



KS2 Art Curriculum Plan

Year 3/4/5/6	Autumn Christmas		Spring Easter		Summer	
	<u>Y3/4</u>	<u>Y5/6</u>	<u>Y3/4</u>	<u>Y5/6</u>	<u>Y3/4</u>	<u>Y5/6</u>
Year A	<p><u>Sculpture</u> Using the technique of adding materials to create texture, feeling, expression or movement. Exploring paper techniques such as pop-up books and origami. ☑Adding paper curlings or other</p>	<p><u>Sculpture</u> ☑Using carvings on a surface to create shapes, texture and pattern. Using carving to reflect images observed in the natural world. ☑Using a variety of tools and techniques for sculpting in clay,</p>	<p><u>Collage work</u> Developing awareness of contrasts in texture and colour. Embellishing, using a variety of techniques, including drawing, painting and printing. Create a mosaic</p>	<p><u>Collage work</u> Developing experience in embellishing, using more advanced stitching and appliqué techniques. Designing an artefact, using knowledge of techniques, for a specific outcome. Create a mosaic</p>	<p><u>Printing</u> Exploring colour mixing through printing, using two colours and a variety of materials. Using printing to represent the natural environment. Recreating images through relief printing using card.</p>	<p><u>Printing</u> Designing prints for fabrics, book covers and wallpaper. Screen printing. Create a display for show and tell</p>

	<p>objects to a surface to embellish.</p> <p>Visit an art gallery</p> <p>Make a sculpture</p> <p><u>Drawings</u> Using line and tone to represent things seen, remembered or observed. Exploring shading and using different media. ☑Drawing familiar things from different viewpoints. Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect.</p>	<p>papier-mâché or other mouldable material.</p> <p>Portraiture work which has a life-like quality gained by choosing and applying to most appropriate techniques.</p> <p>Visit an art gallery</p> <p>Make a sculpture</p> <p><u>Drawings</u> Experimenting with line, tone and shade. Using a range of materials to produce line, tone and shade. Using simple ways</p>	<p><u>Paintings</u> ☑Introducing different types of brushes for specific purposes. Exploring the effect on paint of adding water, glue, sand and sawdust. Introducing primary and secondary colours with the addition of black and white and other hues. Creating different effects by using a variety of tools and techniques such as dots, scratches and splashes.</p>	<p><u>Paintings</u> Using different methods, colour and a variety of tools and techniques to express mood. Investigating symbols, shapes, form and composition. Using techniques, colours, tools and effects to represent things seen, remembered or imagined. Exploring the effect of light, colour, texture and tone on natural and man-made objects.</p>	<p>Create a display for show and tell</p>	
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		<p>of introducing perspective.</p> <p>☑Selecting appropriate media and techniques to achieve a specific outcome.</p> <p>☑Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</p>				
	<u>Y3/4</u>	<u>Y5/6</u>	<u>Y3/4</u>	<u>Y5/6</u>	<u>Y3/4</u>	<u>Y5/6</u>
Year B	<p><u>Sculpture</u></p> <p>Using the technique of adding materials to create texture, feeling, expression or movement.</p>	<p><u>Sculpture</u></p> <p>☑Using carvings on a surface to create shapes, texture and pattern.</p> <p>Using carving to reflect images</p>	<p><u>Printing</u></p> <p>Exploring colour mixing through printing, using two colours and a variety of materials.</p> <p>Using printing to represent the</p>	<p><u>Printing</u></p> <p>Designing prints for fabrics, book covers and wallpaper.</p> <p>Screen printing.</p> <p><u>Collage work</u></p>	<p><u>Drawings</u></p> <p>Using line and tone to represent things seen, remembered or observed.</p> <p>Exploring shading and using different</p>	<p><u>Drawings</u></p> <p>Experimenting with line, tone and shade. Using a range of materials to produce line, tone and shade.</p>

	<p>Exploring paper techniques such as pop-up books and origami.</p> <p>☑ Adding paper curlings or other objects to a surface to embellish.</p> <p>Visit an art gallery</p> <p>Make a sculpture</p> <p><u>Paintings</u></p> <p>☑ Introducing different types of brushes for specific purposes.</p> <p>Exploring the effect on paint of adding water, glue, sand and sawdust.</p> <p>Introducing primary and secondary</p>	<p>observed in the natural world.</p> <p>☑ Using a variety of tools and techniques for sculpting in clay, papier-mâché or other mouldable material.</p> <p>Portraiture work which has a life-like quality gained by choosing and applying to most appropriate techniques.</p> <p>Visit an art gallery</p> <p>Make a sculpture</p> <p><u>Paintings</u></p> <p>Using different methods, colour and a variety of tools and</p>	<p>natural environment.</p> <p>Recreating images through relief printing using card.</p> <p><u>Collage work</u></p> <p>Developing awareness of contrasts in texture and colour.</p> <p>Embellishing, using a variety of techniques, including drawing, painting and printing.</p> <p>Create a mosaic</p>	<p>Developing experience in embellishing, using more advanced stitching and appliqué techniques.</p> <p>Designing an artefact, using knowledge of techniques, for a specific outcome.</p> <p>Create a mosaic</p>	<p>media.</p> <p>☑ Drawing familiar things from different viewpoints.</p> <p>Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect.</p> <p>Create a display for show and tell</p>	<p>Using simple ways of introducing perspective.</p> <p>☑ Selecting appropriate media and techniques to achieve a specific outcome.</p> <p>☑ Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</p> <p>Create a display for show and tell</p>
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	<p>colours with the addition of black and white and other hues.</p> <p>Creating different effects by using a variety of tools and techniques such as dots, scratches and splashes.</p>	<p>techniques to express mood.</p> <p>Investigating symbols, shapes, form and composition.</p> <p>Using techniques, colours, tools and effects to represent things seen, remembered or imagined.</p> <p>Exploring the effect of light, colour, texture and tone on natural and man-made objects.</p>				
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Activity passport experiences

Key stage aims	
<p>The key aims for pupils within key stage 1 in terms of art and design are to:</p> <ul style="list-style-type: none"> ☐ Be able to use a range of materials, creatively, to design and make 	<p>The key aims for pupils within key stage 2 in terms of art and design are to:</p> <ul style="list-style-type: none"> ☐ Create sketchbooks to record their observations and use those

products.

☒ Use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination.

☒ Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form, and space.

☒ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.

sketchbooks to

review and revisit ideas.

☒ Improve their mastery of art and design techniques including pencil, charcoal, paint, and clay.

☒ Learn about great artists, architects and designers in history.

The words and phrases outlined in the section below, as well as the example subject map, show how you might interpret this content.