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|---------------|--|--|---|---|---|---|
| <b>EYFS</b>   | Skill: collage<br>We are collage artists.            | Skill: sculpture.<br>We are sculptors.     | We are musicians.                             | Skill: construction.<br>We are engineers.             | Skill: food and nutrition.<br>We are chefs. | Skill: construction.<br>We are architects.    |
| <b>Year 1</b> | Skill: painting.<br>We are artists.                  | Skill: collage.<br>We are collage artists. | Skill: drawing.<br>We are illustrators.       | Skill: food and nutrition.<br>We are chefs.           | Skill: sculpture.<br>We are sculptors.      | Skill: construction.<br>We are architects.    |
| <b>Year 2</b> | Skill: painting.<br>We are artists.                  | Skill: drawing.<br>We are illustrators.    | Skill: construction.<br>We are engineers.     | Skill: food and nutrition.<br>We are chefs.           | Skill: sculpture.<br>We are sculptors.      | Skill: textiles.<br>We are textile designers. |
| <b>Year 3</b> | Skill: drawing.<br>We are sketch artists.            | Skill: painting.<br>We are artists.        | Skill: construction.<br>We are engineers.     | Skill: sculpture.<br>We are sculptors.                | Skill: food and nutrition.<br>We are chefs. | Skill: collage.<br>We are mosaicists.         |
| <b>Year 4</b> | Skill: food and nutrition<br>We are chefs.           | Skill: drawing.<br>We are draughtsmen.     | Skill: collage.<br>We are collage artists.    | Skill: construction.<br>We are electrical engineers.  | Skill: textiles.<br>We are vexillographers. | Skill: painting.<br>We are artists.           |
| <b>Year 5</b> | Skill: construction.<br>We are electrical engineers. | Skill: painting.<br>We are artists.        | Skill: textiles.<br>We are fashion designers. | Skill: drawing.<br>We are sketch artists/draughtsmen. | Skill: food and nutrition.<br>We are chefs. | Skill: collage.<br>We are collage artists.    |
| <b>Year 6</b> | Skill: painting.<br>We are artists.                  | Skill: collage.<br>We are collage artists. | Skill: textiles.<br>We are fashion designers. | Skill: food and nutrition<br>We are chefs.            | Skill: construction.<br>We are engineers.   | Skill: sculpture.<br>We are sculptors.        |



|        | Focus    | Skill | We are...    | Artist study    | Project/links to curriculum  | Key vocabulary   |  |
|--------|----------|-------|--------------|-----------------|--|--|--|
| Year 1 | Autumn 1 | Art   | Painting     | Artists         | Henri Matisse, The Dessert: Harmony in Red (1908)<br>Vincent van Gogh, The Yellow House (1888)<br>Wassily Kandinsky, Houses in Munich (1908)<br> | <b>Imitation lessons:</b> children will use warmer or cooler colours to create a setting, representing themselves in some way (their house, a loved object).<br><br><b>Main project:</b> they will use warmer or cooler colours to represent the setting in the Three Little Pigs.<br><br>They will use adjectives they know to describe their work. | Hues<br>Brushstroke<br>Primary<br>Secondary<br>Cool colours<br>Warm colours                            |
|        | Autumn 2 | Art   | Collage      | Collage artists | Henri Matisse, The Snail (1953)<br>  | <b>Imitation lessons:</b> children will create bright, colourful collages to represent fireworks, linking to Guy Fawkes.<br><br><b>Main project:</b> links to the King at the time (King James I), talking about different historical eras and using their collage to create crown jewels.   | Collage<br>Colourful<br>Mood<br>Material<br>Production<br>Symbolise<br>Texture                         |
|        | Spring 1 | Art   | Drawing      | Illustrators    | Vincent van Gogh, Fishing Boats on the Beach (1888)<br>Pablo Picasso, Self-portrait (1907)<br>   | <b>Imitation lessons:</b> will link to the use of shape in their drawings.<br><br><b>Main project:</b> creating a map of the local area, linking to human/physical Geography learning.   | Artistic style<br>Line<br>Cross hatching<br>Detail<br>Draughtsmen                                      |
|        | Spring 2 | DT    | Food         | Chefs           | Katy I can cook<br>   | The children will be learning about seasonal fruit and vegetables.<br><b>Imitation lessons:</b> the children will learn where food is grown, how you can describe food, and what things taste like. They will also learn about hygiene.<br><b>Main projects:</b> the children will create fruit salads, vegetable salads and carrot cupcakes.        | Sweet<br>Sour<br>Hard<br>Soft<br>Texture<br>Colourful<br>Hue   |
|        | Summer 1 | DT    | Sculpture    | Sculptors       | Andy Goldsworthy (1956 - )<br>He works with nature to create sculptures.   | <b>Imitation lessons:</b> children will discuss different materials and how to manipulate them, as well as learning how to hold equipment and use it with adult support.<br><b>Main project:</b> children will sculpt something found in a zoo.  | Malleable      Design<br>Engrave<br>Texture<br>Production<br>Symbolise/represent<br>Sculpture<br>Scale |
|        | Summer 2 | DT    | Construction | Architects      | Le Corbusier (1887 – 1965) – shape houses.#<br>  | The children will use their knowledge of houses to talk about properties of materials and how strong they are.<br><b>Imitation lessons:</b> children will connect materials, discussing what method is best.<br><b>Main projects:</b> building a house and creating a toy.   | Architect<br>Design<br>Imagination<br>Production   |



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|--------|----------|-------|--------------|-------------------|--|---|---|
| Year 2 | Autumn 1 | Art   | Painting     | Artists           | Henri Rousseau (various paintings of animals from 1891 – 1909)<br>- Fun fact to tell the children – he never left France. You can use your imagination!                  | <b>Imitation lessons:</b> children will experiment with different brushes and colour, to discuss the effect they have.<br><br><b>Main projects:</b> children will paint a woodland scene, linking to their class text.<br><br><b>Link:</b> to plants and animals' habitats, as well as their class text.  | Artist<br>Shade<br>Colours<br>Warm/cool   |
|        | Autumn 2 | Art   | Drawing      | Illustrators      | David Hockney<br>Etienne Leopold Trouvelot, The Great Comet of 1881<br>Vincent Van Gogh, The Starry Night (1889)   | <b>Imitation lessons:</b> children will observe and draw shapes and lines, and use different tones in their drawings.<br><br><b>Main projects:</b> children will create a comic strip of Neil Armstrong's journey to space. Focusing on: representing light, shapes and lines.<br><br><b>Link:</b> to Neil Armstrong and the children's class text. | Mood<br>Visual texture<br>Detail<br>Brushstroke<br>Draw   |
|        | Spring 1 | DT    | Construction | Engineers         | Robert Sabuda<br>  | <b>Imitation lessons:</b> children will learn how to create strong joints, experimenting with how strong/sturdy a material is.<br><br><b>Main projects:</b> children will create moving windmills.<br><br><b>Link:</b> to the Isle of Coll and the windmills.   | Production<br>Imagination<br>Strong<br>Join   |
|        | Spring 2 | DT    | Food         | Chefs             | Ainsley Harriott   | <b>Imitation lessons:</b> children will revisit and build on hygiene knowledge before each imitation. They will recognise, name, and taste ingredients. They will also learn how to cut using 'fork secure'.<br><br><b>Main projects:</b> children will create a 'health potion' (smoothie).<br><br><b>Link:</b> to how we can eat healthily.       | Colourful<br>Taste<br>Bitter, sweet, sour<br>Firm, soft<br>Presentation<br>Symbolise                          |
|        | Summer 1 | DT    | Sculpture    | Sculptors         | Explore traditional African sculpture, as well as Barbara Hepworth (1903 – 1975)<br> | <b>Imitation lessons:</b> children will manipulate malleable materials into a range of shapes (that imitate facial features). Children will roll, carve marks on and knead.<br><br><b>Main projects:</b> children will create traditional African sculptures/masks.<br><br><b>Link:</b> to Africa and class text.                                   | Sculpture<br>Engrave<br>Texture<br>Production<br>Design<br>Represent<br>Malleable<br>Manipulate<br>Roll/carve |
|        | Summer 2 | DT    | Textile      | Textile designers | William Morris (1834 – 1896)<br>   | <b>Imitation lessons:</b> children will learn to use scissors safely and carefully.<br><br><b>Main projects:</b> children will design and create a handbag for Queen Victoria.<br><br><b>Link:</b> to the time in history and what the children know about Queen Victoria.  | Design<br>Materials<br>Detail<br>Individualistic<br>Soft, rough   |

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| Year 3 | <u>Autumn 1</u><br>Do you need light to see?                     | Art   | Drawing      | Sketch artists<br>Kumi Yamashita<br>Vincent Bal<br>Rembrandt   | <b>Imitation lessons:</b> children will learn different shading techniques used in art and show an awareness of where shadow falls<br><br><b>Main projects:</b> children will create still life drawings using torches to create different shadows<br><br><b>Link:</b> to learning about light and creating shadows                | Artist<br>Cross hatching<br>Monochromatic<br>Shade<br>Tint<br>Tone<br>Visual texture |
|        | <u>Autumn 2</u><br>Who were the first people to live in Britain? | Art   | Painting     | Artists<br>Stone age people<br>Elizabeth Langford  | <b>Imitation lessons:</b> children will experiment with different brushes and paints, discussing and evaluating their effects<br><br><b>Main projects:</b> children will work as a class to create a stone age cave full of different artwork<br><br><b>Link:</b> to Stone Age cave paintings and the class text                   | Abstract<br>Artistic style<br>Hue<br>Natural pigment<br>Production                   |
|        | <u>Spring 1</u><br>What makes the earth angry?                   | DT    | Construction | Engineers<br>Fleur Daugey<br>Robert Sabuda<br> | <b>Imitation lessons:</b> children will learn to connect materials and add levers to their work<br><br><b>Main projects:</b> children will create a pop-up volcano fitting with their fiction writing<br><br><b>Link:</b> to learning about volcanos and their writing outcomes, as well as the class text                         | Lever<br>Pulley<br>Pivot<br>Connect<br>Mechanism                                     |
|        | <u>Spring 2</u><br>How do plants and animals move and grow?      | DT    | Sculpture    | Sculptors<br>Paul Cummins<br>Choi Jeong Hwa<br>Yayoi Kusama  | <b>Imitation lessons:</b> children will learn how to use different tools for different purposes when sculpting<br><br><b>Main projects:</b> children will create clay flowers to make window boxes for the classroom<br><br><b>Link:</b> to learning about the different parts of a plant  | Artist<br>Artistic style<br>Mood<br>Sculpture  |
|        | <u>Summer 1</u><br>What is so great about Britain?               | DT    | Food         | Chefs<br>Tom Kerridge<br>Tommy Banks   | <b>Imitation lessons:</b> children will recap learning about hygiene from year 2 and describe different foods using sensory vocabulary<br><br><b>Main projects:</b> children will create a British desert ready for a GBBO presentation.<br><br><b>Link:</b> to learning about Britain and different resources in different places | Production<br>Regional<br>Texture  |
|        | <u>Summer 2</u><br>Would you stand up to the Roman Army?         | Art   | Collage      | Mosaicists<br>The Romans<br>Antoni Gaudi – use of colour.  | <b>Imitation lessons:</b> children will learn how to cut and tear to create effective mosaics. They will look at colour across a mosaic<br><br><b>Main projects:</b> children will create mosaics.<br><br><b>Link:</b> to the children's learning of what we still see from Roman Britain today.                                   | Andamento<br>Collage<br>Mosaic<br>Tesserae   |

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| Year 4 | Autumn 1 | DT    | Food         | Chefs                | Nadiya Hussain   | <p><b>Imitation lessons:</b> children will learn more about the process of farm to table. Children will cut food using bridge hold and claw grip and taste the food, describing it.</p> <p><b>Main projects:</b> children will create a balanced, attractive meal.</p> <p><b>Link:</b> to the children's learning of food groups, the digestive system, and keeping our bodies healthy.</p>   | <p>Hygiene</p> <p>Aroma, taste, texture</p> <p>Firm</p> <p>Bridge hold, claw grip</p> <p>Balanced diet</p>   |
|        | Autumn 2 | Art   | Drawing      | Draughtsmen          | <p>The Egyptians! Hieroglyphics</p>    | <p><b>Imitation lessons:</b> children will observe and imitate a range of shading techniques. Children will learn about perspective and light sources.</p> <p><b>Main projects:</b> children will draw hieroglyphics on a wall like the picture to the left. They will show an understanding of the sun as a light source, and shading techniques to represent shadows.</p> <p><b>Link:</b> to the children's knowledge from Y3 of light sources, and their current historical learning of the Egyptians.</p> | <p>Draughtsmen</p> <p>Detail</p> <p>Light source</p> <p>Shading: cross hatch, dashes, stippling, blending, hatching, dashing</p> <p>Perspective</p> <p>Observe</p> |
|        | Spring 1 | Art   | Collage      | Collage artists      | <p>Ekua Holmes</p>    | <p><b>Imitation lessons:</b> children will experiment with different visual and tactile qualities. Children will consolidate their learning of colour and the effect it has.</p> <p><b>Main projects:</b> children will create contrasting collages representing the deserts.</p> <p><b>Link:</b> to children's learning of the hemispheres.</p>  | <p>Warm/cool colours</p> <p>Tactile</p> <p>Visual</p> <p>Texture</p> <p>Expression</p> <p>Culture</p>  |
|        | Spring 2 | DT    | Construction | Electrical engineers | <p>Amar Bose</p>   | <p><b>Imitation lessons:</b> children will consolidate learning about materials and strength of. They will learn to use glue guns safely, and include levers/linkages in their work.</p> <p><b>Main projects:</b> children will create a light up and pop up storm setting, based off the front cover of their class text.</p> <p><b>Link:</b> to the children's knowledge of sound, light, and properties of materials.</p>  | <p>Strength</p> <p>Design</p> <p>Connect</p> <p>Levers/linkages</p> <p>Production</p>  |
|        | Summer 1 | DT    | Textile      | Vexillographers      | <p>Nancy Nicholson</p> <p>Whitney Smith - <a href="#">Whitney Smith - Wikipedia</a></p>  | <p><b>Imitation lessons:</b> children will revisit a running stitch, and learn a back stitch. Children will consider the purpose of their product/how it looks and feels.</p> <p><b>Main projects:</b> children will create a flag.</p> <p><b>Link:</b> to children's knowledge of countries in the world.</p>  | <p>Materials</p> <p>Pattern</p> <p>Running stitch</p> <p>Back stitch</p> <p>Texture</p> <p>Visual/tactile</p>  |

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|--|---|-----|----------|---------|---|---|--|
|  | <u>Summer 2</u><br>What can we learn from the American Civil Rights movement? | Art | Painting | Artists | Charles Henry Alston – Walking (1958)<br>Norman Lewis – Evening Rendezvous (1962)<br><br><a href="#">10 Artworks that Defined the Civil Rights Era - Artsper Magazine</a> | <p><b>Imitation lessons:</b> children will experiment with different brushes and colours for effect.</p> <p><b>Main projects:</b> children will create protest boards.</p> <p><b>Link:</b> to their knowledge of the Civil Right movement, and allow them to consider others' feelings/responses.</p> | Brushstroke<br>Symbolise<br>Primary/secondary/tertiary<br>Warm/cool colours<br>Tone/tint/shade<br>Hues |
|--|---|-----|----------|---------|---|---|--|

|        | Focus  | Skill | We are...    | Artist study   | Project/links to curriculum  | Key vocabulary   |   |
|--------|--|-------|--------------|--|--|--|---|
| Year 5 | <u>Autumn 1</u><br>How do forces affect Earth and Space?                 | DT    | Construction | Electrical engineers<br> | Electrical engineers at NASA   | <b>Imitation lessons:</b> children will consider and explore materials. They will join materials in different ways.<br><b>Main projects:</b> children will create a tripod from War of the Worlds with a light aspect OR create a solar system with light.<br><b>Link:</b> to the children's class text and their learning of the solar system, as well as revisiting their knowledge of circuits. | Circuit<br>Current<br>Light<br>Linkages/levers<br>Measure/mark<br>Connections   |
|        | <u>Autumn 2</u><br>Are rainforests the lungs of the earth?               | Art   | Painting     | Artists  | Henri Rousseau   | <b>Imitation lessons:</b> children will accurately mix colours and identify how they can contribute to mood of a painting. Children will experiment with shapes in art.<br><b>Main projects:</b> children will create a painting of rainforest, they will create a clear focus in the foreground.<br><b>Link:</b> to children's knowledge of colour and their learning about the rainforest.       | Analogous<br>Artistic style<br>Contemporary colours<br>Warm/cool colours<br>Soft circles, waves, ragged edges, spikes<br>Light, shadow  |
|        | <u>Spring 1</u><br>What can we learn from the women's suffrage movement? | DT    | Textile      | Fashion designers  | Maria Grazia Chiuri<br> | <b>Imitation lessons:</b> children will learn how to create a bonnet by measuring accurately. Children will learn a new stitch.<br><b>Main projects:</b> children will create a bonnet OR a rosette.<br><b>Link:</b> to children's learning of the suffragettes and what they wore mirroring that time in history.   | Template<br>Running stitch, backstitch, whipstitch<br>Measure, cut<br><br>Descriptive for: touch, look, feel, appropriateness           |
|        | <u>Spring 2</u><br>How do living things change over time?                | Art   | Drawing      | Draughtsmen  | Charles Darwin<br>Maria Merian   | <b>Imitation lessons:</b> children will create texture in drawings. They will create focal points and highlight a light source creating a shadow.<br><b>Main projects:</b> children will draw an animal in detail representing light and showing a clear focal point.<br><b>Link:</b> to children's knowledge of light sources and different animals/their habitats.                               | Texture<br>Shading: cross hatch, dashes, stippling, blending, hatching, dashing<br>Detail<br>Line, shape<br>Focal point<br>Light source |
|        | <u>Summer 1</u><br>Why do people live in New York City?                  | DT    | Food         | Chefs  | Jamie Oliver   | <b>Imitation lessons:</b> children will consolidate learning of ways to cut food. They will learn safe storage of food.<br><b>Main projects:</b> children will create a New York pizza.<br><b>Link:</b> to children's learning of how to be healthy and create a balanced meal.  | Hygiene<br>Aroma, taste, texture<br>Firm<br>Bridge hold, claw grip<br>Balanced diet<br>Sensory vocabulary<br>Presentation               |
|        | <u>Summer 2</u><br>Why was Hitler an historical villain?                 | Art   | Collage      | Collage artists  | John Heartfield<br>Kurt Schwitters   | <b>Imitation lessons:</b> children will experiment with textures (including leaves) and visual qualities.<br><b>Main projects:</b> children will create a collage of a camp scene with different textures.<br><b>Link:</b> to their learning of  | Tactile/visual qualities<br>Cutting/tearing<br>Precision<br>Monochromatic<br>Symbolism  |

|        | Focus  | Skill | We are...    | Artist study                         | Project/links to curriculum  | Key vocabulary   |   |
|--------|--|-------|--------------|--------------------------------------|--|--|---|
| Year 6 | <u>Autumn 1</u><br>Would you have the heart of a pig?                | Art   | Painting     | Artists<br>Da Vinci<br>Alfred Copley |  | <b>Imitation lessons:</b> children will .<br><b>Main projects:</b> children will .<br><b>Link:</b> to .  | Analogous<br>Artistic style<br>Contemporary colours<br>Warm/cool colours<br>Soft circles, waves, ragged edges, spikes<br>Light, shadow<br>Tone, tine, shade |
|        | <u>Autumn 2</u><br>Should we care about the other side of the world? | Art   | Collage      | Collage artists<br>Beatriz Milhazes  |  | <b>Imitation lessons:</b> children will symbolise feeling, they will consolidate learning about visual and tactile qualities and properties of materials.<br><b>Main projects:</b> children will create a collage of banana plantations in Ecuador.<br><b>Link:</b> to children's learning of other parts in the world, use of colour, creating focal points.  | Tactile/visual qualities<br>Cutting/tearing<br>Precision<br>Symbolism   |
|        | <u>Spring 1</u><br>How did Elizabeth I change history?               | DT    | Textile      | Fashion designers<br>Gareth Pugh     |   | <b>Imitation lessons:</b> children will revisit and recap stitches, and create/follow a template.<br><b>Main projects:</b> children will create a cloak for Queen Elizabeth I.<br><b>Link:</b> to children's learning of different time periods and style throughout these times.  | Template<br>Running stitch, backstitch, whipstitch, hemming stitch<br>Measure, cut<br>Descriptive for: touch, look, feel, appropriateness                   |
|        | <u>Spring 2</u><br>Do states of matter, matter?                      | DT    | Food         | Chefs<br>Heston Blumenthal           |  | <b>Imitation lessons:</b> children will consolidate learning of different grips, children will describe flavours in a range of ways.<br><b>Main projects:</b> children will create a balanced meal with mixed ingredients and purposefully present it.<br><b>Link:</b> to previous learning of cooking, and how to eat a balanced diet.  | Hygiene<br>Aroma, taste, texture<br>Firm<br>Bridge hold, claw grip<br>Balanced diet<br>Sensory vocabulary<br>Presentation                                   |
|        | <u>Summer 1</u><br>How can we change our future?                     | DT    | Construction | Engineers<br>James Dyson             |  | <b>Imitation lessons:</b> children will consolidate learning of strong shapes, methods of joining different materials and making accurate plans and markings.<br><b>Main projects:</b> children will create a piece of equipment to solve a modern problem (ie clearing up rubbish, sorting plastic for recycling).<br><b>Link:</b> to their learning of the world around them, how we can impact our futures. | Circuit<br>Current<br>Light<br>Linkages/levers<br>Measure/mark<br>Connections<br>Incorporate<br>Structure   |
|        | <u>Summer 2</u><br>How has the past influenced us today?             | DT    | Sculpture    | Sculptors<br>Phidias                 |  | <b>Imitation lessons:</b> consolidate learning of how different materials should be joined or manipulated.<br><b>Main projects:</b> children will create a sculpture that embodies different points in time that they have learnt about.<br><b>Link:</b> to all previous history topics.   | Artist<br>Artistic style<br>Mood<br>Sculpture<br>Shape, form, manipulate<br>Malleable   |