





# Launton Church of England Primary School



## Art and Design curriculum provision EYFS

Golden thread: The superpower of looking – discuss paintings, drawings, collages, sculptures, textiles, art installations and architecture. Identify techniques used and build a rich visual vocabulary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Marvellous Me!	Colours of the Rainbow	Winter Wonderland	The Great Outdoors	Animal Kingdom	Under the Sea & Pirates
Nursery	<p>Draw and paint self-portraits/collage</p> <p>Draw and paint family portraits</p>	<p>Exploring the artwork of Wassily Kandinsky</p> <p>Artwork inspired by Bonfire night</p> <p>Christmas crafts</p>	<p>Explore the work of Gustav Klimt</p> <p>Create pictures using shiny materials</p>	<p>Explore the work of Jackson Pollock</p> <p>Explore different ways of creating texture. e.g painting with wool, sponges, spray bottles, straws.</p> <p>Marbling</p>	<p>Explore the work of Franz Marc and Eric Carle</p> <p>Clay work creating hedgehogs</p>	<p>Collage inspired by the theme <i>Under the Sea</i></p> <p>Explore the work of Alma Thomas. Create patterns e.g. to resemble waves, using brightly coloured shapes.</p>
Continuous provision	<ul style="list-style-type: none"> <li>• Artwork inspired by books</li> <li>• Exploring colour changing in melting ice</li> <li>• Still life drawings of winter, growing plants, Spring objects etc.</li> <li>• Free flow art trolley for children to use and explore</li> <li>• Colour mixing opportunities.</li> <li>• Child-led activities e.g. drawing things they have been doing at the weekend/their interests.</li> <li>• Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc</li> <li>• Outdoor art using a range of mark making materials such as paint rollers, chalk and coloured ice.</li> <li>• Craft Area enables children to self-select resources that they need / want to test out.</li> </ul>					

<b>Reception</b>	<p>Draw and paint self-portraits Guided practise in using a paintbrush and paint</p> <p>Draw and paint family portraits and portraits of family pets. Observational drawings of Pumpkins and other fruit.</p>	<p>Revisit the work of Wassily Kandinsky Guided practise mixing secondary colours with paint Autumn inspired artwork including printing using leaves Artwork inspired by Bonfire night Christmas crafts.</p>	<p>Revisit the work of Gustav Klimt, particularly <i>Portrait of Adele Bloch-Bauer I</i>. Use shapes to create patterns and mixed media pictures using predominantly one colour</p>	<p>Revisit the work of Jackson Pollock. Explore different ways of creating texture. e.g. painting with wool, sponges, spray bottles, straws.</p> <p>Marbling</p> <p>Seasonal artwork, including textured Easter eggs.</p>	<p>Revisit the work of Franz Marc, compare <i>Blue Horse</i> with <i>Whistlejacket</i> by George Stubbs</p> <p>Pinch pots and clay animals</p> <p>Textiles: use feathers, wool, pipe cleaners and felt to make colourful birds</p>	<p>Revisit the work of Alma Thomas. Create patterns. Discuss some of the cut-outs by Henri Matisse. Make collages using a range of materials including fabric. 3D art of marine animals, collaborative or individual</p>
<b>Continuous provision</b>	<ul style="list-style-type: none"> <li>• Craft Area enables children to self-select resources that they need / want to test out.</li> <li>• Scissor skills activities to help improve their skills so they can make more detailed designs.</li> <li>• Allowing children opportunities to mix colours and think about which primary colours mix to make secondary colours.</li> <li>• Provide a range of materials for children to use and explore, including wool, string, cardboard, lolly sticks etc.</li> <li>• Both adult-led and child-initiated activities.</li> <li>• Making characters from familiar stories.</li> <li>• Allowing children to have daily access to art supplies so that they can explore, design and make items from their interests.</li> <li>• Exploring colour changing in melting ice</li> <li>• Still life drawings</li> <li>• Outdoor art using a range of mark making materials such as paint rollers, chalk and coloured ice.</li> </ul>					



# Launton Church of England Primary School



## Art and Design curriculum provision Milestone 1 / KS1

Golden thread: The superpower of looking – discuss paintings, drawings, collages, sculptures, textiles, art installations and architecture. Identify techniques used and build a rich visual vocabulary.

	4 weeks	2 weeks	3 weeks	2 weeks	3 weeks	4 weeks
<b>Cycle A</b> Year group 1 – basic level  Year group 2 – advancing or deep level	<b>Sketching and painting</b> <b>Portraits</b> Discuss and compare portraits and self-portraits made by artists such as Lynette Yiadom-Boakye, Andy Warhol, Vincent Van Gogh Practise techniques for drawing features and faces. Sketch portraits. Discuss and practise colour mixing. Paint self-portraits.	<b>3D Art/Sculpture</b> Learn about the work of Andy Goldsworthy. Discuss shapes, space, line and scale. Use natural objects, such as stones, pinecones, conkers, leaves and seed pods to create own piece of 3D art. Collaborate to create larger pieces. Photograph for reference.	<b>Paint and pastel</b> <b>Impressionists</b> Discuss techniques, materials and colours used in Impressionist paintings. For example, the <i>Water lilies series</i> or <i>Sunrise</i> by Claude Monet and <i>Late afternoon in our meadow</i> by Camille Pissarro Use paints and pastel to create pictures in the style of Impressionist paintings	<b>Textiles</b> <b>Colour matching</b> Refer to previously studied artists, for example Vincent Van Gogh and Claude Monet. Introduce further work by Van Gogh; <i>The Starry Night</i> and <i>Sunflowers</i> , and by Monet; <i>Woman with a Parasol</i> and <i>San Giorgio Maggiore at Dusk</i> . Match colours and make 'wool' wraps using wool, ribbon and fabric strips. Discuss colour theory; primary and secondary colours, the colour wheel, warm and cool colours.	<b>Printing/Art from other cultures</b> Discuss symbols, meanings, shapes and composition seen Aboriginal 'dot' paintings, such as <i>Warlugulong</i> by Clifford Possum Tjapaltjarri. Compare with painting which use the cross-hatching techniques. Use the styles discussed to create own symbols. Combine to make pictures which tell a story. Repeated forms could be made using sponges cut to shape, or other materials as a stamp.	<b>Collage</b> <b>Line, shape, colour</b> Take inspiration from the work of Piet Mondrian to create collages using art straws, paper strips and rectangles. Compare neoplastic pictures, such as <i>Composition II in red, blue and yellow</i> , <i>New York City 1</i> and <i>Broadway Boogie Woogie</i> with the work of Andy Goldsworthy (using images explored earlier in the year). Compare with cut outs by Henri Matisse such as <i>The Snail</i> , <i>Snow flowers</i> and <i>The Parakeet and the Mermaid</i> .
<b>Vocabulary</b>	portrait, self-portrait, real, abstract, sketching, style, thick, thin, soft, broad, narrow, fine, line,	nautilus, curved, circle, gradual, cone, stone, natural, oval, shell, symmetrical,	landscape, broad, narrow, brushstrokes, thick, thin, Impression, impressionist,	primary, secondary, fabric, shade, texture, felt, wool, yarn, thread, silk, satin, ribbon, cord, smooth, twist, wrap,	symbol, ownership, repeat, stamp, communication	abstract, vertical, horizontal, straight, diagonal, curved, circle, oval,

	shape, shade, brushstroke,			colour; warm, cool, light, dark,		
<b>Continuous provision</b>	Observational drawing and painting Homework and seasonal activities					
<b>Retrieval practice</b>	Sketching techniques, e.g. pressing lightly, correct pencil grip.	Sketching techniques, e.g. pressing lightly, correct pencil grip.	Vocabulary used to describe the work of Andy Goldsworthy and other artists studied.	The aims and achievements of impressionist painters	Identifying warm and cool colours and making secondary colours.	Art as a form of communication - Australian Aboriginal Art
	<b>4 weeks</b>	<b>2 weeks</b>	<b>3 weeks</b>	<b>2 weeks</b>	<b>3 weeks</b>	<b>4 weeks</b>
<b>Cycle B</b> Year group 1 – basic level  Year group 2 – advancing or deep level	<b>Sketching and collage</b> <b>Portraits</b> Discuss and compare portraits and self-portraits made by artists such as Rembrandt, Pablo Picasso and Freda Kahlo. Practise techniques for drawing features and faces. Sketch portraits. Use collage to create portraits in the style of Picasso.	<b>3D Art/Sculpture</b> Create repeating patterns using beads and buttons. Thread final design together. Discuss examples of symmetrical and repeating patterns, noting impact of different colours, sizes and shapes. Create repeating patterns using natural objects such as acorns, shells and large seeds. Thread final design together on thin wire, which can then be shaped.	<b>Paint and pastel</b> <b>Impressionists</b> Discuss techniques, materials and colours used in Impressionist paintings. For example, <i>The Umbrellas</i> or <i>La Grenouillere</i> by Auguste Renoir, or <i>A cup of tea</i> by Mary Stevenson Cassatt. Use paints and pastel to create pictures in the style of Impressionist paintings.	<b>Textiles</b> <b>Colour matching</b> Refer to previously studied artists, for example Renoir and Picasso. Introduce further works by these artists, e.g. <i>Ma Jolie</i> or the <i>Three Musicians</i> by Picasso, <i>The Skiff</i> by Renoir and <i>Still Life with Parrot</i> by Frida Kahlo. Identify and match colours. Plan and make cords and plaits using wool, ribbon and fabric. Discuss colour theory; primary and secondary colours, the colour wheel, warm and cool colours.	<b>Printing and painting/Art from other cultures</b> Identify the colours and shapes seen in Ndebele geometric patterns, such as those in the work by Esther Mahlangu. Find out about the origins of house painting in this style. Paint patterns, referring to the images discussed. Print repeating pattern using sponges or other materials cut into different shapes. Discuss scale of Esther Mahlangu's work. Collaborate to create chalk pictures outside.	<b>Collage</b> <b>Line, shape, colour</b> Discuss the work of Yayoi Kusama, identifying types of art used; painting, sculpture, performance art, installation, as well as dot theme. Look at Pumpkin sculptures and other 3D examples of work such as <i>Shine of Life</i> , 2019. Use stickers, tissue paper or circles made of other materials to create Polka pictures. Make an art 'installation' in miniature. Compare to Art by Esther Mahlangu.
<b>Vocabulary</b>	portrait, self-portraits, real, abstract, sketching, style, thick, thin, soft, broad, narrow, fine, line,	assemble, shell, symmetrical, oval, thread, needle, pattern, mirror image	landscape, broad, narrow, brushstrokes, thick, thin, impression, impressionist,	primary, secondary, fabric, shade, texture, felt, wool, yarn, thread, silk, satin, ribbon, cord, smooth, twist, plait,	repeat, bright, communication, pattern,	abstract,

	shape, shade, brushstroke,			colour; warm, cool, light, dark,		
<b>Continuous provision</b>	Observational drawing and painting Homework and seasonal activities					
<b>Retrieval practice</b>	Sketching techniques, e.g. pressing lightly, correct pencil grip.	Sketching techniques, e.g. pressing lightly, correct pencil grip.	Vocabulary used in art learning so far, including that used to describe patterns	Compare <i>La Grenouillere</i> by Auguste Renoir to <i>La Grenouillere</i> by Monet	Identifying warm and cool colours and making secondary colours.	Art as a form of communication – Ndebele house painting



# Launton Church of England Primary School



## Art and Design curriculum provision Milestone 2 / Lower KS2

Golden thread: The superpower of looking – discuss paintings, drawings, collages, sculptures, textiles, art installations and architecture. Identify techniques used and build a rich visual vocabulary.

	2 weeks	4 weeks	3 weeks	4 weeks	3 weeks	2 weeks
<b>Cycle A</b> Year group 3 – basic level  Year group 4 – advancing or deep level	<b>Sketching techniques</b> Practise techniques such as stippling, hatching and cross hatching. Using both different grades of pencil and charcoal, vary the amount of pressure applied to create different tones and thicknesses of line. Create observational drawings of natural objects, such as pinecones. Use techniques practised to show texture and areas of light and shade.	<b>Mixed media pictures</b> Create a variety of textured backgrounds. For example, by sponging, scrapping or stippling with paint. Study the forms and shapes found in cave art, such as the animals found in the caves at Lascaux and Chauvet. Practise drawing some of these animals, using pencil, pastel and charcoal applying techniques learnt previously. Create a final composition by combining textured background with charcoal animals.	<b>Textiles and Colour Theory</b> Identify primary, secondary and tertiary colours. Learn weaving technique. Year 3, plain weave. Year 4, try further techniques such as twill or soumak. Apply colour theory in designing and making a piece of weaving; use either warm or cold colours or identify and use complementary colours.	<b>People in Art</b> Discuss colours, composition, figures, scale, materials and techniques used in paintings by Pieter Bruegel the Elder; <i>The Census of Bethlehem</i> and <i>Children's Games</i> . Compare with <i>A Sunday afternoon on the island of La Grande Jatte</i> by Georges Seurat. Make 3D figures using tinfoil. Arrange a number of figures to create a scene showing people, particularly children, engaged in everyday activities. Photograph.	<b>Printing</b> Learn about the work of Katsushika Hokusai, focusing on the print series <i>thirty-six views of Mount Fuji</i> . Use polystyrene to create printing blocks and make a series of prints.	<b>3D Art/Sculpture Clay</b> Discuss materials, meaning, shapes, scale, along with the influences and significance of sculptures by Barbara Hepworth. Contrast with the work of Alberto Giacometti. Refer to tinfoil figures, made previously. Practise techniques for working with and manipulating clay and carving soap before creating own biomorphic shapes. Year 3, guided in creating a series of different forms. Year 4, work independently to create forms of own design.
<b>Vocabulary</b>	hatching, cross hatching, contour hatching, scrumbling, stippling, tone, shade, shadow, pressure, texture	minimal, symbolism, texture	tertiary, complementary, warp, weft, selvedge, taut, loom, vermilion, amber, chartreuse, magenta, teal, violet,	composition, scale, pointillism, foreground, background	block printing, monoprint, absorb,	biomorphic, carve, sculpt, mould, cast, elongated, angular, rounded, smooth,

<b>Continuous Provision</b>	Homework activities. Seasonal activities. Pencil sketches and line drawings					
<b>Retrieval practice</b>	Sketching techniques, Including drawing features and faces	Sketching techniques	Early artists – evidence and possible interpretations	Colour theory Vocabulary to describe colours	Compare <i>The Fall of Icarus</i> by Bruegel with <i>The fall of Icarus</i> by Matisse	The work and legacy of Hokusai
	<b>2 weeks</b>	<b>4 weeks</b>	<b>3 weeks</b>	<b>4 weeks</b>	<b>3 weeks</b>	<b>2 weeks</b>
<b>Cycle B</b> Year group 3 – basic level Year group 4 – advancing or deep level	<b>Sketching techniques</b> Practise techniques such as stippling, hatching and cross hatching. Using both different grades of pencil and charcoal, vary the amount of pressure applied to create different tones and thicknesses of line. Create observational drawings of natural objects, such as shells. Use techniques practised to show texture and areas of light and shade.	<b>Mixed media rural landscapes</b> Discuss the composition, scale, space, light, line and colours in examples of painted and mixed media landscapes, for example, <i>Garrowby Hill</i> and <i>Double East Yorkshire</i> by David Hockney. Compare with <i>The Fighting Temeraire</i> by J.W.M. Turner. Practise colour mixing, painting techniques arranging elements of a landscape before painting own stylised rural landscape.	<b>Textiles and Colour Theory</b> Identify primary, secondary and tertiary colours. Learn weaving technique. Year 3, plain weave. Year 4, try further techniques such as twill or soumak. Apply colour theory in designing and making a piece of weaving; use either warm or cold colours or identify and use complementary colours.	<b>People in Art Urban Landscapes</b> Discuss colours, composition, figures, and scale in paintings by L.S. Lowry, as well as his aims and achievements. Compare with paintings by Paul Burnsall. Practise perspective drawing; study the angles and respective sizes of buildings in Lowry's pictures such as <i>The Footbridge</i> , <i>Rising street</i> , <i>The Fever Van</i> and <i>The street with many steps</i> . Use techniques learnt to create a final composition.	<b>Printing and Pop Art</b> Learn about Pop Art and the work of Andy Warhol. Pupils will be familiar with his self portrait from their learning in KS1. Make a printing block using card and string. Create a series of prints. Experiments with colour changes.	<b>3D Art/Sculpture Clay</b> Discuss materials, shapes, scale, along with the inspiration and for sculptures ( <i>Three standing figures</i> , <i>Family group</i> ) by Henry Moore. Compare to the work of Auguste Rodin. Practise techniques for working with and manipulating clay before creating own biomorphic shapes to represent a family group. Year 3, guided in creating a series of different shapes. Year 4, work independently to create forms of own design.
<b>Vocabulary</b>	hatching, cross hatching, contour hatching, scrumbling, stippling, tone, shade, shadow, pressure,	abstract, stylised, composition,	tertiary, complementary colours, warp, weft, selvedge, taut, loom, vermilion, amber, chartreuse, magenta, teal, violet,	naïve, industrial, muted, foreground, background,	commercial, absorb, monoprint,	biomorphic, carve, sculpt, mould, cast, rounded, lifelike, smooth, organic,
<b>Continuous Provision</b>	Homework activities. Seasonal activities. Pencil sketches and line drawings					



Retrieval Practice	Sketching techniques, including drawing features and faces	Sketching techniques	Compare <i>The fighting Temeraire</i> by Turner with Monet's <i>Sunrise</i>	Colour theory Vocabulary to describe colours	Perspective drawing techniques	Pop Art
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# Launton Church of England Primary School



## Art and Design curriculum provision Milestone 3 / Upper KS2

Golden thread: The superpower of looking – discuss paintings, drawings, collages, sculptures, textiles, art installations and architecture. Identify techniques used and build a rich visual vocabulary.

	3 weeks	2 weeks	3 weeks	3 weeks	4 weeks	3 weeks
<p><b>Cycle A</b> Year group 5 – basic level</p> <p>Year group 6 – advancing or deep level</p>	<p><b>Drawing and Painting</b> <b>Scientific illustration</b></p> <p>Find out about Maria Sibylla Merian; her achievements, legacy and what made her a pioneer. Make observational drawings of caterpillars and butterflies. Paint further examples using watercolours. Compare scientific illustrations to pen and ink insects by Rosalind Monks.</p>	<p><b>Textiles</b> <b>Decorative stitches</b></p> <p>Discuss known stitches and their uses: running stitch, backstitch (Design and Technology). Learn how to make different decorative stitches: cross stitch, chain stitch, blanket stitch, French knots and detached chain stitch (or lazy daisy) to create a sampler on Binca (Year 5) or a pattern or picture on cotton fabric (year 6).</p>	<p><b>Technical Drawing &amp; Architecture</b></p> <p>Use isometric paper to draw cubes, cuboids and triangular prisms. Practise using a compass to draw circles. Learn about buildings designed by Frank Lloyd Wright, including: <i>Fallingwater</i>, <i>the Guggenheim Museum</i> and the <i>SC Johnson Administration Building</i>. Discuss the role of an architect and drawing to scale. Draw buildings with precision.</p>	<p><b>Abstract Art</b> Op Art</p> <p>Discuss examples of art that uses optical illusions such as <i>Hesitate</i> 1964 and <i>Movement in Squares</i> 1961 by Bridget Riley, and <i>Zebra</i> 1961 by Victor Vasarely. Compare and contrast with abstract art with which pupils are familiar from learning in KS1 (Kusama, Mondrian) and LKS2 (Seurat, who influenced Riley) Create own Op art. Paint an Op Art pot.</p>	<p><b>Lino Printing</b></p> <p>Compare botanical shapes, colours and techniques used in designs by William Morris and Angie Lewin. Select shapes from a range of sources (make observational drawings of meadow flowers or tree silhouettes. Refer also to previously made botanical drawings and paintings in art books) and create a stylised botanical design. Transfer onto lino and repeat print.</p>	<p><b>3D Art/Sculpture</b> <b>Mask Making</b></p> <p>Look at examples of masks and discuss techniques used in mask making. Discuss the role of masks through time and in different cultures. Draw on learning in history, (e.g. theatre in ancient Greece) as well as further examples when designing and making a mask.</p>
<b>Vocabulary</b>		Names of different stitches: running, blanket, chain,		monochrome, optical illusion		

<b>Continuous Provision</b>	Homework activities. Seasonal activities. Pencil sketches and line drawings					
<b>Retrieval practice</b>	Sculptures and sculptors: Barbara Hepworth, Henry Moore, Auguste Rodin, Alberto Giacometti	Maria Sibylla Merian; her achievements and legacy.	Names of different stitches, fabrics and textiles (sewing, knitting, weaving). Their properties and uses	The work of Frank Lloyd Wright	The Op art movement and associated vocabulary	The work of William Morris Technique employed by Angie Lewin
	<b>3 weeks</b>	<b>2 weeks</b>	<b>3 weeks</b>	<b>3 weeks</b>	<b>4 weeks</b>	<b>3 weeks</b>
<b>Cycle B</b> Year group 5 – basic level  Year group 6 – advancing or deep level	<b>Drawing and Painting</b> <b>Botanical illustration</b> Find out about the work of Marianne North and the role of botanical artists, past and present. Make observational drawings of separate parts of plants (leaves and flowers). Paint further examples using watercolours. Compare to the work of Georgia O’Keefe	<b>Textiles</b> <b>Decorative stitches</b> Discuss known stitches and their uses: running stitch, backstitch (Design and Technology). Learn how to make different decorative stitches: cross stitch, chain stitch, blanket stitch, French knots and detached chain stitch (or lazy daisy) to create a sampler on Binca (Year 5) or a pattern or picture on cotton fabric (year 6).	<b>Technical Drawing &amp; Architecture</b> Use isometric paper to draw cubes, cuboids and triangular prisms. Practise using a compass to draw circles. Learn about Antoni Gaudi and his designs, including <i>La Sagrada Familia</i> , <i>Park Guell</i> and <i>Casa Batllo</i> . Discuss the role of an architect and drawing to scale. Draw and design buildings with precision. Compare Gaudi’s designs with contemporary architecture.	<b>Art with a political message</b> Research and discuss the work and achievements of Lubaina Hamid – “artist and cultural activist.” Compare pieces such as <i>Naming the Money</i> with previously studied examples of art that features figures (Lowry, Giacometti), as well as further examples of art that has a political agenda, such as <i>Guernica</i> by Pablo Picasso. Make an art installation, using ‘cut outs’.	<b>Screen Printing</b> Discuss examples of artwork by Banksy, including political messages, signature motif and use of stencils. Make stencils and print onto paper and fabric. Compare work by Discuss further underground art.	<b>3D Art/Sculpture</b> <b>Relief Sculpture</b> Look at examples of relief sculpture and discuss possible techniques for making both those used to make examples shown and those possible in the classroom. Draw on learning in history, (e.g. relate to friezes in architecture from ancient Greece and Rome) as well as further examples when designing and making a relief sculpture. Collaborate to make larger pieces.
<b>Vocabulary</b>					motif, logo	
<b>Continuous Provision</b>	Homework activities. Seasonal activities. Pencil sketches and line drawings					
<b>Retrieval Practice</b>	Sculptures and sculptors: Barbara Hepworth, Henry Moore, Auguste	The role of botanical artists	Names of different stitches, fabrics and textiles (sewing,	The work of Antoni Gaudi	Political art The work of Lubaina Hamid	Political art Banksy

Rodin, Alberto  
Giacometti

knitting, weaving). Their  
properties and uses