



Attleborough Primary School – Art and Design Curriculum: EYFS – Year 6

Attleborough Primary School Curriculum Intent for Art and Design

At APS, we believe that *Art* is something which is created with imagination and technique; that expresses ideas, feelings and emotion. We believe that art is something which is personal to each child and should encompass their individual thoughts, opinions and preferences.

At APS we teach Art through the Access Art Primary Curriculum approach, which provides opportunities for our children to explore art through a range of media, techniques and experiences. The progression of knowledge and skills enables children to develop their own art drawing upon what they have previously been taught. When introduced to an artist (modern or historical), they are taught to understand what has motivated them. This ensures that our children are able to adopt the same approach to their own work; their art becomes a reflection of their own creativity, imagination, feeling and emotion.

We aim for our children to be confident artists who feel able to develop their own creativity. We want them to be proud of their art and leave us as confident, inspired and informed artists



Attleborough Primary School – Art and Design Curriculum: EYFS – Year 6

| EYFS Statutory Framework Art and Design Related Objectives | | |
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| Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Fine Motor Skills <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing | | |
| EYFS Key Content Knowledge | | |
| Autumn Term 1 | Spring Term 2 | Summer Term 3 |
| Core Knowledge <ol style="list-style-type: none"> Pupils will know how to mix colours (primary to secondary) Pupils will know how to create a self portrait Pupils will know how to create artwork out of junk modelling materials Pupils will know how to create art with clay and salt dough Pupils will know how to add texture to their artwork through themed crafts Skills <ul style="list-style-type: none"> -Pupils will be able to paint pictures independently -Pupils will be able to mix colours to make other colours -Pupils will understand that we can use different materials for artwork -Pupils will be able to make a objects out of clay | Core Knowledge <ol style="list-style-type: none"> Pupils will know how to create some Chinese art Pupils will know how to use a range of tools to produce different styles of artwork – pastels, printing etc Pupils will explore their local environment Pupils will know how to draw fruits Pupils will make patterns Pupils will be able to say what they liked/disliked Skills <ul style="list-style-type: none"> -Pupils will be able to use a range of tools in their artwork -Pupils will be able to draw/print independently -Pupils will be able to make patterns | Core Knowledge <ol style="list-style-type: none"> Pupils will learn about artists and artwork eg: Rousseau's Tiger Pupils will know how to make a collage Pupils will know the best tools to use Pupils will be able to say what they liked/disliked Skills <ul style="list-style-type: none"> -Pupils will be able to talk about an artist and their artwork -Pupils will be able to make a collage independently -Pupils will be able to choose the best tools for their artwork <p>Pupils will develop being able to observe the work of other designers to help them with their product.</p> |
| Key Vocabulary | | |
| Paint, mix, clay, mould, | tools, draw, print, pattern | Artist, artwork, collage |
| Enrichment Opportunities | | |
| Using a range of materials, clay, paint, pencils, felt tips, junk modelling. Exploring environment for inspiration for artwork. | | |



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National Curriculum aims:

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Key Stage 1 National Curriculum Objectives (Years 1 and 2)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.

Year 1 Key content knowledge

| Autumn Term 1 | Spring Term 1 | Summer Term 1 |
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| Unit: Drawing - Sprilas Key Artist(s): Molly Hasland, (Frida Kahlo) Core Knowledge 1. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation/ exploration 2. Know that drawing is a physical and emotional activity. That when we draw, we can move our whole body. 3. Know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, & how fast/slow we move. 4. Know that we can draw from observation or imagination. | Unit: Painting: Printing- Lino prints Key Artist(s): William Morris Core Knowledge 1. Know that prints are made by transferring an image from one surface to another 2. Understand relief prints are made when we print from raised images (plates). 3. Know that there is a relationship between plate and print: e.g. negative / positive. 4. Know that we can use print to create “multiples” 5. Know that we can explore line, shape, colour, texture to explore pattern, sequence, symmetry and intention. | Unit: 3D: Sculpture – Playful Making Key Artist(s): Linda Bell, Nnena Kalu (Andy Goldsworthy) Core Knowledge 1. Know that when we make art in 3 dimensions it is often called sculpture. 2. Know that we can form and share opinions about a sculpture. 3. Know that we can generate ideas through playful exploration. 4. Know that we can build understanding of the properties of materials through manipulation. 5. Know that making sculpture is a partnership |



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| <p>5. Know that we can use colour to help our drawings engage others.</p> <p>Skills</p> <ul style="list-style-type: none"> - Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. - Work at a scale to accommodate exploration - Use colour (pastels, chalks) intuitively to develop drawings <p><u>Sketchbook:</u></p> <ul style="list-style-type: none"> - Personalise a sketchbook to collate ideas - Develop experience of primary and secondary colours - Practice observational drawing | <p>Skills</p> <ul style="list-style-type: none"> - Use hands and feet to make simple prints, using primary colours - Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. - Explore concepts: “repeat” “pattern” “sequencing” <p><u>Sketchbook</u></p> <ul style="list-style-type: none"> - Use sketchbooks to test out printmaking ideas - Explore mark making | <p>between materials, ideas, hands, and tools</p> <p>6. Know that we can reflect upon our intention when we see our ideas made physical.</p> <p>Skills</p> <ul style="list-style-type: none"> - Use a combination of two or more materials to make sculpture - Use construction methods to build - Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy |
| Key Vocabulary | | |
| Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful | Print, Press, Pressure, Paint, Image, shape, line, Arrange/ment Pattern, Sequence, Rubbing, Texture, Colour Mixing, collage Primary colours: Red, Yellow, Blue, Secondary: Green, Orange, Purple, | Sculpture, construct, create 3D, invent, |
| Enrichment Opportunities | | |
| Art exhibited | Art exhibited | Class project Art exhibited |



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| Y2 Key Content Knowledge | | |
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| Autumn Term 2 | Spring Term 2 | Summer Term 2 |
| <p>Unit: Drawing: Key Artist(s): Rosie James, Alice Fox (Lowry)</p> <p>Core Knowledge 1. Know that artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. 2. Know that we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. 3. Know that we can use the things we find to draw from, using close observational drawing. 4. Know that we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. 5. Know we can use the shape of the page, and the way we arrange elements on the page, to create compositions that we like. 6. Know that when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.</p> <p>Skills -Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph Sketchbook - Work in sketchbooks representing spaces and places from local environment</p> | <p>Unit: Expressive Painting Key Artist(s): Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne (O'Keefe)</p> <p>Core Knowledge: 1. Know that artists sometimes use loose, gestural brush marks to create expressive painting (abstract). 2. Understand that Expressive painting can be representational or more abstract. 3. Know that Artists sometimes use colour intuitively and in an exploratory manner (properties of paint and colour mixing). 4. Know that we can enjoy and respond to the way paint and colour exist on the page. 5. Know that Artists use impasto and sgraffito to give texture to the painting 6. Understand concept of still life 7. Know how to reflect on our own work and the work of others, we are considering what we are good at and what we might do differently next time.</p> <p>Skills -Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. -Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Sketchbook - Explore colour and colour mixing</p> | <p>Unit: 3D: Sculpture- Stick sculpture Key Artist(s): Chris Kenny</p> <p>Core Knowledge 1. Understand when we make sculpture by adding materials it is called Construction 2. Understand that making art can be playful and fun 3.. Know that artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. 4.. Know that we can create things for other people to use and enjoy. 5.. Understand that we can use our imagination to help us shape the world 6.. Know that when we reflect on our own work and the work of others, we are considering what we are good at and what we might do differently next time.</p> <p>Skills -Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure</p> |
| Key Vocabulary | | |
| Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Observational Drawing, Close | Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Palette Knife, Home-Made Tools, Abstract, Invent, | Explore, Experiment, Fasten, Construct, Respond, Think, Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, |



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| study, Draw slowly, Intention, Pressure, Line, Mark, Wax resist, Graphite, Watercolour, Brusho, Mark making, Tone, Shape, | Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention. Still Life, Composition, Positive/Negative shapes, Balance | Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Colour, materials, Texture. Test, Explore, Add, Photograph, Film, Document, Lighting, Focus, Composition, |
| Enrichment Opportunities | | |
| Exploring local environment Work exhibited | Researching artists, online videos of art unable to visit, Work exhibited | Work exhibited, photographing work, story-telling |



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KS2 National Curriculum (Years 3-6)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.

| Y3 Key Content Knowledge | | |
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| Autumn Term 1 | Spring Term 1 | Summer Term 1 |
| Unit: Drawing: Drawing with charcoal Key Artist(s): Heather Hansen, Laura McKendry, Edgar Degas (McAren) Core Knowledge: <ol style="list-style-type: none"> 1. Continue to build understanding that sketchbooks are places for personal experimentation 2. Know that charcoal can be used as a drawing material that lends itself to loose gestural. 3.. Know that when we draw with charcoal, we can use loose gestural marks to make work on a larger scale 4.. Know that cave people used charcoal and their fingers to draw on cave walls and we can still do the same thing today – it was our first drawing tool as humans. 5.. Know that when we draw, we can use the expressive marks we make to create a sense of drama. 6.. Know that when we draw, we can move around. 7.. Know that when we draw, we can use light to make out subject more dramatic, and we can use the qualities of charcoal to capture this drama. | Unit: Painting: Print-making and collage Key Artist(s): Henri Matisse, Claire Willberg (Rosseau) Core Knowledge: <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <ol style="list-style-type: none"> 1. Know that we can be inspired by key artworks and make out own work in creative response. 2. Know that we can use shapes and colour to simplify elements of the world. 3. Know that shapes have both a positive and negative element. 4. Know that we can arrange shapes to create exciting compositions. 5. Know that we can build up imagery by layering shapes. 6. Know that we can use collage to inspire prints. 7. Know that we can build up imagery by layering shapes. | Unit: 3D: Sculpture – Telling stories through sculpture Key Artist(s): Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake Core Knowledge: <p>Understand that when we make sculpture by moulding with our fingers it is called modelling. That clay and Modroc are soft materials which finally dry/set hard. An armature is an interior framework which support a sculpture#</p> <ol style="list-style-type: none"> 1. Know that we can take inspiration from other artforms such as film and literature and make drawings in response. 2. Know that through making work in another medium we can make work our own, re-interpreting and re-inventing. 3. Know that we can explore character, narrative and context to create drawings. 4. Know that we can explore character, narrative, and context and create sculptures which will convey these qualities though their form, texture, material, construction, and colour 5. Know how to reflect reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. |



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| <p>(Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings)</p> <p>8. Know how to reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.</p> <p>Skills</p> <ul style="list-style-type: none"> -Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. -Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow <p>Sketchbooks</p> <ul style="list-style-type: none"> -Explore the qualities of charcoal. -Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. -Develop mark making skills. | <p>8. Know how to reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.</p> <p>Skills</p> <ul style="list-style-type: none"> -Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition <p>Sketchbook</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own</p> | <p>Skills</p> <ul style="list-style-type: none"> -Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. -Make an armature to support the sculpture. <p>Sketchbooks</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own</p> |
| Key Vocabulary | | |
| Charcoal, Gestural, Loose, Expressive, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Silhouette, | Sketch, Note, Line, Shape, Capture, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, | Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, |
| Enrichment Opportunities | | |
| Cave art Exhibited work drama | Online videos, Exhibited work | Telling stories through art Exhibited work |



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| Y4 Key Content Knowledge | | |
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| Autumn Term 2 | Spring Term 2 | Summer Term 2 |
| <p>Unit: Drawing – storytelling through drawing Key Artist(s): Laura Carlin, Shaun Tan</p> <p>Core Knowledge Understand that artists and illustrators interpret narrative texts and create sequenced drawings</p> <ol style="list-style-type: none"> 1. Know that we can tell stories through drawing. 2. Know that we can use text within our drawings to add meaning. 3. Know that we can sequence drawings to help viewers respond to our story. 4. Know that we can use line, shape, colour, and composition to develop evocative and characterful imagery. 5. Know how to reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. <p>Skills -Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. -Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. -Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling</p> | <p>Unit: Painting: Still Life Key Artist(s): Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p> <p>Core Knowledge Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today.</p> <ol style="list-style-type: none"> 1. Know that when artists make work in response to static objects around them it is called still life. 2. Know that still life has been a genre for many hundreds of years and is still relevant today. 3. Know that when artists work with still life they bring their own comments and meaning to the objects they portray 4. Know that we can make a still life creative response in many media: drawing, painting, collage, relief... 5. Know that we can use line, shape, colour, texture, and form to give meaning to our work, and explore composition, foreground, background, and negative space 6. Know how to reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. <p>Skills -To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To</p> | <p>Unit: 3D Sculpture Key Artist(s): Claes Oldenberg, Lucia Hierro, Nicole Dyer Chris Grydor</p> <p>Core Knowledge To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right</p> <ol style="list-style-type: none"> 1. Know that sculpture can be joyful. 2. Know that we can respond to a creative stimulus through lots of different media (pen, paint, modelling, materials, and fabric) to work towards drawing, painting, collage, and sculpture. 3. Know that we can use our knowledge and curiosity of line, shape, colour, and form to make playful and inventive art. 3. Know that we can make an individual artwork which contributes to a larger or shared piece, or we can work on a shared artwork. 4. Know that making art can be fun and joyful, and that we can find subject matter which inspires and brings us all together 5. Know that we can make an individual artwork which contributes to a larger or shared piece, or we can work on a shared artwork. 6. Know that making art can be fun and joyful, and that we can find subject matter which inspires and brings us all together. |



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| Sketchbook -Practise drawing skills. -Make visual notes to record ideas and processes discovered through looking at other artists. -Test and experiment with materials | consider lighting, surface, foreground and background. -To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). -Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Sketchbook -Practise drawing skills. -Make visual notes to record ideas and processes discovered through looking at other artists. -Test and experiment with materials -Brainstorm pattern, colour, line and shape. | 7. Know how to reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. Skills -Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. -To combine modelling with construction using mixed media and painting to create sculpture. Sketchbook -Practise drawing skills. -Make visual notes to record ideas and processes discovered through looking at other artists. -Test and experiment with materials -Brainstorm pattern, colour, line and shape. |
| Key Vocabulary | | |
| Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative | Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, | Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, |
| Enrichment Opportunities | | |
| Storytelling through art Exhibited work | Research artists, Online videos of artwork/galleries unable to visit, Exhibited work | Exhibited work class project |



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| Y5 | | |
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| Key Content Knowledge | | |
| Autumn Term 1 | Spring Term 1 | Summer Term 1 |
| <p>Unit: Drawing: Typography and maps</p> <p>Key Artist(s): Louise Fili, Grayson Perry, Paula Scher, (Chris Kenny)</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Know that when designers work with fonts and layout it is called typography. 2. Know that we can use the way words look to help us communicate ideas and emotions. 3. Know that we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 4. Know how to reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time. <p>Skills</p> <ul style="list-style-type: none"> -Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. -Draw over maps/existing marks to explore how you can make mark making more visually powerful. -Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. <p>Sketchbooks</p> <p>Explore mark making.</p> <p>Brainstorm ideas generated when reading poetry or prose.</p> | <p>Unit: Painting: Land and city scapes</p> <p>Key Artist(s): Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan (Hokusai)</p> <p>Core Knowledge</p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this</p> <ol style="list-style-type: none"> 1. Know that artists use a variety of media, often combining media in inventive ways to capture the energy and spirit of land or city scapes. 2. Know that artists often work outside (plein air) so that all their senses can be used to inform the work. We can use sketchbooks to focus this exploration and we do not always need to create an 'end result'. 3. Know that as artists we can experiment with materials, combining them to see what happens. We can feel free and safe when to take creative risks without the fear of getting things wrong. 4. Know that we can share our artistic discoveries with each other and be inspired by each other. <p>Skills</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour,</p> | <p>Unit: 3D: Sculpture- architecture</p> <p>Key Artist(s): Shoreditch Sketcher,</p> <p>Core Knowledge</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better</p> <ol style="list-style-type: none"> 1. Know that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. 2. Know that we can make creative choices that both serves ourselves as individuals and the communities we belong to. 3. Know that we can use form, structure, materials, and scale to design innovative buildings. 4. Know that we can build architectural models to test out our ideas and share our vision 5. Know how to share our artistic discoveries with each other and be inspired others. <p>Skills</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</p> <p>Sketchbooks</p> <p>-Make visual notes to capture, consolidate and reflect upon the artists studied.</p> |



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| Make visual notes to capture, consolidate and reflect upon the artists studied. | <p>composition and mark making. Think about light and dark, movement and energy</p> <p>Sketchbooks</p> <p>-Explore mark making.</p> <p>-Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>-Experiment with different media and different marks to capture the energy of a landscape.</p> <p>Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> | -Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc |
| Key Vocabulary | | |
| Typography, Lettering, Graphics, Design, Pictorial Maps, Identity, Symbols, | Landscape, Cityscape, Working from Life, Mixed Media, senses, Spirit, Energy, Capture, Composition, Format, | Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location, Model, Maquette, |
| Enrichment Opportunities | | |
| Exhibited work | Researching artists, online videos of galleries unable to visit, Exhibited work, | Researching architecture in local area, Class project Exhibited work |



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| Y6 Key Content Knowledge | | |
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| Autumn Term 1 | Spring Term 1 | Summer Term 1 |
| <p>Unit: Drawing: 2D drawing to 3D making Key Artist(s): Lubaina Himid, Claire Harrup</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Know that drawing and making have a close relationship. 2. Know that drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. 3. Know that we can use methods such as the grid method and looking at negative space to help us draw. 4. Know that when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. 5. Know that there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic 6. Know how to reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Skills</p> <ul style="list-style-type: none"> -Explore using negative and positive space to “see” and draw a simple element/object. <u>2D to 2D</u> -Use the grid system to scale up the image above, transferring the image onto card. <u>2D to 2D</u> -Use collage to add tonal marks to the “flat image”. Sketchbooks -Practise seeing negative and positive shapes. | <p>Unit: Painting: Exploring identity Key Artist(s): Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Know that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. 2. Know that people are the sum of lots of different experiences, and that through art we can explore our identity. 3. Know that we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. 4. Know that as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. 5. Know how to reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Skills</p> <ul style="list-style-type: none"> -Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. -Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore Sketchbooks | <p>Unit: 3D: Sculpture – Shadow puppets Key Artist(s): Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p> <p>Core Knowledge</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future</p> <ol style="list-style-type: none"> 1. Know that there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. 2. Know that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. 3. Know that we can work in collaboration with others to make a shared experience. 4. Know how to reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. <p>Skills</p> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you Sketchbooks</p> <ul style="list-style-type: none"> -Develop Mark Making |



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| -Using the grid method to scale up an image. -Develop Mark Making -Make visual notes to capture, consolidate and reflect upon the artists studied | -Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? -Explore combinations and layering of media. -Develop Mark Making -Make visual notes to capture, consolidate and reflect upon the artists studied. | -Make visual notes to capture, consolidate and reflect upon the artists studied |
| Key Vocabulary | | |
| 2D Drawing, 3D Object, Negative space, Grid method, Scaling up, Collage, Structure, Balance | Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical | Paper cutting, Cut Outs, Shadow puppets, Performance Narrative, Character |
| Enrichment Opportunities | | |
| Photographing work, Exhibited work, classroom projects, Researching artists | Exploring individual identity and what is important to them | Drama, class projects (Puppet workshop/visit – TBC) |