

Subject: Art and Design

Curriculum value and character drivers

	Strive Enthusiasm, perseverance and resilience		Harmony Empathy, understanding and tolerance		Inspire Responsibility, right and wrong, respect		Nurture Healthy bodies, minds and relationships		Excel Ambition	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Reception	Experimenting with primary colours.	Investigating line with a variety of drawing tools.	Creating collage.	Using a variety of media and materials to create drawings.	Creating textures using painting.	Sculpting using clay.				
Year 1	To print dinosaur footprints. To create a dinosaur footprint using clay.	Paint Mike Jeffries transport To use pastels to design and create own transport	To collage 'Big Cats'. Using watercolours to create 'big cat' patterns.	Using charcoals to create cloud representations. To create a cloud sculpture using textiles	Observational drawing of leaves/trees Creating wax rubbing leaves	Creating super hero signs. Pop Art self-portraits.				
Year 2	Collaging pirate flags using pattern Real Life sketch of a boat.	Wassily Kandinsky 'Squares with concentric circles' Listening to different periods of music and responding with painting	Weaving Minibeasts Patterns. Creating bottle critter sculptures.	Textiles: Shield. Joseph Turner castles.	ICT Art Creating own house/street. Printing local area designs.	Creating shells using clay. Sea themed Self portraits				
Year 3	Iron Man Silhouette drawing. Embossed Art.	Cave Paintings Clay Jewellery.	Greek Vases.	Observational drawings of rocks and crystals. Printing crystals with contrasting colours.	Urban Landscape collage with ICT Art . Street Art: Creating Art with a meaning	Drawing birds of prey. Predators' Self portraits				
Year 4	Making Viking Brooches. Viking Longhouse sculpture	Drawing a mountain range. Contour line patterns.	Circulism: self-portraits. Drawing: eyes.	Textiles: Sea Turtle wall hanging. Cross section sea collage.	Modern Pop Art printing. Golden Gate bridge sculpture.	Creating a Roman Mosaic. Raphael style Self portraits				
Year 5	Hans Holbein Drawing. Modern Holbein painting.	Rocket in Space: Abstract art. Creating Planet sculpture.	Drawing the Egyptian Pyramids. Creating hieroglyphics prints	David Hockney inspired garden painting. Drawing portraits using vegetables.	Textile: Making a flag. Sculpture: Creature Alchemy Island.	Re-creating 'The Scream' Edvard Munch: Self portraits				

Year 6	Frida Kahlo – Self-Portraits Creating skull mask sculpture.	Single focal point – drawing. Creating a William Morris Style print.	Surrealism Heart painting. Real-Life Heart sculpture.	Impressionism. Using Fauvism with collage	All about me – individual project. Incorporating drawing, painting and sculpture.	Textile robot. Digital Self portraits
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Moral - Ability to recognise integrity (the difference between right and wrong) and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

Spiritual Development - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values.

Cultural – The essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement (music, art, poetry etc.).

Social – Ability to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Character – a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Value	KS1	KS2
Strive	Within all projects, children have the opportunity to problem-solve, persevere and show resilience. In Year 1, children to use the outdoor area to investigate how they can create wax rubbings – striving to achieve success; they then apply these skills within a group project.	In Year 4, children have to use their problem-solving skills in order to create a Viking Longhouse Sculpture. They study Roderick James and research how Viking Longhouse's were created. They then use a variety of media and materials to strive to build a sustainable structure.
Harmony	Children develop their team-building skills when studying printing in Year 2. Children have the opportunity to explore and experiment with printing independently. They then apply their knowledge and skills within a group printing project.	Empathy, understanding and tolerance are developed and built upon throughout KS2. Within Year 6, children work together to build a whole-class piece when studying the work of David Wilkie. Each child contributes a piece of Art which comes together to form a collaborative piece.
Inspire	Children are inspired throughout KS1 by a range of Artists. Children in Year 1 study Zeena Shah, Ruth Purdy, Thomas Henry Thomas, Eric Carl, Megan Coyle, Bob Ross, Vincent Van Goph, Andy Warhol, Roy Fox Lichtenstein Paul Signac and Georges Seurat. They have the opportunity to research these Artists and use inspiration from them within their own work.	In KS2, children study a range of Artists, craft makers, architects and designers. Children in Year 5 are inspired by Hans Holbein, John Holcomb, Peter Thorpe George Bryan, Luke Jerram, Thomas Seddon, David Hockney, Edward Saidi, Giuseppe arcimboldo, Maryana Kopylova, Caralyn Edwards-Tucker and Edvard Munch.
Nurture	In KS1, children are given a sketchbook to begin their own Art journey. Children are given a safe space to explore and experiment whilst developing their own creativity. Children are nurtured to create, design, generate, and compose new ideas alongside developing their own autonomy.	Within KS2, children are nurtured throughout their Art education to develop into aspiring Artists. Through the use of sketchbooks, children are encouraged to develop a sense of independence by exploring their own Art journey. The sketchbook is a safe place for all children to express themselves and develop their sense of individual identity.
Excel	Children are given the opportunity to excel within all of their art projects. Children are challenged to use the work of Artists within their own pieces and to apply their use of key vocabulary when discussing their own and other Art pieces. In Year 2, children are challenged to include the work of Noriko Karasumi when creating clay sculptures.	Children are encouraged to exceed and excel within their art projects. Within Year 6, children are given a term to compose their own piece on: ID – All about me. They study painting, drawing and sculpture and are challenged to respond in a personal and unique way to the theme 'Identity', using their past knowledge of Art styles and technique.