



# Art & Design knowledge sequencing at Camblesforth Primary Academy



<i>Art and Design understanding, knowledge and skills objectives.</i>	
<b>Intent</b>	At Camblesforth Primary Academy it is our aim, in line with the National Curriculum, that all children will gain the knowledge and skills necessary to be creative, unique, expressive and responsive in their art learning. We aim to open children's imaginations and to promote confidence in developing creativity in a variety of media. It is our intent to deliver an Art and Design curriculum which is rich and exciting, links to topic work and provides as many first hand experiences as possible. It will embed knowledge of key artists, designers and craft makers and develop and use the skills of drawing, painting, printing, textiles and sculpture. Through the teaching of Art and Design we hope to enable children to master techniques and critically analyse their own and others' work.
<b>Substantive knowledge in Art and Design</b>	The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers.
<b>Disciplinary knowledge in Art and Design</b>	Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.

## Art & Design Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Drawing</b></p> 	<ul style="list-style-type: none"> <li>*Draw with increasing control, representing features and detail clearly.</li> <li>*Make Christmas cards and decorations for friends and family using a range of media</li> <li>*Use available resources to create props to support role-play</li> </ul>	<ul style="list-style-type: none"> <li>*Give meaning to the marks that are made</li> <li>*Draw a range of plants and fruits</li> <li>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>	<ul style="list-style-type: none"> <li>*Draw a recognisable object or shape using a pencil or crayon</li> <li>*Draw lines of different thicknesses</li> <li>*Show mood in a drawing such as happy, sad or angry</li> <li>Show something about yourself in a drawing</li> <li>*Use three different grades of drawing pencil (B, 2B, 6B)</li> <li>*Create different tones to show light and dark</li> <li>*Use pencil, charcoal and pastel</li> <li>*Create texture and pattern in a drawing</li> </ul> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>*The human face is proportionate</li> <li>*Features are evenly spaced around the face</li> <li>*Features of the face – eyes, ears, nose, mouth, eyebrows pencil can be erased if mistakes are made</li> <li>*Pressure on the pencil can create different effects</li> <li>*A self-portrait is a representation of yourself</li> <li>*Different pencils can produce different effects</li> <li>*Landscape art is a drawing or</li> </ul>	<ul style="list-style-type: none"> <li>*Use different grades of pencil to show shade, tone and texture in a drawing</li> <li>*Show facial expressions in a drawing</li> <li>*Investigate a variety of lines, shapes, colours and texture to produce work on a theme</li> <li>*Use a sketchbook to explore an idea and explain why you have done it</li> <li>*Use greater detail and proportion when drawing objects and figures</li> <li>*Create mood and feeling by adding facial expressions and body language</li> <li>*Create a figure in motion using lines, tones and colour</li> <li>*Explain, through annotation in your sketchbook, why you have chosen a specific material to work with</li> <li>*Create an image that shows reflection</li> </ul> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>*Different artists use different media</li> <li>*Art can be observational or created from the imagination and memory</li> <li>*The proportion, size and depth are significant in this style of landscape and should be considered with a focus on the foreground, midground and background</li> <li>*The sky is an outline of land and buildings defined against the sky</li> <li>*The local area has a range of different architectural influences.</li> <li>*An elevation drawing enables you to</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and draw simple objects and use marks and lines to create texture</li> <li>*Use shade to create a 3D drawing</li> <li>*Create a figure in motion using drawing techniques</li> <li>*Investigate a variety of lines, shapes, colours and textures to produce work on a theme. *Explain why you have chosen these to produce a final piece of work</li> <li>*Experiment with, and annotate, different materials to find the best one for the purpose of the work</li> <li>*Create sketches to communicate emotion or sense of self with accuracy and imagination</li> <li>*Use shade and texture to create a 3D scene with perspective</li> </ul> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>*Further mastery of the knowledge that the human face is proportionate, with features that are specific to areas of the face</li> <li>*Charcoal can be smudged and blended</li> <li>*A portrait is an artistic representation of a person</li> <li>*Explore different techniques to sketch a body in motion</li> <li>*When considering perspective, smaller images in a painting can give the illusion of distance and larger</li> </ul>			

painting of nature. They usually have mountains, valleys, trees, rivers and fields in them

- \*The Horizon line is where the land or sea meets the sky. Landscape pictures start by drawing the horizon line
- \*Observational drawings require careful observation of the subject to create a realistic representation
- \*Shading and blending can create a 3D effect
- \*Giorgio Morandi was an Italian painter who specialised in still life drawings
- \*Shapes can be represented through drawing
- \*Marks, lines and patterns can be added to drawings for effect

Disciplinary knowledge

- \*Use a variety of drawings tools
- \*Observe and draw with increasing accuracy
- \*Observe carefully when drawing.
- \*Exercise control over a variety of drawing tools and media.
- \*Use blending and shading
- \*Explore a range of marks that can be made when drawing and the effects of these.
- \*Consider scale (comparative size of objects in a still life) when drawing.
- \*Use a variety of drawings tools
- \*Observe and draw with increasing accuracy

see the front or side of something, providing the change to see everything from other viewpoints.

- \*A vanishing point is a position in which lines to make a 2D drawing appear 3D.
- \*Using a wide range of marks with varied angle, pressure and sharpness can effectively show shape, pattern and texture
- \*Stephen Wiltshire is a British architectural artist and autistic savant
- \*Wiltshire is known for his ability to draw a landscape from memory, after seeing it just once
- \*Different artists and artistic styles can represent the same subject matter in different ways
- \*Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings.
- \*Art and design can be influenced by and representative of different cultures and eras.

Disciplinary knowledge

- \*Draw initial sketches as a preparation for painting
- \*Sketch lightly
- \*Use different hardness of pencils to show line, tone and texture
- \*Use hatching, stippling and erasing
- \*Make observational drawings and sketches
- \*Practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to

objects can appear closer

- \*Kathe Kollwitz was a pioneering female artist born in Russia (then Prussia)
- \*KK expresses strong emotions and moods through her portraits
- \*Explore different ways of sketching
- \*Explore different ways of sketching the human form during movement to develop mastery of drawing technique.
- \*Paul Cezanne was a French, post-impressionist painter

Disciplinary knowledge

- \*Produce and develop drawings from observation
- \*Draw the effect of light on objects from different directions
- \*Produce increasingly accurate drawings Use hatching, stippling, blending, shading and erasing independently
- \*Use media to create depth and shadow.
- \*Use media to record different movements and postures in motion.
- \*Use a variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern)
- \*Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects
- \*Experiment with different approaches when sketching to improve skills – including using different tools to sketch, e.g. different

				<p>show tone, shape, pattern and texture.        * Use scale and proportion accurately.        * Interpret the texture of a surface.        *Use vanishing points</p>	<p>pencils        *Create effect of light on objects and people from different directions        Interpret the texture of a surface</p>
<p><b>Painting</b></p> 	<p>*Know how colours can be mixed to make a new colour</p>	<p>*Use paints, pastels and other resources to create observational drawings        *Share their creations, explaining the process they have used</p>	<p>*Choose and control different thicknesses of brushes for painting        *Paint a picture of something you can see such as a scene or people        *Name and use the primary and secondary colours        *Create mood and feeling in a painting        *Mix primary colours to create secondary colours        *Mix colours and predict the outcome        *Create different tints in paint by adding white        *Create different tones of colour by adding black        *Mix colours to make brown</p> <p><u>Substantive knowledge</u>        *A landscape is a view that can be seen        *Primary colours can be mixed to make secondary colours (B+Y=G) (R+Y=O) (B+R=P) J M W        *Specific primary colours can be mixed to make specific secondary colours and tertiary colours        *Paintings can evoke emotions and personal response        *Varying tones can be created with the use of colour        *A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours        *Adding white to a colour makes the</p>	<p>*Accurately predict the outcome of mixing colours        *Create a colour wheel with the primary and secondary colours in the correct place        *Create a background wash        *Use a variety of paint brushes to create different effects and textures        *Identify and create the colours for a painting        *Create mood using colour and texture in a painting        *Successfully use shading in a painting to create depth and mood        *Use different types of paint such as gouache, acrylic and watercolours</p> <p><u>Substantive knowledge</u>        *Artists often mix medias to create art        *Oil pastels resist waterbased paint        *Colour in art work does not need to be 'realistic'. It can be an interpretation        *The function of colour in their paintings was not to describe their subject matter, but to express the artist's feelings        *The use of colour can have an effect on, and be used to reflect emotion (e.g blue = sadness, red = love / anger)        *David Hockney is a local artist He is considered as one of the most influential artists of the 20th century</p>	<p>*Be able to create all the colours needed for a painting        *Use tone and tint to create 3D shape        *Add a light source in a painting using tint and tone        *Create colour ladders to show tonal range        *Create distance in a painting using colour ranges        *Explain what your own style of painting is        *Use a wide range of techniques in your painting        *Explain why you have chosen different techniques, choices of colour and methods of application        *Investigate and explain why you have chosen the variety of lines, shapes, colours and textures to produce your final piece of work        *Experiment with different materials to find the best one for the purpose of your work and then explain how you have applied them in your final artwork</p> <p><u>Substantive knowledge</u>        *Impressionism is a 19th century movement, characterised by relatively small, thin, yet visible brush strokes 'open' composition and an attempt by the artist to convey the shifting effect of light and colour        *Impressionism originated in France</p>

**first colour lighter**

**\*Adding black to a colour makes the first colour darker**

\*Van Gogh was a Dutch artist who painted portraits and landscapes. He used water colour and oil paint and is famous for using bright colours in his work

\*Claude Monet is a French artist famous for painting landscapes

\*Van Gogh moved to Paris when he became interested in impressionism

\*Impressionism is a style of painting that uses dabs of paint and colour with visible brush strokes

\*Van Gogh was very interested in the nighttime, he used paint to create a swirling effect and yellow paint to make it look as though the moon and stars were glowing

\*Van Gogh made lots of paintings of sunflowers, he chose the colour yellow to represent happiness

\*Turner was a famous British artist who painted a range of seascapes inspired by the changing state of light

\*Turner's most famous works create atmospheric effects

#### Disciplinary knowledge

\*Mix and choose colours for effect

\*Use visible brush strokes and dabs of paint in own work

\*Use the space on a page effectively and consider the shapes of the objects as part of an overall composition.

\*Use drawing and painting to convey a specific feeling.

\*Hockney uses landscapes around his home in California and Bridlington to inspire his work

\*Henri Matisse and Andre Derain were French artists who were part of the group nicknamed 'Les Fauves' (the wild beasts)

\*Matisse spent his later life in a wheel chair, however still continued to create art. Their title was coined by a critic who was outraged by the bold colours in their art

\*The 'Fauves' believed that colour had a direct link to your emotions

#### Disciplinary knowledge

\*Use different equipment to produce marks appropriate to the work (EG, small brush for detail)

\*Use a variety of different media to add colour (including oil pastels and chalk)

\*Experiment with layering, mixing media and adding texture.

\*Add detail to work

\*Make independent decisions about colour

\*Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces.

\*Use colour theory to further develop colour mixing skills, including tint, tone, shade

\*Use colour to express mood.

\*Articulate ideas and feelings expressed in art.

and was brought to Spain by Joaquin Sorolla, where he was known as 'The Master of Light'.

**\*Understand what complementary colours are and how they impact art when used by artists**

**\*Acrylic paint can be layered to add texture**

**\*Adding layers of paint can add detail**

**\*Selecting colours carefully can affect the mood of a piece of artwork**

**\*The effect of light / reflection can be created through omitting colour and/or using light colours.**

\*Refer to previous knowledge of Van Gogh and Claude Monet and characteristics of brush strokes

\*Impressionist painters painted from observation, focussing on shape and colour over detail

\*Frida Kahlo was a Mexican painter known for her portraits especially self portraits

\*Her works are inspired by nature and artefacts of Mexico. She is known as a surrealist

\*Paul Cezanne was a French, post-impressionist painter

#### Disciplinary knowledge

\*Mix acrylic paints appropriately

\*Mix primary colours to create both secondary and tertiary colours

\*Add texture to a painting using 'Le Petit Tache' (little touch) method

\*Experiment with painting to convey a sense of mood

\*Demonstrate an understanding of the use of complementary colours

			<ul style="list-style-type: none"> <li>*Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work.</li> <li>*Form and share responses to the work of a famous seascape artist, using this as a stimulus for their own ideas and imagination.</li> <li>*Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings.</li> <li>*Paint in the style of an artist making and explaining informed choices on their use of chosen media.</li> <li>*Make as many tints of one colour as possible (using white).</li> <li>*Recognise complementary and contrasting colours.</li> </ul>		<ul style="list-style-type: none"> <li>*Demonstrate an understanding of how brush strokes can be used for effect in painting.</li> <li>*Master the skill of mixing primary colours to create both secondary and tertiary colours on a colour wheel independently</li> <li>*Explore different tools and surfaces and select appropriately, experimenting with paint application, colour and scale</li> <li>*Omit colour or use lights colours in order to show the effect of light on an object.</li> </ul>
<p><b>3d modelling</b></p> 	<ul style="list-style-type: none"> <li>*Learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the names of different tools and techniques that can be used to create Art</li> <li>*Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>*Add texture by using tools</li> <li>*Make different kinds of shapes</li> <li>*Cut, roll and coil materials such as dough or plasticine</li> <li>*Build a simple model using more than two materials</li> <li>*Make a clay pot</li> <li>*Build a simple model from a range of materials</li> </ul> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>*A sculpture is a 2D or 3D form and can be carved from wood and stone or</li> </ul>	<ul style="list-style-type: none"> <li>*Add detail, texture and pattern onto a model</li> <li>*Make a pop up model</li> <li>*Work with life sized materials</li> <li>*Experiment with and combine materials and processes to design and make a 3D form</li> <li>*Begin to sculpt clay and other malleable materials</li> </ul> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>*Origami is the art of paperfolding</li> <li>*Traditionally, a square of paper is</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with and combine different materials and methods in designing 3D projects</li> <li>*Sculpt clay and malleable materials into a design for a project</li> <li>*Add texture and detail to your model</li> <li>*Create a range of models using different materials and scales</li> <li>*Include both visual and tactile elements in your model</li> <li>*Explain why you have chosen both the materials and methods in creating your model</li> </ul> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>*Pots are a type of container that are hollow inside</li> </ul>

constructed using other materials  
\*Sculptures can be used to represent a range of creative ideas  
\* A free-standing structure needs a solid or flat base in order to stand  
\*Tools can be used to create patterns, design and texture to a sculpture  
\*Sculptures can be temporary  
\*Materials can be manmade or natural  
\*Materials can be arranged to create a desired effect  
\*Andy Goldsworthy is an English sculptor who produces sight specific sculptures

Disciplinary knowledge

\*Cut, bend, fold and stick materials  
\*Develop tactile skills and modelling through the use of play dough  
\*Use tools to add pattern, design and texture  
\*Show awareness of natural and manmade forms  
\*Express individual ideas  
\*Replicate patterns and textures in a 3-D form

folded into intricate designs without cutting, taping or glueing  
\*Paper can be bent and folding in a way that turns it from 2D to 3D  
\*Artists can be used as inspiration for our own work  
\*A gargoyle is a carved stone figure that usually projects from a building.  
\*The original purpose of a gargoyle was to direct water away from buildings  
\*It was believed by many that gargoyles would protect a building from evil spirits  
\*Joan Miro was a Spanish painter and sculptor  
\*Gargoyles are known as 'grotesques' due to their distorted features.  
\* Some of the most famous gargoyles sit atop cathedrals such as Notre Dame in Paris

Disciplinary knowledge

\*bend, fold and join paper to create 3D sculptures  
\*Create a simple, origami sculpture following simple instructions  
\*Design and make an individual 3D sculpture, inspired by an artist  
\*Develop an original design informed by a range of inspiration.  
\*Develop modelling skills through carving and joining clay.  
\*Use the score and slip method to join securely

\*Pots have been used throughout history, by different civilisations (including Ancient Greece/ Ming Dynasty), and different pots were decorated according to their purpose and era  
\*Throughout civilisations, pottery has been used as both a practical invention to carry food and drink, and as art  
\*Clay can be used in a variety of ways to create different shapes pottery for different purposes (pinch, coil, slab)  
\*Explore and use materials as part of progression from initial sketch to 3D body sculpture  
\*Wire can be bent and shaped to create forms Anthony Gormley is a British sculpture born in Yorkshire.  
\*Plaster of Paris is a hard drying plaster that can be manipulated when wet to create form  
\*Sculptures can be made from a variety of different materials  
\*There is an element of imagination required to produce unique sculptures

Disciplinary knowledge

\*Shape, form, model and join clay for a purpose  
\*Use observation or imagination to create own work.  
\*Use stories, music, poems as stimuli.  
\*Use the score and slip method to join clay  
\*Explore the pinch and coil methods of making pottery  
Shape materials for a specific purpose  
\*Use observation or imagination to create own work.

				<p>*Develop and show understanding of representing symmetry in a 3D form.</p>	<p>*Understand properties of media Create an 'surreal' human form.</p>
<p><b>Textiles</b></p> 	<p>*Begin to be interested in and describe the texture of things *Know how different colours and materials can be used to create things</p>	<p>*Share their creations, explaining the process they have used *Join material using glue and tape *Weaving (large)</p>	<p>*Know the difference between thread and textiles *Group fabric and thread by colour and texture *Weave with fabric and thread *Create a repeating pattern *Join different fabrics together using glue *Sew fabrics together</p> <p><u>Substantive knowledge</u> *Different surfaces can produce different textures *Collage is a technique where materials are arranged together *Materials can be cut, torn or glued to create a desired effect *Materials can be overlapped and layered in a collage *Use weaving to create a pattern *Learn to plait *Join materials using glue or stitch *Use a template to shape Join material using running stitch *When paper is placed on a surface, media can be rubbed over to capture the texture underneath *Use dip dye</p> <p><u>Disciplinary knowledge</u> *Experiment with collage *Arrange and rearrange materials to create the effect that I am looking for *Use overlapping and overlaying to</p>	<p>*Join fabric together *Add other materials such as padding and buttons to your sewing *Use more than one stitch type *Use your textile and sewing skills as part of a project *Experiment with and combine different materials in a project</p> <p><u>Substantive knowledge</u> *Layers in collage need to be symmetrical to create repeated patterns *Rotational symmetry is used in Orla Kiely's flower design *Collage materials can be uniform to create symmetrical *Join textiles with stitching. *Use cross stitch &amp; back stitch *Understand the need for a seam allowance *Create weavings warp &amp; weft yarn loom *Dye fabric</p> <p><u>Disciplinary knowledge</u> *Observe and design own textural art *Compare different designers *Select and arrange materials for effective use *Ensure work is precise *Design and create symmetrical patterns</p>	<p>*Experiment with and combine different materials in designing a project *Use your textile and sewing skills as part of a project *Do a broad range of stitches including running stitch, cross stitch, back stitch, applique and embroidery *Create work that is open to interpretation by the audience *Create a final project which showcases your skills in sewing and textiles such as stitch choice and materials used</p> <p><u>Substantive knowledge</u> *A Truism is a message added to artwork to make a statement *Truisms are used by artists to share belief and ideas *Collage can be used to create wording and lettering *Create pieces using a range of stitches *Select material to create visual and tactile effects including decorations</p> <p><u>Disciplinary knowledge</u> *Collect visual information (including with a camera), recording ideas in a sketchbook and experimenting with combinations of materials *Apply knowledge of collage to build layers and textures to own work *Introduce a cross stitch in</p>

			<p>create effects</p> <ul style="list-style-type: none"> <li>*Explore texture through material rubbings</li> <li>*Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton</li> <li>*Use different fabrics and materials in collages</li> <li>*To be shown how to thread a needle</li> <li>*Stitch two pieces of fabric using a running stitch</li> <li>*Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</li> </ul>	<ul style="list-style-type: none"> <li>*Create monoprints</li> <li>*Experiment with impressed printing with textiles</li> <li>*Continue to use a running stitch and introduce a back stitch</li> <li>*Apply decoration using beads, buttons, feathers etc. Begin to modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</li> <li>*Thread a needle independently</li> <li>*Use a running and back stitch</li> <li>*Apply decoration using needle and thread: buttons, sequins</li> <li>*Gain experience in applying colour by printing and using fabric crayons/paints</li> </ul>	<p>embroidery</p> <ul style="list-style-type: none"> <li>*Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>*Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye</li> <li>*Show awareness of the skills involved in aspects such as knitting, lace making</li> <li>*Continue to change and modify threads and fabrics, Design, plan and decorate a fabric piece</li> <li>*Experiment with a variety of techniques *Use a number of different stitches creatively to produce different patterns and textures</li> <li>*Recognise different forms of textiles and express opinions on them</li> </ul>
<p><b>Artists</b></p> 	<ul style="list-style-type: none"> <li>*Know that certain art types belong to different cultures. E.g. Africa</li> </ul>	<ul style="list-style-type: none"> <li>*Know that people from different countries may have different traditions</li> </ul>	<ul style="list-style-type: none"> <li>*Describe what a piece of artwork looks like</li> <li>*Look at the work of artists, designers and architects and say what you like or dislike about it</li> <li>*Ask sensible questions about a piece of artwork</li> <li>*Discuss how an artist has used colour within a picture</li> <li>*Create a piece of work in response to an artist, designer or architect</li> <li>*Understand the difference between traditional and contemporary artists</li> </ul>	<ul style="list-style-type: none"> <li>*Explore works from different cultures</li> <li>*Explore works from different periods of time</li> <li>*Understand how an artist is trying to express different feelings and emotions in their work and how they are trying to communicate a message to the audience</li> <li>*Experiment with different styles that artists have used</li> <li>*Recognise and explain art from different periods of time</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with different styles within your own work, used by artists</li> <li>*Investigate and learn about artists, designers and architects through research and educational visits</li> <li>*Explain your own style and quality of artwork</li> <li>*Explain the influences of your artwork</li> </ul>
<p>Frida Kahlo/ Pablo Picasso/ Vincent Van Gogh – portraits/ Orla Kiehl/ Mark Hearld/Doris Lee – printmakers/ LS Lowry/ Salvador Dali– surrealism – clocks / Leonardo Da Vinci– Mona Lisa/ Girl with Pearl Earring Johannes Vermeer/ Whistler's Mother by James McNeill Whistler (portraits)/ Botanical artist Walter Hood Fitch / J. Vincent Scarpace/ Georgia O'Keefe – painting still life/ Hockney Warhol –pop art/ Antony Gormley/ Alberto Giacometti – sculpture Anglo Saxon Pattern work /Native American art- weaving/ Japanese line drawing Egyptian art/ Neolithic stone carvings / Roman mosaics</p>					

Art and Design Long term plan

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CYCLE A			Artist: Pablo Picasso (drawing & painting)		Artist: Matisse (painting)		Artist: Henry Moore and L.S Lowry (drawing)	
			Artist: Gunta Stolz (printing onto textiles)		Artist: Arcimboldo (drawing)		Cross curricular study -Shang Dynasty (painting)	
			Artist: Anthony Gormley (3d modelling)		Artist: Alberto Giacometti (3d modelling)		Cross curricular study - Viking warrior art (drawing)	
CYCLE B			Artist: Van Gogh (drawing & painting)		Artist: Patrick Caulfield (printing)		Artist: Ana Teresa Barboza compare to Bayeux Tapestry (Textiles)	
			Artist: Anne Kelly (textiles)		Cross curricular study- Egypciaians (3d modelling)		Artist: Brancusi and Richard Sweeney (3d modelling)	
			Artist: Barbara Hepworth (3d modelling)		Artist: Ani Albers (textiles)		Artist: Andy Warhol (Printing)	