

Art and Design Curriculum at Roundwood Primary School

Where we are going

You need to:

- Be imaginative and creative (**curiosity, happiness**)
- Be interested in and have enjoyment of art, craft and design (**curiosity, happiness**)
- Have an experience of working with a broad range of media (**curiosity, resilience**)
- Have a practical and technical understanding of different media techniques (**curiosity, resilience, responsibility**)
- Not be afraid to experiment and demonstrate expressive skills (**curiosity, resilience**)
- Have knowledge of artists and designers from the past and the present (**curiosity, honesty, respect**)
- Have an awareness of art and design in the world around them (**curiosity, honesty, respect**)

Who we are

Our children live in and around the rural villages of Gawcott and Tingewick, which is close to the market town of Buckingham. The cities of Milton Keynes and Oxford are easily accessible, and there is a 2 hour commute to central London. The location provides a range of opportunities for landscape drawings, natural art and observational drawings.

Within Buckingham, and the surrounding villages, there is the yearly Arts Festival, which provides free access to local artists to exhibit their artworks. The church in Gawcott, converts into an art gallery, displaying a broad range of artists work. Near our school, is a diverse range of museums and art galleries which display a variety of artist styles and media e.g. Stowe Gardens, Milton Keynes Art Gallery and The Blenheim Art Foundation. We are aware that many of our children have had limited exposure to these sorts of settings so we plan to arrange school trips and visits that will enhance and enrich our children's creativity and knowledge of Art and Design.

At Roundwood, our children thoroughly enjoy artistic and creative activities and embrace any opportunity to draw, colour and create art. We have even added a creative area to our Lunchtime Play Zones at our KS2 site because so many children desired regular opportunities to draw and colour during the school day. Many children across the school, very much enjoy bringing in artwork created at home to share with their friends and there is usually a high intake to be involved in creative opportunities when given the chance.

Our children design Christmas, Mother's Day and Father's Day cards annually which parents and carers can purchase printed versions. At Christmas, we also design decorations for the communal Christmas trees and this occasion is a great chance for children to be highly creative! Usually with lots of added Christmas sparkle and glitter!

Our new curriculum for 2022-23, has been designed to be fully progressive as the children move through the school and it allows all children, in every year group, to experience a range of art techniques, as well as learning about influential artists and art genres. We have split our Art and Design skills into the following strands:

- **Drawing** – pencil, pen, chalk, charcoal, oil pastel, soft pastels, ink, coloured pencils, felt-tips
- **Painting** – ready mix, watercolour, acrylic, adding texture
- **Other Art and Design** –
 - Sculpture
 - Collage / Mixed media
 - Printing
 - Digital Media for KS2 (*taught through Computing*)
- **Textiles** (*links to DT*)

Exploring and developing ideas runs throughout each unit and work of other artists and designers runs throughout most units.

Vocabulary							
Please see separate Art and Design Vocabulary document for breakdown of key words used for each strand (drawing, painting, collage, sculpture, printing, textiles).							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists / Designers and Genres / Styles	Paul Klee Individual Style	Pablo Picasso Cubist	Vincent van Gogh Changing styles	John Constable / Jackson Pollock / Thomas Colehere / Claude Monet Still Life	Paula Rego Illustrator	Katsushika Hokusai Japanese style of art Ukiyo-e (prints and painting on blocks of wood)	John Singer Sargent / Richard Caton Woodville WW1 Commissioned Artists
	Wassily Kandinsky / Jackson Pollock Abstract	Paul Klee Expressionist	Claude Monet Impressionist		Thomas Gainsborough Conversation Pieces		Banksy / Keith Haring / Jean-Michel Basquiat Graffiti
	Henri Matisse The Snail	Claude Monet Impressionist	Paul Klee Tints	David Hockney Portraits	Sonia Boyce Modern Art	Jen Aranyi Contemporary Art	
	Giuseppe Arcimboldo Portraits	Vincent van Gogh Post-Impressionist	Robert Delaunay Abstract	Fernand Leger Cubist	Lucian Freud Portraits	Vivienne Westwood Fashion Designer	Georgia O'Keeffe Abstract / Close up Flowers
	Marc Quinn / Michelle Reader Figurative sculptors	Piet Mondrian / Mark Rothko Abstract	Georges Seurat / Paul Signac / Maximillian Luce / Charles Angrand Pointillist	Vincent Bal Shadowologist	Alfred Wallis Seascapes	Andy Warhol Pop Art	William Morris Textile Designer
		Andy Goldsworthy Nature / Earth Art and Sculptor	Andy Warhol Pop Art	Henri Rousseau Post-Impressionist / Naïve	Roman Art and Mosaics	Anselm Kiefer Broken buildings	Alexander Calder / David Oliveira Sculptors
		Antony Gormley Sculptor	Florence Nightingale Portraits	India Flint Hapa-Zome: Japanese Printing	The Bayeux Tapestry	Michelangelo Sistine Chapel	Leonora Carrington Surrealist
			African Kente Cloth Weaving	Prehistoric Art	Viking Art	Rembrandt Portraits	Frida Kahlo Self-Portraits
				Ancient Egyptian Art	World War II Propaganda posters	Salvador Dali Surrealist	Ansel Adams Photographer
						Ancient Greek Art and Sculptures	David Hockney Landscapes
						Traditional Chinese Painting	Yayoi Kusama Infinity Rooms

RPS Physical Education Journey

Early Years



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“I have found a way to be creative and express myself”

Expressive arts and design is one of the four specific areas of learning in the EYFS framework, and one of Roundwood’s EYFS Overarching Aims Composites is **“I have found a way to be creative and express myself.”** We aim to develop children’s artistic and cultural awareness and support their imagination and creativity by providing regular opportunities for children to engage with the arts, and enable them to explore and play with a wide range of media and materials, tools and techniques. Children will be provided opportunities to develop drawing, painting, collaging, sculpting, printing and textiles skills.

Children will be encouraged to develop their own ideas, make links between ideas, and develop strategies for doing things creatively. They will experiment with colour, design, texture, form and function as well as representing their own ideas, thoughts and feelings through Art and Design. Furthermore, children will be introduced to a range of Famous Artists and will discuss some artworks saying what they like/dislike and copying ideas in their own creations.

Famous Artists chosen for EYFS include (but are not limited to):

- **Paul Klee** – Individual Style
- **Wassily Kandinsky** – Abstract e.g. “Colour Studies: Squares with Concentric Circles”
- **Jackson Pollock** – Abstract large scale drip painting
- **Henri Matisse** – The Snail
- **Giuseppe Arcimboldo** – Portraits of heads made up of fruit, vegetables, leaves and flowers
- **Marc Quinn** – Figurative sculptor
- **Michelle Reader** – Figurative sculptor

In Year 1

In Year 1, children will begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials. They will also begin to develop artistic vocabulary. Children will discuss their own and other’s work and will talk about the work of an artist, craft maker or designer.

Drawing

Children will begin to explore a range of materials to draw with e.g. pastels, chalk, felt tips. In pencil, they will draw lines of different length and thickness. Drawing skills will be a focus during Art and Design Units:

- **Super Self-portraits** where they will draw self-portraits focusing on key facial features.
- **Simple Shapes** where children complete observational drawings around school using a range of drawing materials.
- **Cityscapes** where children learn about **Claude Monet** and use soft pastels to create their own cityscape.

Painting

Children will mix colours to make secondary colours and they will use thick and thin brushes to produce lines and shapes. Painting skills will be a focus during Art and Design Units:

- **Cityscapes** where they will paint using **Vincent Van Gogh’s** impressionist style like his famous work “A starry night”
- **Colour Blocks** where they will paint using primary colours like **Piet Mondrian** and experiment with colour mixing like **Mark Rothko**.

Other Art and Design – Collage / Mixed Media

Children will sort and use a range of materials that are cut, torn and glued. This will be achieved through learning about Cubist portrait artist **Pablo Picasso** in Art and Design Unit: **Super Self-Portraits** and creating their own portrait by collaging magazines and printed images.

Other Art and Design – Sculpture

Children will use techniques such as rolling, cutting, moulding and carving. This will be achieved through Art and Design Unit: **Natural Sculptures** where children use a variety of materials such as clay and mud, to make natural art installation inspired by sculptors **Andy Goldsworthy** and **Antony Gormley**.

Other Art and Design – Printing

Children will use repeat or overlapping shapes (using objects to create print e.g. sponges, fruit, blocks). Printing will be used in Art and Design Unit: **Simple Shapes** where children use a variety of objects such as sponges, blocks and 2-D shapes to create a print of Roundwood school, inspired by **Paul Klee's** expressionist work "Castle and Sun".

Textiles

Children will join materials using glue; will use a basic running stitch and will demonstrate how to cut, shape and join fabric to make a simple product. Textiles skills will be a focus in Art and Design Unit: **Fabric Faces** and will follow the DT steps: Design -> Technical Knowledge -> Make -> Evaluate.

In Year 2

In Year 2, children will use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials. They will use correct artistic vocabulary e.g. tone, tint, pattern, texture. Children will know about the work of a range of artists, craft makers and designers and they will describe differences and similarities and make links to own work.

Drawing

Children will use a range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines. They will begin to explore different hardness of pencils to create tone. Drawing skills will be a focus during Art and Design Units:

- **Lovely Landscapes** where they will recreate their own version of "Wheatfield with Crows" by **Vincent van Gogh** and explore ideas like **Claude Monet** in his garden.
- **Florence Nightingale Portraits** where they will focus on shading and texture using 2B/4B + pencils and charcoal before finding out about **Andy Warhol** and creating a Pop Art portrait using bright coloured pencils, pens and oil pastels.

Painting

Children will use a variety of thick and thin brushes to produce lines and shapes, textures and patterns. They will now mix colours to make secondary colours and they will add white to make tints and black to make shades. Painting skills will be a focus during Art and Design Unit: **Colour Chaos!**

Which is split into two sections:

1. Children will learn about mixing colours, creating tints and discuss how different colours make you feel e.g. cool and warm colours. They will look again at **Paul Klee** and learn about **Robert Delaunay**.
2. Children will find out about Pointillism and will study Pointillist artists: **Georges Seurat**, **Paul Signac**, **Maximilian Luce** and **Charles Angrand**.

Other Art and Design – Collage / Mixed Media

Children will mix materials to create texture e.g. coiling, overlapping and montage. This will be achieved through Art and Design Unit: **Lovely Landscapes** where children create a **Claude Monet** montage using mixed media to create texture.

Other Art and Design – Sculpture

Children will create and combine shapes to make recognisable shapes. This will be achieved through Art and Design Unit: **Explorer's Vessels** where children create papier-mâché hot air balloons.

Other Art and Design – Printing

Children will use repeat or overlapping shapes (using objects to create print e.g. sponges, fruit, blocks). Printing will be used in Art and Design Unit: **Lovely Landscapes** where children will use cut flowers dipped in paint to print with.

Textiles

Children will weave and join materials using glue or stitch and use a basic running stitch. They will use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. Textiles skills will be a focus in Art and Design Units:

- **Flags and Bunting** following the DT steps: Design -> Technical Knowledge -> Make -> Evaluate.
- **African Weaving and Batik** – paper weaving and using dye to make a traditional African batik fabric design.

In Year 3

In Year 3, children will create sketchbooks to record and revisit observations and they will use and apply art and design techniques and improve their control and use of materials. Children will use a range of artistic vocabulary to discuss and evaluate work. They will evaluate work of some artists and analyse creative works; and know about great artists, architects and designers and how their art / design reflected and shaped our history.

Drawing

Children will experiment with showing line, tone and texture with different hardness of pencils. They will use shading to show light and shadow effects and will show an awareness of space when drawing. Drawing skills will be developed during Art and Design Units:

- **Prehistoric Art** where children improve mastery of drawing techniques by drawing cave art using illustrations from the book 'Stone Age Boy' and using crayons as part of mixed media cave art.
- **Autumn** where they will focus on showing awareness of space whilst drawing still life / observational drawings. Draw leaves in pencil using shading and in colour and using ink exploring textures and tones. Explore still life work from artists: **John Constable, Jackson Pollock, Thomas Colehere, Claude Monet, Henri Matisse and Paul Cezanne.**
- **Death Masks and Faces** where children draw details of their face carefully and use charcoal to show light and dark, looking at artist **David Hockney.**
- **Jungle Fever** improve proficiency in drawing techniques by drawing plants using chalk pastels.

Painting

Children will use white to make tints and black to make shades. Mix colours effectively using correct language - Create a colour wheel. Painting skills will be a focus during Art and Design Units:

- **Prehistoric Art** where children will sponge paint cave background and explore different watercolour techniques.
- **Autumn** where children make colour wheels and then mix and select appropriate colours to paint vegetable skins using thick paint like **Cezanne.**
- **Death Masks and Faces** where children look at artist **Fernand Leger's** painting style and then paint their Death Mask using acrylic paints.

Other Art and Design – Collage / Mixed Media

Children will consider the effect of chosen materials and techniques. They will learn and practise a variety of techniques, such as overlapping, mosaic and montage. Also, they will add collage to a painted or printed background. This will be achieved through Art and Design Units:

- **Prehistoric Art** where children make mixed media cave art and collage Stonehenge silhouettes on top of painted backgrounds.
- **Jungle Fever** where children overlap different drawings and materials to create a Rainforest collage inspired by **Henri Rousseau.**

Other Art and Design – Sculpture

Children will include texture that conveys feelings, expression or movement and refine use of tools. They will use clay and other malleable materials and practise joining techniques. This will be achieved through Art and Design Units:

- **Prehistoric Art** where children create playdough sculptures of Stonehenge Historic Site.
- **Autumn** where children make a paper leaf installation and create clay fossils.
- **Death Masks and Faces** where children make papier-mâché death masks.

Other Art and Design – Printing

Children will press, roll, rub and stamp and recreate print from environment e.g. wrapping paper etc. Printing will be used in Art and Design Units:

- **Autumn** where children create autumn printing tiles
- **Jungle Fever** where children complete Hapa-Zome flower and leaf printing using hammers to print natural dyes onto fabric. Find out about artist **India Flint**.

Textiles

Children will demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product. They will create a hem using a basic running stitch and join fabrics using an overcast stitch. Children use a dyeing technique to alter a textile's colour and pattern and they use appropriate techniques to decorate fabric. Textiles skills will be a focus in Art and Design Unit: **Jester's Juggling Balls** and will follow the DT steps: Design -> Technical Knowledge -> Make -> Evaluate.

In Year 4

In Year 4, children will create sketchbooks to record and revisit observations and they will apply art and design techniques with creativity, experimentation and increasing awareness. Children will use a range of artistic vocabulary to discuss and evaluate work. They will draw on work of other artists for inspiration and begin to emulate their style; and they will know about great artists, architects and designers and how their art / design reflected and shaped our history.

Drawing

Children will use a range of pencils and techniques to show effect, movement, perspective and reflection. Drawing skills will be developed during Art and Design Units:

- **British Artists** where children learn about artist **Paula Rego** and improve drawing techniques by telling a story using illustrations to create a small book. Look at British artist **Lucian Freud's** portraits and changing styles. Draw a portrait of a person of your choice using drawing medium of your choice (pencil, charcoal, pastels).
- **Bayeux Tapestry** where children experiment with drawing animals from Aesop's fables (copy from the Bayeux Tapestry).
- **Viking Warriors** where children draw details use oil pastels and pencils as part of mixed media Viking Warrior work. Practice drawing sea serpent/dragon heads for longboat designs and drawings linked to 'How to train your Dragon' (English Text). Shading and shadow effects.
- **Light Up Fish Lanterns** where children draw fish carefully and experiment with line, tone and texture with different hardness of pencils and draw shells in colour using oil pastels and coloured pencils. Look at artist **Alfred Wallis**.

Painting

Children will use watercolours to produce washes for backgrounds and they will create a colour palette, demonstrating mixing techniques and using brushes effectively. Painting skills will be a focus during Art and Design Units:

- **British Artists** where children will paint part of a famous painting "Mr and Mrs Andrews" and find out about the artist **Thomas Gainsborough**. Look closely at what is in the background, foreground and middle ground of the painting. Describe the colours that are seen and mix colours using palettes.

- **Viking Warriors** where children begin painting with horizontal brush strokes. They use different water colour techniques and cover with cling film to make a cool effect for the background wash before collaging on top.
- **WW2 Propaganda Posters** where children use paints to make posters bright and clear.

Other Art and Design – Collage / Mixed Media

Children will use mosaic and montage, and they will add collage to a painted or printed background. This will be achieved through Art and Design Units:

- **Roman Mosaic** where children create a mosaic around a central motif inspired by Roman artworks.
- **Bayeux Tapestry** where children create a mixed media tapestry scene using different drawing materials on a tea stained background.
- **Viking Warriors** where children collage strips of paper and tissue paper for the sea and Viking longboats on a painted background.

Other Art and Design – Sculpture

Children will add materials to a sculpture to create detail and use materials other than clay to create a 3-D sculpture. This will be achieved through Art and Design Units:

- **Viking Warriors** where children sculpt paper/cardboard models of Viking longboats.
- **Light Up Fish Lanterns** where children finish the lantern using textiles, tissue paper, scraps of plastic and compostable liners.

Other Art and Design – Printing

Children will use layers of two or more colours in a print. Printing will be used in Art and Design Unit: **British Artists** where children find out about artist **Sonia Boyce** who often depicts her important memories and then create a straightforward design. They will develop printing technique using a printing block, roller and tray and make a polystyrene printing block, and use different colours.

Textiles

Children will use basic cross and back stitch. They will create a picture on fabric using basic thread work and stitching to create different textual effects. Textiles skills will be a focus in Art and Design Unit: **Bayeux Tapestry** and will follow the DT steps: Design -> Technical Knowledge -> Make -> Evaluate.

In Year 5

In Year 5, children will capture artistic process in sketch book and improve mastery of art and design techniques with a wide range of materials. They will use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks. Children will communicate ideas and comment on artworks using artistic language. They will understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.

Drawing

Children will use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. This includes using techniques such as shadows, reflection, hatching and cross-hatching to add effects. Drawing skills will be developed during Art and Design Units:

- **Ancient Greek Art** where children look closely at the Parthenon marbles and images from Greek mythology to improve drawing / charcoal mark-making techniques.
- **Hokusai's Mountains** where children sketch still life and mountain scenes considering sizes of things in the foreground and background. Drawing on ideas from **Hokusai** and contemporary artist **Jen Aranyi**.
- **Traditional Chinese Painting** where children draw birds in pencil and look closely at details, copy from traditional Chinese art work.
- **British Artists** where children:
 - Will draw broken buildings using pens and add effects such as shadows and cross-hatching like **Anselm Kiefer**.
 - Find out about **Rembrandt** and his portraits/ Bible stories art. Create a picture by rubbing

away dark pencil, thinking about light and dark.

Painting

Children will use watercolours to suggest moods and create different textures and effects with paints. Painting skills will be a focus during Art and Design Units:

- **Ancient Greek Art** where children use acrylic paints to paint their Ancient Greek vases they have sculpted from clay.
- **Hokusai's Mountains** Use watercolours effectively to create a mood inspired by **Jen Aranyi**.
- **Traditional Chinese Painting** where children will paint using inks in the traditional style.
- **European Artists** where children will paint mural upside down inspired by **Michelangelo**.

Other Art and Design – Collage / Mixed Media

Children will Use a range of mixed media and with increasing confidence, combine visual and tactile qualities. This will be achieved through Art and Design Units:

- **European Artists** where children will create a mixed media self-portrait and an elephant collage in a Surrealist style, inspired by **Salvador Dali**.

Other Art and Design – Sculpture

Children will combine visual and tactile qualities in planning and designing a sculpture. They will use tools and materials to carve, add shape, and add texture and pattern. This will be achieved through Art and Design Units:

- **Ancient Greek Art** where children sculpt an Ancient Greek vase using clay.
- **Upcycling Fashion Show** where children make paper hats using decorations, inspired by fashion designer **Vivienne Westwood**.

Other Art and Design – Printing

Children will make printing blocks e.g. from coiled string on card to create a repeating pattern. Printing will be used in Art and Design Units:

- **Hokusai's Mountains** where children find out about artist **Hokusai** who created prints and paintings of mountain scenes around Mount Fuji using a Japanese wood printing block. Develop printing techniques in collagraph printing.
- **Plate Proportions and Left Overs** create a repeating print with bright colours like Pop Artist **Andy Warhol**.

Textiles

Children will demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product. They will join textiles using a greater variety of stitches, such as backstitch, whip-stitch, and blanket stitch and they will experiment with a range of media by overlapping and layering to create texture, effect and colour. Children will also be able to add decoration to create effects. Textiles skills will be a focus in Art and Design Unit: **Upcycling Fashion Show** and will follow the DT steps: Design -> Technical Knowledge -> Make -> Evaluate.

In Year 6

In Year 6, children will capture artistic process in sketch book and master art and design techniques with a wide range of materials. They will use a wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks. Children will communicate ideas and comment on artworks using artistic language. Over the course of history, they will understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.

Drawing

Children will use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. They will be able to use a variety of techniques to add effects and they depict movement and perspective in drawings. Drawing skills will be developed during Art and Design Units:

- **WW1 Commissioned Artists** Measure up paper and draw horizon line. Sketch horses improving skills of movement linked to 'War Horse' in English. Draw outlines and colour and smudge to fill using charcoal.

- **Street Art** where children will find out about Graffiti and Street artists. Create a Graffiti tag using colour wheels and knowledge of complementary and analogous colours. Draw colourful figures with movement lines inspired by **Keith Haring**. Take designs outside and create art using chalks on outside walls of the school.
- **Inner and Outer Self-portraits** where children find out about **Frida Kahlo** and create a self-portrait including images of things that are important to you. Use a mixture of different drawing materials to make it interesting.
- **Perspective and Architecture** where children will create on-point perspective drawings of landscapes inspired by **David Hockney's** landscape art and **Ansel Adam's** photography.

Painting

Children will combine colours, tones and tints to enhance mood. They will use a range of paint (acrylic, oil paints, and water colours) to create visually interesting pieces. Painting skills will be a focus during Art and Design Units:

- **WW1 Commissioned Artists** where children create Flanders fields poppy paintings using watercolours to create a sombre mood inspired by works of World War I commissioned artists **John Singer Sargent** and **Richard Caton Woodville**. Acrylic or ready-mix paints could be used for poppies to create a bold contrast to the background.
- **Fantastic Flowers** where children find out about **Georgia O'Keeffe** who painted close up oil paintings of flowers. Experiment with using oil paints to add colour to flower sketches.
- **Polka Dots** where children create 3-D sculpture "infinity rooms" and use ready-mix and acrylic paints to add colour using thick paint brushes to create polka dot patterns that will be visually intriguing and create illusions.

Other Art and Design – Collage / Mixed Media

Children will combine visual and tactile qualities and use a range of mixed media. They will refine work as they go to ensure precision and create and arrange accurate patterns. This will be achieved through Art and Design Units:

- **WW1 Commissioned Artists** children will combine their drawings and painted backgrounds to create a mixed media final image. Red tissue paper could be used as poppies to add some 3-D effects to the piece and children could consider ways to create extra textures. Black silhouettes of soldiers can be collaged on top and charcoal or black pens used.
- **Automata Animals** use an animal stencil to create tessellations and then decide how to decorate their animals.

Other Art and Design – Sculpture

Children will combine visual and tactile qualities in planning and designing a sculpture. They will use tools and materials to carve, add shape, and add texture and pattern. This will be achieved through Art and Design Units:

- **Perfect Plants** where children create 3-D models of plants using materials, wires and coils inspired by sculptors **Alexander Calder** and **David Oliveira**.
- **Polka Dots** where children create 3-D infinity rooms using clay, card, mirrors like **Yayoi Kusama**.

Other Art and Design – Printing

Children will develop techniques in mono, block and relief printing and they will create and arrange accurate patterns. This will be achieved through Art and Design Units:

- **Street Art** where children will complete block printing inspired by **Banksy**.
- **Perfect Plants** where children will complete lino (relief) printing inspired by textile designer **William Morris**.
- **Perspective and Architecture** where children will create a monoprint of a city skyline.

Textiles

Children will demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product. They will join textiles using a greater variety of stitches, such as backstitch, whip-stitch, and blanket stitch and they will experiment with a range of

media by overlapping and layering to create texture, effect and colour. Children will also be able to add decoration to create effects. Textiles skills will be a focus in Art and Design Unit: **WW1 Gas Mask Boxes** and will follow the DT steps: Design -> Technical Knowledge -> Make -> Evaluate.

Links with other subjects

English – Introduction of new subject specific vocabulary that they may currently understand with a different meaning or context. Children can also use Art and Design as part of Reading strategy: Visualising.

Mathematics – Specific links to shape and measure, particularly when drawing with accuracy; as well as fractions when considering composition (KS2)

Geography – Use of locational knowledge of the world to know where certain pieces of art were made, are kept or where artists were/are from.

History – Knowledge of an overview of History to make sense of, and link with, other events in History they have learned about.

Design and Technology – Children will link the design, make, evaluate, process of DT to the similar thought process of creating art.

Music – Another of the expressive arts. Children can communicate ideas, thoughts, feelings, emotions and messages through these mediums.

As an Artist leaving RPS

I will be able to:

- Use line, shape, colour, form, value, tone and texture to create artwork of my own.
- Use a range of drawing tools to create sketches that are accurate.
- Draw effectively with a range of drawing materials, in particular using sketching pencils to show tone.
- Use a range of painting skills to create artwork.
- Understand the effects of brush strokes when painting and link them to art genres and movements that I have studied.
- Use my knowledge of the colour wheel to develop and understand the relevance of mixing colours and choose a palette for my artwork with this in mind.
- Consider how colour can reflect mood and atmosphere.
- Use pattern to add detail, movement and interest to a piece of artwork.
- Demonstrate an awareness of the different influential art genres and artists, both historical and modern.
- Use collage and sculpture to create a 3-D form.
- Explain intentions when developing ideas, identifying changes and improvements made as artwork progresses.
- Describe how techniques and genres used by other artists has influenced my artwork.
- Critique other artists work and use it to influence own artwork.
- Evaluate own work to make improvements.

Memory Makers

I will have experienced

- Exhibiting my work each year to family, friends and other guests from outside of school.
- Visits from local practising artists.
- Visiting an art gallery or sculpture trail.

Because I went to RPS

I am an artist.

I use art to communicate idea, emotions and my understanding of the world.

I appreciate a variety of artworks and can discuss and form my own opinions on them.

I am skilled in drawing, painting and other mediums and can choose my tools appropriately for the artwork I want to produce.