ART PRIMARY CURRICULUM PLAN 2022-23 **Produce creative outcomes, develop proficient skills, understand great artists and evaluate creative works** Know More, Remember More and Do More..

EYFS HT1 **Identity & Community** **'Ourselves, Our Families, Our Community'**	EYFS HT2 **Peace, Conflict & Security** **'People who Keep us safe'**	EYFS HT3 **Sustainable Development** **'Winter Wonderland '**	EYFS HT4 **Diversity & Inclusion** **'Roundhay Rocks -All Different, All Equal'**	EYFS HT5 **Power & Justice** **'All things bright and beautiful'**	EYFS HT6 **Good Health & Well Being** **'Healthy Bodies and Minds '**
DRAWING **Proficient skills:** **Know:** • How to use small motor skills using a range of tools (pencils, hands, chalks, pens, wax) • How to draw with different materials • How to observe and draw plants and animals – draw what you see • How to use and refine a variety of artistic effects to express their ideas and feelings **Creative Outcomes:** • WK 1 Self portraits • WK 2 My worldview - identity • WK 3 Family picture • WK4 Express feelings • WK5 Our School • WK 6 Leeds (map) **Sketchbooks:** Begin to evidence their ideas through sketching and adding meaning to the marks they make **Evaluate:** **Know:** • How to say something good about own and others' work **Great artist/stimuli:** • Picasso • Van Gogh • Music for feelings	**PAINTING** **Proficient skills:** **Know:** • How to develop and use colour, line, pattern, shape, form and space • How to paint with different materials • How to experiment with primary colours • How to explore mixing colours • How to use a variety of tools to spread paint e.g. straws, matchsticks and brushes • How to use of thick brushes, foam and sponges • Which colours create a hot mood **Creative Outcomes:** • WK 1 Fire • WK 2 Autumn leaves • WK 3 Person who keeps us safe • WK4 danger/warning • WK5 Christmas related • WK 6 Christmas related **Sketchbooks:** Begin to evidence their ideas through painting and adding meaning to the marks they make **Evaluate:** **Know:** • How to say something good about own and others' work **Great artist/stimuli:** • Hot colour paintings	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to make simple collages using paper, pasta, beans and larger tactile objects • How to tear in different sized for effect • Which colours create a cold mood • How to draw a simple plan for junk box model project • How to add finishing touches to junk box model from a design **Creative Outcomes:** WK1 – simple collage using cold colours WK2- cold landscape out of collage WK3- DT project- mood boards WK4-DT project – draw plan WK5- DT project – make junk box model WK6- Paint/finish junk box model **Sketchbooks:** Begin to evidence their ideas through collage and adding meaning to the marks they make **Evaluate:** **Know:** • How to say something good about own and others' work **Great artist/stimuli:** • Collage Artist • Cold colour artist	**PRINTING** **Proficient skills:** **Know:** • How to Develop and use colour, line, pattern, shape, form and space • How to use a range of tools to make coloured marks eg. glue sticks, brushes, sponges and fingers • Make simple, repeating pattern using concrete objects eg. buttons, stones, blocks and beads • Make irregular patterns based on real life eg. animal skins • How to print into different textures eg. clay and dough • How to make rubbings to show range of patterns **Creative Outcomes:** • WK 1-Simple print with repeated pattern linked to culture • WK 2-Concreate object print • WK3 –Prints with animal skins • WK4-Rubbings • WK5 –print onto fabric – culture • WK6 – print onto fabric – a different culture **Sketchbooks:** Begin to evidence their ideas through printing and labelling their work **Evaluate:** **Know:** • How to say something good about own and others' work **Great artist/stimuli:** • Artists from different cultures • Fabric – repeated prints	**SCULPTURE** **Proficient skills:** **Know:** • How to use materials creatively to design and make products • How to use clay to sculpt • How to observe and draw plants and animals – draw first and then sculpt **Creative Outcomes:** • WK1 –draw butterflies • WK2 – make butterflies of clay • WK3 – paint the clay • WK4- dough • WK5 – observational drawings of plants • WK6- observational drawings of plants – wire sculptures **Sketchbooks:** Begin to evidence their ideas through sculpture and labelling their work. **Evaluate:** **Know:** • How to say something good about own and others' work **Great artist/stimuli:** • Clay examples • Plants • Butterflies	**MIXED MEDIA** **Proficient skills:** **Know:** • How to use skills to create an outcomes • How to select the right medium for the art piece • How to use watercolour to add details to drawings • How to create a mood **Creative Outcomes:** • WK1 –healthy posters (choice of medium) • WK2 – Our Minds • WK3- Teeth poster • WK4 – feelings • WK5- piece to music **Sketchbooks:** Begin to evidence their ideas through mixed media and label their work. **Evaluate:** **Know:** • How to say something good about own and others' work **Great artist/stimuli:** • Linked to driver

Year 1 HT1 **Identity & Community**	Year 1 HT2 **Peace, Conflict & Security**	Year 1 HT3 **Sustainable Development**	Year 1 HT4 **Diversity & Inclusion**	Year 1 HT5 **Power & Justice**	Year 1 HT6 **Good Health & Well Being**
DRAWING **Proficient skills:** **Know:** • How to draw lines of different shapes and thicknesses, using different grades of pencil • How to use charcoal and pastels to create different drawing styles • How to express their feelings through drawing & create a mood **Sketchbooks:** Begin to demonstrate their ideas through sketches in their sketchbooks Show experiments using a variety of media to develop techniques. E.g. pencils, pastels, charcoal etc. **Evaluate:** **Know:** • How to describe the differences and similarities between different practices and disciplines, and making links to their own work **Great artist/stimuli:** - Inspired by core text	**PAINTING** **Proficient skills:** **Know:** • a basic understanding of basic colour theory (primary colours) • How to mix colours to create primary colours • Which colours create different moods • How to express their feelings through paintings & create a mood **Sketchbooks:** Begin to demonstrate their ideas through sketches in their sketchbooks Show experiments using a variety of media to develop techniques. E.g. paint mixing, mixing colours **Evaluate:** **Know:** • How to describe the differences and similarities between different practices and disciplines, and making links to their own work **Great artist/stimuli:** - Richard Mckey	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to build layers of a range of materials to create an image • How to organise and sort materials by colour **Sketchbooks:** Begin to demonstrate their ideas through sketches in their sketchbooks Show experiments using a variety of media to develop techniques. E.g. layering **Evaluate:** **Know:** • How to describe the differences and similarities between different practices and disciplines, and making links to their own work **Great artist/stimuli:** - Susan Schenk	**PRINTING** **Proficient skills:** **Know:** • How to recognise and explore different marks through printing with different objects • How to repeat a print to make a pattern with real objects • How to make a print on textiles **Sketchbooks:** Begin to demonstrate their ideas through sketches in their sketchbooks Show experiments using a variety of media to develop techniques. E.g. repeated prints with real objects **Evaluate:** **Know:** • How to describe the differences and similarities between different practices and disciplines, and making links to their own work **Great artist/stimuli:** - Print making using a variety of concrete objects	**SCULPTURE** **Proficient skills:** **Know:** • How to recognise different textures in different surfaces • How to select and apply different materials to create raised texture • How to scrunch, roll and shape materials to make a 3D form **Sketchbooks:** Begin to demonstrate their ideas through sketches in their sketchbooks Show experiments using a variety of media to develop techniques. E.g. different techniques **Evaluate:** **Know:** • How to describe the differences and similarities between different practices and disciplines, and making links to their own work **Great artist/stimuli:** - Explorers and Pioneers	**MIXED MEDIA** Whole School Projects **Great artist/stimuli:** - Global Leeds – India

Year 2 HT1 **Identity & Community**	Year 2 HT2 **Peace, Conflict & Security**	Year 2 HT3 **Sustainable Development**	Year 2 HT4 **Diversity & Inclusion**	Year 2 HT5 **Power & Justice**	Year 2 HT6 **Good Health & Well Being**
DRAWING **Proficient skills:** **Know:** • And understand where they might use different grades of pencil in their drawing and why • How to show patterns, tones and texture in their drawings (light and dark) **Sketchbooks:** • Create links with an artist and show this in their sketchbooks **Evaluate:** **Know:** • Make links to an artist to inspire their work • Generate and discuss topic links to their art • Discuss how other artists, craft makers and designers have **Great artist/stimuli:** - Space/ galaxy	**PAINTING** **Proficient skills:** **Know:** • How to mix paint to explore colour theory • Create shades of a colour eg. watercolour, paint **Sketchbooks:** • Create links with an artist and show this in their sketchbooks **Evaluate:** **Know:** • Make links to an artist to inspire their work • Generate and discuss topic links to their art • Discuss how other artists, craft makers and designers have u **Great artist/stimuli:** - Fire of London	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to interpret an object through collage • How to apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has **Sketchbooks:** • Create links with an artist and show this in their sketchbooks **Evaluate:** **Know:** • Make links to an artist to inspire their work • Generate and discuss topic links to their art • Discuss how other artists, craft makers and designers have used colour, pattern and shape **Great artist/stimuli:** - Nancy Standlee	**PRINTING** **Proficient skills:** **Know:** • How to create a repeat print • How to create an impression in a surface and use this to create print • And find printing opportunities in everyday objects **Sketchbooks:** • Create links with an artist and show this in their sketchbooks **Evaluate:** **Know** • Make links to an artist to inspire their work • Generate and discuss topic links to their art • Discuss how other artists, craft makers and designers have used colour, pattern and shape **Great artist/stimuli** - Relief printing	**SCULPTURE** **Proficient skills:** **Know:** • How to mould, form and shape and bond materials to create a 3D form • How to apply line and shape to their work **Sketchbooks:** • Create links with an artist and show this in their sketchbooks **Evaluate:** **Know:** • Make links to an artist to inspire their work • Generate and discuss topic links to their art • Discuss how other artists, craft makers and designers have used colour, pattern and shape **Great artist/stimuli:** - Suffragettes - Alberto Giacometti	**MIXED MEDIA** Whole School Projects **Great artist/stimuli:** Global Leeds -Australia

Year 3 HT1 **Identity & Community**	Year 3 HT2 **Peace, Conflict & Security**	Year 3 HT3 **Sustainable Development**	Year 3 HT4 **Diversity & Inclusion**	Year 3 HT5 **Power & Justice**	Year 3 HT6 **Good Health & Well Being**
DRAWING **Proficient skills:** **Know:** - To use developed drawing techniques (lines) to create a final piece - How to apply different shading techniques to create texture and depth **Sketchbooks:** Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Create notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books **Evaluate:** **Know:** - Compare the work of different artists - Explore work from other cultures - Consider artistic expression and feeling from a piece of work **Great artist/stimuli:** - Rob Dunlavey	**PAINTING** **Proficient skills:** **Know:** • the colour wheel • Identify what colours work well together • Use a range of brushes to create different effects • How to create a background using a wash **Sketchbooks:** Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Create notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books **Evaluate:** **Know:** • Compare the work of different artists • Explore work from other cultures • Consider artistic expression and feeling from a piece of work **Great artist/stimuli:** - Chris Mould	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to overlap materials • How to use collage as a tool to develop a piece in mixed media • How to use collage to create a mood boards of ideas **Sketchbooks:** Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Create notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books **Evaluate:** **Know:** • Compare the work of different artists • Explore work from other cultures • Consider artistic expression and feeling from a piece of work **Great artist/stimuli:** - Suzanne Siegel	**PRINTING** **Proficient skills:** **Know:** • How to experiment with layered printing using 2 colours or more • And understand how printing can be used to make numerous designs • How to transfer a drawing into a print **Sketchbooks:** Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Create notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books **Evaluate:** **Know:** • Compare the work of different artists • Explore work from other cultures • Consider artistic expression and feeling from a piece of work **Great artist/stimuli:** - Oil pastel monoprint	**SCULPTURE** **Proficient skills:** **Know:** • How to create texture and shape through adding layers • How to work collaboratively to create a large sculptural form **Sketchbooks:** Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Create notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books **Evaluate:** **Know:** • Compare the work of different artists • Explore work from other cultures • Consider artistic expression and feeling from a piece of work **Great artist/stimuli:** - Egyptian heads	Whole School Projects **Great artist/stimuli:** - Global Leeds – Malawi

Year 4 HT1 **Identity & Community**	Year 4 HT2 **Peace, Conflict & Security**	Year 4 HT3 **Sustainable Development**	Year 4 HT4 **Diversity & Inclusion**	Year 4 HT5 **Power & Justice**	Year 4 HT6 **Good Health & Well Being**
DRAWING **Proficient skills:** **Know:** • How to experiment with drawing techniques to support their observations • How to create a sense of distance and proportion in a drawing • And use experimental drawing techniques to create atmosphere in a drawing **Sketchbooks:** Produce a mood board to inspire and influence their work Use their sketch books to adapt and improve their original ideas Create notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks **Evaluate:** **Know:** • Experiment with different styles which artists have used • Research and learn about the work of others by looking at their work in books, the internet and sharing ideas as a class **Great artist/stimuli:** - L.S. Lowry	**PAINTING** **Proficient skills:** **Know:** • And understand the different properties of various media • How to use shade to create depth in a painting **Sketchbooks:** Produce a mood board to inspire and influence their work Use their sketch books to adapt and improve their original ideas Create notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks **Evaluate:** **Know:** • Experiment with different styles which artists have used Research and learn about the work of others by looking at their work in books, the internet and sharing ideas as a class **Great artist/stimuli:** - Kate Shaw	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to overlap materials in a variety of ways to build an image • How to use collage as a tool to develop a piece in mixed media • How to ceate a mood board that combines pattern, tone and shape in collage **Sketchbooks:** Produce a mood board to inspire and influence their work Use their sketch books to adapt and improve their original ideas Create notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks **Evaluate:** **Know:** • Experiment with different styles which artists have used Research and learn about the work of others by looking at their work in books, the internet and sharing ideas as a class **Great artist/stimuli:** - Susan Schenk	**PRINTING** **Proficient skills:** **Know:** • How to explore a variety of printing techniques • How to create an accurate print design • How to use printmaking as a tool with other media to develop a final outcome **Sketchbooks:** Produce a mood board to inspire and influence their work Use their sketch books to adapt and improve their original ideas Create notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks **Evaluate:** **Know:** • Experiment with different styles which artists have used Research and learn about the work of others by looking at their work in books, the internet and sharing ideas as a class **Great artist/stimuli:** - Cardboard Relief Printmaking	**SCULPTURE** **Proficient skills:** **Know:** • How to experiment with and combine materials and processes to design and make 3D form • How to transform a 2D drawing into a 3D form • How to create different shapes using a variety of mouldable materials **Sketchbooks:** Produce a mood board to inspire and influence their work Use their sketch books to adapt and improve their original ideas Create notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks **Evaluate:** **Know:** • Experiment with different styles which artists have used • Research and learn about the work of others by looking at their work in books, the internet and sharing ideas as a class **Great artist/stimuli:** - Ancient Greek Pottery	Whole School Projects **Great artist/stimuli:** Global Leeds – South America

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Year 5 HT1 **Identity & Community**	Year 5 HT2 **Peace, Conflict & Security**	Year 5 HT3 **Sustainable Development**	Year 5 HT4 **Diversity & Inclusion**	Year 5 HT5 **Power & Justice**	Year 5 HT6 **Good Health & Well Being**
DRAWING **Proficient skills:** **Know:** • How to continue to experiment with drawing techniques to support their observations • How to apply lines to create movement in a drawing • And explain why they have chosen specific materials to draw with **Sketchbooks:** Experiment with different styles which artists have used Use their sketchbooks as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Compare sketchbook ideas and give supportive and constructive feedback on peer's development **Evaluate:** **Know:** • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through **Great artist/stimuli:** - Hokusai's wave	**PAINTING** **Proficient skills:** **Know:** • How to create a range of shades using different kinds of paint • How to create mood in a painting • And identify different painting styles and how artists are influenced by these styles over time **Sketchbooks:** Experiment with different styles which artists have used Use their sketchbooks as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Compare sketchbook ideas and give supportive and constructive feedback on peer's development **Evaluate:** **Know:** • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through **Great artist/stimuli:** - Simon Fairless	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to build on using collage as a tool to develop a piece in mixed media • How to use collage to create a mood board that explores a them **Sketchbooks:** Experiment with different styles which artists have used Use their sketchbooks as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Compare sketchbook ideas and give supportive and constructive feedback on peer's development **Evaluate:** **Know:** • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through **Great artist/stimuli:** - Hannah Hoch	**PRINTING** **Proficient skills:** **Know:** • How to print using a variety of materials • How to create an accurate print design that reflects a theme or ideas • How to make links with printmaking and other media to help develop their work **Sketchbooks:** Experiment with different styles which artists have used Use their sketchbooks as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Compare sketchbook ideas and give supportive and constructive feedback on peer's development **Evaluate:** **Know:** • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through **Great artist/stimuli:** - Positive printing	**SCULPTURE** **Proficient skills:** **Know:** • How to Interpret an object in a 3D form • And develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze **Sketchbooks:** Experiment with different styles which artists have used Use their sketchbooks as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Compare sketchbook ideas and give supportive and constructive feedback on peer's development **Evaluate:** **Know:** • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through **Great artist/stimuli:** - Medieval brooches	Whole School Projects **Great artist/stimuli:** Global Leeds – California, America

Year 6 HT1 **Identity & Community**	Year6 HT2 **Peace, Conflict & Security**	Year 6 HT3 **Sustainable Development**	Year 6 HT4 **Diversity & Inclusion**	Year 6 HT5 **Power & Justice**	Year 6 HT6 **Good Health & Well Being**
DRAWING **Proficient skills:** **Know:** • How to communicate ideas through sketches and convey a sense of individual styles Show a strong understanding of how to use shading techniques to create depth and tone • How to explain how they have combined different tools and explain why they have chosen specific drawing techniques **Sketchbooks:** Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpos **Evaluate:** **Know:** - Record information about the styles and qualities in their pieces - Consider and explain who or what their work is influenced by Explore technical aspects in their work Have the knowledge of a wide range of artists and form their own opinions on their different styles **Great artist/stimuli:** - Portraits	**PAINTING** **Proficient skills:** **Know:** • How to explain what their own style is • How to apply a wide range of techniques in their work and explain why they have chosen these techniques • And have a strong understanding of colour theory and how to use it to create a balanced painting **Sketchbooks:** Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose **Evaluate:** **Know:** Record information about the styles and qualities in their pieces Consider and explain who or what their work is influenced by Explore technical aspects in their work Have the knowledge of a wide range of artists and form their own opinions on their different styles **Great artist/stimuli:** - Georgia O'Keefe - Martin Impey	**COLLAGE/DT PROJECT** **Proficient skills:** **Know:** • How to overlap materials in a variety of ways to build an image and explain their preferred style • How to individually select from a range of materials to collage and use in a mood board **Sketchbooks:** Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose **Evaluate:** **Know:** Record information about the styles and qualities in their pieces Consider and explain who or what their work is influenced by Explore technical aspects in their work Have the knowledge of a wide range of artists and form their own opinions on their different styles **Great artist/stimuli:** - Peter Clark	**PRINTING** **Proficient skills:** **Know:** • How to overprint using different colours • How to identify different printing methods and make decisions about the effectiveness of their printing methods • Know how to make a positive and a negative print **Sketchbooks:** Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose **Evaluate:** **Know:** Record information about the styles and qualities in their pieces Consider and explain who or what their work is influenced by Explore technical aspects in their work Have the knowledge of a wide range of artists and form their own opinions on their different styles **Great artist/stimuli:** - Positive and negative printing	**SCULPTURE** **Proficient skills:** **Know:** • How to identify and know the properties of a wide range of different sculptural materials • how to use them to create 3D forms **Sketchbooks:** Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose **Evaluate:** **Know:** Record information about the styles and qualities in their pieces Consider and explain who or what their work is influenced by Explore technical aspects in their work Have the knowledge of a wide range of artists and form their own opinions on their different styles **Great artist/stimuli:** - Production-inspired props	Whole School Projects **Great artist/stimuli:** - Global Leeds – Greece