

The Saints Academies
St. Peter's CE Academy
Art and Design



Year Group and Cycle	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
EYFS Year A	<u>Autumn 1</u> St George – Dragon drawings Know that we can follow specific instructions to add detail to a drawing.	<u>Autumn 1</u> <u>Evaluate artists, architects and designers:</u> - Find a video of drawing a dragon (simple). What do they see? What shapes/lines are used? <u>Design, techniques and create:</u> - Follow the instructions for drawing a dragon. - What shapes do we start with? - What detail to we need to add? <u>Evaluate:</u> Review what they have done and say what they think and feel about it. Possibly identify what they might change.	Detail, colours, shapes, line,	Dragon drawing video, pencil, pencil colours

	<u>Autumn 2</u> Ghanaian Art/Kente cloth Know that Kente cloth is a special cloth from Ghana. African animal prints	<u>Autumn 2</u> <u>Evaluate artists, architects and designers:</u> - Look closely at Kente cloth. What do they see? How are they created? What do they like/dislike? <u>Design, techniques and create:</u> - Investigate the colours they like together for their Kente cloth design. - Choose own colours for Kente cloth design. - Weave to created Kente cloth pattern design. - Make and use printing blocks to create pattern on fabric inspired by Kente cloth designs. - Make marks in print with a variety of objects, including natural and man-made objects. <u>Evaluate:</u> Review what they have done and say what they think and feel about it. Possibly identify what they might change.	Colours, pattern, textile, print, weave	Paint, paper, Kente cloth. Fabric, printing blocks
	<u>Spring</u> Exploring Colour - Know the three primary colours. - Know that colours can be groups to represent hot and cold.	<u>Spring</u> <u>Evaluate artists, architects and designers:</u> - Begin to understand that artists choose colours intentionally to represent heat, cold, or emotion. <u>Design, techniques and create:</u> - Experiment with colour mixing to represent hot and cold. - Represent seasons through colours. <u>Evaluate:</u> - Talk about their own and others' artwork using language like warm, cool, hot, cold, bright, calm.	Hot, cold, mixing, primary, seasons	Colour wheel (primary), paint, paint brushes, pallets, season pictures

	<u>Summer</u> Van Gogh (Sunflowers) • Know that Vincent van Gogh was a Dutch artist. • Know one of his very famous paintings is 'Sunflowers'.	<u>Summer</u> <u>Evaluate artists, architects and designers:</u> • Study Van Gogh's 'Sunflowers' What do they see? What media and techniques have been used? What do they like/dislike? <u>Design, techniques and create:</u> • Investigate the colours in Van Gogh's Sunflowers painting. Colour mixing to produce shades of yellow, browns and orange. • Observe real sunflowers and draw from observation. • Produce a Van Gogh-inspired painting of sunflowers, using colour mixing skills and observation work. • Experiment blending colour using a range of tools; brushes, sponge. <u>Evaluate:</u> • Review what they have done and say what they think and feel about it. Possibly identify what they might change and what they think about other's work. •	Colour mix, shades, texture, blend, layer, brush strokes, dab	Paintbrushes, paints, pencils, real sunflowers, A3 cartridge paper, masking tape, sponge, examples of artist work
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Early Years Year B	<u>Autumn</u> Pablo Picasso/Self portraits • Know that Pablo Picasso was a Spanish artist. • Know that Pablo Picasso created portraits using geometric shapes (Cubism).	<u>Autumn</u> <u>Evaluate artists, architects and designers:</u> • Observe Pablo Picasso's Cubism portrait pieces. What do they see? Is there anything the similar between them? What do they like/dislike? <u>Design, techniques and create:</u> • Ask and answer questions about the starting point for their work for example: which shapes and colours do you want to use? • Collage using a variety of media e.g. card, fabric and photo materials • Create images from imagination, experience or observation. <u>Evaluate:</u> Review what they have done and say what they think and feel about it. Possibly identify what they might change.	Collage, shapes, colours, stick	Card, geometric shapes, scissors, pencil, glue, buttons
	<u>Summer</u> Observational drawings/paintings. • Know that different tools (pencils, crayons, paints, brushes) create different effects. • Know that flowers have distinct forms (round petals, long stems, symmetry, etc.) that can be represented visually.	<u>Summer</u> <u>Evaluate artists, architects and designers:</u> • Explore how artists and designers use flowers in their artwork to show colour, shape, and texture. • Notice how artists use different techniques to represent flowers (lines, dots, brush strokes). <u>Design, techniques and create:</u> • Observe real flowers and draw or paint what they see, focusing on shapes, colours, and patterns. • Experiment with drawing, painting, or printing techniques to capture petals, stems, leaves, and details. • Choose colours carefully to represent flowers realistically or creatively. <u>Evaluate:</u> Review what they have done and say what they think and feel about it. Possibly identify what they might change.	Colour, shape, texture, observation, lines, shapes.	Flowers, paint, pencils, paint brushes.

Key Stage 1 Year A	Autumn: Exploring colour - Know that Piet Mondrian was an abstract artist and used primary colours. - Know that Mark Rothko mixed colours and painted in blocks and lines. - Know that Robert and Sonia Delaunay developed a new style of painting by using bright colours and simple shapes. - Know that Wassily Kandinsky was the first abstract artist using just colours and shapes.	Autumn: Evaluate artists, architects and designers: - Observe what kind of colours Piet Mondrian used in his paintings. - Explore what kind of shapes Rothko used in his paintings. - Compare what kind of paintings Paul Klee, Jackson Pollock, Robert and Sonia Delaunay, and Wassily Kandinsky made. Design, techniques and create: - Say if a colour is primary or not primary. - Mix colours, tints and shades. - Make a collage by sticking shapes to a background in primary colours. - Create a colour field painting by using colours mixed. - Create a painting by using tints mixed. - Create a drip painting by using shades mixed. - Create a painting by using warm and cool colours. - Create a circles painting by using colours mixed. Evaluate: - Review what techniques they have used and say what they did well and what they could improve.	Primary colours, Piet Mondrian, abstract art, secondary colours, Mark Rothko, warm, cool, Robert Delaunay, Sonia Delaunay, Wassily Kandinsky	Card, construction paper, glue, coloured objects, paper plates, paint, paintbrushes, water, sponges, paint palettes
	Summer: Landscapes and cityscapes - Know that Claude Monet was a French impressionist artist and painted with bold brushstrokes. - Know that Vincent van Gogh was a Dutch artist who painted portraits and landscapes. - Know that Vincent van Gogh used bright watercolours and oil paints, and bold brushstrokes. - Know that Jean Metzinger was a landscape artist and used large	Summer: Evaluate artists, architects and designers: - Describe the work of Monet, van Gogh and Metzinger. - Compare Metzinger, van Gogh and Monet by identifying similarities and differences. Design, techniques and create: - Paint a landscape using colour and texture. - Use pastels to create a cityscape. - Use colour, texture, pattern, line, shape, form, and space in landscapes. - Use colour, texture, pattern, line, shape, form, and space in a cityscape. - Create a mosaic collage landscape.	Impressionism, founder, landscape, scene, bold, brushstrokes, Monet, cityscape, pastels, colour, light, reflection, shape, smudge, artist, marks, mosaic, style, similarities,	Cotton buds, paper, paints, pastels, paintbrushes, water pots, coloured pencils, glue sticks/PVA, pencils

	brushstrokes and vivid colours in his work.	<u>Evaluate:</u> Review what techniques they have used and say what they did well and what they could improve.	differences, features	
Key Stage 1 Year B	Autumn: Exploring fabrics - Know that Gunta Stolz was a textiles artist who made colourful designs by weaving by hand. - Know that Gustav Klimt created decorative paintings, using gold leaf.	Autumn: <u>Evaluate artists, architects and designers:</u> - Describe the colourful handwoven designs of Gunta Stolz. - Describe the decorative gold leaf paintings of Gustav Klimt. <u>Design, techniques and create:</u> - Create a paper loom with support. - Use paper to create a weaving. - Choose materials and use them creatively to decorate a product. - Use templates to design a coaster. - Use wax to transfer a simple design onto fabric. - Use a paintbrush to apply dye to change the colour of the fabric. - Use materials creatively to make and decorate a product. - Use ideas from the work of artists and craftmakers. - Use materials creatively to design a batik product. - Use batik creatively to make a product. <u>Evaluate:</u> - Review what they have done and say what they did well and what they could improve.	Textiles, fabric, weaving, woven, loom, alternate, materials, batik, wax, resist, dye, fabric, cotton, design, bold, size, space, apply, set	Card, scissors, coloured paper, glue, sequins, buttons, beads, feathers, glitter, pencils, wax-resist sticks, masking tape, muslin fabric, apron, gloves, fabric dye, paintbrushes, crayons, ink
	Summer: Sculptures Know that famous sculptors include Mac Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison and Eva Rothschild.	Summer: <u>Evaluate artists, architects and designers:</u> - Describe the work of Marc Quinn, Barbara Hepworth, Jill Townsley, Brendan Jamison and Eva Rothschild. - Compare Marc Quinn, Barbara Hepworth, Jill Townsley, Brendan Jamison and Eva Rothschild by identifying similarities and differences. <u>Design, techniques and create:</u>	Sculpture, sculptor, three dimensional, techniques, carving, wood, casting, metal, bronze, stone, marble, figurative,	Bread dough, sculpting tools, PVA glue, paint, cardboard tubes, small boxes, plastic bags, sponges, lolly sticks, pipe cleaners,

	Know that these artists make sculptures from unusual materials.	- Sculpt with different materials. - Sculpt a monster from imagination. - Make a sculpture from recycled materials. - Create an abstract sculpture of a person. - Use plastic spoons and rubber bands to make sculpture. - Use sugar cubes to make a sculpture of a building from imagination. - Make a sculpture using line, shape, form and space. <u>Evaluate:</u> - Review what techniques they have used and say what they did well and what they could improve.	abstract, materials, dough, recycled, materials, mechanical, installation, shapes, pyramid, wax, wool, buildings, wood, sugar, geometric, corners, lines, minimalist	coloured feathers, googly eyes, tin foil, coloured paper, masking tape, medium and large cardboard boxes, plastic spoons, rubber bands, cocktail sticks, sugar cubes, mini marshmallows
Key Stage 2 Year A	Autumn Fruit and Vegetable Art - How to use pencil, paint, clay, and textiles to create artwork. - That artists through history have used fruit and vegetables as inspiration for their art. - That Caravaggio painted dramatic still life scenes using light and shadow. - That Carl Warner creates imaginative food landscapes. - That Michael Brennand-Wood is a textile artist who uses texture and pattern in his work. - How to design and make a fruit or vegetable softie using sewing and decoration techniques.	- Use observational drawing skills to record shapes, textures and tones accurately. - Experiment with different materials (pencil, paint, clay, textiles) to explore effects. - Develop design ideas based on artists' styles and personal observation. - Use textile techniques such as cutting, stitching, and embellishing to create a final piece. - Evaluate their own and others' work, suggesting improvements.	Charcoal Observational drawing Sculpture Textiles Still life Composition Tone	Fruit, vegetables, clay, pencils, paint,

	Spring Rainforest Crafts and British Artists • That the rainforest has different layers (emergent, canopy, understory, forest floor), each with unique colours, patterns, and textures. • How to use collage, paint, and 3D materials to represent rainforest themes. • That British artists such as Paula Rego, Thomas Gainsborough, and Lucian Freud have very different artistic styles and subjects. ○ Paula Rego tells stories and emotions through expressive art. ○ Gainsborough is known for portraits and landscapes in soft, realistic styles. ○ Lucian Freud paints detailed, expressive portraits showing real human features. • How to draw inspiration from these artists to create personal artwork.	• Explore colour mixing, pattern and texture to represent rainforest environments. • Use collage, paint, textiles or 3D techniques to build layered rainforest art. • Compare and describe the styles of different British artists. • Develop a personal response inspired by Rego, Gainsborough, or Freud. • Reflect on their choices of colour, shape, and texture to express meaning.	Collage Texture Layer Portrait Landscape Composition Expression Mixed media	Collage materials, paint, pencil, glue, scissors
	Summer Drawing, Colour, Pattern and Mosaics • That insects have different shapes, patterns, and structures that can inspire artwork. • How to use different media (pencil, ink, watercolour, collage,	• Observe insects carefully and record detail through sketching. • Experiment with media and techniques to add colour, pattern, and texture. • Explore symmetry and design when creating insect-inspired patterns. • Plan and make a mosaic or collage using small pieces and deliberate colour choices.	Observation Pattern Symmetry Mosaic Media Texture Repetition Design	Pencil, ink, water colours, collage materials, glue, scissors, paint,

	mosaic) to represent insects creatively. • That artists and designers often study nature and symmetry in their work. • That mosaics are artworks made by arranging small pieces of coloured material. • How to use pattern, repetition, and symmetry in art. • How to design and create a mosaic or patterned artwork inspired by insects.	• Combine line, shape, colour, and texture effectively in their final piece. • Reflect on their work, explaining their artistic choices.		
Key Stage 2 Year B	Autumn Papyrus Painting, Cartouche and Clay Pots • That art in Ancient Egypt was used to record history and express beliefs. • That papyrus was made from reeds and used as an early form of paper. • That a cartouche represents a royal or important name, written in hieroglyphs. • That clay was used to make decorative and functional pots in many ancient cultures. • That artists use colour, pattern, line and form to express ideas.	• Create a papyrus-style surface and paint Egyptian-style imagery. • Use hieroglyphic symbols to design and decorate a cartouche made from plaster of Paris. • Shape, join and decorate clay pots, exploring texture and pattern. • Experiment with colour mixing, line, and composition. • Compare ancient and modern art and discuss similarities and differences. • Evaluate their artwork, explaining what they like and what they would improve.	Papyrus Hieroglyphs Cartouche Clay Form Pattern Texture Composition Decoration	Clay, clay tools, paint, paint brushes,
	Spring Paul Klee, Loose Portraits, and Frida Kahlo • That portraits show people's faces and can express identity, emotion, or story.	• Study facial features and draw accurate proportions of a human face. • Experiment with different media (pencil, paint, collage, and objects) to create expressive portraits. • Explore Paul Klee's use of colour and geometric shapes to simplify facial features.	Portrait Proportion Expression Abstract Symbolism Composition	Pencils, pencil crayon, paint, water colour, collage materials.

	• That Paul Klee used colour, shape, and line in abstract and symbolic ways. • That Frida Kahlo painted self-portraits to express her feelings, culture, and life experiences. • That loose part portraits use found objects and materials to represent features and expression. • How to use proportion, shape, colour, and texture to create portraits in different styles.	• Create a self-portrait inspired by Frida Kahlo, adding symbolic background elements. • Design and assemble loose part portraits using natural or recycled materials. • Reflect on how colour, expression, and composition communicate feelings or ideas	Media Texture Self-portrait Loose parts	
	Summer Silhouette Art and Henry Moore Charcoal Line Drawings • That silhouette art uses light and dark contrast to create dramatic effects. • That Henry Moore was a British artist who created drawings and sculptures inspired by people sheltering during WWII. • That Moore used charcoal and line to show form, emotion, and movement. • How to use charcoal and shading to create tone and depth in drawings. • How to express mood and narrative through light, shape, and contrast.	• Experiment with charcoal and line drawing to show shape and form. • Create observational sketches inspired by Henry Moore's shelter drawings. • Use smudging and shading techniques to add texture and tone. • Design and make silhouette artworks showing wartime scenes or figures. • Explore how contrast and negative space can be used to convey atmosphere. • Reflect on their finished artwork, discussing how it represents feelings or stories	Silhouette Charcoal Tone Contrast Line Form Texture Negative space Composition Mood	Charcoal, pencil