



Year 1 Art and Design – Spring

Surface and Colour – Exploring Watercolours

Previous Knowledge and Skills	Future Learning
In Reception we: Explore colour	- Utilise the properties of watercolour to make purposeful imagery - Continue to develop skills which balance working in an open and exploratory way with focus and intention.
Key Vocabulary	Links to the Wider Curriculum
- Watercolour, Brush - Wash, Wet on dry, Wet on wet - Mark making - Primary colours, secondary colours, Colour mixing - Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop - Scale - Reflect, Share, Discuss	Geography: Adapt by choosing colour palettes which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly). Maths: Explore identifying 2d shapes. Music: Explore the connection between art & music and being in a mindful space.
Key Knowledge and skills (The 'stuff' we want you to remember)	
- That watercolour paint has special characteristics - That we can use the elements of surprise and accident to help us create art - That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.	
Disciplines	Artists
Painting (watercolour)	- Paul Klee - Emma Burleigh
Focus Question – How can we use the properties of watercolour to make experimental images?	

Year 2 Art and Design – Spring

Surface and Colour – Expressive Painting

Previous Knowledge and Skills	Future Learning
In Reception we: Explored the properties of watercolour and discovered how we can work with the characteristics of the medium to make art. Basic colour awareness and mixing.	- Continue to understand and explore that there are many different ways to paint – none of which are “better” than others. - Continue to develop experience and understanding of paint as a medium, and of how we apply paint and the intention behind our action affect outcome. - Continue to develop visual literacy and mark making skills. Continue to build experience of colour mixing, hues and tints. - Continue to develop understanding of how others respond to art, bringing their own unique perspective.
Key Vocabulary	Links to the Wider Curriculum
- Gesture, Gestural, Mark making - Personal, Imagination - Energy, Impression, Colour, Shape, Form, Texture - Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues - Medium, Surface, Texture - Brush, Mark making Tools - Composition, Positive shapes, Negative shapes - Present, Share, Reflect, Discuss, Feedback.	Geography: After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea.
Key Knowledge and skills (The ‘stuff’ we want you to remember)	
- That artists sometimes use loose, gestural brush marks to create expressive painting - Expressive painting can be representational or more abstract - Artists use impasto and sgraffito to give texture to the painting - Artists sometimes use colour intuitively and in an exploratory manner - That we can enjoy, and respond to, the way paint and colour exist on the page.	
Disciplines	Artists
- Painting - Sketching	Paul Cezanne
Focus Question – How can we explore colour using a variety of mark-making tools?	

Year 3 Art and Design – Spring

Surface and Colour – Cloth, Thread and Paint

Previous Knowledge and Skills	Future Learning
In KS1 we: - Explored how to use gestural and experimental mark making in paint - Introduced mark making skills in drawing (which will be transferred into stitches).	Develop mixed media approaches to land and city scrapes, building upon use of mark making and colour.
Key Vocabulary	Links to the Wider Curriculum
- Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle - Test, Experiment, Try Out, Reflect - Background, Foreground, Detail, Gesture, Dilute, Colour Mixing - Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash - Present, Review, Reflect, Process, Outcome.	Geography: Adapt your focus to create sewn landscapes/oceans according to topic. History: Create a sewn scene inspired by a local history event. Science: Explore habitats, Local environment, materials. Maths: Pattern, measuring.
Key Knowledge and skills (The 'stuff' we want you to remember)	
- That artists can combine art and craft using painting and sewing together to make art - That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image - That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing - That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.	
Disciplines	Artists
- Painting - Sewing - Drawing - Sketchbooks	- Alice Kettle - Hannah Rae
Focus Question – How can create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?	

Year 4 Art and Design – Spring

Surface and Colour – Exploring Still Life

Previous Knowledge and Skills	Future Learning
In KS1 we: - Introduced key drawing skills exploring line, shape, colour, form - Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus.	Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).
Key Vocabulary	Links to the Wider Curriculum
- Still Life, Genre, Traditional, Contemporary, - Objects, Arrangements, Composition, Lighting, Background, Foreground, - Light, Dark, Tone, Shadow, Colour, - Elements, Pattern, Texture, Colour, Mark Making, 2D, 3D - Present, Share, Reflect, Respond, Feedback, Similarities, Differences	History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school. Maths: 2D and 3D shapes, Pattern (on object). Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).
Key Knowledge and skills (The 'stuff' we want you to remember)	
- That when artists make work in response to static objects around them it is called still life - That still life has been a genre for many hundreds of years, and is it still relevant today - That when artists work with still life, they bring their own comments and meaning to the objects they portray - That we can make a still life creative response in many media: drawing, painting, collage, relief - That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.	
Disciplines	Artists
- Painting - Drawing - Collage - Sketchbooks - Relief	- Alice Fox - Rahul Mishra
Focus Question – How can we use drawing, painting and collage skills to create still life images?	

Year 5 Art and Design – Spring

Surface and Colour – Fashion Design

Previous Knowledge and Skills	Future Learning
In Year 3 and 4 we: • Explored pattern and colour. Explored the relationship between 2d and 3d • Explored how artists and designers often work to a brief, bringing their own personal experience into the project, to make work others will consume.	• Develop skills in using colour and pattern. Develop understanding of relationship of 2d to 3d. • Develop awareness of different disciplines within art and articulation skills around purpose and intention.
Key Vocabulary	Links to the Wider Curriculum
• Contemporary, Historical, Fashion Design, Designers • Design Brief, Colour, Texture, Shape, Form, Texture, Material • Body, Wearable, Fit for Purpose, Pattern Cutting • Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Geography: Trade links and the history of importing textiles from other continents. History: Design clothing inspired by your chosen civilisation topic e.g. Ancient Greek elite, slaves, gods or goddesses. Maths: 2D / 3D shapes, measuring. Music & Drama: Create costumes for, or in response to, drama or music productions. PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.
Key Knowledge and skills (The 'stuff' we want you to remember)	
• That designers bring their own culture, experiences and passions into their designs, for other people. • That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. • That we can use colour, pattern, line, shape, form, material, texture to express our creativity. • That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? • That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.	
Disciplines	Artists
• Painting • Fashion • Collage • Sketchbooks	• Paul Cezanne
Focus Question – How can we design fashion in response to a brief?	

Year 6 Art and Design – Spring

Surface and Colour – Exploring Identity

Previous Knowledge and Skills	
In Year 3, 4 and 5 we: Explored idea that we can understand more about the artists own experience through the art they make. Explored how we can layer media and imagery to create meaning.	
Key Vocabulary	Links to the Wider Curriculum
- Identity, Layer, Constructed - Portraiture - Layering - Digital Art, Physical - Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences.	History: Explore the identity of a figure from your chosen history topic. PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.
Key Knowledge and skills (The 'stuff' we want you to remember)	
- 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 - That people are the sum of lots of different experiences, and that through art we can explore our identity - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities - 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.	
Disciplines	Artists
- Drawing - Collage - Sketchbooks	- Njideka Akunyili Crosby - Yinka Shonibare - Thandiwe Muriu - Mike Barrett
Focus Question – How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?	