



Wordsworth Art and Design Curriculum

EYFS				KS1 & KS2		
Autumn EAD - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop an understanding of where and what they can do as part of the EAD and look at key skills such as cutting, printing and painting Develop their own ideas and then decide which materials to use to express them. – be exposed to a variety of materials and techniques during discovery time and based on their own interests Join different materials and explore different textures. Introduce ‘Artist of the week’ Spring EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings - linked to our own interests and our PLODs Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Summer Early Learning Goal: PD - Use a range of small tools, including scissors, paint brushes EAD - 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;				Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ 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] ♣ about great artists, architects and designers in history.		
Artists at Wordsworth are creative and reflective learners. They work with confidence, building on prior knowledge and skills in order to make their own choices and develop their own artistic style and flair. Inspired by a range of different artists, specialising in different areas, children demonstrate their creativity by sharing their ideas and experiences when developing their own works of art, craft and design.						
Year Group	Mark Making	Tone	Colour	Pattern	Texture and Textiles	Form
Year 1	Beatrix Potter <ul style="list-style-type: none">- Look at patterns in the natural and man-made world.- Use pencils to create a range of marks.- To develop skill when drawing circles, dots and lines.- To use small and large strokes when using a pencil to draw outlines.		The Dot <ul style="list-style-type: none">- Name primary and secondary colours.- To know which primary colours mix to make secondary colours.- To look at how secondary colours change when you add different amounts of each colour.			Sculpture <ul style="list-style-type: none">- Sort materials into different qualities.- To use modelling to represent an object or idea- Use different methods to decorate objects E.g. applied, impressed, painted.- Use both hands to create a clay ball.

	<ul style="list-style-type: none"> - To use a range of materials to make marks including pencils, pens and charcoal. - To be able to describe how different materials created different marks. - To create their own illustration inspired by the artwork of Beatrix Potter 		<ul style="list-style-type: none"> - To be able to describe an object by its colour. - To be able to sort images into their colours. - Make patterns using more than one colour. - To understand which colours are warm and which are cool. - To create a colourful painting inspired by 'The Dot' 			<ul style="list-style-type: none"> - Talk about the weight and feel of clay. - Identify how to keep clay malleable using an appropriate amount of water. - Create a simple coil by rolling clay out - To say what I liked about my artwork and what I would do differently next time.
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Year 2		Light and Dark <ul style="list-style-type: none"> - To know that light and dark has an impact on how realistic a drawing is. - To look at a range of black and white artworks, and be able to identify how the artist has created the image without using colour. - To be able to locate where the light is coming from and where the shadow should be on an object. - To consider different methods of making pencil, oil pastel and charcoal lighter and darker, e.g. adding 		Andy Warhol <ul style="list-style-type: none"> - Develop an understanding of what is meant by the word 'pattern' by looking at a variety of patterns, both natural and manmade - Locate different examples of patterns they can find around them and document them into their sketchbook - Look at repetition in pattern through shape, colour and imagery. - To be able to explain how some famous artists have used repetition in their 	Andy Goldsworthy <ul style="list-style-type: none"> - To develop an understanding of what materials can be used in nature to create art through relief, collage sculpture and printing. - Create rubbings of various textures found outside. Annotate these with the patterns you can see. Experiment with painting on a range of surfaces and see what effect this has (stones, leaves, wood) Use their sketchbooks to record their ideas. Plan a design before creating it outside using natural textiles. 	

		<p>or removing pressure, building shading up in stages, using a rubber to remove pencil.</p> <ul style="list-style-type: none"> - To experiment with using white chalk on black paper to show highlights. - To design a final black and white artwork using a medium they have used over the half term. 		<p>artwork (Escher, Andy Warhol etc. https://classroom.google.com/u/0/c/NDI3OTEwODI4NjEy/a/NDc2MDkwMzA0OTcz/details)</p> <ul style="list-style-type: none"> - To use foam board to create an impression print inspired by the work of Andy Warhol - To plan a design and evaluate how effective it is. 	<p>Create a natural collage using things found outside.</p> <p>Inspired by Andy Goldsworthy, use school tablets to record patterns found and manipulated in nature. Begin to evaluate the effectiveness of the items chosen, making plans for what would be changed next time.</p>	
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Year 3	<p>Sketching from Observation</p> <ul style="list-style-type: none"> - Compare the effect of hatching and cross hatching techniques with simple shading and practice using it within their own work. - To evaluate the still life paintings of the Dutch masters and know that the items were used to symbolise things that were important to the creator. - Explore making different effects with a pen to mark make. - Draw both the positive and negative shapes. - Use a view finder to select an area of an object for drawing (consider composition). 			<p>Pattern and Shape</p> <ul style="list-style-type: none"> - Collect pattern and designs in sketchbooks to plan their work. - Begin to look at how shapes are used in artwork – tessellation and alternating patterns. - Look at the Zentangle style of drawing and have a go at filling simple outlines with this style of pattern. - Create repeated patterns through use of both shape and colour, and be able to replicate this. - Look at the work of artists such as Paul 		<p>Viking Pots</p> <ul style="list-style-type: none"> - Identify clay skills and found in Ancient Viking Pottery and incorporate these features into their own design. - Create even clay balls and coils. - Using their sketchbooks to plan and develop their ideas. - Develop mark making into clay by choosing appropriate tools to create effective marks. - Create a simple pot using pinching and pulling. - Experiment with the effect of a range of clay

	<ul style="list-style-type: none"> - Shade to show light and shadow deciding where best to use each - To create a final image using 'symbolic items' that you have set up to observe and draw. - To evaluate your final artwork, explaining what meaning each item had. 			Klee and Kandinsky and be able to identify how they have used patterns within their artwork.		<ul style="list-style-type: none"> - tools on clay by creating a 'test tile' - Evaluate both my own and other's work, discussing shape, texture and accuracy.
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Year 4	Botanical Art <ul style="list-style-type: none"> - To begin to select the appropriate pencil for purpose, using your knowledge of B and H pencils. - To develop an initial sketching method, by lightly drawing first and then building shading up slowly. - To compare the effect of hatching, cross hatching and scumbling techniques and practice using them in their own work. - Use close observation of an object to draw it from different angles. - To review the work of Henri Rousseau, thinking about how he uses composition, scale and light and dark. - To work on drawing using different scales and proportions (E.g. A6 to A4) and be able to evaluate the level of detail possible in each drawing. - To design and create an artwork containing local flora and fauna, inspired by the work of Henri Rousseau. 		Watercolours <ul style="list-style-type: none"> - Introduce different types of brush techniques- apply colour using dotting, scratching, splashing - To look at how water can be used to create a range of tints and shades. - To develop a colour wheel that contains tertiary colours, showing how primary and secondary colours can be mixed to create these. - Use wax to create negative spaces. - Practice using washes to blend paint on the page. 	Indian Art <ul style="list-style-type: none"> - Experiment with ideas and plan them in sketchbook. - To review and develop an understanding of the significance of different patterns in Indian artwork. - Design own Rangoli and Mehndi patterns informed by traditional Indian art works. - To identify and replicate the use of symmetry found in Rangoli patterns. - To choose how to present final design from a range of possible materials (e.g. face paints, 		

			<ul style="list-style-type: none">- To use a sketchbook to evaluate at each stage.- To create a final watercolour painting using a range of skills developed over the half term.	<ul style="list-style-type: none">- pen, paint, chalk on the ground, collage).- Create a pattern using different symbols, shapes and mark making effects.		
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Year 5	Landscapes <ul style="list-style-type: none">- Learn about how a range of artists compose landscapes, considering how they develop perspective.- Learn about the rule of thirds and how artists use this to compose their artworks.- Be able to vary the composition of different artworks to see how that changes the focus of the image.- Continue to develop accuracy and expression in observational drawings, including natural and manmade objects.	Portraits <ul style="list-style-type: none">- Develop an understanding of the proportions of facial features.- Look at a range of portraits in different mediums and evaluate how the artist has created expression.- Develop an understanding of how the style of portraiture has changed over time (e.g. Greek pots, Hans Holbien, Van Gogh, Freida Kahlo and Kehinde Wiley)- To compare the effect of hatching, cross hatching, stippling, scumbling when creating a portrait.		Tessellation <ul style="list-style-type: none">- To understand what a tessellating pattern is.- To be able to identify tessellating patterns that can be found all around you (brick walls, tiles, honeycombs, snake skin)- To discover different geometric patterns which can be combined to create tessellating patterns.- To look at the work of MC Escher and evaluate how he uses tessellation in his artworks- Collect patterns and designs within your		

	<ul style="list-style-type: none"> - Make decisions about tools and materials to use for specific purposes e.g. using charcoal. - Consider how to develop perspective when creating landscape and cityscape images - Compare and evaluate own artwork and that of other artists. 	<ul style="list-style-type: none"> - To experiment with how to add tone and shading on a range of paper types – e.g. white, mid tone or black paper. - To create a final portrait, making decisions about the materials, paper and techniques you will use. 		<ul style="list-style-type: none"> sketch book to help develop your ideas. - To use a computer to create a digital tessellating artwork. - To use stencilling to create a tessellating design. - To evaluate your final designs. 		
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Year 6	Human Figures <ul style="list-style-type: none"> - To understand the proportion of the human body, using eighths to make our bodies look more accurate. - To draw figures in different poses from observation. - To look at how shapes and lines can be used to plan out figures. - Practise speed sketching from observation. - Explore drawing using ranging mediums (charcoal, chalks, thick markers pen/ink, and graded pencils) from life and imagination. - Make choices about how to develop tone in your drawings using a range of shading methods such as hatching, cross hatching, stippling, scumbling and line art. - To evaluate the work of a range of artists whose work focus' on the human figure. - To understand how light can be used to change the level of tone within artwork, and begin to manipulate the use of light when drawing figures. 		Van Gogh <ul style="list-style-type: none"> - To be able to colour match using their knowledge of tint tone and colour mix theory. - To look at how speed impacts on detail when painting. - To learn about complementary colours and evaluate how they are used within Van Gogh's work. - To evaluate how texture has been created in Van Gogh's work, and experiment with different ways to create it (e.g. change the thickness or add 	Greek Pots <ul style="list-style-type: none"> - To evaluate Ancient Greek pots, identifying their cultural and historical significance. - To be able to identify how pattern and colour were used in Greek pottery. - To learn about Greek meanders and their significance. - Experiment with the effect of a range of clay tools, paint and varnish on clay by creating a 'test tile', and use this to inform your final design. - To experiment with ways to make a durable handle such as creating a hole in the clay or joining pieces together. - To use a combination of painting and mark making into clay to create a pot inspired by Ancient Greek pottery. - Create an image to paint on your pot inspired by a Greek Myth 		

		<p>sawdust, sand, glue to paint)</p> <ul style="list-style-type: none">- To create an artwork inspired by the work of Van Gogh- To be able to evaluate their work, identifying the techniques they have used and how they were inspired by Van Gogh.	
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