

The Craylands School S.T.A.R. KS1 Long term subject: Art and Design

Aims produce creative work, exploring their ideas and recording their experiences <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 							
Skills to use a range of materials creatively to design and make products <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 			Knowledge <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 				
Term 1							
Early Years		Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.					
Year 1 Term 1		The place we live in (Geo/Art))					
Link to prior learning		EYFS term 6					
Vocab		Sculpture	Clay/plasticine	Form	Structure	3D	Shape
Learning objectives		Context		Skills		Knowledge	
To identify art in nature CP		Can you see art in objects around us?		<ul style="list-style-type: none"> • To draw what they can see (choose items in nature to draw e.g. leaf) 		<ul style="list-style-type: none"> • Can they draw a picture of what they can see, focussing on the shape? 	

To understand the work of an artist	How does the artist Andy Goldsworthy use nature to make art?	<ul style="list-style-type: none"> To use material to make a piece of art work 	<ul style="list-style-type: none"> Can they understand that natural materials can be used to create art with. 		
To describe sculptures	Are there any sculptures in our local area?	<ul style="list-style-type: none"> To draw what they can see (Heritage Park sculpture) 	<ul style="list-style-type: none"> Can they describe the sculpture in the Heritage park? 		
To make models CP	How can we make sculptures using clay or plasticine?	<ul style="list-style-type: none"> To know how to roll, mould and cut materials 	<ul style="list-style-type: none"> Can they make different shapes with clay? Can they use tools to cut, roll and coil materials such as plasticine and clay? 		
Year 1 Term 2	Food Glorious Food				
Links to prior learning					
Vocab	Design	Colours	Shape	Drawing	Pop-Art
Learning objectives	Context	Skills		Knowledge	
To describe colours	<p>What colours do we see in our food packaging?</p> <p>Which food packaging do we prefer and why?</p>	<ul style="list-style-type: none"> To draw what they can see adding detail Know the names of primary and secondary colours To describe what can be seen on food packaging 		<ul style="list-style-type: none"> Can they compare food packaging from the past to the present? Can they draw in more detail what they can see focussing on design? Can they say what they like in the designs of food packaging? 	
To learn about a famous artist	What food packaging did Andy Warhol use in some of his art work?			<ul style="list-style-type: none"> Can they describe the work of Andy Warhol? 	
To describe a piece of art work	What do you notice about the use of colour in Andy Warhols work?			<ul style="list-style-type: none"> Can they say how Andy Warhol made art from everyday objects? 	
To use colour in art	What colours will we use in our own art work?	To use primary and secondary colours To create a repeating pattern.		Can they choose appropriate colours for their own art work?	

Year 2 Term 1	The Lady with the Lamp			
Link to prior learning	Year 1 term 2			
Vocab	Hot cold patterns primary secondary			
Learning objectives	Context	Skills		Knowledge
To record ideas about a famous artist	How do you think this artist has created his art work?			Can they discuss the work of the artist Paul Klee?
To recognise hot and cold colours	What colours can you see in this art work?	To know how to mix to make new colour		Can they name primary and secondary colours? Can they name cold and hot colours?
To create patterns	What shapes and patterns can you see in this art work?	To create patterns with shapes To create a repeating pattern.		Can they use language related to shape and space to describe art?
To create a piece of art in the style of an artist	How can we use an artist's style to create our own piece of art work?	To create a piece of work based on an artists		
Year 2 Term 3	Our Amazing Planet			
Links to prior learning	Year 1 term 2 Year 2 term 1			
Vocab	Pointilism	Colour	Paint	Nature Landscapes Tone Light dark
Learning objectives	Context	Skills		Knowledge
To discuss the style of artists	What has been painted in these paintings? How have they been painted?	<ul style="list-style-type: none"> To describe the art work of famous pointillist artists To describe what a painting is about 		<ul style="list-style-type: none"> Can they name pointillism artists?
To use the style of an artist	How can we recreate the pointillism style?	<ul style="list-style-type: none"> To use the style of an artist To place colours next to each other to blend them 		<ul style="list-style-type: none"> Can children recall how pointillism works?

To draw what they can see	Looking through the window....what do you see?	<ul style="list-style-type: none"> • To draw draw what they can see in outlining shapeS with accuracy • To use a viewfinder 	
To use colour in a painting	What colours will be needed for your drawing?	<ul style="list-style-type: none"> • To use colours accurately • To blend colours 	<ul style="list-style-type: none"> • Can they recall primary and secondary colours?
To create a piece of work in the style of an artist	How can we create our own pointillism art work?	<ul style="list-style-type: none"> • To create a piece of work based on an artists 	<ul style="list-style-type: none"> • Can children recall how pointillism works? • Can they recall primary and secondary colours?

The Craylands School S.T.A.R. KS2 Long term subject: Art and Design

<p>Aims produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
<p>Skills Skills</p> <ul style="list-style-type: none"> • develop their techniques, including their control and their use of materials, with creativity, experimentation • to create sketch books to record their observations and use them to review and revisit ideas <ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Knowledge</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history.
Year 3 Term 1	Up, over and under; hills, mountains and rivers
Link to prior learning	Year 1 term 2 Year 2 term 3
Vocab	Tone colour palette light viewpoint rapid medium impressionism

Learning objectives	Context	Skills	Knowledge
To know about the life of an artist from history	Who is Monet?	<ul style="list-style-type: none"> • To record ideas in a sketch book 	<ul style="list-style-type: none"> • Can children recall information about Monet? • Can children recall key examples of impressionist art? • Can children evaluate why Monet was considered rebellious?
To understand what impressionism is	What is similar about these paintings? How do you think impressionists painted?	<ul style="list-style-type: none"> • To record ideas in a sketch book 	<ul style="list-style-type: none"> • Can children explain the features and development of the Impressionist movement?
To develop an understanding of colour	What colours can you see used in Monet's art? How can you make these colours?	<ul style="list-style-type: none"> • To mix paint to create different colours and tones 	<ul style="list-style-type: none"> • Can children identify the primary and secondary colours? • Can they identify how to make light and dark tones?
To develop impressionist techniques	How Monet used their paint brush in their art work?	<ul style="list-style-type: none"> • To develop their techniques – palette, broken colour, rapid brush strokes, • To develop their use of materials – canvas, acrylics, oils, 	
To paint an image	Can you recreate a piece of work created by Monet?	<ul style="list-style-type: none"> • To develop their techniques – palette, broken colour, rapid brush strokes, • To develop their use of materials – canvas, acrylics, oils, 	

		<ul style="list-style-type: none"> To mix paint to create different colours and tones 	
Year 3 Term 2	Neolithic Era		
Links to prior learning			
Vocab	Tone	Colour	Shade charcoal communication symbols
Learning objectives	Context	Skills	Knowledge
To describe art from the past	Where did the marks on the cave wall come from?	<ul style="list-style-type: none"> To use a sketchbook to record ideas Can they explore work from other periods of time? 	
To understand art was used to communicate in the past	What do they paintings on the cave wall tell us?	<ul style="list-style-type: none"> To use a sketchbook to record ideas Can they annotate Neolithic drawings in their sketch books with their ideas as to what they are showing? 	
To create light and dark marks	How can we make dark and light marks?	<ul style="list-style-type: none"> To use different shades of pencils in their drawings. To use charcoal 	<ul style="list-style-type: none"> Can they explain which pencil types make darker marks? Can they explain how to use charcoal to show light and dark?
To communicate through drawing	What story can we tell through the media of drawing?	<ul style="list-style-type: none"> To tell a story through art work. To use lines and shapes to represent objects. 	
Year 3 Term 3	Ancient Greeks		

Links to prior learning	Year 1 term 1					
Vocab	Sculpture	Shape	Form	Coiling	Modelling	
Learning objectives	Context		Learning objectives		Context	
To compare art from different periods of history	Which of these pieces of pottery are modern and which are from the past?		To use sketchbooks to record ideas.		<ul style="list-style-type: none"> • Can they compare Ancient Greek ceramic art work with more modern e.g. Clarice Cliff • Can they recognise when art is from a different historical period? 	
To know about a famous artist	Who is a well-known pottery artist?				<ul style="list-style-type: none"> • Can they find out more about the works of Clarice Cliff? 	
To evaluate art from history	How is Ancient Greek pottery different from modern pottery? What does Ancient Greek pottery tell us?		<ul style="list-style-type: none"> • Can they share their ideas on the images in Ancient Greek vases? • Can they annotate Greek vases in sketch books. 		<ul style="list-style-type: none"> • Can they explain why Ancient Greeks created sculptures? 	
To model with clay	What techniques can you use to create a clay pot?		<ul style="list-style-type: none"> • To know how to mould, roll and cut materials. • To coil clay. 		<ul style="list-style-type: none"> • Can they explain different techniques to use with clay? 	
To make a clay pot	Can you make a Greek styled pot?		<ul style="list-style-type: none"> • To know how to make a clay pot. 		<ul style="list-style-type: none"> • Can they create Greek style patterns on the side of a pot? 	
Year 4 Term 1	Nasty Natural Disasters					
Link to prior learning	Shading	Cross hatching	Tone	Light	Dark	Sketch

Learning objectives	Context	Skills	Knowledge
To recognise differences in light and dark tones	Can you identify the light and the dark in the images of tornadoes?	To use a sketchbook to record ideas	<ul style="list-style-type: none"> Can they recognise lighter and darker tones in an image?
To use shading to create light and dark tones	Can you experiment making light and dark with pencils?	To use a sketchbook to record ideas To use sketching methods including hatching, cross-hatching, stippling, random hatching	Can they understand which number of pencil provides the lightest and the darkest tones?
To create an image using shading	Can you recreate a tornado image using shading through the use of pencils?	To use a sketchbook to record ideas To use sketching methods including hatching, cross-hatching, stippling, random hatching	<ul style="list-style-type: none"> Can they recall techniques that can be used to shade?
Year 4 Term 1	Nasty Natural Disasters		
Links to prior learning	Shading	Cross hatching	Tone Light Dark Sketch
Learning objectives	Context	Skills	Knowledge
To know the work of a famous artist	What is the link between North America and the artists Georgia O'Keefe?	To use a sketchbook to record ideas	Can they discuss the life of a famous artist – Georgie O'Keefe?
To know the work of a famous artists	What is the subject matter of the work of George O'Keefe?	To use a sketchbook to record ideas To evaluate the work of a famous artist including colour, share, tone	Can they discuss the art work of a famous artists?
To draw a still life object	Georgia O'Keefe's focus is flowers – have a go at drawing a flower in still life.	To use a sketchbook to record ideas To use shape, line and colour in a piece of art work	
To recreate art work based on Georgia O'Keefe	Can they recreate the work of a famous artist?	To use colour, line and shape in a piece of art work.	
Year 4 Term 3	Rotten Romans		

Links to prior learning			
Vocab	Mosaic	Tiles	Symmetrical Pattern Repetition
Learning objectives	Context	Skills	Knowledge
To recognise art from history	Where do you think these images may have come from?	<ul style="list-style-type: none"> To use repeated patterns. To cut similar sized tiles to create a pattern. To use symmetry in their work. To experiment using different colours. 	<ul style="list-style-type: none"> Can they explain art from a different period of history?
To describe mosaics	What do you think of these Roman Mosaics?	To use a sketchbook to record ideas	<ul style="list-style-type: none"> Can they explain art from a different period of history?
To continue a repeated pattern	Are you able to complete this mosaic?	<ul style="list-style-type: none"> To use repeated patterns. 	
To create a mosaic	How will you use symmetry and repetition in your own Roman mosaic?	<ul style="list-style-type: none"> To use repeated patterns. To cut similar sized tiles to create a pattern. To use symmetry in their work. To experiment using different colours. 	Can they experiment with different artistic styles?
Year 5 Term 1	Wish you were here; Europe		
Link to prior learning	Year 2 term 3 Year 3 term 1		
Vocab	3D	Perspective	Parallel Perpendicular
Learning objectives	Context	Skills	Knowledge

To compare art work from the past	What works of art might you see in European art galleries?	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. 	<ul style="list-style-type: none"> Can they compare a range of European artists? Can they recognise changes between medieval European art to renaissance art? 				
To investigate the work of an artist	How does Canaletto bring a European city to life in his painting? http://www.artisancam.org.uk/flashapps/exploreperspective/canaletto.php	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. 	<ul style="list-style-type: none"> Can they compare a range of European artists? Can they explain how perspective has been used in art work to show distance? 				
To draw with perspective	How can you use perspective in drawing 3D objects?	<ul style="list-style-type: none"> To practise using perspective in a sketch book. To draw objects in 3D. To use perspective in a drawing. 					
To draw with perspective	How can you draw a street scene using perspective? https://www.bbc.co.uk/bitesize/clips/zvq6sbk	<ul style="list-style-type: none"> To use lines to help with perspective by finding a vanishing point. To draw objects in 3D. To use perspective in a drawing. 					
Year 5 Term 2	Anglo Saxons and Vikings						
Links to prior learning	Year 4 term 2 Year 4 term 3						
Vocab	Tapestry	textiles	fabric	weaving	thread	spinning	sewing
Learning objectives	Context		Skills		Knowledge		
To investigate textiles from the past	What do you think this piece of textile art shows us?		<ul style="list-style-type: none"> To record ideas in a sketch book To use weaving. 	<ul style="list-style-type: none"> Can children explain the importance of the Bayeux Tapestry? Can children 			

			explain why textiles were important to those in the past?
To compare artists	How is modern textile art different to the past?	<ul style="list-style-type: none"> To record ideas in a sketch book 	<ul style="list-style-type: none"> Can children compare historical textile work with that of today?
To use different stitches	How was the tapestry created? What medium has been used?	<ul style="list-style-type: none"> To use sewing stitches 	
To communicate through textile	What can we tell through the use of textile art?	<ul style="list-style-type: none"> To use sewing and textile to communicate. 	
To weave	How can we use weaving in our textile work? https://www.instructables.com/id/how-to-weave-on-a-cardboard-loom/	<ul style="list-style-type: none"> To weave 	<ul style="list-style-type: none"> Can children understand how weaving was used in the past?
Year 5 Term 3	Crime and Punishment		
Links to prior learning	Year 1 term 2		
Vocab	Colour	Impression	Style
			Vandalism
			Modern art
Learning objectives	Context	Skills	
		Knowledge	
To record ideas on the work of an artist	Do you think the work of Banksy is art? Why?	<ul style="list-style-type: none"> To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> Can children share an opinion on whether something is art or not? Can children explain who Banksy is? Can they annotate Banksy work in their sketch book?
To give opinions on art	Is graffiti art?	<ul style="list-style-type: none"> To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> Can children share an opinion on whether something is art or not? <ul style="list-style-type: none"> Can children explain who Keith Haring is?

To use line and colour	How has this graffiti been created?	<ul style="list-style-type: none"> To use colour and line to create a piece of graffiti. To make their own colours using white and black to make light and dark colours. 				
To create art based on the work of an artist	Can you create your own graffiti in the style of an artist?	<ul style="list-style-type: none"> To create a piece of work based on an artist To use colour and line to create a piece of graffiti. To make their own colours using white and black to make light and dark colours. 				
Year 6 Term 1	Chocolate; from the Rainforest to out tummies					
Link to prior learning						
Vocab	Perspective	Layers	Background	Natural	Foreground	landscape
Learning objectives	Context		Skills		Knowledge	
To compare the work of artists	Which artists interpretation of the rainforest do you prefer and why?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. Can they give preferences in their sketch book? 		<ul style="list-style-type: none"> Can they compare the work of different artists e.g. Margaret Mee, Henri Rousseau, Oenone Hammersley.? 	
To use tone and colour	How can you create different shades of green when adding colour to a leaf drawing?		<ul style="list-style-type: none"> To draw/sketch with a degree of accuracy. To change tone of colours 		<ul style="list-style-type: none"> Can they explain the types of pencils that could be used to create a darker tone? 	
To draw accurately	Which animals could we draw to add to a rainforest scene?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 			

		<ul style="list-style-type: none"> To draw/sketch with a degree of accuracy. 				
To recognise perspective in art work	How can you tell which animal is closest in the art work looked at?	<ul style="list-style-type: none"> To use perspective in the whole picture. 	<ul style="list-style-type: none"> Can they experiment with a style in their sketch book? 			
To use layering and overlapping in art work	What techniques have been used to make the rainforest landscape realistic?	<ul style="list-style-type: none"> To use perspective in the whole picture. To choose an appropriate material to draw with e.g. pastels, pencils 	<ul style="list-style-type: none"> Can they explain the techniques they have used? 			
To create a piece of art based on an artist	What will you include in your rainforest art work? What medium will you use?	<ul style="list-style-type: none"> To choose an appropriate material to draw with e.g. pastels, pencils To create a piece of work based on an artist 				
Year 6 Term 2	Exploration; changes over time					
Links to prior learning						
Vocab	Impression	Representation	Symbolism	Expression	Portrait	Self portrait
Learning objectives	Context		Skills		Knowledge	
To record ideas about the work of a famous portrait artist (Holbein)	Who painted these portraits?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 		<ul style="list-style-type: none"> Can the children recall who Hans Holbein was? 	
To record ideas about what a portrait shows us.	Who are the people in these portraits? When did they live? What can we tell about the way that they lived?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 		<ul style="list-style-type: none"> Can the children explain how Tudor portraits were used to portray wealth? 	
To develop drawing skills	How can we accurately draw facial features?		<ul style="list-style-type: none"> To use lines and marks to draw a portrait. 			

		<ul style="list-style-type: none"> To draw with a degree of accuracy and perspective in terms of size. To use tone and shading. 					
To use perspective when drawing	Where should we position facial features on a face?	<ul style="list-style-type: none"> To draw with a degree of accuracy and perspective in terms of size. 					
To recreate a portrait	How can we recreate a Tudor portrait?	<ul style="list-style-type: none"> To use lines and marks to draw a portrait. To use tone and shading. To draw with a degree of accuracy and perspective in terms of size. To make their own colours using white and black to make light and dark colours. To create a piece of work based on an artist To show facial expressions in a face. 					
Year 6 Term 3	Where we live now and then						
Links to prior learning	Year 6 term 2						
Vocab	Impression	Representation	Symbolism	Expression	Portrait	Self portrait	Artistic style
Learning objectives	Context		Skills			Knowledge	
To record ideas on self portraits	What are the different ways that you can create a self-portrait?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> Can they acknowledge and artistic style? 			

<p>To practise an artistic style</p>	<p>Can you practise your drawing of facial features further?</p>	<ul style="list-style-type: none"> • To use lines and marks to draw a portrait. • To draw with a degree of accuracy and perspective in terms of size. • To show facial expressions in a face. • To use tone and shading. 	
<p>To choose an artistic style</p>	<p>What artistic style will you use for a self portrait?</p>	<ul style="list-style-type: none"> • To choose an artistic style. 	<ul style="list-style-type: none"> • Can they draw upon learned artistic styles for self portraits? • Can they choose a style and explain how they will create it? • Can they explain what has influenced their art work?
<p>To replicate the work of an artist</p>	<p>How will you use the artistic style chosen to create your self portrait?</p>	<ul style="list-style-type: none"> • To choose an artistic style. • To show facial expressions in a face. • To create a piece of work based on an artist 	<ul style="list-style-type: none"> • Can they draw upon learned artistic styles for self portraits? • Can they choose a style and explain how they will create it? • Can they explain what has influenced their art work?