

Curriculum Intent

Key Stages 1 & 2

Subject long-term planning

Subject: Art



	Half term 1	2	3	4	5	6
Title	Marvelous me!	Let's Celebrate!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!
Overall intent – rationale	Students find out about their appearance (features and colours) They produce drawings and paintings of themselves and their peers selecting, naming and using the correct colours	Students explore different materials and make collages. They use different media (clay/pay dough) to make 3D models (Diva lamp)	Students explore colour mixing to produce drawings and paintings to support the topic	Students explore different animals and the colour/patterns they see	Students explore Spring and growing and art related to plants and flowers	Students explore the world around us and travel. They use different media to create pictures of different landscapes
Why this? Why now?	Pupils have previously learned about their appearance in Nursery and have drawn/painted self portraits	Pupils explore different celebrations and produce collages and 3D models linked to the celebration	Pupils have previously named colours and selected a colour for a purpose. To now develop awareness of colour mixing	Pupils have explored the shape of features (self-portrait) and using lines to enclose a space. To now develop awareness of pattern in relation to animals.	Pupils have previously learned about colour mixing and making a 'lighter' and 'darker' shade. To now apply this to making paintings/drawings and collages of plants and flowers	Pupils have previously explored different media to produce artwork. To now choose and combine media to make pictures and talk about their creations
Key concepts knowledge & skills (Must be all three)	<p>Students understand</p> <ul style="list-style-type: none"> • Colour • Shape • Line <p>Students know:</p> <ul style="list-style-type: none"> • The names for colours • That colours can be used for a purpose • That they can use shapes to represent features <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Texture • Pattern • Form • Space <p>Students know:</p> <ul style="list-style-type: none"> • Materials can be different textures • Different materials can be used/combined to make collages • Materials can be used to make 3D models 	<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Tone <p>Students know:</p> <ul style="list-style-type: none"> • Colours can be mixed together to create a different colour • Colours can be made darker or lighter by adding back and white <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Pattern • Colour • Line <p>Students know:</p> <ul style="list-style-type: none"> • Animals can have different patterns and can name some eg. spots/stripes • There are patterns all around us <p>Student can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Tone • Texture • Colour <p>Students know:</p> <ul style="list-style-type: none"> • Plants/flowers can have a number of different shades of the same colour • That we can change the shade of a colouring 	<p>Students understand:</p> <ul style="list-style-type: none"> • Texture • Communication • Line • Colour <p>Students know:</p> <ul style="list-style-type: none"> • Media can be combined to create artwork • Colours can be

	<ul style="list-style-type: none"> Produce paintings and drawings accurately using shape and colour 	Students can: <ul style="list-style-type: none"> Produce collages using a range of materials Use clay and play dough to make 3D models eg. Diva lamp 	<ul style="list-style-type: none"> Mix colours together to make a different colour Make a colour lighter or darker by adding black and white 	<ul style="list-style-type: none"> Identify and talk about patterns Draw pictures of animals representing the patterns 	pencil by pressing harder or softer Students can: <ul style="list-style-type: none"> Talk about the shape and shade of colour of petals and leaves Use pressure to change the shade of colouring pencils to produce their artwork 	chosen for a purpose Students can: <ul style="list-style-type: none"> Talk about the resources and materials they have used Select the materials, tools and techniques
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Key stage: 1

Subject: Art

Year: 1

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Title	<i>SUPERHEROES – Self-portraits</i>		<i>WATER WATER EVERYWHERE – Canal Art</i>	<i>WONDERFUL WEATHER – Printing</i>		
Overall intent – rationale	To show children how to draw their faces in a realistic way with correct shape and position of features as a starting point for drawing portraits later on		Children learn about a popular design for canal art and how it is created by different artists and crafts people and how it is created affectively on a range of canal ware.	To encourage children to look at a wide range of materials that can use paint to create different prints and rubbings over different textures to create pattern and comparing to digital printing		
Why this?	Pupils should create a self-portrait in stages and steps by using line, shape and colour to create firstly their face and then understand where their eyes, nose and mouth go and		Pupils need to look at the design of roses and castles and learn how to draw them accurately and them use different media to add colour. They	Pupils look at how we can use natural and man-made resources to produce different prints such as leaves		

<p>Why now?</p>	<p>how to draw them accurately and then add other features such as hair, ears etc. This encourages them to realise that all people have different shaped and coloured faces, and facial features which make us all unique.</p> <p>In Reception children did a picture of themselves as a whole person and now need to concentrate on just their faces in more detail.</p>		<p>also learn about using primary colours in paint to create secondary colour.</p> <p>In Reception children used different media to create picture. This is now going to be used to create a specific kind of art.</p>	<p>for rubbings, finger painting and leaf printing and compare this to using the an art program to create a digital print using techniques from a range of artists (also done in Computing unit – digital media in this half term</p> <p>In Reception children experimented with a range of resources to print using paint</p>		
<p>Key concepts knowledge & skills</p> <p>(Must be all three)</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Line • Pattern • Shape • Form <p>Students know:</p> <p>What shape a face is</p> <p>Where to position facial features</p> <p>What shape are facial features</p> <p>What colours to use</p> <p>Students can:</p> <p>Draw a face in an oval shape</p> <p>Correctly position eyes in the right shape</p> <p>Draw a nose and mouth accurately</p> <p>Add other features such as ears, hair and eyelashes</p> <p>Use a skin colour to match theirs</p> <p>Use other appropriate colours for the rest of their self-portrait</p>		<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Pattern • Line • Shape • Space <p>Students know:</p> <p>That roses and castles were a popular design for canal art</p> <p>That roses and castles were painting on pots, dishes, plates and watering cans</p> <p>What a rose and castle looks like</p> <p>Students can:</p> <p>Draw a rose in steps starting with the middle</p> <p>Draw a castle accurately</p> <p>Use primary colour red and white to make different shades of pink when painting</p> <p>To use different media to colour in the roses and castle such as pastels, crayons and pencils</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Pattern • Texture • Line • Shape • Form <p>Students know:</p> <p>That by putting leaves or tree bark under a piece of paper and rubbing over the top with a crayon or pastel it will create the same shape and pattern of it</p> <p>That students can dip a range of objects in paint and press them onto paper to replicate them</p> <p>That different tools on Paintz app program can create different affects in the style of artists</p> <p>That Mondrian did abstract art</p> <p>Matisse created collage</p>		

				<p>Kandinsky was an expressionist Seurat created pointillism</p> <p>Students can: Use pattern and texture to create leaf and tree bark rubbings Make leaf prints on paper using paint to create patterns Use their fingers to create prints in different colours Use paintbrush, pencil, fill tool, spray can, shape tool and line tool to create different affects in style of an artist</p>		
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Key stage: 1

Subject: Art

Year: 2

School: Marshbrook First School

	1	2	3	4	5	6
Title	<i>Castles - Textiles</i>	<i>Artists - Painting</i>			<i>Plants - Collaging</i>	

Overall intent – rationale	Develops students' artistic skills, fine-motor skills, cultural awareness, and provide opportunities for learning across the curriculum.	Teaching about painting and artists is an important part of a well-rounded education, as it helps to foster creativity, critical thinking, fine motor skills and appreciation for the arts.		Explore their creativity and imagination in a tactile and hands-on way. It helps to foster creativity, problem-solving, and appreciation for the arts and offers a unique way for children to express themselves and communicate their ideas visually.	
Why this?	Pupils should use a range of materials creatively to design and make products, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Pupils should use a range of materials creatively to design and make products, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Why now?	In Y1, D&T children have applied shapes by glue or by stitching and have cut and shaped fabric using scissors and snips. Threading ribbon in canal art.	In Y1, they have been drawing self-portraits, using pencils, pastels and crayons. Paint canal art, draw onto different media. Cutting out of their own canal design work and evaluating their own and others work. Use malleable materials to make their own printing blocks.		In Y1, children have created their own canal art incorporating flowers.	
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Pattern <p>Students know:</p> <ul style="list-style-type: none"> • What weaving is • What a loom is • Block colour is <p>Students can:</p> <ul style="list-style-type: none"> • Weave materials onto a loom • Weave by going under and over the loom alternately • Experiment with joining materials • Design a shield with a knights and castle theme • Explain how they will join colours together when weaving 	<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Texture • Line • Shape <p>Students know:</p> <ul style="list-style-type: none"> • That Picasso painted the Weeping Woman • Different sized paintbrushes should be uses for different tasks • That van Gogh painted Sunflowers • The primary and secondary colours by name • That Monet painted The Water-Lily Pond • The properties of different paints • Know what shade means • That adding white or black can make different shades of the same colour • Know that Degas painted Ballerina on Pointe <p>Students can:</p> <ul style="list-style-type: none"> • Work on different scales • Pick the best paintbrush for the size of painting • Evaluate their paintings 		<p>Students understand:</p> <ul style="list-style-type: none"> • Colour • Texture • Line • Shape <p>Students know:</p> <ul style="list-style-type: none"> • What collaging means • That collaging can use a variety of materials and techniques • That collaging can be done on different scales • What origami is <p>Students can:</p> <ul style="list-style-type: none"> • Create and arrange shapes • Tear materials into small pieces • Crumple materials • Line pieces up with an outline • Collage on different scales • Collect, sort and name colours • Overlap pieces • Evaluate their collaging • Make folds in paper 	

		<ul style="list-style-type: none">• Create and use textured paint• Create a watercolour wash background• Layer paintings• Mix primary colours to make secondary colours• Mix primary colours to create different shades				
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Key stage: 2 Subject: Art Year: 3

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Unit Title			<i>River's painting in the style of Monet</i>	<i>Batik Roman Tiles</i>		<i>Tiger Masks using Mod Roc</i>
Overall intent – rationale Why this? Why now?			Students explore colour mixing to produce drawings and paintings to support the topic of Rivers. Pupils have previously named colours and selected a colour for a purpose, as well as mixing colours in KS1.	Students explore mixing flour and water to create a paste resiste on a fabric. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Students explore using different materials to create a Tiger Mask. They also use paint to show their designs. Pupils have previously manipulated clay to create Degas' ballerina in Year 2.
Key concepts knowledge & skills (Must be all three)			Students understand: <ul style="list-style-type: none"> • Colour • Tone • Communication Students know: <ul style="list-style-type: none"> • Colours can be mixed together to create a different colour. • Colours can be made darker or lighter by adding back and white. • About Monet's artwork and what the type of art he is famous for. Students can: <ul style="list-style-type: none"> • Mix colours together to make a different colour • Make a colour lighter or darker by adding black and white. • Use small strokes to represent movement in paintings, in the style of Monet. 	Students understand: <ul style="list-style-type: none"> • Colour • Pattern • Texture • Shape Students know: <ul style="list-style-type: none"> • Flour and water can be mixed together to make a batik paste. • Paints will resist the batik. Students can: <ul style="list-style-type: none"> • Paint around the image carefully, choosing appropriate tools. • Manipulate the batik carefully to create a neat, clear image. 		Students understand: <ul style="list-style-type: none"> • Colour • Form • Texture Students know: <ul style="list-style-type: none"> • Modroc can be used to make models of parts of our bodies such as our faces but it is also used to make landscapes. • Modroc should be used using layers and rubbing to smooth over any gaps. • I know how to sculpt clay and other mouldable materials. • I know how to use a range of brushes to create different effects in painting. Students can: <ul style="list-style-type: none"> • Mold clay effectively to create a mask. • Make a colour lighter or darker by adding black and white.

				<ul style="list-style-type: none"> Carefully Draw a design onto piece of fabric. 		<ul style="list-style-type: none"> Paint their mask carefully to ensure good coverage.
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Key stage: 2

Subject: Art

Year: 4

School: Marshbrook First School

	1	2	3	4	5	6
Title			<i>Incredible India - Printing</i>	<i>Tudors - Portraits</i>	<i>World War II - Collage</i>	
Overall intent – rationale Why this? Why now?			<p>Pupils explore Indian art and design and print fabric to support the topic on India.</p> <p>Pupils have previously studied printing in Year One, where they used objects e.g. shapes, fingers to print. They will now improve their mastery of the technique of printing.</p>	<p>Pupils improve their mastery of drawing and learn about artists associated with the Tudor period.</p> <p>Pupils have previously studied drawing self-portraits in Year One focusing on the features and position on the face. They will now improve their mastery of the technique of drawing self-portraits including the use of tone, texture, colour and shading.</p>	<p>Pupils will improve their mastery in the selection and manipulation of materials in order to collage a piece of art.</p> <p>Pupils have previously studied collage techniques of selecting and manipulating materials in Year Two. They will now improve their mastery of techniques such as cutting, tearing overlapping and layering in order to communicate their ideas.</p>	
Key concepts knowledge & skills (Must be all three)			<p>Students understand:</p> <ul style="list-style-type: none"> colour pattern shape communication <p>Students know:</p> <ul style="list-style-type: none"> The history and styles of Indian paintings. The colours, patterns and shapes associated with Indian art. How to print onto different materials using different colours. <p>Students can:</p> <ul style="list-style-type: none"> Experiment with styles from India's paintings. Recognise when art is from a different culture. 	<p>Students understand:</p> <ul style="list-style-type: none"> Line Shape Texture Tone form communication <p>Students know:</p> <ul style="list-style-type: none"> How to show facial expressions and body language in sketches. How to position features on the face. How different grades of pencil create different tones. How marks and lines can show texture. How to show reflections in art. <p>Students can:</p> <ul style="list-style-type: none"> Draw for a sustained period of time. 	<p>Students understand:</p> <ul style="list-style-type: none"> Shape Form Space colour communication <p>Students know:</p> <ul style="list-style-type: none"> How to combine a range of materials and techniques for collage. How to use shape and colour to represent forms of movement. About the work of artists who used collage to communicate their ideas. <p>Students can:</p> <ul style="list-style-type: none"> Experiment with a range of collage techniques including overlapping, tearing and layering. 	

			<ul style="list-style-type: none"> • Design a block printer using shape and pattern. • Make a block printer. • Print onto fabric using colour. 	<ul style="list-style-type: none"> • Explain the features of art from the Tudor period. • Use sectioning to position features on a self-portrait. • Select and use different grades of pencil to create appropriate tone. • Create textures using different techniques e.g. hatching and stippling. • Create shading using different grades of pencil. • Create a self-portrait in a Tudor style using the techniques explored. 	<ul style="list-style-type: none"> • Experiment with a variety of materials and colours to communicate ideas. • Plan and create a piece of collage, communicating their ideas, identifying techniques and materials to be used. 	
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