

Art and Design
Lesson Objective Map

Subject cultural capital: To improve awareness of different artistic styles linked to specific artists and related to their own work.

Differentiation by task activity - See weekly planning for additional demand for talented artists/also GDS pupils and for SEND pupils refer to SEND passport targets.

AFL minimum expectations during each lesson - modelling by teacher; peer and self-assessment; targeted questioning.

Long term memory development strategies - Last lesson/this lesson/next lesson and KWL grids.

Numeracy skills - See red phrase in topics.

In sketch books children should record their observations and use them to review and revisit ideas.

Each topic to be taught in bullet point order using these lesson objectives.

Year Group	Autumn	Spring	Summer
Pre School	<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 		
Nursery	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including detail. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings like happiness, sadness, fear etc. • Explore colour and colour mixing. 		
Reception	<ul style="list-style-type: none"> • Explore use and refine a variety of artistic effects to explore their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them, • Create collaboratively sharing ideas, resources and skills. • 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. 		
1	Autumn 1 Art - Me Self-portraits-Picasso Drawing and collage. <ul style="list-style-type: none"> • To describe the work of notable artists. • Respond to ideas and starting points. • To use some of the ideas of artists studied to create pieces and make links to their own work. • To draw using lines of varying thickness and use the key vocabulary to demonstrate understanding. 	Spring 1 DT -Make a sandwich <ul style="list-style-type: none"> • To design products that have a clear purpose and an intended user. • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. • Suggest improvements to existing designs. 	Summer 1 DT-Design a wheeled vehicle <ul style="list-style-type: none"> • Explore how products have been created, • To design products that have a clear purpose and an intended user. • To explore and use mechanisms such as wheels and axles.

	<ul style="list-style-type: none"> To use a range of materials and design techniques using colour and texture. To sort and arrange materials. To mix materials to create texture. <p>Autumn 2 DT - Toys -Winding mechanism</p> <ul style="list-style-type: none"> To design a product that has a clear purpose and an intended user. To plan, design, make and evaluate an object using a range of materials. To create a product using levers, winders and pop up mechanisms. Make products, refining the design as work progresses. 	<p>Spring 2 Art -Buildings; Jan Pienowski Painting and sculpture</p> <ul style="list-style-type: none"> To use some of the ideas of artists studied to create pieces. To use painting to share and develop ideas and imagination. To use thick and thin brushes. To mix primary colours to make secondary. Add white to colours and to make tints and black to make tones. To explore different methods and materials as ideas develop. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of shapes, including lines and texture; 	<ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles) Make products, refining the design as work progresses. Evaluate their ideas and products against design criteria <p>Summer 2 Art -Portraits of Kings and Queens Drawing and painting</p> <ul style="list-style-type: none"> I know how to describe the work of a range of artists, noting similarities and differences, Draw lines of different thickness. Show pattern and texture by adding dots and lines. Show tones by using coloured pencils. Colour own work neatly. Use thick and thin brushes. Mix primary colours to make secondary colours. To use some of the ideas of artists studied to create pieces.
2	<p>Autumn 1 Art - Southgate ; Landscape drawing</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers, To use some of the ideas of artists studied to create pieces. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. To show shape and space using different techniques. 	<p>Spring 1 DT - Design A fruit kebab</p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To evaluate their ideas and products against design criteria 	<p>Summer 1 Art-Stone Age Cave paintings Painting</p> <ul style="list-style-type: none"> To develop ideas from starting points throughout the curriculum. To collect information, sketches and resources. To use a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines name the primary and secondary colours; mix primary colours to make secondary colours; add white and black to alter tints and shades;

	<p>Autumn 2 Art - Turkish Art Painting</p> <ul style="list-style-type: none"> Describe the work of notable artists, craft makers and designers, To use some of the ideas of artists studied to create pieces. To use a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines. To experiment with creating mood with colour. 	<p>Spring 2 Art- William Morris (Designer) Drawing and printing</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers, To copy an original print; To use some of the ideas of artists studied to create pieces. To annotate sketches to explain and elaborate ideas. To use repeating or overlapping shapes. To mimic print from the environment (eg wallpapers) use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 	<p>NC Maths link - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Summer 2 Art- Mesopotamian Pots Sculpture</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. To use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card Use techniques such as rolling, cutting, moulding and carving. Explore different methods and materials as ideas develop.
3	<p>Autumn 1 Art-Ancient Egyptian portraits of pharaohs</p> <p>Drawing</p> <ul style="list-style-type: none"> Create original pieces that are influenced by the study of others. Annotate sketches to explain and elaborate ideas. use different materials to draw, e.g. pastels, chalk, felt tips; Use different hardness of pencil to show line, tone and texture. Use shading to show light and shadow. show an awareness of space when drawing; <p>NC Maths link - identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Spring 1 DT- Design a puppet -Jim Henson</p> <ul style="list-style-type: none"> Create individual pieces that are influenced by studies of others. Select and arrange materials for a striking effect. Ensure work is precise. Suggest improvements to existing designs. Make products by working efficiently. Refine work and techniques as work progresses, continually evaluating the product design. <p>NC Maths link -_draw 2-D shapes and make 3-D shapes using modelling materials</p>	<p>Summer 1 DT - Greek Food /Healthy diet</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. To plan, design, make and evaluate food products for a variety of purposes.

	<p>Autumn 2 Hindu Art Painting</p> <ul style="list-style-type: none"> To replicate some of the techniques used by notable artists, artisans and designers. To experiment with creating mood with colour. Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; 	<p>Spring 2 Art - Ancient Greek pots Sculpture</p> <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. To replicate some of the techniques used by notable artists, artisans and designers. To design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use clay and other mouldable materials. Add materials to provide interesting detail. 	<p>Summer 2 - Ancient Greek Masks Sculpture and collage</p> <ul style="list-style-type: none"> To design products that have a clear purpose and an intended user. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. To use clay and other mouldable materials. Add materials to provide interesting detail. Make products, refining the design as work progresses.
4	<p>Autumn 1 DT - Roman Bread making</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. To plan, design, make and evaluate food products for a variety of purposes. <p>Autumn 2 Art - Roman mosaic Collage</p> <ul style="list-style-type: none"> Comment on artworks using visual language. Create original pieces that are influenced by studies of others. Select colours and materials for effect and give reasons for their choices. Use ceramic mosaic materials and techniques. Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Spring 1 Art - Roman architecture-Marcus Vitruvius Pollio Sculpture</p> <ul style="list-style-type: none"> Learn about the great architects and designers in history. Comment on artworks using visual language. Create original pieces that are influenced by studies of others. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) To use a variety of materials and practise joining techniques; To add materials to the sculpture to create detail. <p>NC Maths link - identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Spring 2 Art; Byzantine art Gods Painting</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<p>Summer 1 Art- Bedouin Landscapes Chalk and charcoal drawing</p> <ul style="list-style-type: none"> To comment on artwork using visual language, To replicate some of the techniques used by notable artists, artisans and designers. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Use watercolour paint to produce washes for background then add detail. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <p>Summer 2 Art. Islamic patterns and Motifs Painting and printing</p> <ul style="list-style-type: none"> Create original pieces that are influenced by studies of others. Comment on artworks using visual language. Use a variety of techniques to add interesting effects. (E.g. Reflections, shadows, direction of sunlight). Experiment with creating mood with colour. Mix colours effectively.

5	<p>Autumn 1 Art - Californian Impressionism Benjamin Brown Painting</p> <ul style="list-style-type: none"> • Comment on artwork with a fluent grasp of visual language. • Sketch (lightly) before painting to combine line and colour, • Create colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paints to create texture. • Reflect upon their work inspired by a famous notable artist and the development of their art skills. <p>Autumn 2 DT - Islamic rugs-</p> <ul style="list-style-type: none"> • Design with the user in mind motivated by the service a product will offer. • Create innovative designs that improve upon existing products. • Use the qualities of materials to create suitable visual effects in the decoration of textiles. • Use a combination of stitching techniques. 	<p>Spring 1 DT- South American Food</p> <ul style="list-style-type: none"> • Understand the principles of a healthy and varied diet • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • To plan food products for a variety of purposes • To design food products for a variety of purposes • Apply the principles of a healthy and varied diet • To evaluate food products for a variety of purposes <p>Spring 2 Art - Norse Patterns Printing</p> <ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language • Design printing blocks/tiles • Create printing blocks/tiles • Develop techniques in relief printing • replicate patterns from observations • make repeated patterns with precision 	<p>Summer 1 Art - Henri Rousseau Drawing and Painting</p> <ul style="list-style-type: none"> • Give detailed observations about the work of artists. • Use inspiration from famous artist to replicate a piece of work. • Sketch (lightly) before painting to combine line and colour, • Create colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paints to create texture. • Reflect upon their work inspired by a famous notable artist and the development of their art skills. <p>Summer 2 DT- Incan pottery figures Sculpture</p> <ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language. • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • Use tools to carve and add and shape patterns.
6	<p>Autumn 1 Art - Jacob Lawrence migration series Drawing</p> <ul style="list-style-type: none"> • Give detailed observations about notable artists' work; • Comment on artwork with a fluent grasp of visual language. • Create colour palette based upon colours observed in the natural or built world. • Use a variety of techniques to add effects, e.g shadows, reflection, hatching and cross-hatching. • Depict movement and perspective in drawings. • Combine colours, tones and tints to enhance the mood of a piece. 	<p>Spring 1 DT- Tudor jumbles</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Understand and apply the principles of a healthy and varied diet • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p>Summer 1 Art- Monet - River Thames/ London Painting</p> <ul style="list-style-type: none"> • Give detailed observations and express an opinion about notable artists' work. • Build up layers of colour. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.

- Reflect upon their work inspired by a famous notable artist and the development of their art skills.

**Autumn 2 Art - Antarctic landscapes/animals. David
Abbey Paige**

Painting

- Give detailed observations about **notable artists' work**.
- Comment on artwork with a fluent grasp of visual language.
- Create colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paints to create texture.
- Reflect upon their work inspired by a famous notable artist and the development of their art skills.

- To plan, design, make and evaluate food products for a variety of purposes
- Reflect upon their work inspired by a famous notable artist and the development of their art skills.

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**Summer 2 Art - Henry Moore WW2 art
Drawing and sculpture.**

- Give detailed observations about **notable artists' work**;
- Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Mix textures (rough and smooth, plain and patterned),
- Combine visual and tactile qualities.
- Use materials other than clay to create a 3D sculpture and develop cutting and joining skills.
- Reflect upon their work inspired by a famous notable artist and the development of their art skills.