

	<u>Cycle I - Overview</u>			
<u>Class</u>	Autumn	Spring	Summer	
EYFS	Develop a knowledge of art tools and techniques and learn the skills to use them effectively.	Learn to use and combine digerent techniques including 2d and 3d and materials to create imaginative artworks.	Represent their own ideas, thoughts and peelings through Art and Design.	
Year 1	Alien Adventure Inspiration: Eric Carle/Sara Fanelli/Silke Leggler Key Elements: Shape/line/pattern/colour/texture Materials: Drawing materials/printing inks/papers and materials. Technique gocus: Drawing/intaglio printing/collage Outcome: Collage (to include drawings and printmaking)	Let's go Exploring Inspiration: Landscapes in UK; David Hockney Key Elements: Tone/Line/Shape/pattern/texture Materials: ipads/watercolour paint Technique cocus: Drawing/Digital art/Painting Outcome: Digital painting and watercolour painting inspired by landscapes in UK	Seaside Inspiration: Andy Goldsworthy;Mandala Art Key Elements: Shape/gorm/pattern/colour Materials: Natural gorms/paint/pebbles Technique: Temporary Land based art/painting Outcome: Natural Form Sculpture/Patterned pebble	
<u>Year 2</u>	Alien Adventure Inspiration: Eric Carle/Sara Fanelli/Silke Leggler Key Elements: Shape/line/pattern/colour/texture Materials: Drawing materials/printing inks/papers and materials.	Let's go Exploring Inspiration: Landscapes in UK; David Hockney Key Elements: Tone/Line/Shape/pattern/texture Materials: ipads/gouache paint Technique zocus: Drawing/Digital art/Painting	Seaside . Inspiration: Andy Goldsworthy; Mandala Art Key Elements: Shape/corm/pattern/colour Materials: Natural corms/paint/pebbles Technique: Temporary Land based art/painting	



	Technique cocus: Drawing/intaglio	Outcome: Digital painting and gouache	Outcome: Natural Form
	printing/collage Outcome: Collage (to include drawings and printmaking)	painting inspired by landscapes in UK	Sculpture/Patterned pebble
<u>Year 3</u>	Stone Age to Iron Age	Romans	Extreme Earth
	Inspiration: Stone age pots Key Elements: Shape/corm/pattern Materials: Pencils/biros/clay Outcome: Coil and Pinch Pot	Inspiration: Roman Mosaics/Fish Key Elements: Shape/Texture/Colour/Tone Materials: Pencils/biros/ceramic shapes for mosaic/mdf wood Outcome: Mosaic	Inspiration: Aboriginal Art Key Elements: Shape/Texture/Colour/Pattern Materials: Pencils/acrylic paint/canvas Outcome: Painted canvas
<u>Year 4</u>			
	Fashion through the Ages	The Race for Space	Haslinggield Explorers
	Inspiration: Fashion Designs who	Inspiration: Photos grom Hubble	Inspiration: Buildings in Haslingfield
	use recycled materials	Telescope/Photos grom space photographer	Key Elements: Tone/Shape/Texture/line
	Key Elements:	Key Elements: Tone/Colour/Form	Materials: Watercolours/dipping
	Shape/Texture/Form/Pattern	Materials: Pencils (2d)/charcoal/chalk/oil	pens/biros
	Materials: Junk	pastel	Technique: Watercolour wash painting
	Technique: Making/Sculpture/Crast	Technique: Drawing	and drawing
	Outcome: A jashion accessory or	Outcome: Space composition in chalk	Outcome: Painting composition of
	outgit		building or buildings in Haslingcield.
<u>Year 5</u>	Crime and Punishment through	Shang Dynasty	Europe
	History	Inspiration: Shang Vessels and models of	
	Inspiration: Heath Robinson and	animals	Key Elements: Shape//Colour/Pattern
	Victorian illustrators.	Key Elements: Form/pattern/texture	Materials: Pencils/acrylic
	Key Elements: Line; composition	Materials: Pencils/paper mâché and paper	paint/canvas
		clay.	Technique: Drawing and painting
		Technique: Sculpture and Craft	Outcome: Acrylic painting



	Materials: Drawing tools including dipping pens. Printing materials to make an intaglio print. Technique: Drawing and Printing Outcome: Drawing illustration/Print illustration	Outcome: Arimal Vessel	
<u>Year 6</u>	World War 2 Inspiration: Henry Moore and Artists/photographers responding to the Blitz Key Elements: Tone/Composition/Depth Materials: Chalk; Charcoal; inks Technique: Drawing Outcome: Drawing composition based on the Blitz	Victorians Inspiration: Golden Age of Illustration; Topical event Key Elements: Line/Pattern/Composition/Depth Materials: Pencils; inks Technique: Drawing Outcome: Illustration	North America Road Trip Inspiration: Edward Hopper/North American Artists who have responded to travelling through the USA. Photographs. Key Elements: Colour/Composition/Depth Materials: Pencils; Acyrlic paint Technique: Drawing and Painting Outcome: Painting



	<u>Cycle 2 - Overview</u>			
<u>Class</u>	Autumn	Spring	Summer	
<u>EYFS</u>	Develop a knowledge of art materials/tools and techniques and learn the skills to use them effectively.	Learn to use and combine diggerent techniques including 2d and 3d and materials to create imaginative artworks.	Represent their own ideas, thoughts and jeelings through Art and Design.	
<u>Year I</u>	Great Fire of London Inspiration: Artists responses to the Great Fire of London ie Jan Griggier/Edward Matthew Ward. Architecture from that time. Key Elements: Shape and Colour Materials: Papers/chalk (or/and paint) Technique: Drawing/Collage Outcome: Mixed media composition based on the Great Fire of London	<b>Grab your passport (Transport)</b> Inspiration: Alexander Calder Key Elements: Farm/Shape/Texture Materials: Wire/Junk/tissue paper Technique: Drawing/Kinetic Sculpture Outcome: Transport themed Sculpture	Castles Inspiration: Paul Klee Key Elements: Shape/Colour/line Materials: Gouache paint Technique: Drawing and Painting Outcome: Abstracted Castle composition	
<u>Year 2</u>	Great Fire of London Inspiration: Artists responses to the Great Fire of London ie Jan Griggier/Edward Matthew Ward. Architecture from that time. Key Elements: Shape and Colour Materials: Papers/chalk (or/and paint) Technique: Drawing/Collage Outcome: Mixed media composition based on the Great Fire of London	<b>Grab your passport (Transport)</b> Inspiration: Alexander Calder Key Elements: Form/Shape/Texture Materials: Wire/Junk/tissue paper Technique: Drawing/Kinetic Sculpture Outcome: Transport themed Sculpture	<b>Castles</b> Inspiration: Paul Klee Key Elements: Shape/Colour/lin Materials: Acrylic Paint Technique: Drawing and Painting Outcome: Abstracted Castle composition	



<u>Year 3</u>	Anglo Saxons	Ancient Egyptians	The British Isles
	Inspiration: Henry Moore and	Inspiration: Henry Moore and	Inspiration: Henry Moore and
	Artists/photographers responding to	Artists/photographers responding to the	Artists/photographers responding to
	the Blitz	Blitz	the Blitz
	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth
	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks
	Technique: Drawing	Technique: Drawing	Technique: Drawing
	Outcome: Drawing composition based	Outcome: Drawing composition based on	Outcome: Drawing composition based
	on the Blitz	the Blitz	on the Blitz
<u>Year 4</u>	Lipe in Tudor Times	Anglo Saxons	Our Blue Planet – World of Water
	Inspiration: Henry Moore and	Inspiration: Henry Moore and	Inspiration: Henry Moore and
	Artists/photographers responding to	Artists/photographers responding to the	Artists/photographers responding to
	the Blitz	Blitz	the Blitz
	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth
	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks
	Technique: Drawing	Technique: Drawing	Technique: Drawing
	Outcome: Drawing composition based	Outcome: Drawing composition based on	Outcome: Drawing composition based
	on the Blitz	the Blitz	on the Blitz
<u>Year 5</u>	Shang Dynasty	Crime and Punishment through History	Europe
	Inspiration: Henry Moore and	Inspiration: Henry Moore and	Inspiration: Henry Moore and
	Artists/photographers responding to	Artists/photographers responding to the	Artists/photographers responding to
	the Blitz	Blitz	the Blitz
	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth
	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks



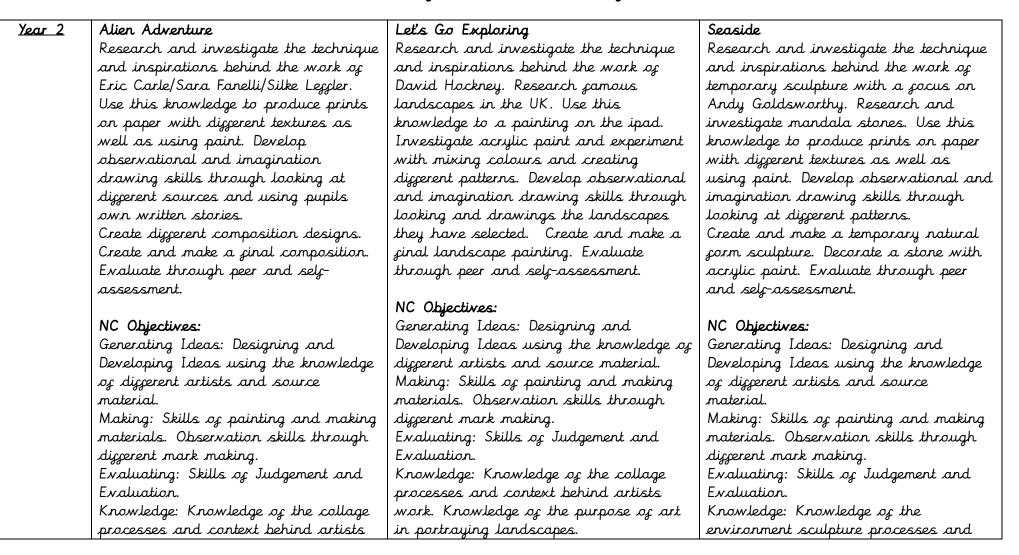
	Technique: Drawing	Technique: Drawing	Technique: Drawing
	Outcome: Drawing composition based	Outcome: Drawing composition based on	Outcome: Drawing composition based
	on the Blitz	the Blitz	on the Blitz
<u>Year 6</u>	World War I	Invaders and Settlers	South America and Raincorests
	Inspiration: Henry Moore and	. Inspiration: Henry Moore and	Inspiration: Henry Moore and
	Artists/photographers responding to	Artists/photographers responding to the	Artists/photographers responding to
	the Blitz	Blitz	the Blitz
	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth	Key Elements: Tone/Composition/Depth
	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks	Materials: Chalk; Charcoal; inks
	Technique: Drawing	Technique: Drawing	Technique: Drawing
	Outcome: Drawing composition based	Outcome: Drawing composition based on	Outcome: Drawing composition based
	on the Blitz	the Blitz	or the Blitz



Year I	Alien Adventure	Let's Go Exploring	Seaside
	Research and investigate the technique	Research and investigate the technique	Research and investigate the technique
	and inspirations behind the work of	and inspirations behind the work of	and inspirations behind the work of
	Eric Carle/Sara Fanelli/Silke Leggler.	David Hockney. Research jamous	temporary sculpture with a jocus on
	Use this knowledge to produce prints	landscapes in the UK. Use this	Andy Goldsworthy. Research and
	on paper with diggerent textures as	knowledge to a painting on the ipad.	investigate mandala stones. Use this
	well as using paint. Develop	Investigate gouache paint and	knowledge to produce prints on paper
	observational and imagination	experiment with mixing colours and	with diggerent textures as well as
	drawing skills through looking at	creating diggerent patterns. Develop	using paint. Develop observational and
	diggerent sources and using pupils	observational and imagination drawing	imagination drawing skills through
	own written stories.	skills through looking and drawings the	looking at diggerent patterns.
	Create diggerent composition designs.	landscapes they have selected. Create	Create and make a temporary natural
	Create and make a final composition.	and make a cinal landscape painting.	form sculpture. Decorate a store with
	Evaluate through peer and self-	Evaluate through peer and self-	acrylic paint. Evaluate through peer
	assessment.	assessment.	and self-assessment.
	NC Objectives:	NC Objectives:	NC Objectives:
	Generating Ideas: Designing and	Generating Ideas: Designing and	Generating Ideas: Designing and
	Developing Ideas using the knowledge	Developing Ideas using the knowledge of	Developing Ideas using the knowledge
	of different artists and source	diggerent artists and source material.	of different artists and source
	material.	Making: Skills of painting and making	material.
	Making: Skills of painting and making	materials. Observation skills through	Making: Skills of painting and making
	materials. Observation skills through	diggerent mark making.	materials. Observation skills through
	diggerent mark making.	Evaluating: Skills of Judgement and	diggerent mark making.
	Evaluating: Skills of Judgement and	Evaluation.	Evaluating: Skills of Judgement and
	Evaluation.	Knowledge: Knowledge of the collage	Evaluation.
		processes and context behind artists	



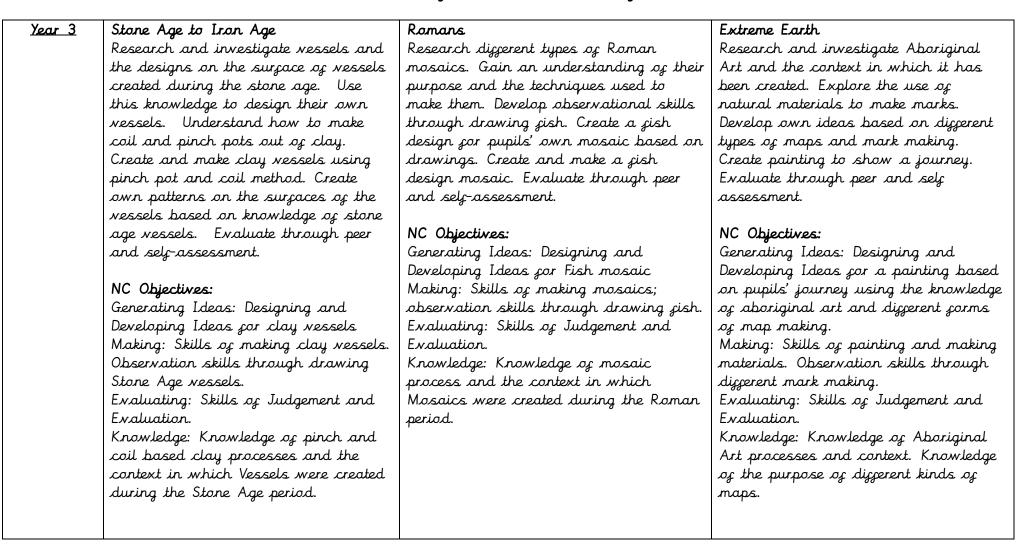
Knowledge: Knowledge of the collage processes and context behind artists work. Knowledge of the purpose of different kinds children's illustration.		Knowledge: Knowledge of the environment sculpture processes and context behind artists work. Knowledge of the purpose of different kinds of sculpture.
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work. Knowledge of the purpose of	context behind artists work. Knowledge
diggerent kinds children's illustration.	of the purpose of different kinds of
	sculpture.



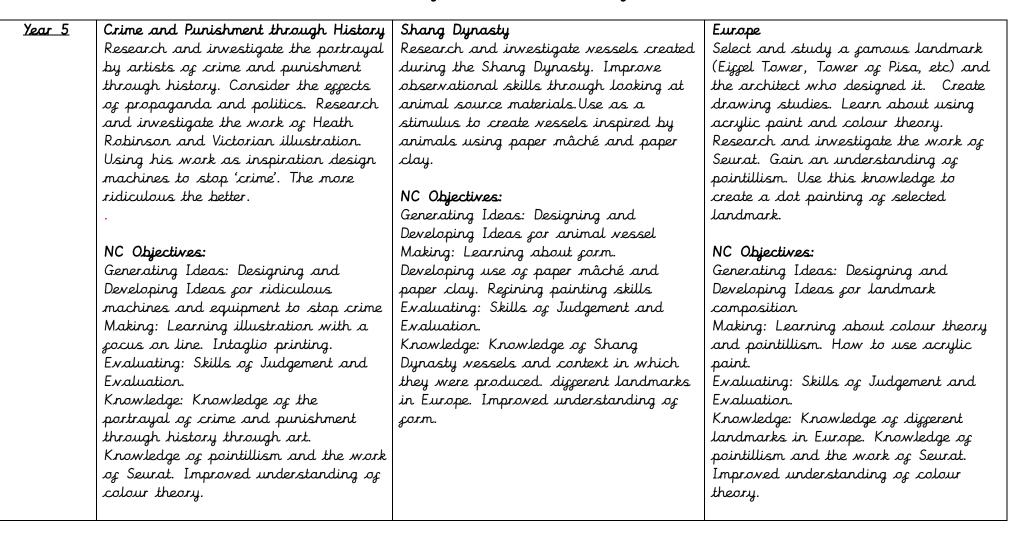




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<u>Year 4</u>	Fashian through the Ages	The Race for Space	Haslingjield Explorers
	Research and investigate the role of	Research and investigate photographs	Research and investigate the
	zashion with recycled materials. Look	grom Space grom Hubble Photographers	architecture of diggerent types of
	at key jashion designers. Learn about	and local Space photographer. Learn	building in Haslinggield. Discuss the
	the processes of	how to create a sphere using tone grom	context in which buildings are
	joining/cutting/making. Design and	a circle. Investigate the mediums of	designed. Research and investigate the
	make their own recycled hat or	charcoal and chalk. Design and make	work Matthew Rice. Improve
	zashion accessories. NB might change	own compositions of space.	observational skills through drawing
	to an outcit and pupils will be given		their selected building. Learn about the
	the opportunity to work in pairs;	NC Objectives:	technique of watercolour wash. Create
		Generating Ideas: Designing and	a composition about one of the
	NC Objectives:	Developing Ideas for Space composition	buildings in Haslingcield.
	Generating Ideas: Designing and	Making: Learning about Tone and	
	Developing Ideas for an Indus	shadow. How to use charcoal and	NC Objectives:
	inspired City and archaeology	chalk. Creating Space composition.	Generating Ideas: Designing and
	remains.	Evaluating: Skills of Judgement and	Developing Ideas for Haslingfield
	Making: One point perspective; birds	Evaluation.	building composition
	eye view point drawing; Clay	Knowledge: Knowledge of Contemporary	Making: Learning about Tone and
	sculpture with a jocus on jorm.	Space photography and using tone one	perspective. How to use watercolour
	Evaluating: Skills of Judgement and	of the key elements of art.	wash.
	Evaluation.		Evaluating: Skills of Judgement and
	Knowledge: Knowledge of Indus		Evaluation.
	Valley Cities and civilisation.		Knowledge: Knowledge of different
			forms of architecture and using tone
			to create form in their work.





Subject – Art and Design



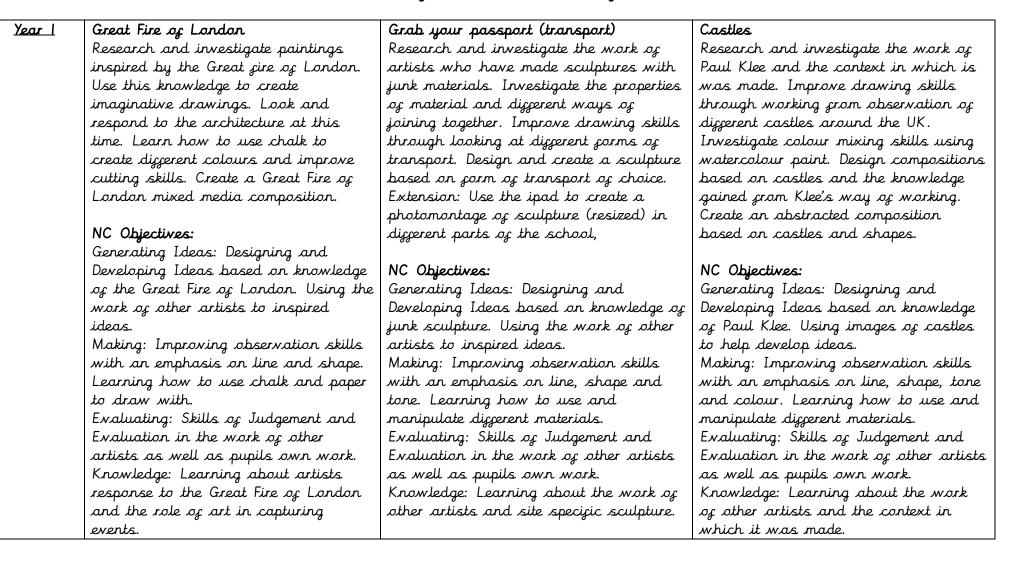
<u>Year 6</u>	World War 2	Victorians	North America Road Trip
<u>neur u</u>	Gain a better understanding of the	Research and investigate the Golden Age	Study the work of artists who have
	Blitz in London. Research and	of Illustration. Look at the work of	portrayed North America. Discussion
		digerent artists and understand the	
	investigate the work of artists who		on diggerent approaches. Research and
	portrayed the Blitz. Sustained	context in which it was made and	investigate the work of Edward
	investigation into the work of Henry	received. Learn how to use dipping pens	Hopper. Investigate theories behind
	Moore and his underground studies.	and create line drawing illustrations.	composition in painting. Build on
	Investigate the properties of charcoal;	Focus on illustrating a contemporary	colour mixing knowledge and learn
	chalk; ink; masking fluid to create a	issue and the power of illustration (past	about layering. Create a composition
	mixed media composition based on	issues: regugee crisis and Brexit)	based on a road trip. Use acrylic
	photos and film of the Blitz in		paints.
	Lordon.	NC Objectives:	
		Generating Ideas: Designing and	NC Objectives:
	NC Objectives:	Developing Ideas for a painting based	Generating Ideas: Designing and
	Generating Ideas: Designing and	on pupils' journey using the knowledge	Developing Ideas for a composition
	Developing Ideas for Blitz composition	of aboriginal art and different forms of	based on personal experience but using
	Making: Learning about properties of	map making.	knowledge gained from researching the
	charcoal, chalk; ink and masking	Making: Skills of using lines as mark	work of other artists and collected
	zluid.	making and using ink with a dipping	images.
	Evaluating: Skills of Judgement and	pen. Observation skills.	Making: Improve painting skills. Gain
	Evaluation.	Evaluating: Skills of Judgement and	a better understanding of composition
	Knowledge: Knowledge of art	Evaluation in the work of other artists	in paintings. Observation skills with a
	portraying the Blitz in London. Henry	as well as pupils own work.	jocus or depth.
	Moore and the context in which he	Knowledge: Knowledge of Golden Age of	Evaluating: Skills of Judgement and
	created his work at that time.	illustration and context. Knowledge of	Evaluation in the work of other artists
		the purpose and power of illustration.	as well as pupils own work.
		Knowledge on a contemporary issue and	Knowledge: Knowledge of American
		U 1 U	antists with a secure on Edward

artists with a focus on Edward

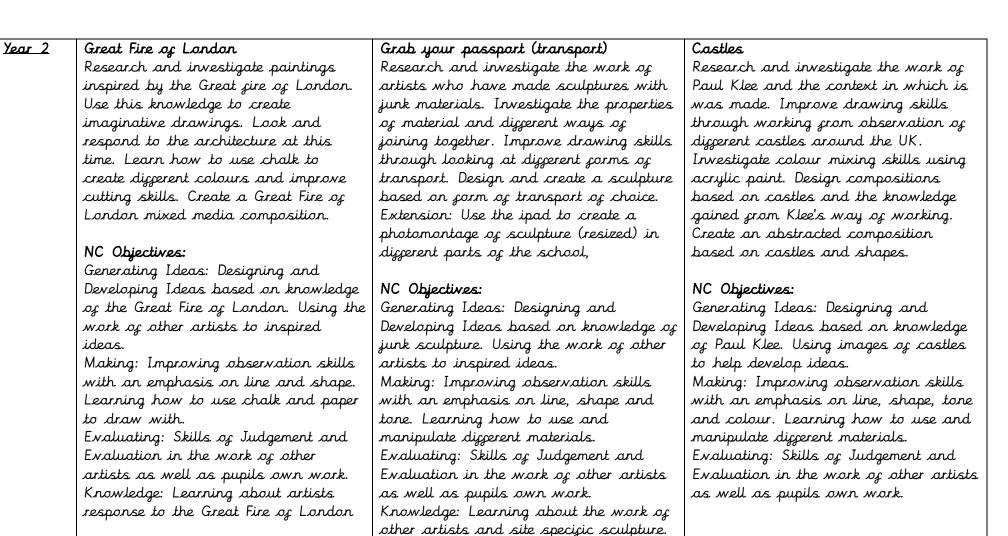


how to communicate through Hopper. Knowledge of dige illustration. composition and how to c	
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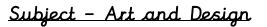


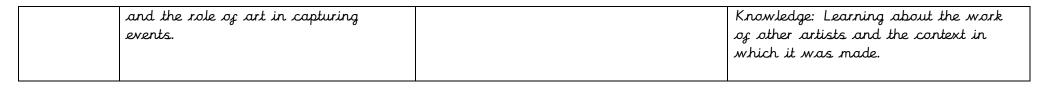






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Subject - Art and Design

#### Ancient Egyptians

Investigate Egyptian art with a cocus on vessels. Look at the context in which and why they were created. Study the symbols and investigate hierographic lettering. Select one of the cour symbols and create a canopic jar sculpture. Learn how to use papier mâché and card.

#### NC Objectives:

Generating Ideas: Designing and Developing Ideas for a Canopic jar using the knowledge of Egyptian art and form. Making: Skills of using shapes to create

patterns and designs. Using paper mâché to create a three-dimensional corm. Observation drawing skills. Evaluating: Skills of Judgement and Evaluation.

Knowledge: Knowledge of Egyptian art and canopic jars and context.

Knowledge of making vessel shapes and sculptured forms.

#### Out and about in the British Isles. Research key landscapes in Britain eg Lake District; Snowdon; Fens etc Look at how artists have tried to capture these changing landscapes over the years. Research and investigate the work of Turner's landscapes. Investigate watercolour paint and the diggerent ways it can be used. Select a landscape to focus on and created drawings to improve observational skills. Create a landscape composition and use watercolour paint.

#### NC Objectives:

Generating Ideas: Designing and Developing Ideas based on photographs and videos of key landscapes or forms in the UK. Using the work of Turner to inspired ideas of light and weather change a landscape. Making: Improving observation skills with an emphasis on depth. Learning how to use watercolour paint. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work.



Anglo Saxons Research and investigate Beowulf, the context in which it was created and the impact since it has been created. Improve observation drawing skills through the drawing of action figures and animals. Learn about the process of stop motion animation through looking at stop motion and then design and create a section of the poen as a group. Learn how to use card and paper to create artwork

#### NC Objectives:

from the designs.

Year 3

Generating Ideas: Designing and Developing Ideas for a stop motion animation using the knowledge from the work of different illustrators; stop motion animation and Beowulf Poem. Making: Skills of using lines as mark making and using ink with a dipping pen. Drawing and observation skills. Evaluating: Skills of Judgement and Evaluation in the work of other artists as well as pupils own work. Knowledge: Knowledge of Golden Age of illustration and context. Knowledge



of the purpose and power of	Knowledge: Learning about Turner and
illustration. Knowledge on a	the work of other landscape artists in
contemporary issue and how to	capturing key landgorms og Britain. The
communicate through illustration.	role of art in capturing landscape.



<u>Year 4</u>	Lige in Tudor Times	Anglo Saxons (aware Willow will have	Our Blue Planet – World of Water
	Investigate and research the work of	done this in the Autumn term so very	Research and investigate the River Cam
	key Tudor portrait painters with a	happy to change just ginding it diggicult	as a source for a painting
	zocus on miniature paintings. Learn	to find a meaningful art project to do	composition. Improve observational
	about proportions of the face and	for the Anglo Saxons)	drawing with studies grom
	creating a self portrait. Think about	Research and investigate Beowulç, the	photographs. Research and investigate
	the changing meanings behind painted	context in which it was created and the	the work of Claude Monet and the
	portraits. Investigate the use of oil	impact since it has been created.	impressionist painters. Explore the use
	pastel and colour mixing to create a	Improve observation drawing skills	of colour and mark making in their
	self portrait.	through the drawing of action figures	work and then respond with a
		and animals. Learn about the process	composition based on the River Cam.
	NC Objectives:	of stop motion animation through	
	Generating Ideas: Designing and	looking at stop motion and then design	NC Objectives:
	Developing Ideas based on	and create a section of the poem as a	Generating Ideas: Designing and
	observation, photographs and	group. Learn how to use card and	Developing Ideas based on
	knowledge of Tudor miniature	paper to create artwork grom the	photographs and videos of the River
	portraits.	designs.	Cam. Using the work of Claude Monet
	Making: Improving observation skills		to inspire mark making and colour
	with a jocus on proportion and tone.	NC Objectives:	Making: Improving observation skills
	Learning how to use oil pastel.	Generating Ideas: Designing and	on colour. Learning how to develop
	Evaluating: Skills of Judgement and	Developing Ideas for a stop motion	use of acrylic paint.
	Evaluation in the work of other	animation using the knowledge from the	Evaluating: Skills of Judgement and
	artists as well as pupils own work.	work of different illustrators; stop	Evaluation in the work of other artists
	Knowledge: Learning about portraiture	motion animation and Beowulf Poem.	as well as pupils own work.
	in the times of the Tudors and the	Making: Skills of using lines as mark	Knowledge: Learning about Claude
	context behind the work and thinking	making and using ink with a dipping	Monet and the work of other
	about how portrait has evolved.	pen. Drawing and observation skills.	impressionist artists. Context behind
			this art movement.



Evaluating: Skills of Judgement and
Evaluation in the work of other artists
as well as pupils own work.
Knowledge: Knowledge of Golden Age of
illustration and context. Knowledge of
the purpose and power of illustration.
Knowledge on a contemporary issue and
how to communicate through
illustration.

