



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 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	Term 2	Term 3	Term 4	Term 5	Term 6
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	The place we live in (Geo/Art)		Food glorious food (Geo/DT)		I do like to be beside the seaside (Geo)	
Link to prior learning						
Skill	<ul style="list-style-type: none"> To draw what they can see To know how to roll, mould and cut materials 		<ul style="list-style-type: none"> To draw what they can see adding detail Know the names of primary and secondary colours 			

	<ul style="list-style-type: none"> To sculpture using materials to share their ideas based on Heritage Park sculpture. 	<ul style="list-style-type: none"> To describe what can be seen on food packaging To create a repeating pattern. 	
Knowledge	<ul style="list-style-type: none"> Can they draw a picture of what they can see, focussing on the shape? Can they describe the sculpture in the Heritage park? Can they make different shapes with clay? Can they use tools to cut, roll and coil materials such as plasticine and clay? 	<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? Can they describe the work of Andy Warhol? Can they say how Andy Warhol made art from everyday objects? 	
Vocab	<p>Sculpture Clay/plastcine Form Structure 3D Shape</p>	<p>Design Colours Shape Drawing Pop-Art</p>	
Year 2	The lady with the lamp (His/Art)	Marvellous Machines (His/DT)	Our amazing planet (Geo/
Link to prior learning	<ul style="list-style-type: none"> To know the names of primary and secondary colours To create a repeating pattern. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To draw what they can see in outlining shapes. To know the names of primary and secondary colours To know how to mix to make new colour

			<ul style="list-style-type: none"> To create a piece of work based on an artists
Skill	<ul style="list-style-type: none"> Know how to create a printed piece of work by rolling, stamping and pressing To know how to mix to make new colour To create a piece of work based on an artists 	•	<ul style="list-style-type: none"> To use a viewfinder to focus on a smaller area. To draw an outline of what can be seen. 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
Knowledge	<ul style="list-style-type: none"> Can they describe how William Morris has used patterns and colour in his art work? Can they recognise patterns and symmetry? Can they recall which primary colours it mix to make secondary colours? 	•	<ul style="list-style-type: none"> Can children describe what they can see in Pointillism paintings? Can they explain the subject content of these paintings? Can they explain how colour has been used to create light and dark?
Vocab	Print Pattern Symmetrical Shape Colour repetition		Pointilism Colour Paint Nature Landscapes Tone Light dark



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

Aims

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

Skills

- 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
- 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]

Knowledge

- about great artists, architects and designers in history.

Year 3	Up, over and under; hills, mountains and rivers (Geo/Art)	Neolithic era (His/Art)	Ancient Greece (His/DT/Art)
Link to prior learning			To know how to roll, mould and cut materials To sculpture using materials to share their ideas based on Heritage Park sculpture.
Skill	<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 use different shades of pencils in their drawings. To use charcoal. To use lines and shapes to represent objects. To tell a story through art work. 	<ul style="list-style-type: none"> To know how to mould, roll and cut materials. To coil clay. To know how to make a clay pot. To use sketchbooks to record ideas.
Knowledge	<ul style="list-style-type: none"> Can children explain the features and development of the Impressionist movement? Can children recall key examples of impressionist art? Can children evaluate why Monet was considered rebellious? 	<ul style="list-style-type: none"> Can they explore work from other periods of time? Can they annotate Neolithic drawings in their sketch books with their ideas as to what they are showing? 	<ul style="list-style-type: none"> Can they recognise when art is from a different historical period? Can they explain why Ancient Greeks created sculptures? Can they share their ideas on the images in Ancient Greek vases? Can they annotate Greek vases in sketch books. Can they compare Ancient Greek ceramic art work with more modern e.g. Clarice Cliff Can they find out more about the works of Clarice Cliff?
Vocab	Tone colour	Tone Colour	Sculpture Shape

	<p>palette light viewpoint rapid medium impressionism</p>	Shade	<p>Form Coiling Modelling</p>
Year 4	Nasty natural disasters (Geo/	Ancient Egypt (His/	Rotten Romans
Link to prior learning	To use sketchbooks to record ideas. To use different shades of pencils in their drawings.		To use sketchbooks to record ideas. Can they recognise when art is from a different historical period? Can they recognise patterns and symmetry?
Skill	<ul style="list-style-type: none"> To use different shades of pencils to show darker and lighter tones. To use charcoal To use shading techniques including cross hatching to create darker tones. To use their sketch books to practise shading techniques. 		<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. To create a mosaic.
Knowledge	<ul style="list-style-type: none"> Can they recognise lighter and darker tones in an image? Can they recall techniques that can be used to shade? Can they recreate a tornado image using shading? Can they find out about the life of an American artist Georgia O'Keeffe? Can they discuss what they like and dislike about her work in reference to tone? 		<ul style="list-style-type: none"> Can they explain art from a different period of history? Can they experiment with different artistic styles?
Vocab	Shading		Mosaic

	Cross hatching Tone Light Dark Sketch			Tiles Symmetrical Pattern Repetition	
Year 5	Wish you were here; Landmarks Geo/DT	Cultural Europe Geo/Art	Anglo Saxons/Vikings His/DT/Art	Changes over time; crime and punishment	Coasts
Links to prior learning	To use sketchbooks to record ideas. Can they draw a picture of what they can see, focussing on the shape? To use different shades of pencils in their drawings.			To use sketchbooks to record ideas. 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	
Skills	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. To use lines to help with perspective. To practise using perspective in a sketch book. To draw objects in 3D. To use perspective in a drawing. 		<ul style="list-style-type: none"> To use weaving. To use sewing to create a project. To use textiles to create a project. 	<ul style="list-style-type: none"> To use colour and line to create a piece of graffiti. 	
Knowledge	<ul style="list-style-type: none"> Can the compare a range of European artists? 		<ul style="list-style-type: none"> Can children explain the importance of the Bayeux Tapesry? 	<ul style="list-style-type: none"> Can children share an opinion on whether 	

	<ul style="list-style-type: none"> Can they explain how perspective has been used in art work to show distance? 	<ul style="list-style-type: none"> Can children explain why textiles were important to those in the past? 	<p>something is art or not?</p> <ul style="list-style-type: none"> Can children explain who Banksy is? Can they annotate Banksy work in their sketch book? 	
Vocab	<p>3D Perspective Parallel Perpendicular</p>	<p>tapestry textiles fabric weaving thread spinning sewing</p>	<p>Colour Impression Style Vandalism Modern art</p>	
Year 6	Chocolate; from the rainforest to our tummy	Changes over time (exploration) His/DT/Art	Where we live now and then.	
Links to prior learning	<p>To use sketchbooks to record ideas. 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</p>	<p>To use sketchbooks to record ideas. 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</p>	<p>To use sketchbooks to record ideas. 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</p>	
Skills	<ul style="list-style-type: none"> To draw/sketch with a degree of accuracy. To choose an appropriate material to draw with e.g. pastels, pencils To use perspective in the whole picture. 	<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. 	<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. 	

		<ul style="list-style-type: none"> • To show facial expressions in a face. • To use tone and shading. 	<ul style="list-style-type: none"> • To use tone and shading. • To choose an artistic style.
Knowledge	<ul style="list-style-type: none"> • Can they compare the work of different artists e.g. Margaret Mee, Henri Rousseau? • Can they give preferences in their sketch book? • Can they experience with a style in their sketch book? • Can they explain the techniques they have used? 	<ul style="list-style-type: none"> • Can they learn about a person from a painting? • Can they give opinions about a painting in their sketch book? • Can they explain the work of famous portrait artists from history (Hans Holbein) making notes in their sketch book? • Can they compare historical portraits with those more modern? 	<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?
Vocab	<p>Perspective Layers Background Natural Foreground landscape</p>	<p>Impression Representation Symbolism Expression Portrait Self portrait</p>	<p>Impression Representation Symbolism Expression Portrait Self portrait Artistic style</p>