

ART AND DESIGN POLICY

National Curriculum

The national curriculum states: "Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."

Curriculum Intent

At Haydn we believe, as Pablo Picasso famously summed up, "Every child is an artist." Art has a significant and valuable role to play in the overall ethos of this school. Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in a variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn skills of Art and Design through the following ten areas: Drawing, Sketchbook, Printmaking, Sculpture, Design, Painting, Craft, Textiles, Multimedia and Digital.

At Haydn we recognise that within art there should be less focus on outcome and a greater focus on the creative journey. When we work towards a predefined, prescribed outcome (i.e. in the case of a display) the understanding and learning of pupils can be compromised. Ofsted recognises that work which looks great at first glance can hide poor learning outcomes. Instead, at Haydn, we work to create confident, independent artists who can articulate and value their own creative journeys, artists who embody our core values; to be ready, resilient, resourceful, reflective and respectful.

Each child should be given the opportunity to explore a variety of polarities:

1. Traditional skills should be balanced with experimental work.
2. Small scale work should be balanced with large scale work.
3. Quiet reflective study should be balanced with active, dynamic work.
4. Individual work should be balanced with group work.
5. Two dimensional work should be balanced with three dimensional work.
6. Study of historical "great" artists should be balanced with contemporary artists.

In addition children should be given the opportunity to experience:

1. How it feels to take creative risks as opposed to playing it safe
2. That chaos and mess can be productive for some people
3. Both female and male creative role models (including visits from artists/visits to galleries/artists studios)

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project. Sketchbooks are used to support this and the sketchbooks travel from year to year with each pupil from year 1 to year 6.

Aims and objectives

At Haydn we want our children to embody our core values; to be ready, resilient, resourceful, reflective and respectful. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of Art and Design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of simple and complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To explore and use two and three-dimensional media, working on a variety of scale

Planning

We carry out the curriculum planning for art in three phases (long-term, medium-term and short-term).

Haydn staff organise their own year group curriculums under the guidance of our subject leaders. Teachers are best placed to make these judgements. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year.

Children work individually and within a group to develop the social and personal skills. Each term an art unit is covered in each year group. Sketchbook work and drawing skills should be planned into each unit of work to ensure progression in these areas.

The Foundation Stage

The long term and medium term plan is drawn from the curriculum objectives outlined in the Early Learning Goals (ELG) See Appendix 2.

Short term planning identifies taught sessions, focused activities and provision in the environment (weekly) for the goals identified.

The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment, indoors and out, in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using their senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Key Stage 1 and 2

Whole school long term planning provides an outline of which Art topics are taught in each year group, and when these are taught alongside other areas of the National Curriculum. Appendix 3.

Our medium-term curriculum plans, give details of the teaching objectives for each term in each year group, and define what we teach. These are reviewed yearly by each year group, and are designed to ensure appropriate links are made for a cross-curricular approach and have considered the linking of topics where appropriate. Appendix 4.

Weekly planning is completed for either a unit of art learning, or individual lessons within a weekly 'Topic' plan. This must include: clear objectives / teaching sequence / differentiated activities / key questions (highlighted in yellow)/ and computing opportunities.

Planning across the key stages is developed to offer opportunities for pupils to learn, develop and revisit, promoting the acquisition of new skills, opportunities to explore and retain the knowledge and build on skills taught over time.

These plans define what will be taught and ensure an appropriate balance and distribution of work across each term. The medium term plans are then transferred to short term, weekly plans, along with all other foundation subject planning.

A progression ladder was designed by the subject leader to ensure a clear progression of knowledge and skills that should be taught in each year group. The progression ladder enables teachers to see where the year groups' learning was focused last year and where it is heading next year. They can also see which areas of art need to be covered in their year group to ensure a good breadth of coverage throughout the school. Teachers are not limited to these areas but must include them at some point. See Appendix 1.

Implementation

Teaching

The teaching and implementation of the Art and Design Curriculum at Haydn Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work. Areas covered can be found in our Long Term plan. Appendix 3

Each art unit, where possible, should:

- Include sketchbook work where children are able to explore and develop ideas and analyse artists. *Sketchbooks should be owned by the pupils, and should be placed at the centre of pupils' creativity. As such sketchbooks should develop personalities (a class of 30 sketchbooks should not look alike).*
- Link to an artist/s or crafts person/people and when appropriate involve visits from artists or to galleries
- Develop drawing skills through a range of short or long observational drawing and skills based opportunities

The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with a whole school 'Art Week' where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Feedback is given to children in the following ways:

- Post-its with * R in sketchbooks to help children further ideas and deepen thinking
- Verbal feedback
- Self and peer-assess verbally and in writing

It is important that all written feedback on art work is either on a post-it or the back of the work.

Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials

- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Key stage 1 and 2

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting, sculpture, 3D work, collage, printing, textiles and digital art to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. A sketchbook is used alongside this.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To reflect upon their work and work of a wide range of artists from today, the past and different cultures and identify areas for development
- To develop and create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting, sculpture, 3D work, collage, printing, textiles and digital art with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history and to analyse the work of a wide range of artists from today, the past and different cultures.

Use of Sketchbooks

Sketchbooks are used throughout the school to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- a record of what has been seen;
- preparatory studies for further work;
- the development of ideas for further study;
- a record of the development of basic skills, i.e. observational drawing skills;
- photograph and other illustrative material to support ongoing work;
- colour schemes and trials;
- a record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit;
- details of something that will be drawn or painted in entirety;
- ICT prints and image manipulations.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

The Environment

Haydn celebrates the art curriculum and children's work throughout the school with classroom and corridor display. The displays act as an invaluable teaching aid and resource for encouraging independent learners. Displays feature children's work, examples of artists and craftspeople, specialist vocabulary for each unit of work. The Early Years, offers children independent access to equipment for independent exploration of art, such as a wide variety of resources and materials to explore. Wherever possible, teachers are encouraged to use the outdoor learning environments, gallery visits and visiting artists for the teaching of art.

Resources

Management, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use.

Teaching Art to children with special needs

We teach art to all children, whatever their ability. Art forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our art teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related levels. Our work in art takes into account the targets set in the children's EHCP (education healthcare plan), IPM (individual provision map) or PSP (pupil support plan). Appropriate adaptations are made eg. Use of specific or specialist equipment, classroom organization, teaching materials, teaching style and differentiation

Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Contribution of Art to teaching in other curriculum areas:

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Computing

We use computing to support Art and Design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using digital cameras and iPads to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our children by the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work, in general, helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

Geography

There is the opportunity to use art to stimulate, enliven and enrich geography teaching and learning at key stages 1 and 2. Art can be used as a stimulus for promoting geographical thinking and language. It enhances pupils' knowledge and understanding of place, physical, human and environmental geography and their locational knowledge.

Science

Art enriches the science curriculum, supports the development of scientific drawings and diagrams and encourages children to look more closely. Where appropriate, artist can be linked to science topics as a purposeful stimulus e.g. Henri Rousseau's painting depicting rainforests clearly show aspects of the habitats and food chains. Van Gough Sunflower drawing link to the plant cycle.

Impact

Haydn's Art curriculum contributes to children's personal development in creativity, independence and self-reflection. Through a careful structured approach progression overtime is ensured. Our Art curriculum enables pupils to develop a natural sense of wonder and curiosity about the world around them whilst developing strong learning characteristics.

We have set out our expectations for each year group in the progression document in Appendix 1.

Through the curriculum planning and delivery of art at Haydn, we expect the vast majority of children to reach age related expectations or better by the end of each key stage. At the end of EYFS we expect the children to achieve the Early Learning Goal, achieving a 2 (expected) or 3 (exceeding) in the Expressive arts and design; Exploring and using media and materials and being imaginative strand. By the end of KS1 we expect pupils to achieve age related standards (secure) or better (mastery) in the strands taught in art and to be demonstrating an interest and curiosity about the world, with an enthusiasm to question and investigate. By continuing to make the expected progress, by the end of KS2 we expect pupils to achieve age related standards (secure) or better (mastery) in all strands of the art curriculum. We expect children to leave Haydn with not only the necessary skills and knowledge, but an ever growing passion, enthusiasm and confidence to continue their art career throughout their learning journey and beyond.

We measure the impact of our curriculum through assessment of pupil attainment and progress, and through ongoing monitoring and reviewing of the subject through the role of the subject leader, as outlined below.

Assessment and recording

Throughout the school teachers will assess children's work formatively in art, through observations, questioning and marking. Teacher's planning encapsulates the key principles of assessment for learning; active pupil involvement and responsive teaching. These assessments inform the teachers planning for future

lessons, to ensure progression of all children. At the end of a unit, teachers assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Each child's progress and attainment is tracked through the assessment framework on SIMS on an ongoing basis, at the end of each unit of learning. Progress and attainment are reported to parents at parents' evenings.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the Senior Management team and art subject leader. The work of the art subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The head teacher allocates leadership time to the art subject leader in order that samples of children's work can be reviewed and lesson observations of art across the school can be carried out. The Art and Design subject leader keeps evidence of a collection of children's work in a portfolio and also takes photos for online evidence. This demonstrates what the typical level of achievement is in art and design in each year of the school. Sketchbooks, which the children keep throughout their school life at Haydn, are used to monitor progression through the school and for individual children. A named member of the school's governing body is briefed to oversee the teaching of art. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed: Maddy Bell

Date: 18.5.20

Appendix 1 - Art Progression Ladder

| | EYFS | KS1 | | KS2 | | | |
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| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Designing and generating ideas | <p>All pupils should:</p> <ul style="list-style-type: none"> Work purposefully responding to colours, shapes, materials etc Create simple representations of people and other things | <p>All pupils should:</p> <ul style="list-style-type: none"> Recognise that ideas can be expressed in art work Experiment with an open mind e.g. try out and use different materials that are presented to them Ask and answer questions about the starting points for their work, and develop their ideas | <p>All pupils should:</p> <ul style="list-style-type: none"> Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas | <p>All pupils should:</p> <ul style="list-style-type: none"> Use a sketchbook for different purposes, including recording observations, planning and shaping ideas Suggest improvements to their own designs Question and make thoughtful observations about starting points and select ideas to use in their work | <p>All pupils should:</p> <ul style="list-style-type: none"> Make notes in their sketch book about techniques used by artists Use their sketchbook to adapt and improve their original idea Use their sketch book and compare and discuss ideas with others Question and make thoughtful observations about starting points and select ideas to use in their work | <p>All pupils should:</p> <ul style="list-style-type: none"> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information Question and make thoughtful observations about starting points and select ideas to use in their work | <p>All pupils should:</p> <ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches Question and make thoughtful observations about starting points and select ideas and processes to use in their work |

Drawing

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| | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Explore what happens when they mix colours ▪ Manipulate materials to achieve a planned effect ▪ Draw simple line pictures with a purpose in mind using a variety of resources ▪ Experiment to create different textures and tones ▪ ▪ | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of tools including pencils, rubbers, crayons, pastels, charcoal ▪ Use line to create a simple pattern ▪ Explore and create simple shapes to represent objects seen or imagined ▪ ▪ | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of tools including pencils, crayons, pastels, charcoal, chalk and any other dry media ▪ Experiment with and develop techniques using line, shape, pattern and colour ▪ Apply different textures and tones to explore form and space ▪ Draw for a sustained period of time from the figure and real objects, including single and grouped objects ▪ | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use different media to achieve variations in; line, texture, tone, colour, shape and pattern ▪ Experiment with different grades of pencil Plan, refine and alter my drawings as necessary ▪ Demonstrate a wide variety of ways to make different marks using different media ▪ Produce careful line drawing of a given object/person with increased detail and awareness of some proportion ▪ Draw for a sustained period of time at their own level | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Make informed choices in drawing including paper choices and media ▪ Experiment with methods to draw from imagination or observation ▪ Use research to inspire drawings from memory and imagination ▪ Explore relationships between line and tone, pattern and shape, line and texture ▪ Independently demonstrate a variety of ways to make different marks using different media ▪ Draw with increasing accuracy of proportion, form and shape | <p>All pupil should:</p> <ul style="list-style-type: none"> ▪ Make independent choices in drawing including paper choices and media ▪ Explore the potential properties of the visual elements: Line, tone, pattern, texture, colour, shape ▪ Work in a sustained and independent way from observation, experience and imagination ▪ Independently demonstrate a variety of ways to make different marks ▪ Create an observational drawing from a range of viewpoints ▪ Adapt, review and evaluate their drawings | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Make independent choices in drawing including paper choices and media ▪ Draw from observation and imagination ▪ Independently demonstrate a wide variety of ways to make different marks ▪ Manipulate and experiment with: Line, tone, pattern, texture, form, space, colour and shape ▪ Demonstrate an understanding of perspective ▪ Begin to use simple perspective in their work i.e. by using single focal point on horizon ▪ begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background |
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| Painting | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Understand and identify the primary colours ▪ Use a combination of thick and thin brushes to create paintings ▪ | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use variety of tools and techniques including the use of different brush sizes and types ▪ Experiment with colour ▪ Mix and match colours to artefacts and objects ▪ Mix secondary colours and shades using different types of paint ▪ Create different textures in paintings by; Scratching into paint, adding sand, paper, glue or sawdust | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Mix a variety of colours and know which primary colours make secondary colours ▪ Experiment with different effects and textures including; blocking in colour, creating washes, layering colour, adding texture by mixing paint with other materials and scratching paint | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Demonstrate a secure knowledge about primary and secondary colours including complementary and contrasting colours ▪ Choose appropriate paint, paper and implements to adapt and extend their work ▪ Work from a variety of sources including those researched independently ▪ Show an awareness of how paintings are created (composition) |
| Sculpture | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use sculpture materials including clay, play dough, plasticine to create 3 dimensional shapes inspired by the world around me and my imagination | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Create clay shapes using different techniques including shaping, rolling and kneading ▪ Explore sculpture with a range of different media ▪ Explore shape and form ▪ Create different textures using different equipment | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Plan, design and model a sculpture ▪ Discuss and explain how their sculpture was modelled, constructed or sculpted ▪ Create different textures using different equipment ▪ Show an understanding of shape, space and form ▪ | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Plan a sculpture through drawing and other preparatory work ▪ Describe the different qualities involved in modelling, sculpture and construction ▪ Use a range of materials to construct a sculpture such as wire, mod-roc, wood and fabric |
| Artists and Designers | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Be exposed to a range of historical and contemporary artist, have the opportunity to discuss likes and dislikes ▪ Have the opportunity to use artists as a stimulus for learning | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use artists as the initial stimulus for learning ▪ Discuss the similarities and differences between artists work ▪ Learn about the work of local artists and, where possible, work alongside them | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Learn about the great artists, designers and architects in history ▪ Use artists as the initial stimulus for some of my work ▪ Learn about the work of local artists and, where possible, work alongside them. | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Learn about the great artists, designers and architects in history ▪ Use artists as a starting point for some their work, making specific links between the artists work and their own ▪ Collect representations of the work of artists who inspire them ▪ Learn about the work of local artists and, where possible, work alongside them |

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| <p style="text-align: center;">Printing</p> | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Use simple printing techniques using ink on different objects ▪ Make rubbings ▪ Use different colours when printing | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Make marks in print with a variety of objects, including natural and made objects ▪ Carry out different printing techniques e.g. monoprint, block, relief and resist printing ▪ Make rubbings ▪ Build a repeating pattern and recognise pattern in the environment | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Use a variety of techniques such as carbon printing, relief press, fabric printing and rubbings ▪ Design patterns of increasing complexity and repetition ▪ Print using a variety of materials, objects and techniques ▪ | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Print using a variety of materials, objects and techniques including layering ▪ Talk about the processes used to produce a simple print ▪ Explore pattern and shape creating designs for printing | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Research, create and refine a print using a variety of techniques ▪ Select broadly the kinds of material to print with in order to get the effect they want ▪ ▪ | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Explain a few techniques ▪ Choose the printing method appropriate for the task ▪ Build up layers and colours and textures ▪ Organise their work in terms of pattern, repetition, symmetry or random printing styles ▪ Choose inks and overlay colours | <ul style="list-style-type: none"> ▪ All pupils should: ▪ Describe varied techniques ▪ Be familiar with layering prints ▪ Be confident with printing on paper and fabric ▪ Alter and modify work ▪ Work relatively independently ▪ |
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Textiles / collage

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| | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Explore a range of manmade, natural and recycled materials ▪ Cut, glue, trim and weave materials | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons and sewing ▪ Thread a needle, cut, glue and trim material ▪ Create images from imagination, experience or observation. ▪ Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use a variety of techniques e.g. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. ▪ Create textured collages from a variety of media. ▪ Make a simple mosaic. ▪ Stitch, knot and use other manipulative skills. | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué ▪ Name the tools and materials they have used ▪ Develop skills in stitching. Cutting and joining ▪ Experiment with a range of media e.g. overlapping, layering etc | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Match the tool to the material ▪ Combine skills more readily. ▪ Choose collage or textiles as a means of extending work already achieved ▪ Refine and alter ideas and explain choices using an art vocabulary ▪ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements ▪ Experiment with paste resist | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Join fabrics in different ways, including stitching ▪ Use different grades and uses of threads and needles ▪ Extend their work within a specified technique ▪ Use a range of media to create collage ▪ Experiment with using batik safely | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Develop an awareness of the uses of material ▪ Use different techniques, colours and textures etc when designing and making pieces of work ▪ Be expressive and analytical to adapt, extend and justify their work |
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| 3D Form | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Explore the use of and manipulate clay. ▪ Experiment with, construct and join recycled, natural and man-made materials. ▪ Explore shape and form. | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. ▪ Manipulate clay for a variety of purposes, e.g. thumb pots, coil pots and models ▪ Explore sculpture with a range of malleable media, especially clay. ▪ Understand the basic care of materials and tools. ▪ Experiment with, construct and join recycled, natural and man-made materials. ▪ Explore shape and form. | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Join clay adequately (score and slip/wet) and work reasonably independently ▪ Cut and join wood safely and effectively. ▪ Make simple papier mache object. ▪ Plan, design, make and adapt models. ▪ Make informed decisions about the 3D technique chosen. ▪ Show an understanding of shape, space and form. ▪ Talk about their work, understanding that it has been sculpted, modelled or constructed. ▪ Use a variety of materials. | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Describe the different qualities involved in modelling, sculpture and construction. ▪ Use recycled, manmade and natural materials to create sculpture. ▪ Plan a sculpture through drawing and other preparatory work. ▪ Develop skills in using clay inc. slab, coil, pinch, slip etc. ▪ Create sculpture and construction with increasing confidence. ▪ |
| Developing work and Evaluation | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Recognise and describe key features of their own and others work | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Discuss their own and others work ▪ Think critically about their own design work ▪ Ask and answer questions about the starting point of their work ▪ Discuss ways to improve their work and the work of others | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Consider and comment on ideas, methods and approaches used in their own and others work ▪ Adapt and refine their work as a result of feedback ▪ Reflect on their ideas and the ideas of others. ▪ Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes ▪ Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks ▪ Think critically about their art and design work | <p>All pupils should:</p> <ul style="list-style-type: none"> ▪ Analyse and comment on ideas, methods and approaches used in their own and others work, relating these to context ▪ Adapt and refine work to reflect their own view of its purpose and meaning ▪ Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes ▪ Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks ▪ Think critically about their art and design work |

Sketchbook

Sketchbook use is ongoing throughout KS1 and KS2.

The key areas we consider when using sketchbooks are:

- Gathering inspiration.
- Exploring art media.
- Developing understanding.
- Recording responses.
- Reviewing artwork.
- Making modifications.
- Evaluating.

When sketchbooks are shared by a pupil, with a teacher or the rest of the class, we feel very strongly that we should be respectful of the pupils' books and their content (and so teach them respect).

There are two simple ways however which teachers might want to think about introducing as being courteous and non-destructive ways to feedback to pupils about their sketchbook work:

1) **Post-it.** Use post-its, or paper and paper clips, on sketchbook pages as a way of giving feedback on work, and helping with direction etc.

2) **Invest in one-to-one.** Pupils and teachers will find "tutorial" style feedback much more beneficial, although of course it takes more time. But if this kind of feedback is built in to the school day/week it really provides an opportunity to build an understanding of how the child is thinking, and promotes self-directed learning. It also works well in small groups too, so pupils can benefit from each others thought processes.

The teacher shouldn't make marks (of any kind) directly in a pupils sketchbook

Sketchbook opportunities:

Use sketchbooks throughout the day when pupils would benefit from thinking around subjects

Start the day with a sketchbook exercise which focuses pupils or challenges them to think creatively

End the day with a sketchbook session which aids reflection and absorption of learning

Encourage pupils to enjoy more personal sketchbook space at home

| Area of art | Description |
|-------------|--|
| Drawing | Drawing is a form of visual art in which a person uses various drawing instruments to mark paper or another two-dimensional medium. It is one of the simplest and most efficient means of communicating visual ideas. The wide availability of drawing instruments makes drawing one of the most common artistic activities. |
| Sketchbook | A sketchbook is a book or pad with blank pages for sketching and is frequently used by artists for drawing or painting as a part of their creative process. |
| Printmaking | Printmaking is the process of creating artworks by printing , normally on paper . Printmaking normally covers only the process of creating prints that have an element of originality, rather than just being a photographic reproduction of a painting. Except in the case of monotyping , the process is capable of producing multiples of the same piece, which is called a print. |

| | |
|------------|--|
| | Common types of matrices include: metal plates, usually copper or zinc, or polymer plates and other thicker plastic sheets for engraving or etching ; stone, aluminum, or polymer for lithography ; blocks of wood for woodcuts and wood engravings ; and linoleum for linocuts . Screens made of silk or synthetic fabrics are used for the screen printing process. Other types of matrix substrates and related processes are discussed below. |
| Sculpture | Sculpture is the branch of the visual arts that operates in three dimensions . It is one of the plastic arts . Durable sculptural processes originally used carving (the removal of material) and modelling (the addition of material, as clay), in stone , metal , ceramics , wood and other materials but, since Modernism , there has been an almost complete freedom of materials and process. A wide variety of materials may be worked by removal such as carving, assembled by welding or modelling, or moulded or cast . |
| Design | |
| Painting | Painting is the practice of applying paint , pigment , color or other medium ^[1] to a solid surface (called the "matrix" or "support"). The medium is commonly applied to the base with a brush , but other implements, such as knives, sponges, and airbrushes , can be used. The final work is also called a painting. In art , the term <i>painting</i> describes both the act and the result of the action. The support for paintings includes such surfaces as walls , paper , canvas , wood, glass , lacquer , pottery , leaf , copper and concrete, and the painting may incorporate multiple other materials including sand, clay, paper, plaster, gold leaf, as well as objects. |
| Craft | Crafts practiced by independent artists working alone or in small groups are often referred to as studio craft . Studio craft includes studio pottery, metal work, weaving, wood turning, paper and other forms of wood working, glass blowing, and glass art . |
| Textiles | Textile arts are arts and crafts that use plant, animal, or synthetic fibers to construct practical or decorative objects. Textiles have been a fundamental part of human life since the beginning of civilization. |
| Multimedia | Multimedia art is an innovative discipline which seeks to unify a large range of art forms. This is creatively achieved by combining an array of artistic insights and crafts such as film, literature, performance, music and sound, drama, visual arts , or design. |
| Digital | Digital art is an artistic work or practice that uses digital technology as part of the creative or presentation process. Since the 1970s, various names have been used to describe the process, including computer art and multimedia art . |

Appendix 2 – F1 and F2 Long Term Plan

| EY Long Term Plan | | | | | | | | | |
|-------------------|----------|--|---|---|-----------------------------|--|------------------------------|---|--|
| F1 | Term | Themes | PSED | Physical | C and L | Literacy | Maths | UW | EAD |
| | Autumn 1 | Me and My Nursery Autumn | Rules and Routines, Settling In, Getting to know each other. New Beginnings (SEAL) | Fine motor assessment. Learning to use tools, including pencil control Gross motor assessment and next steps | Daily story times including | Shark in the Park The Gingerbread Man - oral storytelling | See long term Maths Planning | Goose Fair Autumn Visit to Woodthorpe Park | Painting in response to Goose Fair |
| | Autumn 2 | Festivals | Christmas performance Getting on and Falling Out (SEAL) | | | | | Bonfire Night Diwali Christmas Rosh Hashanah Food Prep Nocturnal animals Dark and light Lantern Walk | Transient Art Clay divas Performance, Singing Construction projects |
| | Spring 1 | Winter Chinese New Year Cold Lands Café | | | Question of the day | | | | |
| | Spring 2 | Spring Easter | | | | | | Our bodies The senses | |

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|-----------|-------------|--|---|---|--|---|--------------------------|--|--|
| | | | | | | | | | |
| | Summer 1 | | | | | | | | |
| | Summer 2 | | | | | | | | |
| F2 | Term | Themes | PSED | Physical | C and L | Literacy | Maths | UW | EAD |
| | Autumn 1 | Me and My School Autumn The Three Little Pigs | Rules and Routines, Settling In, Getting to know each other. New Beginnings (SEAL) | Fine motor assessment. Learning to use tools, including pencil control. Gross motor assessment and next steps. | Introduction to oral storytelling - The Three Little Pigs. Daily story times incl. poem of the day. Speech in stories. | The Three Little Pigs Autumn Information books Pumpkin Soup | See long term maths plan | Goose Fair Autumn Visit to Woodthorpe Park | Printing Models Construction |
| | Autumn 2 | Festivals Little Red Riding Hood | Christmas performance Getting on and Falling Out (SEAL) | Introduce fasteners - split pins, treasury tags Gross motor - throwing and catching large balls | Preparing sentences, story maps, Story sequencing. Daily story times incl. poem of the day. | Little Red Riding Hood Owl Babies Non fiction books about nocturnal animals | | Bonfire Night Diwali Christmas Food Prep Nocturnal animals Dark and light | Transient Art Clay models Performance, Singing Construction projects |
| | Spring 1 | Winter Chinese New Year Cold Lands Getting to Know an | Keeping warm Going for Goals (SEAL) | Fine motor assessment and next steps Gross motor assessment and next steps | Daily story times incl poem of the day. | One Snowy Night Oliver Jeffers Books - Lost and Found Non-fiction | | Chinese New Year Polar animals and lands Freezing and melting water Magnets | Colour mixing Colour wash Dragon dancing Drumming Large modelling dragon head |

| | | | | | | | | | |
|-------------|---|------------------------------------|---|--|--|-------|--|---|--|
| | | Author (Oliver Jeffers) | | | | books | | Food prep Chinese food Café visit | |
| Spring 2 | Long Long ago... Goldilocks and the Three Bears Jack and The beanstalk Easter Spring and growing | It's Good To Be Me (SEAL) | PE Getting dressed for PE Haydn Mile Jumping, hopping | Daily story times incl poem of the day. | Goldilocks and The Three Bears Snow White | | Mother's Day Easter Growing | Observation drawing - oil pastels and watercolours Making jewellery | |
| Summer 1 | People who help us Families Our bodies | Relationships (SEAL) SRE | Go Ride sessions | Daily story times incl poem of the day. | Jack and The beanstalk Supertato The Jolly Postman | | Lifecycle of a frog Castles and living in the past People Who Help Us and helped us in the past Maps and our local community. Our bodies | Vegetable printing | |

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|--|----------|---|----------------|------------------|---|---|--|--|-----------|
| | | | | | | | | Keeping Healthy Our senses | |
| | Summer 2 | Summer Minibeasts Arts Week | Changes (SEAL) | Final assessment | Daily story times incl. poem of the day. Retelling the Very Hungry Caterpillar | Non fiction books about minibeasts The Very Hungry Caterpillar Handa's surprise | | Eid-al-Fitr Lifecycle of a Caterpillar and other insects Symmetry The Seaside | Arts Week |

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| Links to the National Curriculum Key | |
| Science | |
| Geography | |
| History | |
| Art and Design | |
| DT | |
| Music | |
| R.E | |
| PSED | |

Appendix 3 – Whole School Long Term Plan

| Year 1 | | TERM | Themes and Enrichments | Literacy | Numer | Humanities | | | | | ARTS | | | | Science and Technology | |
|------------------------------|--|------|------------------------|----------|-------|-----------------------------|--|---|---|---|---------------------|---|---|-------------------------------------|--|---|
| | | | | | | MFL | PSHE & Citizens hip | History | RE | Geogra phy | PE | D&T | Art | Music | Science | ICT |
| See Long Term Maths Planning | | | | | | Greetings/ Colours/ Numbers | New beginnings Getting on and falling out | Changes within living memory - family trees Local history - goosefair / Robin Hood | Christianity- stories of Jesus Diwali Hanukah | Name & Locate UK and its countries Capital cities - London Compare & contrast cities and countryside Compare UK and non-european country (Peru) Simple fieldwork Ariel photographs Using maps | Games Gymnastics | Designing making & evaluating aquariums Selecting and using a range of tools and equipment | Use a range of materials creatively to design and make products Use drawing and painting to express ideas, experiences and | Exploring music from other cultures | Myself - parts of the human body senses Seasonal change - Autumn and Winter Under the sea - Animals and habitats | Word processing Programming simple software, e.g. roamers and beebots. Retrieving digital content- using google |
| | | | | | | | | | | | | | | | | |

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|--|--|-------------------------|---|--|--|---|--|--|--|--|---|---|---|--|
| | | Dinosaurs / Rainforests | <p>Descriptive writing -setting descriptions</p> <p>Fiction writing</p> <p>Poetry</p> <p>Phonics / reading comprehension</p> <p>Key texts -</p> <p>Harry and the bucketful of dinosaurs - Ian Whybrow</p> <p>Sloth Slept On - Fran Preston-Gannon</p> | | | <p>Drug aware</p> <p>SRE</p> <p>Transitions</p> | <p>Dinosaurs - comparing ways of life to the prehistoric world</p> | <p>Other beliefs, e.g. Islam and Sikhism</p> | <p>Dinosaurs - Using vocabulary linked to key physical features - prehistoric world</p> <p>Continents - Pangea</p> <p>Rainforests - Continents</p> <p>Seasonal and daily weather patterns in the UK and other country related to the equator</p> <p>Using maps, atlases and globes</p> | | <p>Designing and making 3D models - dinosaur landscapes</p> | <p>Drawing, painting and sculpture, observational drawing, exploring a range of materials</p> <p>Assembly using instruments, singing for an audience.</p> | <p>Rainforests - Plants and animals</p> | <p>Word processing linked to literacy.</p> |
|--|--|-------------------------|---|--|--|---|--|--|--|--|---|---|---|--|

Year 2

| | | TERM | | Themes and Enrichment | | Literacy | | N | | Humanities | | | | | ARTS | | | | Science and Technology | |
|---|--|---------------|--|--|--|--|--|-------------------------------------|--|------------|----------------|---------|----|-----------|------|-----|-----|-------|------------------------|-----------|
| | | | | | | | | | | MEI | PSHE & Citizen | History | RE | Geography | PE | D&T | Art | Music | Science | Computing |
| SPRING | | AUTUMN | | Where we live? What's in our local area? What different types of houses are there? | | Welcome to NG5/ Into the woods. Tiger that came to tea- Invitation The Day the crayons quit- Letter Dragon Stoorworm- Description. Tidy - Story/ Poem Greenpeace- Letter Letter to Santa. | | See Long Term Maths Planning | | | | | | | | | | | | |
| Nonsense/ Venus Fly Trap <i>White Post farm.</i> | | | | | | Non fiction- Venus Fly Traps. Nonsense poems- The Booktime Book of Fantastic First Poems. Michael Rosen. Acrostic poems- Animals. Instructions- How to plant a magic bean. Traditional tale- Twisted Jack and the Venus Fly Trap. Mr Gum- book review. | | | | | | | | | | | | | | |
| Numbers to 12 | | | | | | | | | | | | | | | | | | | | |
| Mindfulness- Being kind to others. Children's Mental Health Week. | | | | | | | | | | | | | | | | | | | | |
| Buddhism | | | | | | | | | | | | | | | | | | | | |
| Exotic plants around the world. Locate on a map. | | | | | | | | | | | | | | | | | | | | |
| Dance | | | | | | | | | | | | | | | | | | | | |
| Venus Fly Trap- levers and sliders, | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Animals, including Humans Health & Growth- Venus fly traps/photosynthesis/ life cycle of a plant/ germination. The night flower book. Eating healthy. | | | | | | | | | | | | | | | | | | | | |
| Unplugged activities/ Venus Fly Trap poster on word- focus copy and pasting/ saving/ opening document. | | | | | | | | | | | | | | | | | | | | |

| Year 3 | | TERM | Themes and Enrichment/ Core Books | Literacy | Numeracy | Humanities | ARTS | Science and Technology |
|--------|--|------|-----------------------------------|----------|----------|------------|-------|------------------------|
| | | | | | See Long | MFL | PE | Science |
| | | | | | | History | D&T | Computing |
| | | | | | | RE | Art | |
| | | | | | | Geography | Music | |

| Year 2 | | TERM | Themes and Enrichment | Literacy | N | Humanities | ARTS | Science and Technology |
|--------|--|--------|--|--|-----|---|-------|------------------------|
| | | SUMMER | WW2/ Ahoy there! Sleepover/ Woodthrope Park. | WW2 Nonfiction texts. Great Women in History Non fiction text and Jamaica. Amelia Earhart- Non fiction text- Talking story- Adventure story. Letter to David Attenborough- Jamaican animals. Birdfish- Animal description. Diary entry- Mary Seacole. | See | MFL | PE | Science |
| | | | | | | PSHE & Citizen | D&T | Computing |
| | | | | | | SRE | Art | |
| | | | | | | History | Music | |
| | | | | | | RE | | |
| | | | | | | Geography | | |
| | | | | | | Florence Nightingale/ Mary Seacole WW2- Submarines/ Spitfire/ Amy Johnson/ British Timeline./Nottingham Blitz. | | |
| | | | | | | Judaism - The Torah Festivals/ Hanukah /Christianity Belonging and Beliefs/ | | |
| | | | | | | Ahoy there! Comparing UK and Jamaica. Map work and climate/ population physical geography labelling. | | |
| | | | | | | Athletics/ games/ | | |
| | | | | | | Submarines | | |
| | | | | | | Sherwood Arts Week theme. Study of a local artist and international | | |
| | | | | | | Steel pans - Caribbean music and reggae | | |
| | | | | | | Uses of everyday materials | | |
| | | | | | | Computing week- Jamaican PowerPoint/ Scratch Junior. | | |

| Year 3 | | TERM | Themes and Enrichment/ Core Books | Literacy | Numera cy | Humanities | | | | ARTS | | | | Science and Technology | |
|--------|--|--|--|-----------------------------|---|---------------------------|--|-----------|--|------------------------------------|--|---------|----------------|------------------------|-----------------------|
| | | | | | See Long | MFL | History | RE | Geography | PE | D&T | Art | Music | Science | Computing |
| | | Romans/ <i>Shakespeare Julius Ceaser & Anthony and Cleopatra / Escape from Pompeii C Balit</i> | <p>Myths</p> <p>Information Texts/reports</p> <p>Letters</p> <p>Boudicca - heroine or terrorist?</p> <p>'Vacation Under A Volcano' Story</p> <p>Instructions</p> <p>Myths and legends</p> <p>Shape poems</p> | See the national curriculum | Spanish speaking countries, Greetings, Introducing ourselves, asking and answering simple questions- Numbers 1-20, playground games | Romans, timeline, Pompeii | Christian Symbols (linked to textiles) | Volcanoes | Swimming, cricket, basket ball, football | Olive pot, Book front cover design | 3D casts and press mould, roman tiles, | Strings | Light and dark | Rocks and soils | Programming - Scratch |
| | | At the movies | <p>Script writing</p> <p>Planning and editing</p> <p>Reports</p> <p>Poems to perform</p> <p>Dialogue and play</p> <p>Adventure and mystery</p> | See the national curriculum | What are you good at, months of the year, simple party games, respond to and write simple sentences and phrases, understand additional verbs, follow instructions | Movie history | Sikhism | | Gymnastic/ Swimming | Stopmotion/claymation/ Food | Rangoli patterns | | Body | Forces and Magnets | |

| Year 3 | | Themes and Enrichment/ Core Books | Literacy | Numeracy | Humanities | | | | ARTS | | | | Science and Technology | |
|-------------|----------|--|----------|-----------------------------|--|--------------------------------------|-----------|-------------------------------|--------------------|------------------|----------|---------|------------------------|--------|
| TERM | See Long | | MFL | | History | RE | Geography | PE | D&T | Art | Music | Science | Computing | |
| In the Wild | | Hernan Cortes Stories with familiar settings Language play Information texts Explanations Authors and letters | | See the national curriculum | Day of the Dead - festival, Follow a simple story and respond to it. Understand descriptions (simple) | Aztecs/Incas/Mayans - Hernan Cortes/ | Buddhism | Climate/change in environment | Sherwood Arts Week | Shelter building | Printing | | Light | Plants |

| Year 4 | | TERMM | Themes and Enrichment/ Core Books | Literacy | Num | Humanities | | | | | Arts | | | | Science and Technology | |
|--------|--|-------|--|--|-------------------------------------|---|-----------------------------------|--------------|--|--------|------------------|--|--|-------|--|--|
| | | | | | | MFL | PSHE & Citizenship | History | RE | Geogra | PE | D&T | Art | Music | Science | Computing |
| | | | Ancient Egypt/Electricity The Egg/ Egyptian Cinderella <i>Wheer the poppies now grow.</i> | Narrative - Issues and Dilemmas/ Reports (Newspaper) Tuesday Poetry (Exploring Form) | See Long Term Maths Planning | How do we travel, written and oral sentences Memorise and present short texts. Writing to a travel agents/ read and respond to email. | Changes/ Feelings/ New beginnings | Egypt | Judaism (Moses) | | See Matt's Plans | Circuits/ Cooking- Egyptian flatbread/ Make Shaduf | Collage/tactile elements Dragons eyes Scarab Beatkles- 3 D and impression Masks, Sarcophgus masks Cartoiuches | | Sound Electricity | Sty kz- animation/ Cut and paste tools |
| | | | Anglo Saxons/ Beowolf- historical narrative/ | Historical Narrative Recount - revisit report Persuasive writing Poetry Kennings Cinquains | | Listen and respond with actions to story- (Beauty and the Beast) Recognise adjective and nouns and write simple sentences/ Apply simple agreements to adjectives. Perform story in front of audience | Relationships SRE | Anglo Saxons | Christianity - Miracles and teachings of Jesus | | | Anglo Saxon Village- weaving and plaiting | Anglo Saxon helmets/ shields/ jewelery | | Digestion/ Teeth Changes of State/Solids and liquids/ Gases | Dance Mat Word skills- word processing- create newsletter |

| Year 5 | | TERM | Themes and Enrichment/ Core Books | Literacy | Numeracy | Humanities | | | | | ARTS | | | | Science and Technology | |
|--------|--|------|--|--|--|---|--|---|---------------------|----------------|--|--|---|--|-------------------------------------|---|
| | | | | | | MFL | PSHE & Citizenship | History | RE | Geography | PE | D&T | Art | Music | Science | Computing |
| | | | <p>'The Explorers' Katherine Rundell 'Where the forest meets the sea' 'The Hidden Forest'.</p> | <p>Myths and legends (Greek)</p> <p>Play scripts</p> <p>Persuasion</p> | <p>See Maths Plans</p> | <p>Food, packed lunch, ordering food, food for celebration/ local area/</p> | <p>New Beginnings Getting on and Falling Out</p> | <p>Ancient Greeks</p> | <p>Judaism</p> | <p>Forests</p> | <p>Gymnastics/ Swimming Net & Wall</p> | | <p>Record from experience, imagination and first hand observation. Collect visual examples to develop ideas. (Goldsworth Y</p> | <p>Music Theory/ Musicians Mendelssohn/ Gilbert & Sullivan/ Scott Joplin</p> | <p>Earth & Space Forces</p> | <p>Scratch Including switches (link to DT objectives)</p> |
| | | | <p>'The Merchant of Venice' William Shakespeare</p> | <p>Ted Hughes - Key Author</p> <p>Classical Poetry</p> <p>Instructions</p> | <p>Practical measuring opportunities related to DT food work</p> <p>Statistics - co-ordinates link to orienteering</p> | <p>Pronunciation / intonation of alphabet/ features in the locality/ journey to school/following directions</p> | <p>Going For Goals Good to be Me</p> | <p>Local History- Tudors/ Wollaton Hall</p> | <p>Christianity</p> | | <p>Dance/ Ice Skating Invasion Games</p> | <p>Cook food - investigating taste , flavour and texture changes</p> | <p>Materials and processes using craft and design. The roles and purposes of artists working in different times and cultures</p> | <p>Music and ICT Composition focus Performance</p> | <p>Living Things and their</p> | <p>Presentations Databases</p> |

| Year 5 | | Themes and Enrichment/ Core Books | Literacy | Numeracy | Humanities | | | | | ARTS | | | | Science and Technology | |
|--------|---------------------|--|--------------------|---|--------------------------|---|----------|-----|----------------------------------|---|---|-----------|-------------------------------------|-----------------------------------|--|
| TERM | MFL | | PSHE & Citizenship | History | RE | Geography | PE | D&T | Art | Music | Science | Computing | | | |
| | Street Child | Street Child Berlie Docherty Recount Film Narrative (Dickens) | Pattern - rangoli | Months of the year/ Seasons/ Weather Short pieces of writing about the weather/ seasons/ planets | Relationships Changes | Victorians local Study Queen Victoria Victorian Railways | Hinduism | | Athletics Strikina & Fieldina | Moving Toys Cam mechanisms Product Improvement and development Use | Mastery of Techniques Great Artists (William Morris) | Singing | Properties and Changes of Materials | Digital Media Computing Theory | |

| Year 6 | | TERM | Themes and Enrichment/ Core Books | Literacy | Numeracy | Humanities | | | | ARTS | | | Science and Technology | | | |
|--------|---|------|---|----------|--|--|--------------------|---|----------|---------------|-------------------|---|------------------------|------------|---------------------------|--------------------------|
| | Street Aware Cinema Visit Baking The Highwayman Class novel: Wonder | | <p>Narrative genres: Journey Shakespearean play Poetry - The Highwayman Non-fiction: Instructions Grammar Comprehension</p> <p>Class novel: Wonder</p> | | | MFL | PSHE & Citizenship | History | RE | Geography | PE | D&T | Art | Music | Science | Computin |
| | | | See Long Term Maths Planning | | Fluency, problem solving and reasoning. Consolidation of all topics Times tables Arithmetic 5 a day Plus circles and extended algebraic concepts. | Languages and cultures in school Where is Spain? Classroom objects Translation of short conversations- / understanding of short written passages/ where things are/ simple directions Attitudes towards everyday life Continents and Street Aware Peer Mediation | | Goose Fair British History: 20 th Century leisure and entertainment | Buddhism | Extreme Earth | Dance Swimming | Fairground rides linked to history and Goose Fair | Linked to topic | Jo Needham | Evolution and inheritance | Programming HTML Crumble |

| Year 6 | | TERM | Themes and Enrichment/ Core Books | Literacy | Num | Numeracy | Humanities | | | | ARTS | | | | Science and Technology | | |
|--------|--|------|--|---|----------|----------|--|--|----------------------|---|--------------------|------------------------------------|---------------|-------------------------------------|------------------------|-----------|---------------|
| | | | | | See Long | | MFL | PSHE & Citizenship | History | RE | Geography | PE | D&T | Art | Music | Science | Computin |
| | | | Class novel: Letters from the Lighthouse | Class novel: Letters from the Lighthouse Non-fiction: Arguments Biography Information texts Journalistic writing Persuasion (letters) Narrative: Evacuation Grammar Comprehension | | | Fluency, problem solving and reasoning. Consolidation of all topics Times tables Arithmetic 5 a day Plus circles and extended algebraic concepts. | Food/ recipes/ celebrations/ planning a celebration. Creating a café/ visiting the café Whats in the news? Read and understand main points? Express opinion about new story. | Enterprise project | WW II linked to local history and class novel | Christianity/Islam | Invasion games | | Linked to topic | Jo Needham | Body Pump | |
| | | | Narrative Fiction: The Long Walk | Narrative Fiction: The Long Walk The Arrival Information texts Recounts Grammar Comprehension | | | Fluency, problem solving and reasoning. Consolidation of all topics Times tables Arithmetic 5 a day Plus circles and extended algebraic concepts. | Understand places in the town centre. Writing, reading and speaking in more complex sentences and phrases. Tourist guides | Great Project SRE | Late Neolithic hunter gatherers Or The Bronze Age | Islam | Athletics Striking and fielding | Dyson Project | Art Week SAW plus celebration event | Performance | Light | Dyson Project |

Appendix 4 – Medium Term Plan

Year Group: 6 Subject/ topic: Art – My Little Box of Wonder – Linked to literacy

Term: Autumn

| Week | Key Questions / Theme | Objective / Learning Outcomes | Input/Activity | Key Vocab | Differentiation | Resources/ including ICT |
|------|---|--|--|--|---|--|
| 1 | <p>What is art?</p> <p>What do these artists work have in common?</p> | To learn about great artists, architects & designers | <p>2 sketchbook activities</p> <p>Input</p> <p>In table groups chn spend 2 minutes mind mapping types of art. KQ: What is art? Can you name as many types as art as possible? Feedback to class. Create a class list.</p> <p>Display three artists work, all of whom based their art work on self. KQ: What do these artists work have in common? (Establish that they all explore the idea of self.)</p> <p>Activity</p> <p>Create a page comparing and contrasting two of the given artist. Explore what they like/dislike</p> <p>KQ: Are these artists work similar? What makes them different? What makes them similar? What do you like/dislike about their work? What do you think the artwork tells us about the artist? How are the two artists work different/similar?</p> <p>https://www.youtube.com/watch?v=NICodKeadp0</p> | Artist, compare, contrast, similarities, differences, theme, meaning, evaluation, interpret, | Adult support, peer support, mixed ability groups | <p>Smart</p> <p>Artists pictures</p> <p>Sketchbooks</p> <p>Writing/drawing equipment</p> |
| 2/3 | <p>What is important to you? How could you express this? How do you think people see you?</p> | Use sketchbooks to collect, record, review, revisit & evaluate ideas | <p>2 sketchbook activities</p> <p>Input</p> <p>Recap the artists from the previous week. Recap the themes of 'Wonder'. Why did August have such a difficult time fitting in with other children? Is that fair? Why? Can we help our physical appearance? In what way? What is the most important thing about us?</p> <p>Explain that the children will be exploring self. What is important to you? How</p> | inspiration, compose, self-expression, goals, techniques, style | Adult support, peer support | Smart, sketchbooks, drawing equipment |

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| | When people look at you do they know what you are like? | To make thoughtful observations about starting points and select ideas to use in their work. | <p>could you express this? How do you think people see you? When people look at you do they know what you are like?</p> <p>Activity</p> <p>Mind map ideas about themselves and decide how they would like to display these ideas.</p> <p>Plenary</p> <p>We are going to create a box of self - a Little 'Box of Wonder'. Chn feedback ideas on what they could include in their box of wonder and what resources might be needed. (Scribe resources required) Exterior will be wrapped in the way we present ourselves to the world (printing). Inside the box a collection of objects and drawings express the person inside. Interests, loves, things of importance.</p> | | | |
| 4 | How will your book be personal to you? | <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas.</p> <p>To collect and present ideas creatively.</p> | <p>2 sketchbook activities</p> <p>Input</p> <p>Explain that each child will make their own unique book. It can include interests, facts about them, skills that they have, photos, drawings, writing, stories about their life, tickets etc. They can use materials and papers, parcel tags, fabrics, ribbons etc that they want. The only rule is that the book must fit in their box. Their book should reflect them. Eg. Mine would be messy and rustic whilst another teachers might be measured out and immaculate.</p> <p>Show a range of handmade books. In pairs chn discuss likes and dislikes. Feedback to the class.</p> <p>Activity</p> <p>Chn start to create their personal books which they can take home and work on and add to week by week.</p> <p>Plenary</p> <p>Each child has the opportunity to state one thing that they want to include in their book.</p> | As above | Adult support, peer support | Drawing materials, range of papers |
| Ses sion 4 | Can you create a simple image that represents how people see you? | <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas.</p> <p>To design and</p> | <p>2 sketchbook activities</p> <p>Input</p> <p>How do you think people see you? Explain that we will be creating a paper to wrap our box in. This represents the way other people see us.</p> <p>Activity 1</p> <p>Chn design a simple print to recreate onto print pads.</p> | Print, printing block, linoprint, roller, ink, cut, score, chisel | Adult support | Linoprints, sketchbooks, printing tools, range of papers, drawing materials |

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| | | create a simple print that can be used repetitively. | Model to the chn how to unsafely use the lino cutter. KQ: How can we be safe? Chn correct lino cutter use. Activity 2 Use lino cutters to create print on pad. Print repeating pattern on paper. | | | |
| 5 | Can you create an image of yourself in a way you want others to see you? | Use sketchbooks to collect, record, review, revisit & evaluate ideas To sculpt with wire To use materials/tools safely | 2 sketchbook activities (one of the activities is to line draw of the person opposite without takin the pen off the table). Input Model creating a line self-portrait without taking the pen/pencil off the page. Activity 1 Chn create a few of their own line self-portraits no larger than the box they have brought in. Model how to use the wire safely to create the self-portrait. KQ: How can we be safe when using the wire? Activity 2 Use self-portrait as an outline for creating a wire self portrait.  Plenary What worked well? What could be even better? | Sculpture, modelling, self portrait, twist, bend, braid, volume, depth, detail, join | Adult support, peer support | Pens, wire cutters, modelling wire, drawing materials, range of materials |
| 6/7 | What do you want people to see when they look at you? How do you present yourselves to strangers, friends, family? | Use sketchbooks to collect, record, review, revisit & evaluate ideas To sculpt with clay | 2 sketchbook activities Input What do you want people to see when they look at you? How do you present yourselves to strangers, friends, family? Who sees the real you? Explain that in life we all wear a mask (a persona) that we let strangers see but it isn't the true us. How could we present this in our art work? Think, pair, share. Model creating a mask from clay. 1 - using tools for texture 2 - Modelling before the clay dries 3 - score both pieces and wet with slip before joining Activity | Score, join, clay, sculpt, score, slip, carve, smooth, texture | Adult support, peer support | Clay, water, clay tools, clay mats, drawing tools, variety of paper |

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| | | | <p>Chn create clay masks to represent what they show the world of them.</p> <p>Plenary</p> <p>What worked well? What could be even better?</p> | | | |
| 8 | What do you need to do in order to complete your box? | <p>Composition</p> <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas</p> <p>To compare, comment and evaluate</p> <p>To make adaptations and improvements</p> | <p>2 sketchbook activities - plus Sun print picture, Box layout</p> <p>Input</p> <p>What do you need in order to complete your box? How will we fix our work into the boxes? Think, pair, share. Model positioning the work in a box. Don't settle on first idea.</p> <p>Activity</p> <p>Have different activities set out so the children can complete any unfinished work. 1 - Paint for masks 2 - wire heads 3 - printing materials 4 - fixing materials</p> <p>Plenary</p> <p>Photo finished work and stick in sketchbook. Each child on the table writes a positive comment about the work in each others books. Each child writes one thing they would like to add/change or improve about their own work.</p> | Evaluate, layout, composition | Adult support, peer support | All above materials |
| We ely ske tch boo k acti viti es | How can you create your best observational drawing? | <p>Select and record visual and other information in a sketchbook and use this to help them develop their ideas.</p> <p>Make thoughtful observations about starting points and select ideas to use in their work.</p> | <p>Each lesson choose 2 sketchbook activities for children to complete. After the first couple of lessons ask chn to bring in objects of importance to or that represent them to observational draw.</p> <p>Sketchbook activities (1-10 mins)</p> <p>1 - Draw an object without taking you pencil off the page.</p> <p>2 - Chn draw an object for 30 seconds. They move one space to the right and repeat on the next person's sketchbook. Repeat until each child is back in their place. Start with just line drawings. As the picture develops chn can add shading.</p> <p>3 - Draw object using pencil/charcoal on a stick so their paper is far away.</p> <p>4 - Use chalk on black paper. Chn just look at light to colour.</p> <p>5 - Draw object or person without looking at their page. They can only look at the object/person.</p> <p>6 - Draw an object starting at the centre of the object and working out.</p> <p>7 - Draw with opposite hand to normal.</p> | Shade, observational, Sketch, Scale, Materials, tools, line, tone | Adult support, peer support | Drawing resources, range of paper, sketchbooks |