

### The intent of the Art & Design curriculum at NRHS

At NRHS the intent of the art and design curriculum is to provide opportunities for pupils to express themselves creatively through a range of art mediums and techniques. We intend to create resilient, creative artists who can make independent choices and take measured risks with their artwork.

#### Key Stage 1

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture 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
- To know about great artists, craft makers and designers and to describe the differences and similarities

#### Key Stage 2

- To develop pupils' techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To be able to express their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To know about great artists, architects and designers in history.

## Curriculum Information – Art and Design

| Year 1                  | Topic/Unit Objectives   | Knowledge to be taught   | Big picture cross curriculum links  |
|-------------------------|---|--|---|
| Sept-Oct<br>(Term 1.1)  | To use a range of materials creatively to design and make products  | <ul style="list-style-type: none"> <li>• Cooking</li> <li>• To use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• To understand where food comes from.</li> </ul>   | <ul style="list-style-type: none"> <li>• Linking with PSHE - Healthy lifestyle</li> <li>• Links to maths - measuring</li> </ul> |
| Oct-Dec<br>(Term 1.2)   | To use a range of materials creatively to design and make products  | <ul style="list-style-type: none"> <li>• Portraits, pupils to be taught how to draw/paint basic portraits. Looking at a range of artist including Picasso, pupils are able to describe differences/ similarities in paintings and drawings.</li> </ul> | <ul style="list-style-type: none"> <li>• Linking with PSHE- Good to be me.</li> </ul>   |
| Jan-Feb<br>(Term 2.1)   | To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space            | <ul style="list-style-type: none"> <li>• Pupils look at design and shape of Chinese lanterns. Looking at colours and shape they design their own lanterns and dragons.</li> </ul>  | <ul style="list-style-type: none"> <li>• Linking with R.E -What is a festival?</li> </ul>                                       |
| Feb-April<br>(Term 2.2) | To use drawing, painting and sculpture to develop share ideas, experiences and imagination.                                   | <ul style="list-style-type: none"> <li>• Pupils look at colour and shape, focussing on silhouettes using paint techniques, colour and texture.</li> </ul>  | <ul style="list-style-type: none"> <li>• Linking with Humanities - Great Fire of London</li> </ul>                              |
| April-May<br>(Term 3.1) | Look at a range of artist, craft makers and designers; describe the differences/Similarities, making links to their own work. | <ul style="list-style-type: none"> <li>• Pupils look at designs and design own Hat/Umbrella. Pupils follow through to make Hat/Umbrellas.</li> </ul>   | <ul style="list-style-type: none"> <li>• Linking with Humanities-Sun Hats or Umbrellas?</li> </ul>                              |
| May-July<br>(Term 3.2)  | To use a range of materials creatively to design and make products  | <ul style="list-style-type: none"> <li>• To use drawing, painting and collage to show how plants grow. E.G plant parts, plant life cycle and still life drawing.</li> </ul>  | <ul style="list-style-type: none"> <li>• Linking with Science-Plants</li> </ul>   |

## Curriculum Information –Art and Design

| Year 2                          | Topic/Unit Objectives   | Knowledge to be taught  | Big picture cross curriculum links  |
|---------------------------------|---|---|---|
| <b>Sept-Oct<br/>(Term 1.1)</b>  | To use a range of materials creatively to design and make products  | <ul style="list-style-type: none"> <li>Using a range of materials design and make own town. Class work on a group project and include sculpture in their town.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with Humanities - What is there around me?</li> </ul>                        |
| <b>Oct-Dec<br/>(Term 1.2)</b>   | To use a range of materials creatively to design and make products  | <ul style="list-style-type: none"> <li>Cooking</li> <li>To use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>To understand where food comes from.</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with PSHE - Healthy lifestyle</li> <li>Links to maths - measuring</li> </ul> |
| <b>Jan-Feb<br/>(Term 2.1)</b>   | To use drawing, painting and sculpture to develop share ideas, experiences and imagination.                                   | <ul style="list-style-type: none"> <li>Looking at planets and Earth, design class solar system.</li> <li>Use own idea's to design own planet/Aliens in paper mache.</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with Humanities-Is it really round?</li> </ul>                               |
| <b>Feb-April<br/>(Term 2.2)</b> | To use drawing, painting and sculpture to develop share ideas, experiences and imagination.                                   | <ul style="list-style-type: none"> <li>Focussing on under water habitats use oil pastels to understand how pastels repel water/ watercolours.</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with Science-Living things</li> </ul>  |
| <b>April-May<br/>(Term 3.1)</b> | Look at a range of artist, craft makers and designers; describe the differences/Similarities, making links to their own work. | <ul style="list-style-type: none"> <li>Looking at Artist from all over the world who use recycled products. Include looking at The Great Wave by Hokusai. Collect used items and make The Great Wave either as class project or individuals.</li> <li><i>Towards the end of term Easter activities</i></li> </ul> | <ul style="list-style-type: none"> <li>Linking with Humanities- Where in the World?</li> </ul>                              |
| <b>May-July<br/>(Term 3.2)</b>  | To use a range of materials creatively to design and make products  | <ul style="list-style-type: none"> <li>Design and draw own scientist coat.</li> <li>Using collage make own scientist coat.</li> <li>Discuss, What materials should we use?</li> <li>What colours should we use?</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with Science-Scientists and inventors</li> </ul>                             |

## Curriculum Information – Art and Design

| Year 3                          | Topic/Unit Objectives  | Knowledge to be taught  | Big picture cross curriculum links  |
|---------------------------------|--|---|---|
| <b>Sept-Oct<br/>(Term 1.1)</b>  | To create sketch books to record their observations and use them to review and revisit ideas.                          | <ul style="list-style-type: none"> <li>Using sketching, shading, charcoals and pastels to understand shadow/shadows and light in art.</li> </ul>  | <ul style="list-style-type: none"> <li>Links with science - Light</li> </ul>  |
| <b>Oct-Dec<br/>(Term 1.2)</b>   | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials. | <ul style="list-style-type: none"> <li>Using natural/man made pigments look at cave paintings and design own. Compare paintings and describe differences. Design and make pinch clay pots, include cave paintings on the side.</li> </ul>   | <ul style="list-style-type: none"> <li>Links with science – Rocks</li> <li>Links with History – Neolithic to Iron Age</li> <li>Links to Horticulture – natural colours/pigments</li> </ul>  |
| <b>Jan-Feb<br/>(Term 2.1)</b>   | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials. | <ul style="list-style-type: none"> <li>Pupils look at design and materials used in Hinduism. After drawing around hand design patterns from hand art 'Mendi'.</li> <li>Read "A pair of twins" using water colour paint sunset adding patterned design elephant.</li> </ul>  | <ul style="list-style-type: none"> <li>Links with R.E – Hinduism</li> <li>Links with Geography – landscapes / sunsets</li> <li>Links with Science – looking at earth from space.</li> </ul> |
| <b>Feb-April<br/>(Term 2.2)</b> | To use a range of materials creatively to design and make products   | <ul style="list-style-type: none"> <li>COOKING</li> <li>To understand and apply the principles of a healthy and varied diet</li> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>                            | <ul style="list-style-type: none"> <li>Linking with PSHE - Healthy lifestyle</li> <li>Links to maths - measuring</li> </ul>   |
| <b>April-May<br/>(Term 3.1)</b> | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials. | <ul style="list-style-type: none"> <li>Working in groups using sculpture to develop and share ideas to make class volcano.</li> </ul>   | <ul style="list-style-type: none"> <li>Links with geography - Where and why does the world rumble?</li> </ul>   |
| <b>May-July<br/>(Term 3.2)</b>  | To know and understand about great artists, architects and designers in history.                                       | <ul style="list-style-type: none"> <li>Pupils research information about ancient Egyptian people, their artwork, and architecture. Working on their own or in groups to construct a pyramid using materials provided. Pupils start with pencil drawings, moving onto construction using bricks (Lego etc). Finishing Project with a Pyramid constructed of card complete with Hieroglyphics.</li> </ul> | <ul style="list-style-type: none"> <li>Links with Humanities – Ancient Egypt</li> </ul>   |

## Curriculum Information – Art and Design

| Year 4                          | Topic/Unit Objectives  | Knowledge to be taught  | Big picture cross curriculum links  |
|---------------------------------|--|---|---|
| <b>Sept-Oct<br/>(Term 1.1)</b>  | To create sketch books to record their observations and use them to review and revisit ideas.  | <ul style="list-style-type: none"> <li>To be able to research, Sketch shape and design, own design for shield with own symbol. Using a variety of mediums create and paint own shield.</li> <li>Challenge pupils to create a design to match their <b>superhero</b> character/ create shields</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with English - Class book/Marvel comics</li> </ul>                           |
| <b>Oct-Dec<br/>(Term 1.2)</b>   | To know about great artists, architects and designers in history.  | <ul style="list-style-type: none"> <li>Pupils look at designs of different mosaics used in Roman Britain. Pupils sketch ideas on paper, use small squares to design own mosaics. Depending on class ability move on to using tiles to design patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with Humanities - Roman Britain</li> </ul>                                   |
| <b>Jan-Feb<br/>(Term 2.1)</b>   | To use a wide range of materials and components, including ingredients, according to their functional properties and aesthetic qualities | <ul style="list-style-type: none"> <li><b>COOKING</b></li> <li>To understand and apply the principles of a healthy and varied diet</li> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with PSHE - Healthy lifestyle</li> <li>Links to maths - measuring</li> </ul> |
| <b>Feb-April<br/>(Term 2.2)</b> | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials.                   | <ul style="list-style-type: none"> <li>Pupils create sails from watercolour painted paper. Discuss how the wind blows into a sail then discuss shapes of sails such as trapezoids and parallelograms.</li> <li>Pupils draw their sail shape and cut the sails out they glued them on to a wooden craft stick to represent the mast. Students then created the Viking ship, which is usually low and contains a scroll at the end. The boats are drawn and cut out of previously painted paper.</li> </ul> | <ul style="list-style-type: none"> <li>Linking with Humanities - Anglo Saxons and the Vikings</li> </ul>                    |
| <b>April-May<br/>(Term 3.1)</b> | Cross Circular with English and ICT to design and film a short animation about magic.  | <ul style="list-style-type: none"> <li>Pupils plan and sketch a stop-motion animation. Pupils Use clay to create figures to create an animation. Pupils Use collage and paint to create backdrop. Create an animation using ICT and sketched plan to create animation. Review and revisit short film</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with English/ICT-Class book</li> </ul>                                       |

**May-July  
(Term 3.2)**

To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials.

- Pottery from paper to clay/ paper mache
- Pupils look at designs from ancient Greek Culture ideas are traced or drawn onto paper or scratch cards. Designs are made into clay/paper mache jugs.

- Linking with Humanities - Ancient Greek Culture

## Curriculum Information – Art and Design

| Year 5                          | Topic/Unit Objectives   | Knowledge to be taught   | Big picture cross curriculum links  |
|---------------------------------|---|--|---|
| <b>Sept-Oct<br/>(Term 1.1)</b>  | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials.                                    | <ul style="list-style-type: none"> <li>Looking at Art in Native America, working in individuals/groups class design and understand totem poles.</li> <li>Pupils work on own and make dream catchers using materials such as wool etc.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with Humanities-Why on Earth?</li> </ul>                                     |
| <b>Oct-Dec<br/>(Term 1.2)</b>   | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials.                                    | <ul style="list-style-type: none"> <li>Pupils to be taught about reflections, Pupils work on making own town using printing materials draw on foam and cut shapes out. They create a backdrop understanding warm and cold colours, bottom cold, and top warm.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with Science - Light</li> </ul>  |
| <b>Jan-Feb<br/>(Term 2.1)</b>   | To know about great artists, architects and designers in history.   | <ul style="list-style-type: none"> <li>Pupils look at Starry Night by Vincent van Gogh; pupils understand how using waxy crayons or pastels and watercolour paints can create resistance. Pupils work in groups or on own.</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with science-Forces</li> </ul>   |
| <b>Feb-April<br/>(Term 2.2)</b> | To create sketch books to record their observations and use them to review and revisit ideas.   | <ul style="list-style-type: none"> <li>Pupils show an understanding of colour mixing (If not revisit), Pupils are ready to learn about complementary colours and that they are directly opposite each other on the color wheel. Pupils paint / colour own colour wheel. Using knowledge learnt they look at Picasso's blue period and Rose period and create own collages/painting depicting his ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Linking with science - Properties and changes of materials</li> </ul>                |
| <b>April-May<br/>(Term 3.1)</b> | To use a wide range of materials and components, including ingredients, according to their functional properties and aesthetic qualities                  | <ul style="list-style-type: none"> <li>COOKING</li> <li>To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with PSHE - Healthy lifestyle</li> <li>Links to maths - measuring</li> </ul> |
| <b>May-July<br/>(Term 3.2)</b>  | Use sketch books to record their observations and use them to review and revisit ideas. To know about great artists, architects and designers in history. | <ul style="list-style-type: none"> <li>Study portraits through history; be able to discuss what works of art pupils like and why. Create own portrait using different styles of drawing, painting and charcoal. Develop technique and control.</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with PSHE-Respecting the differences between people.</li> </ul>              |

## Curriculum Information – Art and Design

| Year 6                          | Topic/Unit Objectives  | Knowledge to be taught  | Big picture cross curriculum links  |
|---------------------------------|--|---|---|
| <b>Sept-Oct<br/>(Term 1.1)</b>  | To know about great artists, architects and designers in history.  | <ul style="list-style-type: none"> <li>Pupils are taught and understand what surrealism is in Art. Pupils look at the artist Salvador Dali and form opinions on likes and dislikes of his works. Pupils think outside the box and design own elephants looking at his works of art. Pupils finish off project by designing own animals using collage.</li> </ul>  | <ul style="list-style-type: none"> <li>Linking with Science - Animals including humans</li> </ul>     |
| <b>Oct-Dec<br/>(Term 1.2)</b>   | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials. | <ul style="list-style-type: none"> <li>Looking at ww2 art using poppies and silhouettes in art.</li> <li>Pupils experiment with different media to include Gouache and acrylics on black paper where possible.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with Humanities – Local History study, WW2.</li> </ul> |
| <b>Jan-Feb<br/>(Term 2.1)</b>   | To create sketch books to record their observations and use them to review and revisit ideas.                          | <ul style="list-style-type: none"> <li>Pupils to be taught about perspective and how to draw it starting with small objects e.g. a box working up to painting a river. Later on to be shown Monet’s use of perspective when painting rivers, and produce works of their own.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with Humanities-Rivers</li> </ul>                      |
| <b>Feb-April<br/>(Term 2.2)</b> | To know about great artists, architects and designers in history.  | <ul style="list-style-type: none"> <li>Pupils learn about works of Lowry and describe differences and similarities between different practices and disciplines in context of comparing Lowry’s works. Pupils study Lowry’s matchstick people, they draw/paint/ mould etc own figures. Pupils work as a group or on own to make a collage of Lowry’s city adding figures (photographed or drawn) at a later stage. Pupils are reminded about perspective previously learnt.</li> </ul> | <ul style="list-style-type: none"> <li>Linking with Humanities-British Art through History</li> </ul> |
| <b>April-May<br/>(Term 3.1)</b> | To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials. | <ul style="list-style-type: none"> <li>Pupils to study and understand why Tibetan prayer flags are used. They produce their own works of art painting on silk and dying materials the shade of prayer flags.</li> <li>Pupils finish off project by producing own prayer flags.</li> </ul>   | <ul style="list-style-type: none"> <li>Linking with R.E - Religious rituals and ceremonies</li> </ul> |



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|--------------------------------|--|--|--|
| <b>May-July<br/>(Term 3.2)</b> | To use a wide range of materials and components, including ingredients, according to their functional properties and aesthetic qualities | <ul style="list-style-type: none"><li>• COOKING</li><li>• To understand and apply the principles of a healthy and varied diet</li><li>• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>• To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ul> | <ul style="list-style-type: none"><li>• Linking with PSHE - Healthy lifestyle</li><li>• Links to maths - measuring</li></ul> |
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