list-style-type: none"> --I can manipulate natural materials -I can attach and assemble materials in a number of ways - I can create a range of textures using the medium 		

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				-I know how to create different textures	-I can create pieces linked to a specific theme -I can choose colours to create an effect -Giving reasons for their choices and reviewing how successful it was -Sharing thoughts and opinions about artists and their art work		
Summer Term 1 – Painting Egyptian Pharaoh Profiles				Summer Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Frontalism Apply Texture Effect wet on wet crosshatching stippling scumbling tertiary colours	Historical art: Stone age art & Roman Painting y3 Previous drawing and painting units -that paints are made from natural materials (stone age & roman art) Refer to Alan Gouk, Y2 artist, Roman paintings		Cultural – differences in historical society Moral – use of natural materials to create art (sustainability) Social – working with others, creating images of people Spiritual – creative learning. Reflecting on work.				
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
-I know which paint brushes to use for desired effects -I understand that by adding materials to paint you can create different textural effects		-I can share thoughts and opinions about artists and their art work using key vocabulary - I can make a purposeful selection of brushes and materials to apply paint					

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<p>-I understand that by using different application techniques you can create different paint effects</p> <p>-I know what a tertiary colour is and how to create them</p> <p>-I understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate (not wasting paper)</p>	<p>-I can lighten and darken colours using varying amounts of black and white</p> <p>-I can draw the proportion of the face in profile</p> <p>-I can use different brushes for different techniques: wet on wet crosshatching/stippling/ scumbling</p> <p>-I can create different textures by adding in materials: sand/sawdust/glue.</p> <p>-I can evaluate the reasons for my choices and review how successful it was (self and peer)</p>		
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Year Group: YR5

Autumn Term 1: Drawing (John Constable)				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Techniques: line/tone/smudging/cross-hatching/dotting Viewfinder Sketching Perspective Position Relative sizes Symbolism	Prior drawing experience Use of graded pencils and appropriate use of these Refer to Gary Hodges, Lubaina Himid, historical drawings (Stone Age, Egyptian)		Spiritual – creative learning. Reflecting on work. Social – differences in historical society, change of landscape from them and now.				

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Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I know how to select and use specific drawing materials to create a specific effect -I understand how to use observational skills to draw in detail -I know how to select an image from a viewfinder		-I can share thoughts and opinions about artists and their art work using key vocabulary -I can select appropriate techniques to achieve a specific effect (e.g. line/tone/smudging/cross-hatching/dotting) using pencils, chalk and charcoal -I can enlarge an image from a viewfinder -I can create a detailed drawing applying learned techniques -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can clearly make the connection between climate change and things that they and others consume / activities they and others participate in (use of resources)					
Spring Term 1				Spring Term 2:Painting (JMW Turner)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				-Techniques: wet on wet crosshatching/stippling/ scumbling/flat wash and blend -Texture -Apply	Historical art: Stone age art & Roman Painting y3 Previous drawing and painting units		Spiritual – creative learning.Reflecting on work. Social – differences in historical society, change of

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				-Mix -Ratio -Brush strokes -Watercolour	Refer to Alan Gouk, Y2 artist, Roman paintings Frontalism and Egyptian art		landscape from them and now. Moral – changing seas – pollution.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>				
		-I know that watercolour paints need a lot of water to extract the colour from the dry block -I know how to make secondary and tertiary colours -I know that different size brushes and bristles create different effects -I understand how to apply paint to create a range of effects				-I can share thoughts and opinions about artists and their art work using key vocabulary -I can use different brushes for different techniques -I can create a wash with watercolours e.g. wet on wet crosshatching/stippling/scumbling/flat wash and blend -I can make secondary and tertiary colours and lighten or darken colours without using white or black -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can clearly make the connection between climate change and things that they and others consume / activities they and others participate in (use of resources)	
Summer Term 1: Sculpture – Courtney Mattison				Summer Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Manipulate Coil pot Slip Marks	– Making a pinch pot - How to use clay tools		Social differences in time re: women artists.				

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<p>Texture Score Political Responsibility Environmental Citizenship</p>			<p>Spiritual – creative learning. Reflecting on work.</p> <p>Moral-women’s standing throughout history Social – British values now</p>		
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	
<p>-Sculpture can be made from any materials -I know how to manipulate clay using hands -I understand that to attach clay you need to score and use slip -I know how to create texture and marks using tools</p>		<p>-I can share thoughts and opinions about artists and their art work using key vocabulary -I can make a coil pot base (scoring each layer as they build) with slabbed sides -I can add detail and marks to represent mood and feeling -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can clearly make the connection between climate change and things that they and others consume / activities they and others participate in (use of resources) -I can suggest a range of alternatives which might reduce greenhouse gas emissions (use of materials)</p>			

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Autumn Term 1: Drawing Kandinsky's Dances				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Line Tone Smudging Cross hatching Dotting Effect Sketching Scale Proportion	Previous painting units Observational drawing Refer to Gary Hodges, Lubaina Himid, historical drawings (Stone Age, Egyptian, Viking)		Cultural- historical differences Moral – changes in landscape Spiritual – creative learning. Reflection own work and the work of others.				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<ul style="list-style-type: none"> -I understand one point perspective and the impact it has on the viewer -I know how to create quick observational sketches in a limited amount of time -I understand that objects in the foreground are larger than objects in the background 		<ul style="list-style-type: none"> - I can select from a range of art materials that would suit the piece -I can develop quick studies from observation recording action and movement (sketching) -I can use jointed figures to create movements to sketch -I can use simple lines to represent movement -Evaluating reasons for their choices and reviewing how successful it was (self and peer) -Sharing their thoughts and opinions about artists and their art work -I can clearly make the connection between climate change and things that they and others consume / activities they 					

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		and others participate in (use of resources)					
Spring Term 1: Painting – J. Howard Miller				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
-Techniques: wet on wet crosshatching/stippling/ scumbling/flat wash and blend -Texture -Illustration -Slogan -Stylised -Graphic	Prior painting and artists - Turner -Painting linked to historical time periods (Greek Gods/Frontalism)		Social, Spiritual and Moral – WW2 artist, role of women and society in this historical period. Moral – use of Propaganda to influence.				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
-I understand which brushes create different effects and can make decisions related to this -I know how to make choices on how to create texture using a range of materials -I know how to apply watercolours to create a range of effects -I know how to use my knowledge of colour mixing to create skin tones		-I can share thoughts and opinions about artists and their art work using key vocabulary -I can make a purposeful selection of brushes and materials to apply paint -I can use different brushes for different techniques to create a wash (watercolours) e.g. wet on wet crosshatching/stippling/ scumbling/flat wash and blend -I can identify areas of an image where adding texture: sand/sawdust/glue will enhance the overall effect -I can explore of colour mixing to create skin tones					

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				<p>-I can evaluate the reasons for my choices and review how successful it was (self and peer)</p> <p>-I can clearly make the connection between climate change and things that they and others consume / activities they and others participate in (use of resources)</p>							
Summer Term 1				Summer Term 2: Printing (Amos Paul Kennedy Jr.)							
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC				
				<p>Monochrome</p> <p>Negative space</p> <p>Printing</p> <p>Effect</p> <p>Textures</p> <p>Sculpture</p>	<p>Previous printing experiences</p> <p>Previous sculpture units</p> <p>-Refer to Barbara Hepworth, Anne Ryan, Pedro Linares, Andy Goldsworthy, Sarah Turner</p>		<p>Spiritual – creative learning. Reflect on own work and work of others.</p> <p>Cultural – Look at work of Banksy stencil artist</p> <p>Moral – is graffiti a crime?</p> <p>Social & Moral use of recycled, found objects for sculptures.</p>				
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i></p>				<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood /</i> Core Knowledge <i>The minimum all pupils should know</i></p>							
				<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>							
				<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>							
				<p>-I can share thoughts and opinions about artists and their art work using key vocabulary</p> <p>-I can create a stencil for printing using positive and negative space</p> <p>-I can use a craft knife safely to achieve my design</p>							
				<p>-I know that printing is the process of making images that can be transferred onto other surfaces</p> <p>-I know that monochrome is an image using one base colour or hue</p> <p>-I know that negative space is the space around a subject or image (not previously taught)</p>							

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		<p>-I know how to cut a shape from the centre of a piece of card</p> <p>-I know that printing on different materials creates a different finish or effect.</p>	<p>-I can experiment with printing on textiles, paper and card and observe the effects of this</p> <p>-I can evaluate the reasons for my choices and review how successful it was (self and peer)</p> <p>-I can clearly make the connection between climate change and things that they and others consume / activities they and others participate in (use of resources)</p> <p>-I can identify a range of impacts of our changing climate on people in the past and present, in their local area, in the UK, and also across the world.</p> <p>-I can suggest a range of alternatives which might reduce greenhouse gas emissions (use of materials)</p>
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