

Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing techniques

Art

Drawing & Sketchbooks
Print, Colour, Collage
Working in Three Dimensions
Paint, Surface, Texture
Collaboration & Community

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23



Computing

E-safety
Programming
Handling data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWB/CZS/BV

Physical health and wellbeing
Keeping safe and managing risks
Mental health and emotional wellbeing
Drug alcohol and tobacco
British Values

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition and subtraction, multiplication and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.

SUBJECT: Art

Eye icon Intent - We aim to...

Enable high quality visual arts teaching and learning with a holistic curriculum nurturing creative thinking skills and helping to ensure our children learn through art, as well as about art. By exploring why art is relevant to all our lives, we aim to make certain that children feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Learning through a creative curriculum builds confidence, resilience and open-mindedness allowing imaginative thinking across the curriculum and in their own lives. Children will explore, experience, interact with and critique Art first-hand in as many ways as possible from Gallery trips to workshops, in-class and whole school sharing opportunities, meeting artists and engaging in large scale art projects across the disciplines.

Gears icon Implementation - How do we achieve our aims?

We use Access Art - <https://www.accessart.org.uk> as a guideline for our curriculum. This is enhanced with visits to art galleries and museums and workshops with artists. Art is taught by a specialist art teacher who covers the curriculum through lessons that follow the curriculum below.

EYFS...

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

KS1 and KS2...

Drawing and Sketch Books

Year 1 Spirals

Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks

Year 2 Explore & Draw

Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.

Year 3 Gestural Drawing with Charcoal

Making loose, gestural drawings with charcoal, and exploring drama and performance.

Year 4 Storytelling Through Drawing

Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing

Year 5 Typography & Maps

Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Year 6 2D Drawing to 3D Making

Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome

Print Making

Year 1 Simple Printmaking

Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.

Year 2 Exploring the World Through Mono Print

Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership

Year 3 Working with Shape and Colour

"Painting with Scissors": Collage and stencil in response to looking at artwork.

Year 4 Exploring Pattern

Exploring how we can use colour, line and shape to create patterns, including repeating patterns

Year 5 Making Monotypes

Combine the monotype process with painting and collage to make visual poetry zines.

Year 6 Activism

Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.

Working in three dimensions

Year 1 Playful Making

Exploring materials and intention through a playful approach

Year 2 Be An Architect

Exploring architecture and creating architectural models.

Year 3 Telling Stories Through Making

Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.

Year 4 The Art of Display

Explore how the way we display our work can affect the way it is seen.

Year 5 Set Design

Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.

Year 6 Brave Colour

Exploring how artists use light, form and colour to create immersive environments.

Paint, surface and texture

Year 1 Exploring Watercolour

Exploring watercolour and discovering we can use accidental marks to help us make art.

Year 2 Expressive Painting

Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.

Year 3 Cloth, Thread, Paint

Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.

Year 4 Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.

Year 5 Mixed Media Land & City Scapes

Explore how artists use a variety of media to capture spirit of the place

Year 6 Exploring Identity

Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.

Working in three dimensions

Year 1 Making Birds

Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.

Year 2 Transformation Project

Explore how you can transform a familiar object into new and fun forms.

Year 3 Making Animated Drawings

Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.

Year 4 Sculpture, Structure, Inventiveness & Determination

What can artists learn from nature?

Year 5 Architecture: Dream Big or Small?

Explore the responsibilities architects have to design us a better world. Make your own architectural model.

Year 6 Take a Seat

Explore how craftspeople and designers bring personality to their work.

Community and collaboration

Year 1 Inspired by Flora & Fauna

Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.

Year 2 Music & Art

Explore how we can make art inspired by the sounds we hear.

Year 3 Using Natural Materials to Make Images

Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype

Year 4 Festival Feasts

How might we use food and art to bring us together?

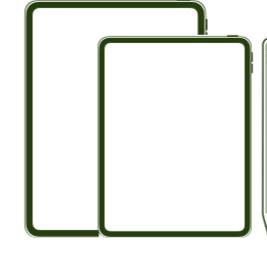
Year 5 Fashion Design

Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.

Year 6 Shadow Puppets

Explore how traditional and contemporary artists use cutouts and shadow puppets.

Checkmark icon Impact - How will we know we have achieved our aims?



An ability to draw carefully from observation, understanding how to use different marks, scale and perspective

Opportunities to express and develop their ideas in order to produce creative work

Knowledge and appreciation of artists, cultural and historical movements

To develop artistic skills including drawing, painting, printing, sculpture and digital art.

Understanding of tone and colour

The ability to analyse critically using artistic vocabulary

SUBJECT: Art

Drawing and sketchbooks

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage	Gestural Drawing with Charcoal Drawing, Sketchbooks	Storytelling Through Typography and Maps Art Drawing, Sketchbooks, Collage	Flat Yet Sculptural Drawing, Sketchbooks, Making	
Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.	Pupils will become familiar with that other artists are inspired by exploring and responding to their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.	Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the painterly artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.	Pupils will explore the work of two artists who create narrative and communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.	Pupils will become familiar with the term 'typography'. They will be introduced to typography through lettering and will explore how to communicate thoughts and ideas visually. Pupils will start creating 'flat yet sculptural' artwork.	
Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.	Pupils consolidate their understanding of how they can make simple drawings using their whole body, whilst exploring 'still drawings'. Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.	Pupils will demonstrate their curiosity by collecting items that inspire them. Pupils will play with objects to create new shapes and patterns on the ground. Pupils will decide where to project drawing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material and type. Children will take photos of their arrangement and reflect on their gathering and documentation.	Pupils will explore the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.	Pupils will use tools to create richly illustrated narratives contained within a single drawing. Pupils will step outside objects to create their still life scenes from which they will explore mark making charcoal, compressed charcoal, pencil, and eraser to make their drawings.	Pupils will start creating 'flat yet sculptural' artwork.
Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.	Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming more confident and freehand. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.	Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tool.	Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either concerto or a poetry comic. Pupils will have lots of opportunities to use different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.	Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.	To use methods of construction to transform them into sculptures.
Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.	Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.	To use the paper as a collage material
Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.	Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White,	Edgar Degas, Laura McKendry, Heather Hansen	Laura Carlin, Shaun Tan	Louise Fili, Grayson Perry, Paula Scher	
Molly Haslund.					

Print, Collage, Colour

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Simple Printmaking Printmaking, Collage, Sketchbooks	Exploring the World Through Mono Print Printmaking (Mono Print), Drawing, Collage, Sketchbooks	Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks	Exploring Pattern Drawing, Collage, Sketchbooks	Making Mono Types Printmaking (Mono Print), Drawing, Sketchbooks	Printmaking & Activism Printmaking (Stencil, Screen Print), Drawing, College, Sketchbooks
Pupils use their hands and feet to explore printing patterns using their bodies.	Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.	Pupils will visually explore chosen areas in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.	Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil. They will then respond to what they see and what they feel.	Pupils will become familiar with the term 'mono-type'. They will explore what it means to mount and reflect to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.	Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCicco.
Pupils are introduced to primary colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts.	Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.	Pupils will continue to develop their careful looking and mark making whilst they create small drawings of simple objects. They will work in sketchbooks to explore creating small drawings of a variety of small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.	Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romane Bearden. They will respond to the work through class discussion.	Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as 'parallel'. They will work in sketchbooks; collaborate, and discuss aims and outcomes.	Pupils will compare the art and will share their thoughts in peer discussion.
Pupils collect textured objects which they may rubbings from, manipulate such as paper, crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.	Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam. They will learn about the importance of pressure and paint amounts to create a print.	Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have time, they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Option 1: Pupils will become familiar with the idea of 'painting with scissors' taking inspiration from artist Romane Bearden. They will respond to the work through class discussion.	Pupils will explore how they can use repetitive patterns such as 'parallel' to make decisions about what they see and what they feel.	Option 1: Pupils will explore screen printing techniques and make a poster inspired by the artist Activist Shepard Fairey
Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam. They will learn about the importance of pressure and paint amounts to create a print.	Pupils have the opportunity to demonstrate an understanding of repeat pattern/repetition using collage, collage and print.	Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have time, they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationships between the components to create a balanced composition.	Pupils will explore how they can use repetitive patterns such as 'parallel' to make decisions about what they see and what they feel.	Option 2: Pupils will explore screen printing techniques and make a poster inspired by the artist Activist Shepard Fairey
Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.	Xgao'c Xare	Matisse, Claire Willberg	Kevork Mourad	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despot	Luba Lukova, Faith Ringgold, Shepard Fairey

Paint, Surface, Texture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring Watercolour Painting, Sketchbooks,	Expressive Painting Painting, Sketchbooks	Cloth, Thread, Paint Painting, Textiles, Drawing, Sketchbooks	Still Life Drawing, Painting, Collage, Sketchbooks	Inspired by Land & City Scapes Painting, Drawing, Sketchbooks	Identity Painting, Digital, Drawing, Sketchbooks
Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils are introduced to the following techniques: wash, wash on dry, wet on wet, wash and masking.	Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.	Pupils will become familiar with the work of artist's Alice Kettle and Haworth. They will respond to the work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.	Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne and will demonstrate their understanding of how they can use sketchbooks to practice drawing skills using a handwriting pen.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
Pupils share their responses to the work of Paul Klee and Emma Burleigh. They express their thoughts and ideas verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own.	Pupils will transform clicks to make either wavy dolls, a tree house or masks out of sticks. In each of these activities they will continue to develop dexterity skills such as cutting with simple tools and fastening materials to sticks. They will respond to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.	Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to consider how they can create a rhythmic pattern in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.	Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond to the work of Dutch and Flemish 16 th century artists. They will record and reflect to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information while they look at artist's work.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
Pupils reflect on their sketches over the half term, sharing what they like and what they would like to try again through peer discussion.	Matisse, Claire Willberg	Kevork Mourad	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despot		
Paint Birds Sculpture, Drawing, Collage, Sketchbooks	Stick Transformation Project Sculpture, Drawing, Sketchbooks	Making Animated Drawings Drawing, Making, Sketchbooks	Sculpture, Structure, Inventiveness & Determination Sculpture, Drawing, Sketchbooks	Architecture: Big or Small Making, Drawing, Sketchbooks	Take a Seat Design, Making, Drawing, Sketchbooks
Pupils become familiar with using film as a source of inspiration to create observational drawings of birds. Pupils will think about the work of Kandinsky and what they think about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen.	Pupils will become familiar with the term 'architect'. They will think about architect in their local area and engage in peer discussion. Pupils will be challenged to make several drawings in sketchbooks and will adapt to new materials to continue to construct new forms through peer discussion.	Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build nests and shoo from seeds. Pupils will learn to manipulate materials by twisting, tearing, folding and forming structures. They will use their hands to make marks and respond to what they like and what they would like to try again through peer discussion.	Pupils will become familiar with the term 'animat' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use sketchbooks to practice drawing skills using a handwriting pen.	Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.	
Pupils respond to prompts through making and constructing materials. They demonstrate that they can have a predefined outcome, outcome or outcome and that they might then choose another material to continue to construct new forms through peer discussion.	Pupils will transform clicks to make either wavy dolls, a tree house or masks out of sticks. In each of these activities they will continue to develop dexterity skills such as cutting with simple tools and fastening materials to sticks. They will respond to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.	Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to consider how they can create a rhythmic pattern in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.	Pupils will explore what might be possible when you paper puppets through sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will respond to the work through class discussion.	Pupils will be introduced to the question: 'As architects, should we aspire to the world full of amazing, beautiful buildings or do we serve ourselves, and the planet by designing small, modest, cleverly designed eco homes? Or can we both?' Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.	
Pupils demonstrate that they can intuitively transform paper to create 3D forms by tearing, crumpling, and collaging. Pupils demonstrate this by folding, pinching, pulling and squishing paper to create 3D forms. In each of the activities, pupils will explore and invent to develop their making and creativity skills.	Pupils engage with artists work to think about and respond to their work in class discussion. They draw upon the skills learned in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Option 1: Pupils will use collage to create their own still life artworks.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.	Maria Zácaras, Charlotte French, Vincent Van Gogh, Cézanne	Alice Kettle, Hannah Rae	Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationships between the components to create a balanced composition.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.	Paul Klee, Emma Burleigh		Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, shape and texture to create patterns within their original artwork.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
			Option 4: Pupils will work with ink and paint to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
			Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	Pupils will be introduced to two different artists who are inspired by the land and the artists Njideka Akunyili Crosby, Yinka Shonibare, who all work with notions about identity.	
			Alice Kettle, Steve Kirby, Andrew Fox, Lucinda Schreiber	Marcus Coates	

Working in Three Dimensions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playful Making Sculpture, sketchbooks, drawing	Be An Architect Architecture, sketchbooks, drawing	Telling Stories Through Making Sculpture, Drawing, Sketchbooks	Art of Display Sculpture, Drawing, Sketchbooks	Sculpture, Structure, Inventiveness & Determination Sculpture, Drawing, Sketchbooks	Architecture: Big or Small Making, Drawing, Sketchbooks
Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen.	Pupils will become familiar with the term 'architect'. They will think about architect in their local area and engage in peer discussion. Pupils will be challenged to make several drawings in sketchbooks and will adapt to new materials to continue to construct new forms through peer discussion.	Pupils will look at the work of artist Inbal Leitner and Rosie Hurley to see how they use sketchbooks to develop and refine their ideas. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.	Pupils will become familiar with the term 'plinth', and the concept behind it. They will explore a variety of artists who use plinths in their work. They will respond to the work through class discussion. Pupils will will make visual notes in their sketchbooks in response to what they see and think.	Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and feedback in their sketchbooks by making visual notes.	Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.
Pupils respond to prompts through making and constructing materials. They demonstrate that they can have a predefined outcome, outcome or outcome and that they might then choose another material to continue to construct new forms through peer discussion.	Pupils will transform clicks to make either wavy dolls, a tree house or masks out of sticks. In each of these activities they will continue to develop dexterity skills such as cutting with simple tools and fastening materials to sticks. They will respond to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.	Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to consider how they can create a rhythmic pattern in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.	Pupils will respond to the work of Lauren Child and will explore the work of Lauren Child and will respond to the work through class discussion. Pupils will begin to think about the distinctions between 'audience' and 'art'.	Pupils will explore what they can see by reading their sketchbooks and reflecting on what they see and think.	Pupils will be introduced to the question: 'As architects, should we aspire to the world full of amazing, beautiful buildings or do we serve ourselves, and the planet by designing small, modest, cleverly designed eco homes? Or can we both?' Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny

SUBJECT: Art

Implementation			
	AUTUMN	SPRING	SUMMER
Year 1	<u>Year 1 Spirals</u> <u>Simple Printmaking</u>	<u>Playful Making</u> <u>Exploring Watercolour</u>	<u>Making Birds</u> <u>Inspired by Flora and Fauna</u>
Year 2	<u>Year 2 Explore & Draw</u> <u>Exploring the World Through Mono Print</u>	<u>Year 2 Be An Architect. Expressive Painting</u>	<u>Transformation Project. Music & Art</u>
Year 3	<u>Year 3 Gestural Drawing with Charcoal. Working with Shape and Colour</u>	<u>Telling Stories Through Making. Cloth, Thread, Paint</u>	<u>Making Animated Drawings. Using Natural Materials to Make Images</u>
Year 4	<u>Year 4 Storytelling Through Drawing. Exploring Pattern</u>	<u>The Art of Display. Exploring Still Life</u>	<u>Sculpture, Structure, Inventiveness & Determination. Festival Feasts</u>
Year 5	<u>Year 5 Typography & Maps. Making Monotypes</u>	<u>Set Design. Mixed Media Land & City Scapes</u>	<u>Architecture: Dream Big or Small? Fashion Design</u>
Year 6	<u>Year 6 2D Drawing to 3D Making. Activism</u>	<u>Brave Colour. Exploring Identity</u>	<u>Take a Seat.</u>