

Hadley Wood Primary School

Art and Design Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood we encourage all children to be as creative as possible in order to develop 'confident and capable' artists. We believe art can have a powerful and positive effect on children, helping them to become confident, creative learners who are able to express their individual interests, thought and ideas.

The teaching of art and design in school is based on a set of art skills and experiences outlined in our long term overview below. These were devised by the Art and Design Subject Lead – in collaboration with the teaching team – and are based on the revised National Curriculum objectives and also using the age specific skills for each age range. Half-termly Arts Trophies celebrate many forms of the arts, including: solo performances, poetry compositions and performance; creative art opportunities with a specific focus such as: painting, conceptual art, fine art and abstract art pieces.

As a 'Values' school one of our core aims is to provide pupils with opportunities to experience success, accept that they will not be brilliant at everything and to celebrate the success of others. We recognise that the arts can provide an excellent platform for this. In our experience, pupils can then transfer their new artistic skills to other areas of the curriculum, making them more likely to re-engage, take calculated risks and build resilience. We are proud to be a Gold Arts Mark school (September 2019).

Our children explore and develop their skills and creativity using a wide range of media. We value the use of sketch books and encourage the importance of experimentation, exploration and pushing ideas in imaginative ways. We believe our broader creative curriculum helps to develop resilient learners and our teachers work hard to plan and deliver a broad and varied art curriculum that links (where possible) to their current topic. This ensures that the children are practicing their art skills in as meaningful a way as possible.

We believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We encourage children to learn from and be inspired by the work of great artists from different cultures and understand the contribution art has made to society, both past and present. As pupils progress, we support them to be able to think critically and develop a more rigorous understanding of art and design.

How we plan for and teach art:

At Hadley Wood Primary School, art is taught over 3 half terms per year with key skills alternating in each year group. Teachers plan sequences of lessons across the half term that will build on and develop the children's skills culminating in a final piece.

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with the children developing a considerable knowledge of individual artists as well as individual works and art movements. Our art curriculum ensures coverage of the National Curriculum, with children revisiting concepts to deepening the knowledge and skills acquired.

A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, collage and sculpture.

Each year one of our Arts Trophy competitions is dedicated to developing artistic skills and creativity. Trips to art galleries and exhibitions are carried out to enhance the children’s learning experiences and deepen their understanding and knowledge, whilst cultivating a love of art in its many different forms.

What you will see in our Art & Design lessons:

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children’s **enquiry and curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning **‘building blocks’** at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers start each lesson with a **discursive statement** to engage pupils and draw links between prior and new learning. Different levels of challenge and **‘what if’** challenges help to ensure our children have high **aspirations** of themselves and strive to be the best they can be.
5. Teachers skillfully use the **‘Deliberate Mistake’** approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

Art and Design long Term Overview: EYFS – Year 6

Development matters				Curriculum provision	Contribution on wider Art and Design knowledge and what later content this prepares for
30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	Explore colour and how colours can be changed. Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.	Children paint pictures of their families experimenting with colour and design. Provide a range of mark making resources, encouraging children to	An understanding of colour and design prepares pupils with solid foundations for our Art curriculum. For example in Year 1 pupils further explore the topic of colour in their unit on “Express

			<ul style="list-style-type: none"> • Begin to be interested in and describe the texture of things. 	<p>draw pictures, make cards, write shopping lists and make labels.</p> <p>Create self-portraits by combining a range of materials. Have collage materials readily available for children to explore when creating independently.</p> <p>In preparation for our Nativity, children learn songs and help to generate their own actions and dance moves to accompany the songs.</p> <p>Focus on the work of Wassily Kandinsky, exploring colour mixing and learning about 'hot' and 'cold' colours.</p>	<p>yourself though colour," as well as learning about Peter Thorpe's "Rockets," in Year 2 and mixing colours to create different shades and tints, which is further developed in our study of Stephanie Peters "Liquid Flame."</p> <p>Pupils have the opportunity to explore mixed media, through collage work, considering the painting "Surprised," by Henri Rousseau in Year 1, "Rockets," by Peter Thorpe in Year 2 and portraits, where the children collage a frame in Year 5.</p>
		Being Imaginative	<p>Develop a preference for forms of expression.</p> <p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <ul style="list-style-type: none"> • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p>Support children to think about uses and purposes of materials when creating a bridge for the Billy Goats to cross the stream.</p> <p>Encourage children to independently select materials and tools when constructing their own props.</p> <p>Discuss how effective resources are when shaping, assembling and joining materials and how work</p>	<p>Throughout the art curriculum pupils explore sculpture and are encouraged to select materials and tools, in Year 4 the pupils look at making natural and man-made sculptures, in Year 5 pupils use clay to make Greek pots and in Year 6 pupils use wire to model soldiers.</p> <p>Our art curriculum provides pupils with an opportunity to study the techniques of a range of artists, such as Henri</p>
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<p>Explore what happens when they mix colours.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p>		

			<p>Select the appropriate resources and adapt work where necessary.</p> <ul style="list-style-type: none"> Select tools and techniques needed to shape, assemble and join materials they are using. 	<p>could be improved, adapting work when appropriate.</p> <p>Provide opportunities for observational drawings, e.g. our caterpillars, considering colour, design, texture and form.</p> <p>Provide daily opportunities to develop fine motor skills, using tweezers, scissors, small objects, hammers and nails.</p> <p>Regularly provide play-doh with cutters and cutlery to further explore mark making and develop control and accuracy.</p>	<p>Rousseaux, Peter Thorpe, Mary Cassat, Paul Klee, Andy Warhol, Stephanie Peters, William Morris and Claude Monet, as a stimulus for their own work.</p> <p>Pupils are given the opportunity to study, refine, design, create and evaluate using a range of techniques throughout their learning at Hadley Wood School, building on the solid foundations of the EYFS curriculum.</p>
		Being Imaginative	<p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> Choose particular colours to use for a purpose. 		
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing 	<p>Support children in sharing their creations with the class and explaining the processes they have used.</p>	
	Expressive Arts and Design	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. 		

			<ul style="list-style-type: none"> Share their creations, explaining the process they have used. 		
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Year 1	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 1	<p>Colour Theory and Fireworks!</p> <p>Explore primary and secondary colours</p> <p>Colour theory and what happens when colours are mixed</p> <p>Making tints and shades</p> <p>Explore different styles of painting techniques to create fireworks</p> <p>Examine "The Rocket" by Edward Middleton Manigault</p> <p>Use different materials to create a bonfire at the foreground of the painting</p>	<p>Pupils secure their knowledge of making primary and secondary colours. They learn that when primary colours are mixed together, they create secondary colours. They explore the principal that adding white and black to a colour changes the tint and shade and use this to create their own tones of colours. Pupils think about how different colours can represent them and emotions in different ways. They recreate their own Firework painting using Edward Middleton Manigault's work "The Rocket" as a stimulus and develop an understanding of collage when creating a bonfire using different natural and man-made materials in the foreground.</p>	<p>Through the development of knowledge of primary and secondary colours and the effects of these on a composition pupil are prepared for Pupils' understanding of colour theory is further developed in a unit of work on portraits in Year 2 when white and black are added to secondary colours to create skin tones.</p>
Summer 1	<p>Artist study: Stephen Wiltshire</p> <p>How can I show tone and texture in my drawings?</p> <p>Learn about the work of an important modern artist: Stephen Wiltshire</p>	<p>Pupils will explore the life and work of the artist Stephen Wiltshire. They will learn that his unique work is created completely from memory and he produces incredibly detailed landscapes after only seeing them once. They will develop their understanding of tone by exploring what happens when you add more</p>	<p>Pupils will begin to develop their knowledge and understanding of a range of artistic styles implemented by different artists. This will be further developed when children explore the work of Henri Rousseau in the summer term of Year 1. Stephen Wiltshire is an inspirational BAME autistic artist who</p>

	<p>Use drawings to develop and share ideas, experiences and imagination</p> <p>Explore different textures and tones</p> <p>Observe and draw landscapes</p>	<p>pressure to your pencil. Throughout the course of the unit, pupils will use a range of different media to explore tone and highlighting. This will include the use of different grades of pencil before moving on to using charcoal and/or pen and ink.</p>	<p>draws everything from memory. This discussion has cross-curricular links with the pupils PSHE unit of work on gifts and talents. As a modern living artist, children can begin to appreciate the different forms art can take. Pupils will explore tone through experimenting with different forms of pressure. This will prepare them for the portrait unit of work in Year 2.</p>
Summer 2	<p>Post-impressionist art: Henri Rousseau 'Surprised' (1891)</p> <p>Landscape</p> <p>Mixed media – combine collage, drawing, painting and chalk pastels</p>	<p>Using 'Surprised' as a starting point, pupils explore the imaginary world of Henri Rousseau who despite painting jungle scenes created all his artworks from observations he made in the botanical gardens of Paris. They make 'observation drawings' of animals indigenous to Madagascar by combining 'pencil', 'charcoal', 'paint' and 'chalk pastel'. Pupils also 'mix' and 'match' paint to leaves they have collected before creating their own jungle foliage. Drawing on Rousseau's technique of 'layering shape and colour', pupils create a final composition of collaged leaves and animals.</p>	<p>An understanding that some artists work from imagination prepares pupils to express their own opinions and responses to ideas and experiences in a visual and tactile form. The idea of creating an illusion of space within an artwork is further explored when pupils look at the work of Peter Thorpe in Year 2. In Year 3, pupils study the work of Stephanie Peters, an artist creating a visual conversation about our ever-changing planet.</p>
Year 2	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 2	<p>Impressionism: Mary Cassatt 'Children playing on the beach' (1884)</p> <p>Self portrait</p> <p>Drawing – experiment with mark making; draw from</p>	<p>Pupils develop an understanding of 'portrait' painting through the exploration of a number of major artists' work, including how the wealth, status, employment and leisure pursuits of the sitters have been conveyed. They continue to broaden the range of both drawing and painting techniques they can use including understanding the 'scale and proportions of a face', mixing</p>	<p>Developing an understanding of how artists convey information about the sitter through costume, artefacts and background prepares pupil well to look at portraits painted by Hans Holbein in Year 5.</p>

	<p>observation including scale and proportion</p> <p>Painting – create tonal and tint cards; mix and match different techniques; create texture</p>	<p>'tones' and 'tints' to match skin tones, using 'contrasting' colours to make a portrait stand off the 'background' and 'visual texture' to represent hair. Mary Cassatt's portraits of children on a beach are the inspiration for pupils' final compositions.</p>	
Summer 1	<p>Abstract art: Peter Thorpe 'Rocket' paintings (mid 1980s)</p> <p>Painting – use primary and secondary colours and a range of tools and techniques to create texture</p> <p>Mixed media– collect, sort, match and combine materials or oil paster/paint/ watercolours create a three-dimensional image or two dimension image as designed</p> <p>Printmaking – simple marbling technique</p>	<p>Pupils explore the 'graphic' style of Peter Thorpe's 'abstract' artwork and begin to understand and use the terms 'foreground' and 'background' to describe compositional elements closest and furthest away from the viewer. Painting skills are developed through the use of a range of tools and techniques such as 'rolling', 'blowing' and 'splattering'. Pupils add a 'three-dimensional' or additional 'two dimensional' element to their compositions by creating a collage from a range of materials or using a range of mediums.</p>	<p>Foreground' and 'background' are concepts which are evident in both still-life and landscape painting. The idea of creating an illusion of space within an artwork is further explored when pupils look at the work of Monet in Year 6,</p>
Summer 2	<p>Animal Sculpture: Nick Mackman</p> <p>Use a range of mediums including clay and paint</p> <p>Develop an understanding of form within sculpture</p> <p>Sculpt an animal from Zambia, using techniques inspired by Nick Mackman</p>	<p>Pupils explore the 'sculpture' work by Nick Mackman and the range of different media used to create animal sculptures, describing the differences and similarities between different practices and disciplines. Pupils take inspiration from the different animals found in Zambia to draw, design and sculpt their own animal in clay.</p>	<p>This learning prepares the pupils to work with clay in a range of different contexts, including taking inspiration from Shang Taotie in Year 3 and clay pots in Year 5</p>

Year 3	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 2	<p>Paintings: Lascaux paintings 15,000 – 17,000BCE</p> <p>Cave painting</p> <p>Drawing – focus on shape, use string and charcoal</p> <p>Painting – explore a range of tools; create texture with mixed media</p>	<p>Through study of this artwork, pupils gain an understanding that, In the absence of language, early man used cave painting to 'communicate', 'comment on everyday life' and explain the struggle for survival. They use 'string' to reduce 'observations' of animals to their simplest 'outline' before drawing in 'charcoal', and explore ways of creating the 'texture' of a cave wall with 'mixed media'. Pupils create final 'compositions' to 'tell the story' of a hunt.</p>	<p>Pupils continue to develop a curiosity for and appreciation of human creativity. They build a picture of how artists comment on and make sense of the world around them. This prepares pupils well to study natural and man-made sculptures in Year 4 and consider William Morris' work and how we can translate this to creating a pattern linked to biomes.</p>
Spring 1	<p>Artist Study - Abstract art: Stephanie Peters 'Liquid Flame' (2015)</p> <p>Landscape</p> <p>Painting – mix and match colours for a purpose contrasting and complimentary colours</p> <p>Collage – combine paper and glue with other media including textiles/sewing</p>	<p>Using Stephanie Peters' visual documentation of natural disasters as a starting point, pupils' experiment with a diverse range of techniques and explore ways of breaking the 'two-dimensional surface' using 'paper', 'glue', 'string', 'paint' and 'charcoal' to represent a wildfire.</p>	<p>Pupils continue to develop an understanding that art can be used to express opinion and stimulate debate on current issues. This prepares pupils well to study the work of artists commenting on sustainability in Year 5.</p>
Summer 1	<p>Clay: Shang Taotie</p>	<p>'Taotie' is the name of a design motif commonly found on 'ritual bronze vessels' from the Shang</p>	<p>Pupils continue to develop an understanding of the processes involved in creating</p>

	Explore the form of Shang Taotie and their representations	and Zhou dynasties. Pupils will take inspiration from this to draw and design their own Taotie. They will sculpt the mask from clay , developing skills to make ' slip and score ' the clay as a ' joining technique ', experimenting with creating ' different textures '.	sculptures from clay in preparation for pot making in Year 5 and model soldiers in Year 6 . They consider the different materials and the forms that the sculptures make and prepares the pupils with the knowledge to consider different materials and techniques.
	Experiment with a range of mediums to draw and sculpt a Taotie		
	Experiment with a range of techniques to join clay together and add details		
Year 4	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 1	Artist Study: Andy Warhol.	Pupils are introduced to the artist Andy Warhol. They examine his work using language appropriate to critique art: bold, dull, flow, dull, thick, contrasting, flat, dramatic, depth, organic, angular, primary, secondary, tertiary . Pupil explore the use of colour and the colour wheel to support the idea of contrasting, harmonious and tonal colours. They enquire what made the ' Pop Art era ' so different and how Andy Warhol changed how everyone perceives art. Pupils then create their own sketches and prepare ' paintings ' and ' printing ' based on the work of Andy Warhol.	Pop art was seen as 'a post war expression of a world totally occupied with the pursuit of materialism.' The austerity of the war years was coming to an end and artists were making a commentary on contemporary society and culture. The use of printing builds pupils confidence in preparation for printing within the mosaic units. The study of William Morris in Year 5 and his use of muted and dark colours and Monet in Year 6 serve as a contrast to Andy Warhol's vivid and vibrant work.
	Explore and critique art by Andy Warhol		
	Observe colours and select colour to reflect mood		
	Explore colour different techniques used in the pop era.		
	Create initial sketches as a preparation for painting and printing		
Summer 1	Mosaic: Design and create a mosaic based on the style of a Roman Mosaic.	Pupils will study Roman 'mosaics' and look at their significance in Roman society. Look at why, when and how the Romans created them and how they have helped us understand more about how the Romans lived. They will understand that mosaic continues to be an architectural medium, and look at the ' architecture ' of Antoni Gaudi Pupils develop their technique of printing including their ' control and use of materials	Pupils consolidate their understanding of pattern and design while creating mosaics which prepares them for learning about repeated patterns as seen in the work of William Morris in Year 5 .
	Investigate and analyse a range of existing products		
	Understand the historical and cultural development of art forms		

	<p>Consider the work of architect Antoni Gaudi and his use of mosaic within buildings</p> <p>Mastery of art and design techniques (printing).</p>	<p>including printing blocks, rollers and trays’.</p> <p>They use this knowledge to design and create their own mosaic, making choices about colour and style within the mosaic.</p>	
Summer 2	<p>Designer Study: David Hockney</p> <p>Compare the work of the architect Antoni Gaudi and its approach to nature to the work of David Hockney’s “winter timber”</p> <p>Sketch a deforestation image considering line, tone and form</p> <p>Consider patterns used to add detail to designs</p> <p>Choose different mediums to create a deforestation picture</p>	<p>Pupil’s question and make thoughtful observations about why and how ‘Gaudi and Hockney’ show environmentalism within their work through a range of mediums. Pupils explore the message and techniques used with Hockney’s painting ‘Winter Timber’. Pupils develop ‘sketching techniques’, developing skills when drawing in ‘perspective’ to create their own piece of art showcasing the message of the impact of deforestation. Pupils look at the pattern and detail within Hockney’s work and replicate this within their designs. Pupils develop skills in ‘mixing colour’ to create ‘shades’ and ‘tones’ to support the paint of their piece and then choose the ‘mediums’ they wish to use within the final piece.</p>	<p>The understanding of the work of Gaudi and Hockney prepares pupils to consider the different elements that support the design process when looking at the work of William Morris in Year 5. The techniques reflecting the message of nature and the environment support pupils in Year 6 when recreating “The Great Wave” by Hokusai and Monet’s works of art.</p>
Year 5	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 1	<p>Sculpture: Design and make a Greek pot.</p> <p>Explore pottery designs</p> <p>Develop joining techniques</p> <p>Create patterns by scraping and gouging</p>	<p>Pupils explore the range of shapes of different Greek pots, considering the significance of the similarities and differences. They sketch the ‘shapes observed’ and explore ‘pottery designs’, ‘identify patterns’, stories or messages behind the designs. Pupils design their own pot to portray a message. Pupils make ‘Slip’ to add pieces as well as smoothing. They create a flat tile and practise</p>	<p>Pupils consider the different elements needed to create visually effective 3D art, as well as exploring the importance of both design and purpose. This understanding of pattern is further explored in Year 5 when pupils collage photo frames for their Alfred the Great portrait. Pupils also revisit sculpture in Year 6, where they make</p>

	Make thumb and coil pots	'scraping/gouging' clay to create patterns or pictures. Pupils create thumb pots and assess their work in preparation for their final designs and consider the techniques that will best suit this piece.	Soldiers and consider how to develop shape and form.
Spring 1	Artist Study: William Morris How can I use block printing techniques to create artwork representing a biome?	Pupils will explore the work of William Morris, a British textile designer. Pupils will then explore the school's natural surroundings to make close observation sketches of natural objects/materials – flowers, bark, grass, leaves etc. in sketch books. Time will be spent reviewing and revisiting ideas recorded in the books to improve the piece to add in additional detail. Pupils will 'carve' their pattern carefully into polystyrene blocks for printing. Using their draft block, pupils will practise 'printing' techniques to make a 'repeating pattern' . Again, time will be spent reviewing the impact of the design and changes will be made where relevant to improve the original design. Pupils will transfer their finished design onto a material of their choice e.g. t-shirt, cushion cover etc.	Pupils will build on their understanding from the Year 1 unit of work exploring the work of Henri Rousseau with regards to the jungle biome. Pupils will develop their ability to make observational drawings of natural objects and turn these into patterns for printing.
	Use sketch books to record observations		
	Review and revisit ideas recorded in sketch books to improve piece.		
	Experiment with ways in which surface detail can be added to drawings.		
	Apply simple use of pattern and texture in a drawing.		
	Design and create a block print in the style of William Morris.		
Summer 1	Portraits: Alfred the Great	Through the study of this artwork, pupils begin to understand how line etching using evidence from history such as coins developed to create the portraits made in the 1700's by John Faber Snr and George Vertue. The look at the development of portraits as seen by the work of Rudolph Ackermann with his hand-coloured etching in the early 19th century and use this as inspiration for their own portraits of Alfred the Great. They build on prior knowledge of	Pupils continue to develop an understanding that artists depict, comment on and reflect elements of the culture they live in. This is revisited in Year 6 with work inspired by Hokusai. Using watercolours is also revisited in Year 6 through artwork based on interpretations of Monet's paintings.
	Portraiture		
	Drawing – scale and proportion, creating depth		

	Paint – using watercolours to create skin tones	<p>'portraits' by developing the skills of 'scale' and 'proportion', and using 'tone' and 'texture' to add 'depth', 'light' and 'shadow'. Pupils use watercolours to mix 'tertiary' colours, create 'tints' and 'skin tones'. A final 'mixed media' composition give pupils further opportunities to develop their use of 'collage' with a particular emphasis on how textiles can be manipulated including folding and joining to replicate the seams of clothing, and how to create a clear difference between 'background' and 'foreground'.</p>	
	Collage and mixed media		
Year 6	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Art and Design knowledge and what later content this prepares for
Autumn 1	Sculpture: Model Soldiers	<p>Pupils look at the fundamental drawing skills artists use to represent the human figure. Focusing on 'scale' and 'proportion', they practise 'sketching' soldiers in battle in different 'poses' and at speed. Pupils then use modelling wire to create the structure of their soldier in battle stance. To further develop the sculpture pupils use art roc to cover the wire soldier and carefully mould this to shape of soldier, smoothing and sculpting the art roc to create desired effect. To add further details pupils use wire to 'sculpt' a helmet and a weapon. The soldiers are sprayed bronze to give a statue effect.</p>	<p>Solid foundations laid within the Key Stage 1 and 2 nation curriculum support pupils in readiness for Key Stage 3 where pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.</p> <p>They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> > to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas > to use a range of techniques and media, including painting
	Explore battle stances		
	Use wire to create a frame		
	Develop the sculpture with art roc		
Spring 2	Silk Painting: The Great Wave by Hokusai	<p>Pupils take inspiration for the work of Hokusai's The Great Wave to design their own 'silk painting' linked to their learning on Kensuke's Kingdom. They develop their understanding of 'proportion' to create realistic images and then</p>	
	Drawing – sketching images for design		

	Transferring the image onto silk and adding gutta	draw these onto silk. They carefully trace over their drawing with ' gutta ' to create a 'resist' and then use ' silk paints ' to finish off the design, adding water to create different ' shades ' of a colour.	<p>>to increase their proficiency in the handling of different materials</p> <p>> to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>> about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
	Painting using silk paints		
Summer 1	Artist Study: Monet	Taking inspiration from Monet, pupils create a painting based on the local area. Pupils develop watercolour skills such as creating colour ' washes ', making colours appear lighter by adding water to make paint ' transparent ' rather than ' opaque ', as well as applying paint ' wet on dry ' and ' wet on wet ' to create different effects. They use a range of starting points to analyse how objects appear to get smaller as they get further away, converging towards a single ' vanishing point ' on the ' horizon line '. Pupils combine what has been learned in a final watercolour composition, maximising the use of ' one point perspective ' to make objects in the ' foreground larger and brighter ' and those in the ' background smaller and lighter '.	
	One point perspective		
	Drawing – sketching using line and shape		
	Painting – use of watercolour washes and techniques		