

Art Curriculum Overview



Content

- Our 'Built for Blackrod' Curriculum
- Art Intent
- Curriculum Processes
- Art Progression
- Subject Long term plan
- Subject Overview and NC Coverage
- Example Knowledge Builders
- Endpoints
- Cultural Capital Offer
- EYFS curriculum
- Children's work



Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

Intent

At Blackrod Primary, we want all children to be individual, creative and expressive 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We have therefore planned our art curriculum where the units and lessons are sequenced so that new knowledge is built upon prior learning and experiences.

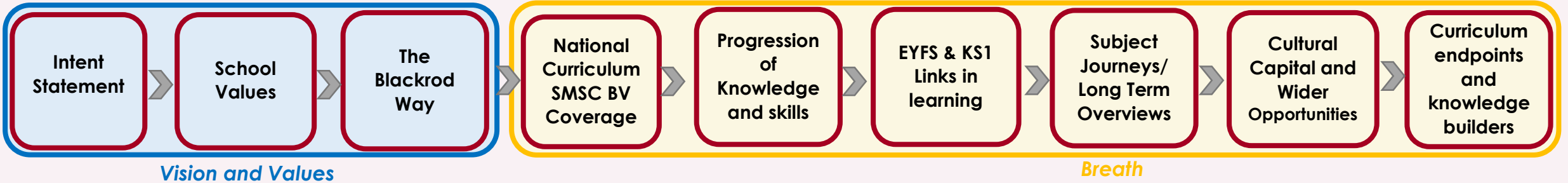
We want all children to develop their confidence to experiment and invent their own works of art with influences from a range of the 'Greats'. Our art learning journey is designed to ensure all children are given the opportunities, to develop their ability, nurture their talent and interests and thoughts about the world, as well as learning about art and artists across cultures and through history.

Lessons are structured to give all pupils multiple opportunities to revisit previous learning and skills. This structure is particularly effective in supporting lower attaining pupils and bettering their chances to succeed, as substantive knowledge is reinforced by frequently recalling information through pictures, videos and vocabulary and opportunities to revisit new skills and techniques in their art lessons.

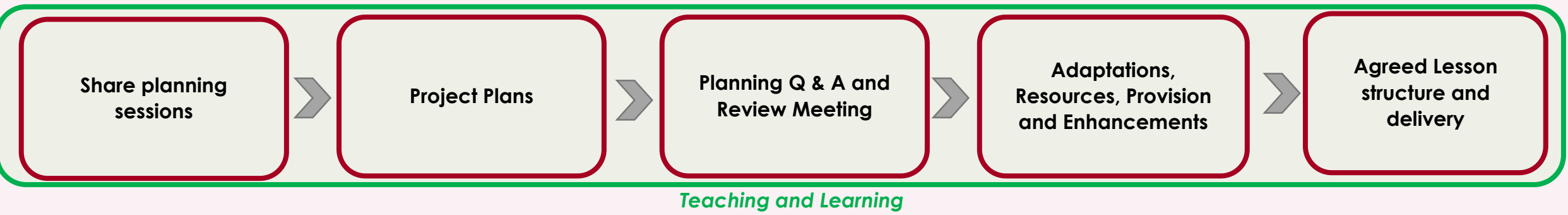


Curriculum Design Processes

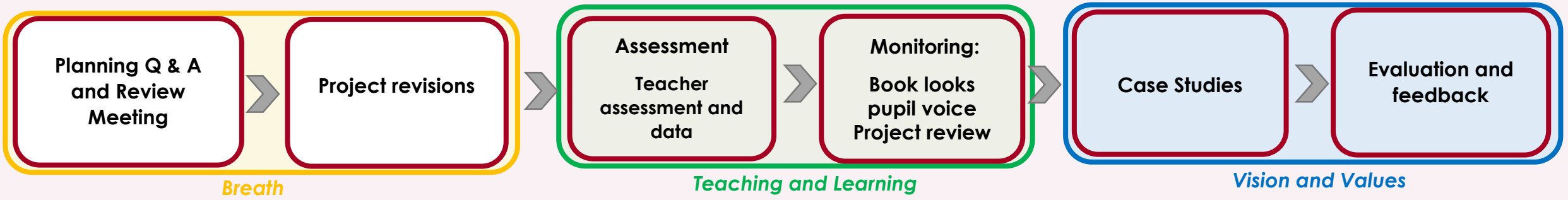
INTENT



IMPLEMENTATION



IMPACT



Art & Design Progression Example

Progression of Skills				
Concept		KS1	LKS2	UKS2
Drawing <ul style="list-style-type: none"> Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. Using sketchbooks to record observations and plans as drawings. Learning about how artists develop their ideas using drawings. 	Generating Ideas	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Sketchbooks	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
EYFS Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.	Marking skills (including formal elements)	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
	Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
	Evaluating and analysing	Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Art Subject Journey

Long Term Plan Overview

Art Journey Long Term Overview					
		Drawing	Paint & Mixed Media	Sculpture & 3D	Craft & Design
EYFS		Marvellous marks	Paint my world	Creation station	
	A	Tell a story	Life in colour	Paper Play Louise Bourgeois	Embellishments
KS1	B	Make your mark	Colour Splash Jasper Johns, Clarice Cliffs	Clay Houses	Map it out
	A	Growing artists Max Ernst, Maud Purdy, Georgia O'Keeffe	Light and dark	Abstract shape and space	Ancient Egyptian scrolls
LKS2	B	Power prints	Prehistoric painting	Mega materials Magdalene Odundo, Barbara Hepworth, Sokari Douglas Camp	Fabric of nature
	A	I need space Ties Albers	Artist study David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid	Interactive installation	Architecture Zaha Hadid
UKS2	B	Make my voice heard	Portraits	Making memories	Photo opportunity Hannah Hoch, Chris Plowman, Graham Holland, Edward Weston, Chuck Close


BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS


Subject: Art: KS1 – Colour Splash




Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together

Artists

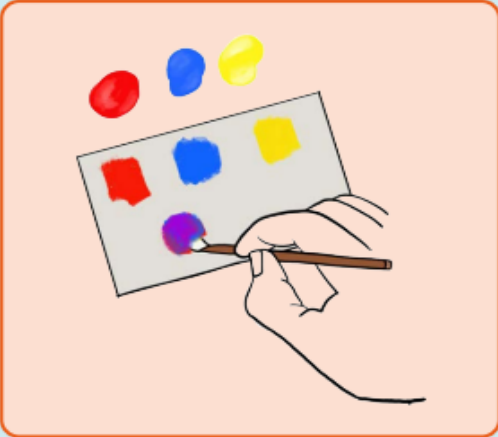
 Jasper Johns

 Clarice Cliff

Primary colours

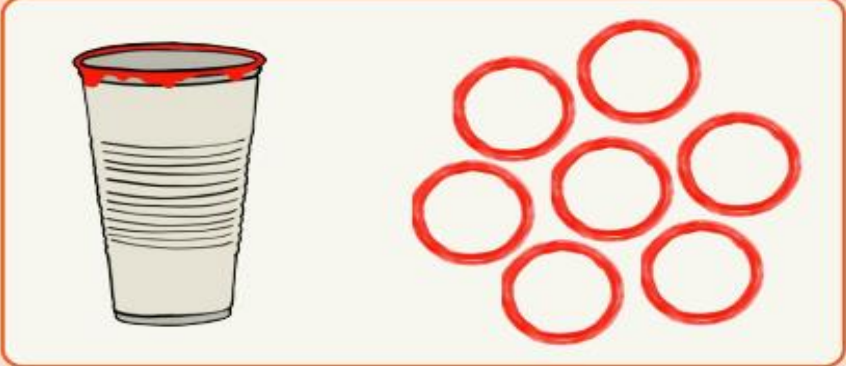
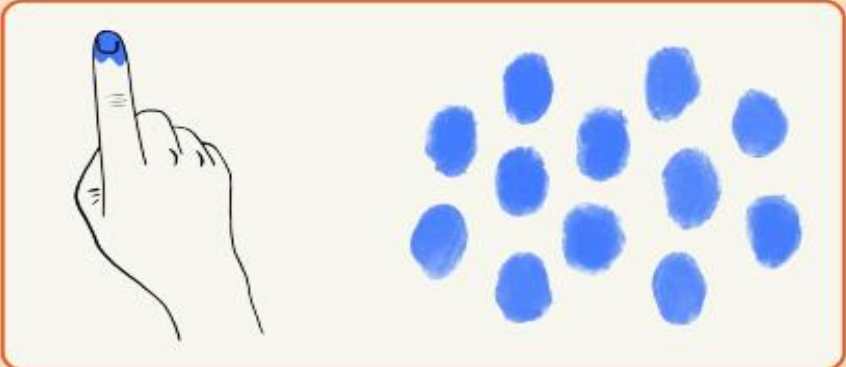


Mix secondary colours

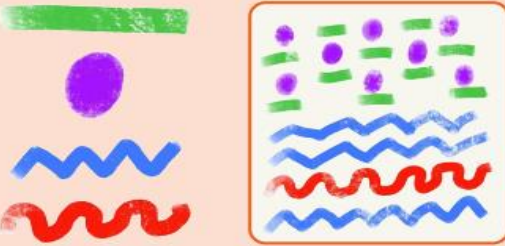


$\text{Yellow} + \text{Red} = \text{Orange}$
 $\text{Blue} + \text{Yellow} = \text{Green}$
 $\text{Red} + \text{Blue} = \text{Purple}$


Create patterns by printing

Create patterns by repeating shapes, colours, lines



Different brushes make different marks



BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Subject: Art: LKS2 Drawing - Power Prints Vocabulary



Collaborate	Work in a group to create a shared artwork
Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Composition	Putting different elements together in a pleasing way
Engraving	Lines cut into a hard surface which is covered in ink and printed
Printing technique	Creating prints in different ways e.g. monoprint, block print
Proportion	How big one element of an artwork appears compared to the whole thing
Shading	Drawn marks to illustrate degrees of light and dark
Tone	How light or dark something is
Wax-resist	Using wax to stop another material, like paint, from sticking permanently to a surface

Mark making with charcoal

- Use the tip of the charcoal for sharp lines
- Blend light and dark areas to create tone.
- Use a rubber to draw light tones.

Mark making with a pencil

Hatching

Cross-hatching

Proportion

- Use the relative size and shape of objects to help draw them in proportion.
- Artists use proportion to help make drawings look realistic.
- Artists can exaggerate proportion to draw attention to one aspect of an artwork.

Creating contrast

Patterns

Textures

Light and dark

Block printing

- Draw your design on the polystyrene block, pressing in with the pencil
- Don't press too hard!
- Apply ink or paint to the block
- Press the block ink-side down to print it

Henri Matisse

- Painted with bold shapes and colours in the 'Fauvist' style.
- Made paper cut-outs when he could no longer stand up to paint.
- He called his collage style 'Painting with scissors'.



Artists

Georges Seurat

Ed Ruscha

Fernando Botero

Alberto Giacometti

Henry Moore

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Subject: Art: Make my voice heard



Artists

Dan Fenelon

Leonardo da Vinci

Banksy

Diego Rivera

Caravaggio

Pablo Picasso

Chiaroscuro

Chiaroscuro is an Italian word meaning light and dark. A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.



Mural



A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them.

Graffiti



Graffiti is used to describe spray-painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.

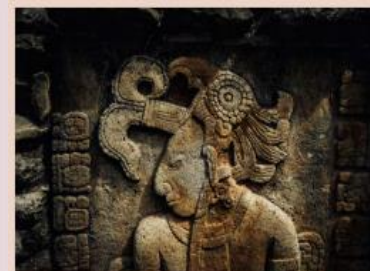
Guerrilla art



Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.



Maya art



aesthetic

As an adjective, it describes something that is pleasing to look at.

commissioned

When someone is asked to create a piece of art.

interpretation

How the meaning of an image is understood.

mural

A painting made directly on a wall or other permanent structure.

symbolic

Conveying a message using symbols.

tone

How light or dark something is.



End Points



KS1 Art and Design Endpoints - Cycle B

Drawing – Make Your Mark

NC Objectives	Knowledge and skills concept milestones	End points
<p>Pupils should be taught to:</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn 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.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p><u>Drawing</u></p> <p>Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</p> <p>Using sketchbooks to record observations and plans as drawings.</p> <p>Learning about how artists develop their ideas using drawings.</p> <p>Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> To know how to create different types of lines. To explore line and mark making to draw water To draw with different media. To develop an understanding of mark making To apply an understanding of drawing materials and mark making to draw from observation. <p>Skills</p> <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.
Project Overview	Vocabulary	Prior learning links
<p>Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	<p>Line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy 2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly</p>	<p>Marvelous Marks – Drawing (Reception)</p> <p>Cross Curricular</p> <p>Science – Animals including humans</p> <p>Music – Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Maths – Geometry – properties of shape.</p>

LKS2 Art and Design Endpoints - Cycle B

Drawing – Power Prints

NC Objectives	Knowledge and skills concept milestones	End points
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 line, shape, form and space. 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 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. To create sketchbooks to record their observations and use them to review and revise 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]. About great artists, architects and designers in history. 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 designs. 	<p>Painting and Mixed Media</p> <ul style="list-style-type: none"> Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. Exploring the interplay between different media within an artwork. Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> To draw using tone to create a 3D effect To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create pattern and contrast. To work collaboratively to develop drawings into prints. <p>Skills</p> <ul style="list-style-type: none"> Experiment with shading to create different tones. Use contrasting tones to make a drawing look three-dimensional. Explore more than one way of holding a pencil to create different effects. Explore charcoal as a drawing material. Look for light and dark areas and recreate these using tone. Show how big one object is compared to another when I draw Use scissors with precision. Make decisions about how to place drawn elements in my composition. Create contrast by combining different shapes, sizes and textures. Draw tone by 'hatching' parallel pencil lines. Choose an interesting part of my composition to recreate. Use a range of scratched marks to add contrast and patterns. Work co-operatively with my group. Experiment with printing techniques. Include contrast and pattern in a print
<p>Project Overview</p>	<p>Vocabulary</p>	<p>Prior learning links</p>
<p>Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.</p>	<p>Key Project</p> <p>abstract block print collaborate collaboratively collage combine composition gradient hatching highlight mixed media contrast cross-hatching figurative</p>	<p>Drawing – Growing Artists</p>

UKS2 Art and Design - Cycle B

Drawing – Make my voice heard

NC Objectives	Knowledge and skills concept milestones	End points
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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. ● To 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 and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● About great artists, architects and designers in history. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> ● Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> ● Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> ● Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independent. ● Combine materials and techniques appropriate to fit with ideas. ● Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> ● Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> ● Give reasoned evaluations of their own and others' work, which takes account of context and intention. ● Discuss how art is sometimes used to communicate social, political, or environmental views. ● Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. ● Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>End of Key Stage knowledge and skills</p> <ul style="list-style-type: none"> ● I can develop my techniques, including control and use of materials creatively to experiment with my art and design work ● I can use my sketch book to record my observations and revisit ideas ● I can use skills taught to develop my art and design techniques such as drawing and painting using different media ● I can talk about great artists and designers in history that influence our work today. <p>Project specific knowledge and skills</p> <ul style="list-style-type: none"> ● I can use research to develop starting points for my artwork ● I can use different techniques when evidencing my work in my sketchbook ● I can combine materials to fit with ideas ● I can interpret and evaluate my work and that of others using knowledge gained about different art forms. ●
Project Overview		Prior learning links
<p>This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings.</p> <p>It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</p>	<p>Vocabulary</p> <p>Key Media, draw, sketch, shade,</p> <p>Project Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone</p>	<p>Drawing – Growing Artists, I need space, power prints</p>

Cultural Capital Art

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: *'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

What is Cultural Capital at Blackrod for Art?

At Blackrod, we incorporate cultural capital through our drivers of **Possibilities, Environment, Community and Well-being**. We do this by understanding each child and providing them with cultural experiences which would not necessarily be available to them outside of school life.

Some cultural capital may be gained by visiting theatres and galleries. However, know that it is through active participation in art which has the greatest impact on inspiration, creativity and cultural awareness. Our pupils must be able to move, draw, paint, print, mould, weave, stitch and sculpt to fully express themselves and their ideas.

At Blackrod, we tap into ideas and influences from renaissance to modern art to create an awareness of how art has shaped history and contributes to life today. Through researching artists, architects and designers; we gain insight into their styles, influences, and visions. Through thinking critically and through active exploration, children gain a meticulous understanding of art and design.

Each year, children at Blackrod learn about new artists, including their class artist, gaining the opportunity to be influenced by them to create their own inspirational pieces. All children explore a range of media and materials, learn numerous ways of applying them and have opportunity to reflect on their creations.

Children at Blackrod have engaged with opportunities to work with the local Octagon Theatre through performing in dramatic arts. We also work closely with Bolton library & Museum who provide CPD for teaching about specific artists.

Cultural Capital Art

- **BPS's Art Cultural Capital offer includes:**
- A progressive **vocabulary** overview
- Art borrowed from Bolton Museum and gallery created in breakout area
- **Significant people** - art pioneers embedded into subject journey
- **Projects loans** in classroom provision from Bolton Museum
- **Children achieve Arts Award discover** in LKS2
- **School visitors** –
 - Ted Burch
 - Octagon theatre workshops
 - Pantomime visit
- **Enhancement days and assemblies**–
 - Bolton Museum
 - Dot Day
 - Octagon Assemblies
 - Simon Sullivan workshops
- **Extra-Curriculum Clubs** –
 - Art Club
 - Reading and Illustrating Club
 - Comic club
 - Octagon Theatre club



**Artsmark
Gold Award**
Awarded by Arts
Council England



We have used this **Artsmark** journey to further develop our curriculum in school including ensuring children study a broad range of artists, we have supported two other schools with their curriculum. Be Your Best @ Blackrod Hub charity has built relationships with local arts organisations and enabled us to secure funding for a two-year funded partnership with Octagon Theatre to run 'Into the Woods'.

We are members of your Local Cultural Education Partnership and are helping Bolton become an Artsmark Town through the CEP and have deepened our collaboration with Bolton Library and Museum Services



Curriculum Ambassadors



We will work together to ensure that Spiritual, Moral, Social and Cultural development takes place in all subject areas, supporting our subject leaders with things such as learning walks, observations and pupil voices. An Ambassador would also get the opportunity to:

- Write articles for the school newsletter
- Lead an assembly for the whole school
- Award certificates and merits for their subject
- Write a report for the governors
- Planning enhancements and school trips



PICASSO - LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Expressive Arts and Design	KS1 Concept Transitions	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
	Art	Drawing - Self portraits and Class Artists ● A/MT5 A/TIG1 A/TIG2	Painting and Class Artist – Picasso's Trousers ● A/MT1 A/TIG1 A/TIG2	Master techniques Sculpture - Junk modelling and Mouldable materials A/MT12	Master techniques Collage - Andy Goldsworthy ●● A/MT1 A/TIG1 A/MT10	Master techniques Textiles. Felt and recycled materials ● A/MT21	Master techniques Print A/MT18 A/MT19
	Design Technology	Food - Healthy, Balanced eating ● D/PS1	Master practical skills - safely using tools and techniques to create healthy food. ● D/T10	Materials – experimenting with design, texture, form and function D/PSS D/PS7	Construction – Joins, Likes and Dislikes D/PS9	Computing - Bee bots	Computing – using different software for a purpose - to develop skills A/MT26
	Music	Developing Early Musical Skills: Singing simple actions songs. Circle games. Songs linked to topic themes		Developing Early Musical Skills: Listening and moving to music. Exploring the inter-related dimensions of music The Princess and the Pea Performance		Developing Early Musical Skills: Exploring sounds around us. Exploring classroom percussion instruments. Finding the pulse. Copying simple rhythms.	
	Computing	Digital Citzenships ●	Online Safety	Computer Science	Information Technology	Information Technology	Digital Literacy



PICASSO - LONG TERM PLAN

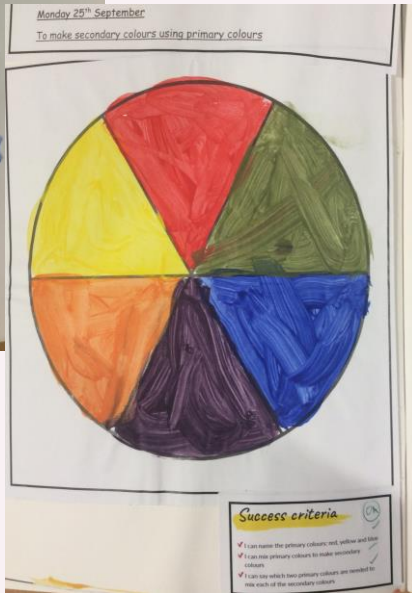
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>



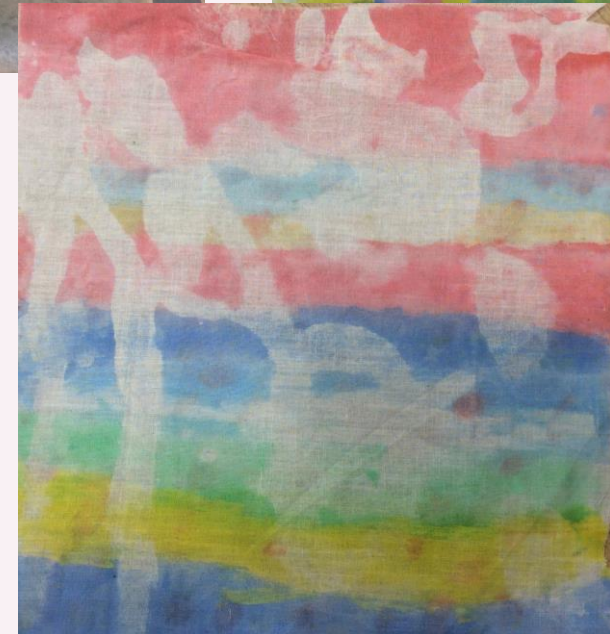
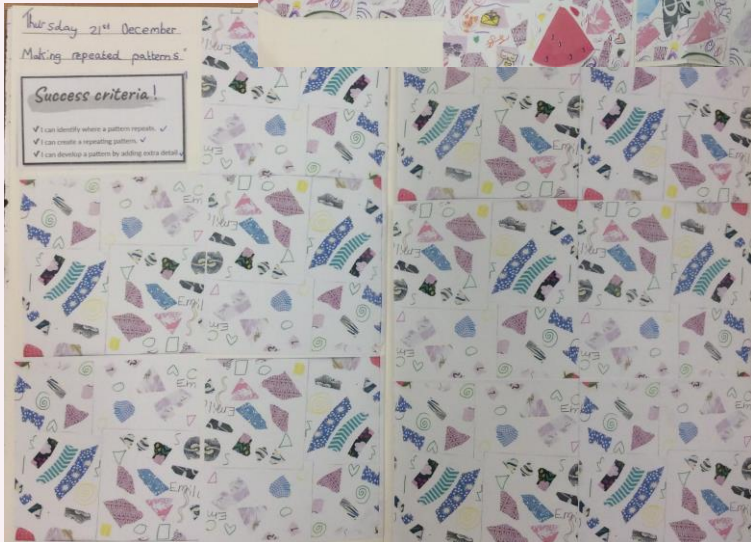
Curriculum work Examples



KS1 Examples



LKS2 Examples



UKS2 Examples

