

Art and Design at Weyford Nursery and Primary Academy

	Autmn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Nursery to Reception (Continuous)	Autumn & Winter Craft including Eid, Hannukah and Christmas Celebrations		Winter and Spring Craft including Easter, Mother’s day		Summer Craft including Father’s Day	
	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Stimulate early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Stimulate children’s interest in modelling. Provide appropriate tools and joining methods for the materials offered. Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Offer opportunities to explore scale. Listen and understand what children want to create before offering suggestions. Invite artists and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p>					

Art and Design at Weyford Nursery and Primary Academy

Reception <i>Artists:</i> <i>Beth Cavener</i> <i>Julie Wilson</i> <i>Megan Coyle</i>	Marvellous Marks (from Kapow!) <i>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</i>	Creation Station (Sculpture) (Clay animals) (from Kapow!) <i>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</i>	Painting and mixed media (from Kapow!) <i>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</i>
Vocabulary: <u>Drawing: Marvellous marks</u> Artist, Bumpy, Chalk, Circle, Colours, Curved, Felt tips, Hard, Line, Long, Marks, Observational, Observe, Oil pastel, Paint, Pattern, Pencils, Picture, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag <u>Painting and mixed media: Paint my world</u> Collage, Cut, Dab, Dot, Flick, Glide, Landscape, Mix, Pattern, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Stroke, Sweep, Swirl, Swish, Tear, Temporary, Texture, Transient, Wet, Wipe <u>Sculpture and 3D: Creation station</u> 3D art, Bend, Clay, Chop, Collage, Cut, Design, Evaluate, Flatten, Join, Landscape, Model, Pinch, Plan, Reflect, Roll, Sculpture, Silky, Slice, Slimy, Slippery, Smooth, Soft, Squash, Squelchy, Sticky, Stretch, Twist, Wet <u>Craft and design: Let's get crafty!</u> Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag			
Key Stage 1			
Year 1 <i>Artists:</i>	Drawing: Make your mark (from Kapow!) <i>This unit helps pupils to understand and use different line</i>	Painting and mixed media: Colour splash (from Kapow!)	Sculpture and 3D: Paper play (from Kapow!)

Art and Design at Weyford Nursery and Primary Academy

<p>Marco Balich Louise Bourgeois Samantha Stephenson Judith Scott Cecilia Vicuña Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley Clarice Cliff Jasper Johns</p>	<p>types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music.</p>	<p>In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. This unit enhances pupils' understanding of colours and their applications in art.</p>	<p>This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.</p>
<p>Craft and design - This unit focuses on developing pupils' ability to express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like. It emphasises skills such as measuring, choosing materials, and resilience in artistic creation, catering to children's creative and cognitive development.</p>			
<p>Vocabulary Make your mark Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk Colour splash Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick Paper play Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine Woven wonders Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>			

Art and Design at Weyford Nursery and Primary Academy

<p>Year 2</p> <p><i>Artists:</i> <i>Ranti Bam</i> <i>Rachel Whiteread</i> <i>Josef Albers</i> <i>Matthew Cusick</i> <i>Eduardo Paolozzi</i> <i>Maggie Scott</i> <i>Kim Soon-Im</i> <i>Susan Stockwell</i> <i>Quentin Blake</i> <i>Romare Bearden</i></p>	<p>Drawing: Telling a Story (from Kapow!) <i>This unit focuses on helping pupils develop their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.</i></p>	<p>Painting and Mixed Media: Life in Colour. (from Kapow!) <i>This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</i></p>	<p>Sculpture and 3D: Clay houses (from Kapow!) <i>This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.</i></p>
<p>Vocabulary: Tell a story Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina Life in colour Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface Clay houses Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing Map it out Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>			
<p style="text-align: center;">Key Stage 2</p>			

Art and Design at Weyford Nursery and Primary Academy

Year 3 <i>Artists:</i> <i>Ruth Asawa</i> <i>Anthony Caro</i> <i>Max Ernst</i> <i>Carl Linnaeus</i> <i>Georgia O’Keeffe</i> <i>Maud Purdy</i>	Drawing: Developing Drawing Skills (NEW) (from Kapow!) <i>Developing shading skills and drawing techniques to create botanical-inspired digital drawings.</i>	Painting and Mixed Media – Prehistoric Painting (from Kapow!) - <i>This unit explores prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.</i>	Sculpture and 3d: Abstract Shape and Space (from Kapow!) <i>This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.</i>
	Ancient Egyptian scrolls - <i>This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.</i>		

Vocabulary:
Growing artists
Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder
Prehistoric painting
Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone
Abstract shape and space
Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space
Ancient Egyptian scrolls
Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

Art and Design at Weyford Nursery and Primary Academy

<p>Year 4 <i>El Anatsui</i> <i>Sokari Douglas-Camp</i> <i>Barbara Hepworth</i> <i>Magdelene Odundo</i> <i>Jaume Plensa</i> <i>William Morris</i> <i>Ruth Daniels</i> <i>Senanayake</i> <i>Megan Carter</i> <i>Fernando Botero</i> <i>Alberto Giacometti</i> <i>Henri Matisse</i> <i>Henry Moore</i> <i>Ed Ruscha</i> <i>Georges Seurat</i> <i>Audrey Flack</i> <i>Clara Peeters</i></p>	<p>Drawing: Exploring Tone, texture and Proportion (NEW) (from Kapow!) <i>Exploring tone, texture and proportion to create realistic drawings.</i></p>	<p>Painting and Mixed Media: Light and Dark (from Kapow!) <i>Share their ideas about a painting. Describe the difference between a tint and a shade. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions.</i></p>	<p>Sculpture and 3D: Mega materials (from Kapow!) <i>Use familiar shapes to create simple 3D drawings and describe the shapes they use. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Create a shadow sculpture using block lettering</i></p>
<p>Craft and design: Fabric of nature - Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.</p> <p>Vocabulary: Power prints Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print Light and dark Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned,</p>			

Art and Design at Weyford Nursery and Primary Academy

Abstract, **Detailed, Figurative**, Three dimensional (3D), **Grid**, Technique, Mark-making, Composition, **Dabbing paint, Stippling paint, Paint wash, Pointillism**

Mega materials

Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, **Model, Hollow, Figurative**, Abstract, **Quarry**, Texture, Surface, Join, **Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving**

Fabric of nature

Rainforest, Inspiration, Imagery, **Colour palette, Mood board, Theme**, Design, Designer, Texture, Develop, Pattern, **Batik, Repeat**, Repeating, Organic, Symmetrical, **Craft**, Craftsperson, Industry

<p>Year 5</p> <p>Artists: Cai Guo-Qiang Zaha Hadid Friedensreich Hundertwasser Teis Albers Karen Rose Njideka Akunyili Chila Kumari Vincent van Gogh Frida Kahlo Maggie Scott</p>	<p>Drawing: Depth, emotion and movement (NEW) (from Kapow!) <i>Exploring mark making for showing depth, emotion and movement.</i></p>	<p>Painting & mixed media: Portraits (from Kapow!) <i>This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.</i></p>	<p>Sculpture: Interactive installation (from kapow!) <i>Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.</i></p>
	<p>Craft and design: Architecture <i>This unit focuses on architecture, guiding pupils through observational drawing, printmaking, and building design. It encourages children to explore architectural elements, analyse Hundertwasser's work, and create meaningful monuments, enhancing their understanding of composition, design, and art appreciation.</i></p>		

Vocabulary:

I need space

Retro-futurism, Futuristic, **Imagery**, Culture, Cold War, **Propaganda**, Space race, **Purpose** Stimulus,

Art and Design at Weyford Nursery and Primary Academy

Decision, Process, **Technique**, Collagraphy, **Collagraph**, Repetition, Printing plate, **Composition**, Printmaking, **Evaluate**, **Revisit**, Develop

Portraits

Background, **Continuous line drawing**, **Portrait**, **Self-portrait**, Paint wash, Collage, Texture, Composition, **Carbon paper**, **Transfer**, Printmaking, Monoprint, Mixed media, **Multi media**, **Justify**, **Research**, Evaluate, **Represent**, **Atmosphere**, **Art medium**

Interactive installation

Display, **Installation art**, Mixed media, **Features**, Evaluate, **Analyse**, **Location**, Scale, Scaled down, **Special effects**, Three dimensional, Art medium, **Performance art**, Stencil, Atmosphere, **Props**, **Influence**, **Experience**, **Culture**, **Revolution**, **Concept**, **Elements**, **Interact**, **Interactive**

Architecture

Architecture, Composition, Design, Evaluate, Proportion, **Perspective**, **Birds eye view**, Monoprint, **Architectural**, Organic, **Monument**, **Architect**, **Legacy**, **Elevation**, **Built environment**, Observational drawing, **Interpret**, Form, Abstract, **Pressure**, **Crop**, Viewfinder, Design brief, **Futuristic**, **External**, **Style**, **Annotate**, **Individuality**, **Design intention**, **Symbolism**, **Literal**, **Commemorate**

<p>Year 6</p> <p>Artists: Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell Singh Burman Derek O Boateng Crosby Chuck Close</p>	<p>Drawing: Make my voice heard (from Kapow!)</p> <p><i>This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</i></p>	<p>Painting & mixed media: Artist study (from kapow!)</p> <p><i>This unit focuses on understanding narratives and descriptive language in art, exploring meanings behind paintings, and developing personal interpretations and abstract art pieces based on selected artists. Lessons explore creative expression, analysis, and evaluation skills in art, catering to upper Key Stage 2 pupils.</i></p>	<p>Sculpture and 3D: Making memories (from Kapow!)</p> <p><i>This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</i></p>
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Art and Design at Weyford Nursery and Primary Academy

<p> <i>Albrecht Durer</i> <i>Hannah Hoch</i> <i>Graham Holland</i> <i>Edvard Munch</i> <i>Chris Plowman</i> <i>Edward Weston</i> <i>Dan Fenelon</i> <i>Diego Rivera</i> <i>Leonardo Da Vinci</i> <i>Frank Bowling</i> <i>Richard</i> <i>Brackenbury</i> <i>David Hockney</i> <i>Lubaina Himid</i> <i>Fiona Rae</i> <i>Paula Rego</i> <i>John Singer</i> <i>Sargent</i> </p>	<p>Vocabulary:</p> <p>Make my voice heard</p> <p>Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation,</p> <p>Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p> <p>Artist study</p> <p>Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p> <p>Making memories</p> <p>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p> <p>Photo opportunity</p> <p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p> <hr/> <p>Craft and design: Photo opportunity</p> <p><i>Children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.</i></p>
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