



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## The National Curriculum for Art and Design 2023 - 2024

EYFS
Key Stage 1
<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>- to use a range of materials creatively to design and make products</li><li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>- 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.</li></ul>
Key Stage 2
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>- to create sketch books to record their observations and use them to review and revisit ideas</li><li>- 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)</li><li>- about great artists, architects and designers in history.</li></ul>



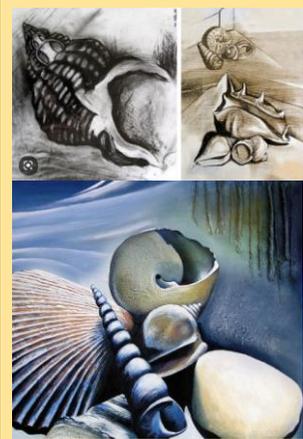
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<p style="text-align: center;"><b>Reception</b></p>	<p><b>First weeks self portrait project:</b> <i>Entirely independent portraits.</i></p> <p>During this term, we learn how to take care of resources and use drawing and painting tools with increasing control, using the correct grip.</p> <p><b>Skill: Painting</b> using watercolours to make our own Harvest fruit and vegetable baskets as well as colour mixing for Autumn oranges and browns. <b>Printing</b> using harvest time vegetables.</p> <p><b>Christmas printing project:</b> Christmas card printing – 1 colour hand and foam printing. <i>Parents have the opportunity to buy these cards through an external provider:</i></p>	<p><b>Skill: Sculpture</b> using salt dough to make their own diva lamps. <i>Children learn the pinch pot technique. Their lamps are decorated using paint and embellished for our Diwali celebrations.</i></p> <p><b>Skill: Sculpture</b> using paper and card to create a rocket for Bonfire Night celebrations. <i>Children are shown the magic of how 2D rectangles and circles can transform into cylinders and cones.</i></p> <p><b>Calendar:</b> Painting using ready mixed paint/collage.</p>	<p><b>Self portraits revisited.</b> <i>Children have the opportunity to draw another portrait, this time using a different drawing tool show their development in the Understanding of the World, Physical Development and Expressive Arts and Design areas of the early years curriculum.</i></p> <p><b>Skill: Printing</b> <i>Children explore their natural environment by making rubbings and creating prints from the natural resources found in our nature area and around our school field.</i></p>	<p><b>Skill: Painting</b> using ready mixed paint to create Eric Carle style Hungry Caterpillar and animal paintings. <b>Artist: Eric Carle</b></p>  <p><i>Children explore creating different textures and marks by using different painting tools to create collages of single colour collaboratively which are then cut up to create animal pictures.</i></p>	<p><b>Self portraits revisited.</b> <i>Children revisit their self portrait project for the last time.</i></p> <p><b>Skill: Painting and mixed media</b> animals for our farm topic. <i>Children paint their chosen animals from different habitats before layering using paper and other materials to create mixed media pieces.</i> <b>Artist: Kate Simpson</b></p>  <p><b>Skill: Collage</b> using recycled materials to create sea-life inspired art linked to our sea-life topic.</p>	<p><b>Skill: (Primal) painting</b> using natural dyes and stains from plants, herbs and soil. <i>Children develop their understanding of the natural world by creating pieces of work outdoors using resources found in our school grounds, their gardens, and the walk to school.</i></p>
	<p><i>Children in EYFS will continuously work towards their drawing, painting, printing, collage and sculpture skills through provision activities and towards the Expressive Arts and Design ELG.</i></p>					



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<p style="text-align: center;"><b>Year 1</b></p>	<p><b>Topic: All about Castor</b></p> <p><b>Primarily a DT term</b></p> <p>Looking at the colour wheel and exploring self portraits.</p> <p>Christmas printing project: Skill: Printing Christmas card printing – 2 colour handprints worked into with paint. Parents have the opportunity to buy these cards through an external provider.</p>	<p><b>Topic: Past times</b></p> <p>Skill: 2D modelling Using clay to create our own clay tiles Using clay techniques to be able to create a clay tile</p> <p>Children will have a chance to explore the clay as well as learn the different techniques that are used to create patterns.</p> <p>Digital painting as part of the Teach Computing curriculum.</p> <p><b>Calendar project:</b> TEACHER CHOICE</p> <p><b>End of term Christmas card:</b> Collage</p>	<p><b>Topic: What makes Britain Great?</b></p> <p>Collage Project Skill: Collage</p> <p>The children will be looking at different types of collage and ending with silhouette of the skyline of London. The children will be able to explore abstract collage before going onto different pieces about London. The final piece of Art will be based on Megan Coyle's Washington Monument piece. The children will be creating a skyline of London.</p> <p>Artists: Megan Coyle and Henri Matisse.</p> 	<p style="text-align: center;"><b>Primarily a DT term</b></p>	<p><b>Topic: The World at our feet.</b></p> <p>3D Sculpture using recycled materials. Skill: 3D sculpting</p> <p>The children will be using different drawing techniques to create a plan for their sculpture. As well as working on their painting skills by painting different sculptures using the primary and secondary colours.</p> <p>The focus of this topic is looking at different African animals.</p> <p>The children will also be looking back at their Megan Coyle inspired Silhouettes to create a savannah sunset.</p>	<p style="text-align: center;"><b>Primarily a DT term</b></p>
	<p style="text-align: center;"><i>Children in Year 1 will continuously work towards their drawing, painting, printing, collage and sculpture skills through provision activities.</i></p>					



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<p style="text-align: center;"><b>Year 2</b></p>	<p><b>Self-portrait project:</b> Using pastels to create a portrait inspired by Paul Klee.</p>  <p>Children will continue to develop their use of pastels from Year 1 as well as abstract work from famous artists Kandinsky or Johns. Children will draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour which represents favourite things, feelings or moods. Children will begin to choose and justify colour for personal purpose.</p> <p><b>Skill: Collage</b> developing understanding of the colour wheel and secondary colours. <b>Artist: Henri Matisse</b></p>	<p><b>Primarily a DT term</b></p> <p><b>Digital painting and photography</b> as part of the Teach Computing curriculum: islands and flags using paint programme to support the Island Homes topic.</p> <p><b>Calendar project:</b> <b>Skill: Painting</b> using watercolours to create 4 contrasting illustrations of St Kyneburgha. Children will develop their understanding of the properties of watercolour and colour mixing. <b>Artist: Emma Burleigh</b></p> <p><b>End of term</b> <b>Christmas card:</b> <b>Skill: Painting</b> developing tints and shades. Children will have the opportunity to explore and observe the changes to paint when white or black is added in their sketchbooks before creating a Christmas card by applying their</p>	<p><b>Primarily a DT term</b></p> <p><b>Skill: Collage</b> using mixed media to depict a Great Fire of London scene. Children will apply their history knowledge through creating with different materials, exploring ways of cutting, tearing, layering and attaching. Children will learn about different textures and finishes based on the choices they make.</p> <p><b>Skill: Sculpture</b> Great Fire of London houses linking to DT structures unit. Children combine their art and design and design technology skills to create their own houses, resulting in a real-life demonstration of how the fire spread.</p>	<p><b>Primarily a DT term</b></p> <p><b>Skill: Sculpture</b> using plasticine to create nocturnal animals and practising techniques such as pinch, slab and coil. Children have the chance to explore and be taught different sculpting techniques (including moulding different shapes and adding texture), making comments about the process in their sketchbooks. Children will then have the chance to plan their sculpture before putting their skills into practise independently.</p>		<p><b>Skill: Drawing</b> using different pencil grades and developing tone, textures and patterns of shells. Children will draw from primary sources, shells picked up from their trip to Hunstanton during their Seaside topic. We will utilise elements of Access Art's 'Drawing Source Material: Shells &amp; Spirals' and 'Spirals' Pathway resources to support this unit. <b>Artist: Amiria Gale</b></p> 
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	 <p><i>Children will build on previous knowledge of the colour wheel and be introduced to complimentary colours whilst extending their understanding of secondary colours.</i></p> <p><b>Skill:</b> <b>Drawing/painting</b> <b>Artist: Quentin Blake</b> A short exploration into illustration. <i>Children will have the opportunity to create illustrations of fictional characters from their imagination, exploring different graded pencils before choosing how/if they would like to add colour to their work. We will utilise Access Art's 'Quentin Blake's Drawings as Inspiration' for our sessions.</i></p> <p><b><u>Christmas printing project:</u></b> Creating Christmas cards using our own cut out corrugated card templates to use to print with.</p>	<p><i>new knowledge and skills.</i></p> 				



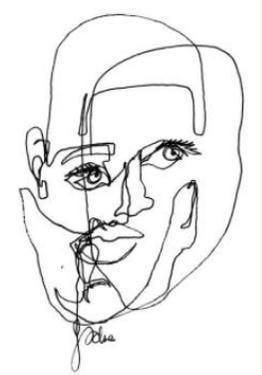
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	<i>Parents have the opportunity to buy these cards through an external provider.</i>					



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<p>Year 3</p>	<p><b>Self-portrait project:</b> Photography collage inspired by <b>Picasso</b>. Children have the opportunity to apply and embed their skills from Computing creating media photography unit skills from Year 2 by taking photos for their friends, before rearranging them to create a collage building on the understanding of an abstract portrait from Year 2.</p>  <p><b>Skill: Printing</b> using foam tiles. Children experiment creating prints using both incised and additive techniques using foam tiles and evaluating the differences. <b>Artist: Xgaoc'o X'are.</b> We will create prints based on our Ancient Egypt history topic</p>	<p><b>Primarily a DT term</b></p> <p><b>End of term Christmas card:</b> <b>Skill: Collage</b> using mixed media and paint to create a Bethlehem scene.</p>  <p>Children will develop their understanding of hot, cold and tertiary colours through a sketchbook enquiry beforehand using Access Art's 'Exploring Colours' activity.</p> <p><b>Calendar project:</b> TEACHER CHOICE</p> <p><b>End of term Christmas card:</b> foam tile printing</p>	<p><b>Skill: Painting</b> using poster paint to develop line, shape, colour (shade and tone) and a simple understanding of composition and perspective. <b>Artist: Paul Cezanne (traditional) compared to one other (contemporary): Hilary Pecis or Bas Meeuws.</b></p>  <p>Children choose the artist they want to compare to Cezanne to and respond to them in their sketchbooks before bringing in their own objects from home, thinking about what is personal to them, to compose their own still life painting.</p>	<p><b>Primarily a DT term</b></p>	<p><b>Primarily a DT term</b></p>	<p><b>Skill: Sculpture</b> using papier mâché to create Ancient Greek tragedy or comedy masks. Children discover how emotions can be represented through sculptural choices, as well as through painting and drawing taught previously. Children make sketches and research ideas from existing, historical products in their sketchbooks before planning their own.</p>
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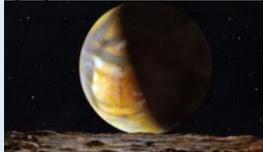
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<p><b>Year 4</b></p>	<p><b>Skill:</b> Painting using watercolour to paint a Monet inspired picture of Castor River from a photograph. <b>Artist:</b> Monet chosen as an introduction to next term's rivers topic.</p>  <p><i>Children will first investigate different mark making in more detail. They will then apply these same skills to paint, practising with different brushes and brush strokes in their sketchbooks. Inspired by Monet, the children will adopt a new style of painting whilst also applying the watercolour skills they have been taught in previous years. Children will make a decision as to what scale they would like to work to when creating a final piece, taking into consideration the pace at which they work.</i></p>	<p>Primarily a DT term</p> <p>Calendar project: TEACHER CHOICE</p> <p>End of term Christmas card: water colour painting</p>	<p>Primarily a DT term</p>	<p>Primarily a DT term</p>	<p><b>Skill:</b> Painting and textiles (sewing onto acrylic on calico fabric to develop mixed media skills). <b>Artist:</b> Alice Kettle or Hannah Rae</p>  <p><i>Children have the opportunity to build on their knowledge and skills of stitches from their Year 3 textiles project (Kapow's 'Cross-stitch and applique') and get to explore painting onto a different surface; fabric.</i></p>	<p><b>Self-portrait project:</b> Continuous line contour drawing technique building on Picasso style portraits in Year 3, to create 'Continuous Line Drawing' portraits.</p>  <p><i>Children develop their hand eye co-ordination through continuous line exercises in their sketchbook including 'blind drawing'. They will also make links to previous artists before completing their portraits.</i></p> <p><b>Skill:</b> Sculpture using clay to create Islamic inspired architectural statues. <b>Artist:</b> Peterborough Sculpture Trail to develop an appreciation of sculptures in our local area.</p>



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	<p>Digital photo editing as part of the Teach Computing curriculum.</p>					<p><i>Children continue to see the purpose of sculpture before developing their clay skills further during their residential trip to Burwell House where they will use their art studio to work with clay.</i></p>



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<p><b>Year 5</b></p>	<p><b>Self-portrait project:</b> Drawings inspired by Vincent Van Gogh</p>  <p><i>Children practise the Van Gogh style of mark making using different drawing materials in their sketchbooks before choosing their preferred material to create their own self-portrait. Children will develop an understanding of the importance of direction of brushstroke to build on their knowledge of mark making.</i></p> <p><b>Skill: Drawing</b> using pencils and pastels <b>Artist: Lucian Rudaux or Leonard G. Collins (pupil voice)</b></p>  <p><i>Children work on dark surfaces for the first time, investigating how</i></p>	<p><b>Primarily a DT term</b></p> <p>Digital vector drawings as part of the Teach Computing curriculum.</p> <p><b>End of term Christmas card:</b> using their previous knowledge of shape, tone and shade</p> <p><b>Calendar project:</b> <b>Skill: Drawing</b> using ink of Castor School. Children have the opportunity to experiment in their sketchbooks using ink and applying it with different tools (e.g. brushes and dib nibs) to create different marks. Children also have the opportunity to layer media by using white chalk or paint to add detail to their work once the ink is dry.</p> 	<p><b>Skill: Painting</b> using watercolour to create abstract work on a larger scale. <b>Artist: Stacey-Ann Cole,</b> a local artist</p>  <p><i>Children to research and practise Stacey-Ann Cole's style and techniques in their sketchbooks.</i></p>	<p><b>Primarily a DT term</b></p>	<p><b>Skill: Drawing</b> <b>Artist: L.S. Lowry</b></p>  <p><i>Children practise drawing using perspective to create a Lowry styled piece of art set in Castor after practising with Lego bricks first in their sketchbooks. (Access Art's 'Exploring Three-Dimension With Lego'). Children also use wooden artists mannequins and tinfoil or plasticine models to make observational sketches alongside first hand sketches of their friends playing in the playground in the style of Lowry's matchstick people. Children get to choose the material/s they use to add colour to their final piece.</i></p>	<p><b>Primarily a DT term</b></p>
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	<p><i>different materials apply to a darker base. The children will apply their previous knowledge of shape, tone and shade to create their own planets from imagination, developing new blending skills. This is an opportunity for children to creatively respond to their space topic.</i></p>					



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Year 6	<p><b>Termly portrait project:</b>  <b>Skill:</b> Drawing and collage.  <b>Artists:</b> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu and Mike Barret.</p>  <p><i>Children complete a thorough final portrait project, looking at a range of artists who explore their identity through their art. Children learn the skill of layered portraits before applying their understanding of line, shape, colour, texture and meaning.</i></p>	<p>Primarily a DT term</p> <p>Calendar project: TEACHER CHOICE</p> <p>End of term Christmas card: Drawing and Collage</p>	<p><b>Skill:</b> Printing, collage and drawing.  <b>Artist:</b> Luba Lukova, Faith Ringgold and Shepard Fairey.</p>   <p><i>Children are taught the idea that they can use art as a way of sharing their passions and interest with their peers and community. Children are introduced to activist artists to take inspiration from as they voice the things they care about as individuals by creating zines. Children develop their own mixed-media style by adding collage and drawing to their prints.</i></p>	<p>Primarily a DT term</p>	<p><b>Skill:</b> Sculpture  <i>Children select their favourite art and design skills and techniques and create a 3D piece of artwork to represent their memories from primary school.</i></p> <p><i>Talk about great architects, artists and designers in history and link these to their own designs.</i></p>	<p>Primarily a DT term</p>