



# Yew Tree Primary School

## ART AND DESIGN CURRICULUM OVERVIEW

### RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

### RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

### COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

### AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

### PRIDE:













We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!




Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	<b>What does this mean for Art and Design?</b> <ul style="list-style-type: none"> <li>• High quality art and design in our curriculum should engage, inspire and challenge our children to embody some of the highest forms of creativity.</li> <li>• Our art and design curriculum is designed to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It allows them to think critically and develop a more rigorous understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</li> <li>• Our art and design curriculum helps pupils to produce creative work, explore their ideas and record their experiences.</li> <li>• Pupils will build on their skills and knowledge and become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Pupils will develop a wide-ranging art and design vocabulary to explain, evaluate and analyse creative works.</li> <li>• Through our curriculum, pupils will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>
	Curriculum Objectives	<ul style="list-style-type: none"> <li>• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.</li> <li>• To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.</li> <li>• To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.</li> </ul>	






# Yew Tree Primary School

## Art and Design Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
<b>YN</b>	<p style="text-align: center; color: blue;"><b>Me and My Community and Exploring Autumn</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Paint</b> Use cars, paint rollers and brushes to create communal painting.</p> <p>Make marks in paint and explore what happens as paints mix.</p> <p><b>Malleable</b> Explore dough by encouraging them to knead, roll, squeeze and shape the dough.</p> <p><b>Natural Art/Printing</b> Use leaves and natural materials to make prints in dough.</p>	<p style="text-align: center; color: blue;"><b>Once Upon a Time and Sparkle and Shine</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center; color: blue;"><b>Starry Night and Winter Wonderland</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Paint</b> Create icy art by using frozen paint. Talk about what happens as the paint melts and the colours mix.</p> <p><b>Drawing</b> Create pictures of places from imagination or experience.</p> <p><b>Printing</b> Make Moon pictures by using various printing tools.</p> <p>Create simple ice themed prints using objects.</p>	<p style="text-align: center; color: blue;"><b>Dangerous Dinosaurs and Puddles and Rainbows</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Paint</b> Make multicoloured puddles by exploring colour and application of paint using a range of different tools.</p> <p>Water painting using watering cans, spray bottles, pots of water and large paintbrushes.</p> <p><b>Paper and Fabric</b> Create a collage dinosaur using different materials, textures and paint.</p>	<p style="text-align: center; color: blue;"><b>Sunshine and Showers and Reflections</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Paint/Paper and Fabric</b> Create sunflower pictures using ready-mixed paint, brushes, tissue paper, textured paper, glue and scissors.</p> <p><b>Malleable</b> Explore ways of changing shape or texture of playdough using rolling pins and cuttings to make dough sunflowers.</p>	<p style="text-align: center; color: blue;"><b>Big Wide World and Splash</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Drawing/Paint</b> Draw or paint their favourite animal using pastels, coloured pencils or ready-mixed paint.</p>

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	<p data-bbox="389 213 786 240"><b>Let's Explore and Build it up</b></p> <div data-bbox="479 284 694 379">  </div> <p data-bbox="490 408 680 432"><b><u>Paper and Fabric</u></b></p> <p data-bbox="414 435 757 459">Cut tear and fold paper and fabric.</p> <p data-bbox="555 488 618 512"><b><u>Paint</u></b></p> <p data-bbox="454 515 719 539">Decorate colourful homes.</p> <p data-bbox="396 568 777 592">Paint a landscape or imaginary world.</p> <p data-bbox="436 620 736 644">Use a range of paint brushes.</p> <p data-bbox="405 673 768 697">Draw or paint a place from memory.</p> <p data-bbox="322 726 851 802">Represent different parts of the human body from observation, imagination or memory with attention to some detail using paint to create.</p> <p data-bbox="488 831 685 855">Make simple prints.</p> <p data-bbox="533 884 640 908"><b><u>Malleable</u></b></p> <p data-bbox="331 911 842 935">Use malleable materials to create different shapes.</p>	<p data-bbox="956 213 1447 240"><b>Long Ago and Stories and Rhymes</b></p> <div data-bbox="1093 252 1308 347">  </div> <p data-bbox="1146 355 1254 379"><b><u>Digital art</u></b></p> <p data-bbox="1043 383 1357 406">Use software to create images.</p> <p data-bbox="1124 435 1281 459"><b><u>Significant art</u></b></p> <p data-bbox="972 462 1429 486">Look at famous portraits and talk about them.</p> <p data-bbox="1155 515 1249 539"><b><u>Drawing</u></b></p> <p data-bbox="936 542 1464 566">Draw faces with attention to detail to create portraits.</p> <p data-bbox="913 595 1487 651">Use a range of materials to create a card from somebody that they love.</p> <p data-bbox="1155 679 1249 703"><b><u>Painting</u></b></p> <p data-bbox="994 707 1406 730">Explore Chinese characters and painting.</p> <p data-bbox="1003 759 1397 783">Create drawings or paintings of royalty.</p> <p data-bbox="918 812 1482 868">Use the primary colours and begin to explore secondary colours through mixing. Paint a rainbow.</p> <p data-bbox="1146 890 1254 914"><b><u>Malleable</u></b></p> <p data-bbox="936 917 1464 994">Use clay to create a sculpture of themselves. Make a range of items including rainbows and cakes (provision).</p> <p data-bbox="1146 1032 1263 1056"><b><u>Natural art</u></b></p> <p data-bbox="913 1059 1491 1115">Use a range of natural materials and loose parts to create 2D and 3D art.</p>	<p data-bbox="1554 213 2085 272"><b>Animal Safari and Creep, Wriggle and Crawl</b></p> <div data-bbox="1711 284 1926 379">  </div> <p data-bbox="1774 413 1868 437"><b><u>Drawing</u></b></p> <p data-bbox="1550 440 2092 517">Show accuracy and care when drawing. Use a range of drawing pencils to make observational drawings of animals.</p> <p data-bbox="1729 545 1912 569"><b><u>Paper and Fabric</u></b></p> <p data-bbox="1572 572 2069 596">Create animal skeletons using a range of papers.</p> <p data-bbox="1585 625 2056 649">Use a range of materials to create bird artwork.</p> <p data-bbox="1608 678 2033 702">Look at and recreate patterns on feathers.</p> <p data-bbox="1590 730 2051 754">Use collage materials to create animal masks.</p> <p data-bbox="1630 783 2011 807">Weave and create patterns and webs.</p> <p data-bbox="1792 836 1854 860"><b><u>Paint</u></b></p> <p data-bbox="1590 863 2047 887">Use paint to create animal camouflage prints.</p> <p data-bbox="1724 916 1912 940">Paint a landscape.</p> <p data-bbox="1715 968 1921 992"><b><u>Malleable materials</u></b></p> <p data-bbox="1662 995 1975 1019">Use clay to create a minibeast.</p> <p data-bbox="1612 1048 2029 1072">Express their feelings about their artwork.</p> <p data-bbox="1742 1101 1899 1125"><b><u>Significant art</u></b></p> <p data-bbox="1662 1128 1980 1152">Explore work by Henry Matisse.</p>

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3
Y1	<p style="text-align: center;"><b>Childhood + Funny faces</b></p> <p style="text-align: center;"><b>Artists: Picasso, Andy Warhol</b></p> <p style="text-align: center;"><b>Outcome: Use collage to create a portrait</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Comparison</u></b></p> <p>Describe and explore the work of a significant artist, explaining how the portraits are similar or different to each other and explore features such as unusual placement of facial features or expressions.</p> <p>Say what they like about their own or others' work using simple artistic vocabulary.</p> <p style="text-align: center;"><b><u>Drawing</u></b></p> <p>Explore portraits and represent the human face, using drawing and sculpture from observation, imagination or memory with some attention to facial features.</p> <p style="text-align: center;"><b><u>Malleable</u></b></p> <p>Manipulate plasticine by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p style="text-align: center;"><b><u>Paint</u></b></p> <p>Identify and use paints in the primary colours.</p> <p style="text-align: center;"><b><u>Paper and Fabric</u></b></p> <p>Create an individual composition of a portrait using collage techniques.</p>	<p style="text-align: center;"><b>Bright Light, Big City + Rain and Sunrises</b></p> <p style="text-align: center;"><b>Artists: Steven Wiltshire</b></p> <p style="text-align: center;"><b>Outcome: Weather collagraphs</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Drawing</u></b></p> <p>Use soft and hard pencils to create different types of line.</p> <p>Draw a place from observation using pencils.</p> <p style="text-align: center;"><b><u>Printing</u></b></p> <p>Make simple prints and patterns using a range of liquids. Collagraphy</p> <p style="text-align: center;"><b><u>Collage</u></b></p> <p>Use a range of materials to create transient art of weather motifs.</p> <p>Explore textures and fabrics.</p> <p style="text-align: center;"><b><u>Paint</u></b></p> <p>Use paints and inks in the primary colours to create a print.</p> <p style="text-align: center;"><b><u>Evaluation</u></b></p> <p>Say what they like or dislike about the work they have created using artistic vocabulary.</p>	<p style="text-align: center;"><b>School Days + Street View</b></p> <p style="text-align: center;"><b>Artists: James Rizzi</b></p> <p style="text-align: center;"><b>Outcome: 3D Mural</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Drawing</u></b></p> <p>Use soft and hard pencils to create different types of line and shape.</p> <p style="text-align: center;"><b><u>Paint</u></b></p> <p>Identify and use paints in the primary and secondary colours.</p> <p style="text-align: center;"><b><u>Drawing</u></b></p> <p>Draw or paint a building from memory, imagination or observation by identifying and including specific features.</p> <p style="text-align: center;"><b><u>Comparison</u></b></p> <p>Identify similarities and differences in the materials used, the subject matter and the use of colour, shape and line between two or more pieces of art.</p> <p style="text-align: center;"><b><u>Significant Artist</u></b></p> <p>Describe and explore the work of a significant artist, James Rizzi.</p> <p style="text-align: center;"><b><u>Malleable</u></b></p> <p>Explore how James Rizzi created form by using layers of foam to create a 3-D effect and create their own 3-D mural.</p> <p style="text-align: center;"><b><u>Evaluation</u></b></p> <p>Say what they like or dislike about the work they have created, and describe how they used an artist's work to inspire theirs.</p>

**Y2**

**Movers and Shakers + Still Life**

**Artists: Paul Cezanne, Van Gogh, Jan Brueghel**

**Outcome: Still life sketch and painting**



**Comparison**

Describe similarities and differences between still life artwork.

**Paint**

Identify and mix secondary colours.

Complete a colour study.

**Drawing**

Make simple sketches to explore and develop ideas.

Draw natural forms from observation.

**Evaluation**

Analyse and evaluate their own and others' work using artistic vocabulary.

**Coastlines + Flowerhead**

**Artists: Yayoi Kusami**

**Outcome: Flower sculpture**



**Comparison**

Describe similarities and differences between artwork on a common theme.

Explore colour, shape, texture and form.

**Drawing**

Make simple sketches to explore and develop ideas.

Draw flowers with some attention to detail.

**Paint**

Create a 'waves' themed landscape using materials and paint.

Identify and mix secondary colours.

**Printing**

Develop block print.

Explore and create a range of textures.

**Malleable**

Press objects into a malleable material to make textures.

**Sculpture**

Sculpt natural forms from memory.

**Magnificent Monarchs + Portraits and Poses**

**Artists: Hans Holbein, George Gower**

**Outcome: Royal Portraits**



**Significant Art**

Explore the role of royal portraiture in history and to analyse aspects of the paintings to explain why a painting, piece of artwork, body of work or artist is important.

**Malleable**

Create a 2-D or 3-D model of a monarch.

**Drawing**

Make a simple sketch of a person or object through observation to explore and develop ideas.

Create different patterns, textures and lines, and explore shape, form and space.

Create a regal portrait of themselves and add drawn details.

Represent the human form.

**Digital Art**

Use art software to create a line drawing of a monarch.

**Evaluation**

Analyse and evaluate their own and others' work using artistic vocabulary.

**Y3**

## Through the Ages + Prehistoric Pots

**Outcome: Decorated bell-beaker pot**



### Significant Art

Understand the importance and cultural significance of the Bell Beaker pottery and make links to their historical studies of prehistoric Britain.

### Drawing

Explore Bell Beaker pottery looking closely at the form, shape and use of pattern.

Create preliminary sketches of aspects of the Bell Pots and annotate their sketches with observations about shape, pattern and form.

### Malleable

Explore using different clay techniques including rolling coils, using slip, making a pinch pot and joining clay.

Create a 3-D Bell Pot using clay.

### Photography

Use tablets to take photographs of their finished sculptures by experimenting with positioning and lighting to emphasise shape and form.

### Evaluation

Make suggestions for ways to adapt and improve a piece of artwork.

## Rocks, Relics and Rumble + Ammonite

**Artists: Lucy Unwin, Mark Reed, Peter Pandall-Page**

**Outcome: Sketching and printmaking**



### Natural Art

Use nature and natural forms as a starting point for artwork.

### Drawing

Use fine line pens to make a series of small-scale drawings to show the ammonites' features.

Enhance form and texture in using techniques such as hatching, cross-hatching and shading.

Create a series of thumbnail drawings to capture the essence of the Fibonacci pattern.

Create a motif based on the Fibonacci pattern.

### Printing

Make a two-colour print by relief printing.

### Comparison

Describe what they observe using artistic vocabulary, including pattern, form and shape.

## Emperors and Empires + People and Places

**Artists: LS Lowry, Olga Rozanova, David Hockney**

**Outcome: A detailed artwork showing people in a scene (Roman or everyday life)**



### Drawing

Sketch human figures in a variety of poses.

Sketch Lowry figures and colour using appropriate colours.

Add detail and tone to drawings using linear, cross hatching, scumbling and stippling.

Draw with attention to detail.

### Paint

Identify, mix and use contrasting coloured paints.

### Digital art

Create a digital collage of urban landscapes.

Use and combine a range of visual elements in artwork.

### Evaluation

Reflect and make suggestions for ways to adapt and improve a piece of artwork.

**Y4**

**Invasion + Warp and Weft**

**Outcome: A woven wall hanging**

**Artist: Maryanne Moodie**



**Comparison**

Compare and contrast weaving/artwork from different times and cultures using their knowledge of historical periods.

Make observations of the artform as it develops over time, referring to the use of colour, pattern, materials, style and technology.

**Paper and Fabric**

Explore and create weaving using the technique simple loom weaving.

Create a mini shape sample using a weaving technique.

Give constructive feedback to others about ways to improve a piece of artwork.

**Drawing**

Sketch a weaving design looking at line, tone, shape, pattern and colour.

**Evaluation**

Evaluate their work, describing what went well and what they found difficult.

**Misty Mountain, Winding River + Vista**

**Artists: Paul Cezanne, Van Gogh**

**Outcome: Landscape painting or drawing**



**Comparison**

Compare and contrast mountainous landscapes from different times and cultures looking at the composition and techniques used by the artists.

**Drawing**

Use viewfinders to choose an interesting or unusual perspective or viewpoint for a landscape.

Draw thumbnail sketches of views, focusing on relative proportion, line and shape.

Explore atmospheric perspective using fine line pens, ink, watercolour paints or soft pencils.

**Paint**

Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting by creating a variety of thumbnail colour combinations.

Compare colour studies and discuss their findings.

Paint a mountainous landscape to include warm and cool colours.

**Evaluation**

Give constructive feedback to others about ways to improve a piece of artwork

**Ancient Civilisations + Islamic Art (linked to RE)**

**Outcome: A geometric tile**



**Significant Art**

Explain the significance of art, architecture or design from history and create work inspired by it.

**Drawing**

Use a range of pencils to create geometric shapes. Create geometric patterns to form motifs. Use art techniques to create motifs.

**Digital Art**

Create digital tessellation art using geometric shapes.

**Painting**

Use contrasting and complementary colours to paint and decorate a relief motif.

**Malleable**

Clay relief sculpture to create a geometric tile.

**Y5**

**Firedamp and Davy Lamp**

**Artists: The Pitmen Painters**

**Outcome: a painting inspired but the Pitmen Painters style.**



**Significant Art**

Study the work of Ashington Group, also known as the Pitmen Painters of Northumberland.

**Comparison**

Describe and discuss how different artists and cultures have used a range of visual elements in their work.

**Drawing**

Sketch scenes from photographs and historical images of the local area, including mines and mining.

Use their sketches and a range of drawing and painting techniques to create artwork showing past or present life in their community.

**Painting**

Mix and use tints and shades of colours using paint.

**Evaluation**

Compare and comment on the ideas, methods and approaches in their own and others' sketches to improve and develop ideas.

**Sow, grow and farm + Line, Light and Shadow**

**Artist: Pablo Picasso, Rembrandt**

**Outcome: Pencil drawing of fruit / nature**



**Significant Art**

Discuss how artists use a range of visual element in their work.

**Drawing**

Experiment with continuous drawings.

Create a series of sketches.

Practise shading techniques.

Use pen and ink wash to add light or shade to artwork.

**Digital Art**

Record and edit natural forms, animals or landscapes with clarity, using digital photography and photo editing software.

Create black and white photographs and explore line and tone.

**Evaluation**

Compare and comment on the ideas, methods and approaches in their own and others' sketches to improve and develop ideas.

**Ground-breaking Greeks + Mixed Media**

**Artists: Kurt Schwitters**

**Outcome: Ancient Greek inspired mixed media collage**



**Drawing**

Use a series of sketches to draft ideas.

**Paper and Fabric**

Use paper to explore traditional crafting techniques e.g. quilling, marbling, decoupage.

Create fabric collages and use embellishment to add detail.

Add applique.

Add text or printed materials to a background.

**Collage**

Use paper to represent an element e.g. colour or line.

**Evaluation**

Evaluate mixed media collages.

**Y6**

**Maafa + Trailblazers and Barrier Breakers**

**Artists:** Barbara Walker, Chris Ofili, Turgu Bastien

**Outcome:** a piece of artwork in a medium of their choice to capture historic or personal meaning.



**Significant Art**

Explain the significance of artworks from different times and cultures

**Comparison**

Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art

**Painting**

Use knowledge of colour and colour theory to create art.

Use colour palettes and characteristics of an artist to create a replica of a piece or part of a piece of art.

**Drawing**

Use a range of techniques to create art in the style of a significant artist

**Evaluation**

Adapt and refine their work in line with comments.

**Frozen Kingdoms + Environmental Artists**

**Artists:** Edith Meusnier, Miwa Koizumi, Robert Bradford, Anthony Heywood

**Outcome:** Environmental Sculpture



**Malleable**

Use a range of materials and combine them to create art.

**Paper and Fabric**

Understand how textures and materials can be combined.

**Natural Art**

Create art inspired by or giving an environmental message.

**Comparison**

Share and compare their choices and articulate their preferences.

**Significant Art**

Create a mood board or montage to inform their thinking about a piece of art.

**Digital Art**

Photograph their art, communicating a clear message by applying knowledge of perspective and lighting.

**A Child's War + Bees, Beetles and Butterflies**

**Artists:** Lucy Arnold and Andy Warhol

**Outcome:** Insect inspired artwork using a range of media.



**Significant Art**

Discuss and make observations about art by significant artists.

**Painting**

Use knowledge of colour and colour theory to create insect inspired art.  
Create pop art bees.

**Drawing**

Draw insects using line, tone or shape to draw observational detail or perspective.

**Paper and Fabric**

Create a mixed media collage of a beetle by combining elements to create textural effects.

**Evaluation**

Evaluate their compositions and refine their work.