
	<p style="text-align: center;">Curriculum Intent</p> <p>At Blackmore Primary School we aim to provide an engaging and balanced curriculum which nurtures and embraces children’s interests and potential.</p> <p>We inspire them to become life-long learners with the skills to prepare them for their futures.</p>	<p style="text-align: center;">Key Resources & Provision</p> <p>Kapow Primary’s Art and Design scheme of work fulfils the statutory requirements outlined in the National Curriculum by ensuring that all pupils produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Pupils will evaluate and analyse creative works using the language of art, craft and design and will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p style="text-align: center;">Subject Leader</p> <p style="text-align: center;">Miss Mann</p> 
Our Place In Our World	<ul style="list-style-type: none"> • Broaden Horizons • Explore Diversity • Positive Change 		
Life Skills & Attitudes	<ul style="list-style-type: none"> • Communication • Self-directed, engaged • Making Connections 		
Ambition & Possibilities	<ul style="list-style-type: none"> • Future Aspirations • Opportunities and Careers • Everything Is Possible 		

Art and Design Overview

Art and design is taught alternative half terms with DT at Blackmore.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous marks	Design Technology	Paint my world	Design Technology	Creation station	Design Technology
	Drawing In this unit, pupils will explore mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.		Painting and mixed media This unit focuses on the pupils exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.		Sculpture and 3D This unit helps pupils to explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	
Early Learning Goals	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • 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.					
Year 1	Make your mark	Design Technology	Paper play	Design Technology	Colour splash	Design Technology
	Drawing This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils		Sculpture and 3D This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative		Painting and mixed media In this unit, children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage	

	and chalk, and experiment with various media, while responding to music.		sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.		exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. This unit enhances pupils' understanding of colours and their applications in art.	
Pupils who are secure will be able to:	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making 		<ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Create a tree of life sculpture that includes several different techniques for shaping paper. • Work successfully with others, sustaining effort over a time. • Paint with good technique, ensuring good coverage. 		<ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates. 	
Year 2	Life in colour	Design Technology	Clay Houses	Design Technology	Tone and texture	Design Technology
	Painting and mixed media This unit focuses on teaching primary and secondary colours, colour mixing, and		Sculpture and 3D This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and		Drawing In this unit pupils will explore drawing techniques using a range of materials. Explore and	

	<p>creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</p>		<p>make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.</p>		<p>describe texture through touch and rubbings. Use tonal shading skills and develop initial sketches for observational drawings.</p>	
<p>Pupils who are secure will be able to:</p>	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. 	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<ul style="list-style-type: none"> • Experiment with a range of materials to create marks and tones. • Use different pressures and control to make different marks. • Describe the texture of objects. • Identify how artists use tone. • Control shading to show tone. • Sketch simple shapes lightly so that changes can be made. • Refine a drawing by building up the outline of an object. • Pose to show a clear expression and head position to create a photograph. 			

	<ul style="list-style-type: none"> Choose materials and tools after trying them out. 					
Year 3	Growing artists	Design Technology	Ancient Egyptian scrolls	Design Technology	Abstract shape and space	Design Technology
	<p>Drawing</p> <p>This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.</p>		<p>Craft and design</p> <p>This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.</p>		<p>Sculpture and 3D</p> <p>This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.</p>	
Pupils who are secure will be able to:	<ul style="list-style-type: none"> Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. 		<ul style="list-style-type: none"> Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Begin to experiment with drawing techniques. Create a selection of sketches that show idea exploration. 		<ul style="list-style-type: none"> Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. 	

	<ul style="list-style-type: none"> • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 	<ul style="list-style-type: none"> • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	<ul style="list-style-type: none"> • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.
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Year 4	Power prints	Design Technology	Light and dark	Design Technology	Fabric of nature	Design Technology
	<p>Drawing This unit focuses on using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>		<p>Painting and mixed media In this unit, pupils develop skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>		<p>Craft and design In this unit, the pupils use the flora and fauna of tropical rainforests as a starting point, developing drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>	

<p>Pupils who are secure will be able to:</p>	<ul style="list-style-type: none"> • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. 		<ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 		<ul style="list-style-type: none"> • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs. 	
<p>Year 5</p>	<p>Interactive installation</p>	<p>Design Technology</p>	<p>Depth, emotion and movement</p>	<p>Design Technology</p>	<p>Portraits</p>	<p>Design Technology</p>
	<p>Sculpture and 3D This unit focuses on learning about installation art, including identifying and comparing art</p>		<p>Drawing and printing This unit explores mark making for showing depth, emotion and</p>		<p>Painting and mixed media This unit offers pupils opportunities to develop skills in creating interesting</p>	

	<p>installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.</p>		<p>movement. To understand expressive and gestural lines to capture movement. How lines and marks can communicate emotion. To plan a composition to print and develop drawn ideas through printmaking.</p>		<p>portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.</p>	
<p>Pupils who are secure will be able to:</p>	<ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. 	<ul style="list-style-type: none"> • Use various types of lines to emphasise emotion or draw attention. • Describe how artists have shown emotion. • Describe how artists have created an effective composition using a focal point and balance. • Use colour and line to convey emotion or movement in their sketch. • Design a print, considering the composition carefully. • Use a combination of marks to create tone and depth. • Describe how artists use tone to show depth in their artwork. • Create an effective printing plate. • Reflect and improve their sketchbook experiments and final work. 	<ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. 			

	<ul style="list-style-type: none"> • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive. 			<ul style="list-style-type: none"> • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. 		
Year 6	Photo opportunity	Design Technology	Make my voice heard	Design Technology	Making memories	Design Technology
	<p>Craft and design In this unit, the pupils explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.</p>		<p>Drawing This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</p>		<p>Sculpture and 3D This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</p>	

<p>Pupils who are secure will be able to:</p>	<ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. 	<ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work. 	<ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.
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| | <ul style="list-style-type: none">• Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.• Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.• Create a final painting or drawing with tonal differences that create a photo-realistic effect. | | |
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