

WCPS Art & Design Curriculum Overview 2025-2026

WCPS Curriculum Intent for Art & Design

The national curriculum states that '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'.

At Wymondham College Prep School we teach through the Access Art Primary Curriculum approach; a knowledge-rich, holistic curriculum which 'nurtures creative thinking skills and helps ensure pupils learn through art as well as about art'. Through this, our children will have opportunities to experience and revisit a wide variety of media, techniques and approaches. The subject progression allows for our children to grow with the curriculum, to develop and build upon crucial knowledge and skills as they journey through the school.

At WCPS we also want our children to have good knowledge of artists, designers and craftspeople which will contribute to their historical and cultural schema. Children will therefore be exposed to a carefully curated selection of inspirational makers from across the world, working in different styles, with the aim of learning from the way they see the world.

We want our children to be confident and articulate artists who feel entitled to develop their creativity and understand it's importance in our world.

EYFS Statutory Framework Art & Design Related Objectives

Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

EYFS Art & Design Curriculum

Core Knowledge

1. Pupils will know how to mix colours
2. Pupils will know how to create a self portrait
3. Pupils will know how to create artwork out of junk modelling materials
4. Pupils will know how to print with vegetables
5. Pupils will know how to add sparkle and texture to their artwork
6. Pupils will know how to create some African art
7. Pupils will know how to create art with clay
8. Pupils will know how to use a range of tools to produce different styles of artwork
9. Pupils will know that we can use natural materials to create artwork

Hinterland Knowledge

- Pupils will know that we can create minibeasts using material and thread
- Pupils will know we can create wreaths out of natural materials
- Pupils will know how to mould clay to make minibeasts and Diya lamps
- Pupils will know we can use transient materials to make self-portraits and change them

Skills

- Pupils will be able to paint pictures independently

WCPS Art & Design Curriculum: EYFS – Year 6

- Pupils will be able to mix colours to make other colours
- Pupils will understand that we can use different materials for artwork
- Pupils will be able to make a range of objects out of clay
- Pupils will be able to use a range of tools in their artwork

Wonder

- *I wonder what will happen if I mix these colours together*
- *I wonder what African paintings look like*
- *I wonder how I can draw/paint myself*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Being exposed to a range of materials, clay, paint, pencils, felt tips, junk modelling
 - Having access to art supplies in independent learning time

Vocabulary - Tier 3 Subject Specific

mix, tools, accuracy, paint, draw, clay, mould, transient

WCPS Art & Design Curriculum: EYFS – Year 6

KS1 National Curriculum

Pupils should be taught:

- 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
- 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.

Year 1 Art & Design Curriculum

Autumn Term 1	Spring Term 1	Summer Term 1
Spirals & Still Life – Drawing  Key Artists Paul Cezanne, Hilary Pecis Core Knowledge • Pupils will know that drawing is a physical and emotional activity. • Pupils will know that when we draw, we can move our whole body. • Pupils will know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • Pupils will know that we can draw from observation or imagination.	Flora and Fauna – Collage  Key Artists Eric Carle, Henri Rousseau, Joseph Redoute, Jan Van Kessel Core Knowledge 1. Pupils will know that flora means plants and fauna means animals. 2. Pupils will know that artists can be inspired by the flora and fauna around them. 3. Pupils will know that we can use a variety of materials to make images. 4. Pupils will know that we can create from observation or our imagination.	Playful making – Sculpture  Key Artists Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett Core Knowledge 1. Pupils will know that when we make art in 3 dimensions it is often called Sculpture. 2. Pupils will know that we can generate ideas through playful exploration. 3. Pupils will know that we can understand the properties of materials through manipulation. 4. Pupils will know that making sculpture is a partnership between materials, ideas, hands and tools.

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- Pupils will know that that we can use colour to help our drawings engage others. Hinterland Knowledge - Pupils will know how to use crayons and pastels effectively. - Pupils will know how to make choices about which colours I'd like to use in my drawing. - Pupils will know what the artist Paul Cezanne is celebrated for - Pupils will know that spirals can be created or occur by natural occurrence Skills - Pupils will develop being able to draw - Pupils will develop being able to compare - Pupils will develop being able to imagine - Pupils will develop being able to create Wonder <i>I wonder how different colours makes us feel...</i> <i>I wonder how big the biggest spiral ever made was...</i> <i>I wonder how spirals are formed when people don't draw or create them...</i> Experiences & Provocations Pupils will experience the curriculum by:	5. Pupils will know that we can create individual artwork, and that we can bring that artwork together to make a shared artwork. Hinterland Knowledge - Pupils will know how Eric Carle was inspired by flora and fauna in his illustrations. - Pupils will know how to collage to create effective art. - Pupils will know why the representation of flora and fauna has changed in art over time. Skills - Pupils will develop being able to collage - Pupils will develop being able to draw - Pupils will develop being able to experiment - Pupils will develop being able to observe Wonder <i>I wonder for how many years people have been creating art of minibeasts...</i> <i>I wonder what the biggest collage ever made was...</i> <i>I wonder if any animals know how to make art of their own...</i> Experiences & Provocations	5. Pupils will know that we can reflect upon our intention when we see our ideas made physical. Hinterland Knowledge - Pupils will know what happens when you join one or more materials together to construct new forms. - Pupils will know how to make small sculptures out of different materials. - Pupils will know some examples of sculptures that can be made and why (e.g. statues to commemorate). - Pupils will know how to make a model with moving parts (links with D&T). Skills - Pupils will develop being able to design - Pupils will be able to critique - Pupils will be able to sculpt - Pupils will be able to join in more than one way (e.g. gluing & taping). - Pupils will be able to construct. Wonder <i>I wonder how fast the fastest rollercoaster in the world is...</i>
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○ Experimenting with different medium in and out of their art lessons. Vocabulary - Tier 3 Subject Specific sketchbook, colour, pattern, line, shape, thick, thin, feeling, body, movement, emotion, experiment, mistake, spiral, natural, human, medium, crayon, pencil, pastel, physical, control, pressure, speed, drawing, create	Pupils will experience the curriculum by: ○ Visit from an illustrator? ○ Exploring books from our library both fiction and non-fiction to make links between flora and fauna Vocabulary - Tier 3 Subject Specific sketchbook, colour, pattern, line, shape, thick, thin, experiment, mistake, control, pressure, speed, drawing, create, collage, flora, fauna, imagination, natural, individual, shared, artist, material, build, practice, cutting, background	● <i>I wonder what the best material is for sculptures to last for a long time...</i> ● <i>I wonder how many materials you can sculpt from...</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Having opportunities to design through making and experiencing the success and mistakes of being a sculptor. ○ Collaborating in a class project of building a rollercoaster linked with our English topic of 1960's Toys, we will be visiting Stranger's Hall to look further at toys from the past. Vocabulary - Tier 3 Subject Specific sketchbook, colour, pattern, line, shape, thick, thin, experiment, mistake, control, pressure, speed, drawing, create, transformation, invention, sculpture, design, material,
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WCPS Art & Design Curriculum: EYFS – Year 6

KS1 National Curriculum

Pupils should be taught:

- 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
- 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.

Year 2 Art & Design Curriculum

Spring Term 1	Spring Term 2	Summer Term 1
Stick Transformation Project – Sculpture  Key Artists Chris Kenny Core Knowledge 1. Pupils will know art is created for people to enjoy. 2. Pupils will know how artists use their creativity to re-see, re-invent and reimagine. 3. Pupils will know how they can use their creativity to transform something. 4. Pupils will know how traditional Guatemalan worry dolls are made.	Exploring the World Through Mono Print – Printing  Key Artists Xgaoc'o X'are, Leonardo Di Vinci Core Knowledge 1. Pupils will know details can make a piece of artwork more interesting. 2. Pupils will know objects can be used to make marks. 3. Pupils will know different objects can be used to make different markings. 4. Pupils will know what mono-printing is.	Explore & Draw – Drawing  Key Artists Rosie James, Alice Fox Core Knowledge 1. Pupils will know how some artists explore the world around them to help them find inspiration. 2. Pupils will know artists are often collectors and explorers. 3. Pupils will know objects can be used to create artwork patterns. 4. Pupils will know what continuous line drawing is.

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5. Pupils will know how masking tape can be used to join materials. Hinterland Knowledge • Pupils will know the purpose of Guatemalan worry dolls. • Pupils will know the environment benefits of stick transformation. Skills • Pupils will develop being able to take a familiar object and use their imagination to think about what it can become. • Pupils will develop being able to use their sketchbooks to generate and test ideas. • Pupils will develop being able to use a variety of materials to transform object thinking about form and colour. • Pupils will develop being able to cut materials with simple tools and fasten together. • Pupils will develop being able to critique and evaluate theirs and others final stick transformations. Wonder • I wonder what other objects I could use to transform into something new?	5. Pupils will know soft pencils, oil pastels, crayons and pens can be used to print the markings. 6. Pupils will know the work of artist Xgac'o X'are. Hinterland Knowledge • Pupils will know other uses for mono print opposed to only artwork. • Pupils will know colour, lines and shape can be used to add shape and light. Skills • Pupils will develop being able to make drawings using soft pencil. • Pupils will develop being able to look closely at objects to create drawings of the same scale/size. • Pupils will develop being able to evaluate which marks to use in their drawings. • Pupils will develop being able to share their artwork with the class and discuss it. • Pupils will develop being able to evaluate the work of a mono print artists. • Pupils will develop being able observe carefully. • Pupils will develop being able to compare which object to use for printing.	5. Pupils will know what wax resist techniques are. 6. Pupils will know any objects can be used to create artwork. Hinterland Knowledge • Pupils will know some famous artists that use the nature around them to create artwork. • Pupils will know the nature around them changes with the seasons. • Pupils will know where artwork is displayed. Skills • Pupils will develop being able to explore the local environment and collect items for their artwork. • Pupils will develop being able to explore composition by arranging their items. • Pupils will develop being able to discuss what they collected and why they arranged them. • Pupils will develop being able to describe how the objects feel and look. • Pupils will develop being able to draw using wax resist techniques. • Pupils will develop being able to discuss their final artwork.
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- I wonder if stick transformations have ever been preserved? Experiences & Provocations - Pupils will experience the curriculum by: - Creating their own stick transformation project and having a photograph taken of it. Vocabulary – Tier 3 Subject Specific Stick transformation Re-see Re-invent Reimagine Transform Evaluate Critique Guatemalan worry doll	Wonder - I wonder who what the first mono print artwork looks like? - I wonder what the strangest material used for printing is? Experiences & Provocations - Pupils will experience the curriculum by: - Creating their own piece of artwork using mono-print technique. Vocabulary – Tier 3 Subject Specific Mono-print Markings Observe Evaluate Wax Crayons Printing Scale Size	Wonder - I wonder who first used wax resist techniques for their artwork? - I wonder how the objects are preserved so they don't rot? Experiences & Provocations - Pupils will experience the curriculum by: - Creating their own pieces of artwork from objects they collected and used the wax resist technique on. Vocabulary – Tier 3 Subject Specific Nature Collect Explore Wax Inspiration Environment Composition Wax crayon
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KS2 National Curriculum

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

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- 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.

Year 3 Art & Design Curriculum

Autumn Term 2	Spring Term 2	Summer Term 1
Gestural Drawing with Charcoal – Drawing  Key Artists Heather Hansen, Laura McKendry, Edgar Degas Core Knowledge 1. Pupils will know that when we draw, we can use gestural marks to make work. 2. Pupils will know that when we draw we can use the expressive marks we make to create a sense of drama. 3. Pupils will know that when we draw, we can move around. 4. Pupils will know that when we draw, we can use light to make our subject matter more dramatic. 5. Pupils will know that the qualities of the material we choose (charcoal) can capture the drama or mood of our work. Hinterland Knowledge	Working with Shape and Colour – Collage  Key Artists Henri Matisse, Claude Willberg Core Knowledge 1. Pupils will know that we can be inspired by key artworks. 2. Pupils will know that we can use shape and colour to simplify elements of the world. 3. Pupils will know that we can arrange shapes to create exciting compositions. 4. Pupils will know that we can build up imagery through layering shapes. 5. Pupils will know that we can use collage to inspire prints. Hinterland Knowledge	Telling Stories Through Drawing & Making – Sculpture  Key Artists Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake Core Knowledge 1. Pupils will know that we can take inspiration from other artforms such as film and literature. 2. Pupils will know that we can make work in 3 dimensions in response in inspiration we have. 3. Pupils will know that through making work in another medium we can make the work our own (re-interpreting/re-inventing). 4. Pupils will know that we can explore character, narrative and context through art. Hinterland Knowledge

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- Pupils will know that there are different types of marks that can be made with charcoal. - Pupils will know what Chiaroscuro is and how it can be used. - Pupils will know how to use light and dark in their work to create different moods. Skills - Pupils will develop being able to observe - Pupils will develop being able to draw - Pupils will develop being able to express - Pupils will develop being able to perform - Pupils will develop being able to evaluate Wonder <i>I wonder how artists discovered charcoal...</i> <i>I wonder if charcoal can be used to create bright pieces of work...</i> <i>I wonder if charcoal can be mixed with other art mediums...</i> Experiences & Provocations - Pupils will experience the curriculum by: - Explore the work of artists who use charcoal	- Pupils will know that we can be our own artwork in creative response to work of other artists. - Pupils will know that shapes have both a positive and negative element. - Pupils will know what it means to be 'inspired' by the work of another artist. - Pupils will know and be able to discuss famous work of key artists. Skills - Pupils will develop being able to compare - Pupils will develop being able to evaluate - Pupils will develop being able to contrast - Pupils will develop being able to critique - Pupils will develop being able to identify Wonder <i>I wonder when collage was invented...</i> <i>I wonder how stencils were used before they had pens and pencils like modern day...</i> Experiences & Provocations - Pupils will experience the curriculum by: - Exploring the work of artists - Pupils will be able to experience and choose a range of materials.	- Pupils will know sculptures convey meaning through form, texture, material, construction and colour. - Pupils will know how to make transition from words/film to image/object. - Pupils will know how famous artists have used sculpture to inspire their creativity. Skills - Pupils will develop being able to observe - Pupils will develop being able to identify - Pupils will develop being able to adapt - Pupils will develop being able to evaluate - Pupils will develop being able to inspire Wonder <i>I wonder if sculptures can be abstract...</i> <i>I wonder if sculptures can be outdoors...</i> <i>I wonder what the smallest sculpture ever made is...</i> Experiences & Provocations - Pupils will experience the curriculum by: Vocabulary - Tier 3 Subject Specific
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○ Have the chance to work on big and small scales and in light and dark situations to explore how it changes their work. Vocabulary - Tier 3 Subject Specific Cave art, movement, human body, relationship, charcoal, paper, space, mood, dance, gestural, size, fix, light, dark, shade	Vocabulary - Tier 3 Subject Specific Paper, printmaking, stencil, positive, negative, feeling, composition, collage, 2D, 3D	Re-interpreting, re-inventing, paper, model, construct, book, film, context, form, texture, material, colour, medium, response
KS2 National Curriculum		
Pupils should be taught: • 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.		
Year 4 Art & Design Curriculum		
Autumn Term 1	Spring Term 2	Summer Term 2
Storytelling Through Drawing  Key Artists Laura Carlin, Shaun Tan Core Knowledge 1. Pupils will know that we can tell stories through drawing.	Viking Character - sculpture Core Knowledge 1. Pupils will know that artists take creative risks. 2. Pupils will know that we can feel safe enough to take creative risks in our own	Ancient Patterns (on clothes) - printing  Key Artists Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Core Knowledge 1. Pupils will know that we can use line, shape and colour to create patterns.

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2. Pupils will know that we can sequence drawings to help viewers respond to our story. 3. Pupils will know that we can use line, shape, colour and composition to develop evocative and characterful imagery. Hinterland Knowledge • Pupils will know that we can use text within our drawings to add meaning. • Pupils will understand the job of an illustrator and graphic novelist. • Pupils will know how to create a comic strip. • Pupils will know examples of popular comics, graphic novels and illustrators. Skills • Pupils will develop being able to compare • Pupils will develop being able to evaluate • Pupils will develop being able to sequence • Pupils will develop being able to interpret Wonder • <i>I wonder what the best selling graphic novel is...</i> • <i>I wonder where comics originated from...</i> Experiences & Provocations	work. That we can explore materials and ideas feeling free from criticism. 3. Pupils will know that making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it... it just means we are doing it! Hinterland Knowledge • Pupils will know that artists can learn from the world around then and use this as inspiration to their work. • Pupils will know that we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • Pupils will know that we can express our personality through the art we make. • Pupils will know how to reflect their knowledge and understanding of the Vikings in their art work. Skills • Pupils will develop being able to explore • Pupils will develop being able to reflect • Pupils will develop being able to inspire Wonder • <i>I wonder what materials I will need</i>	2. Pupils will know that we can create repeated patterns to apply to a range of products or outcomes. 3. Hinterland Knowledge • Pupils will know that the act of making art can be mindful. • Pupils will know that we can use folding, cutting, collage and printing to help us create pattern. • Pupils will know that as humans we respond to patterns made by other people. • Pupils will know how and where we use patterns in our life and the impact this has in making our world brighter. Skills • Pupils will develop being able to observe • Pupils will develop being able to describe • Pupils will develop being able to compare • Pupils will develop being able to explain • Pupils will develop being able to critique Wonder • <i>I wonder when patterns were first used...</i>
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- Pupils will experience the curriculum by: - Visiting the school library to discover and share illustrated books and graphic novels on a variety of themes. - Learn about the work of and techniques used by illustrators, either first hand or through online workshops and resources. Vocabulary - Tier 3 Subject Specific Comic, cartoon, illustrator, graphic novelist, inspiration, interpretation, arrange, sequence, composition, visual imagery, narrative, reflect, respond, feedback.	<i>I wonder how to take creative risks</i> <i>I wonder why our personality shows through our creative work</i> Experiences & Provocations - Pupils will experience the curriculum by: - Explore different sculptures - Learn about the different tools and materials first hand. Vocabulary - Tier 3 Subject Specific Sculpt, shape, structure, challenge, construct,	<i>I wonder how patterns are made by machines in a factory...</i> Experiences & Provocations - Pupils will experience the curriculum by: - Linking this learning to other topics such as history and computing where they will explore patterns in these subjects. - Experimentally exploring patterns in a range of mediums, for example on a large scale with chalk outside. Vocabulary - Tier 3 Subject Specific Pattern, playful, line, rhythm, shape, curve, mindful, generate, explore, experiment, tessellated, design, repeating, composition, collage, arrange, print
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KS2 National Curriculum

Pupils should be taught:

- 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.

Year 5 Art & Design Curriculum

Spring 1	Spring Term 2	Summer Term 1
Mixed Media Rainforest scapes – Painting  Key Artists Rousseau Core Knowledge 1. Pupils will know that artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of landscapes 2. Pupils will know that artists often work outside (plein air) so that all their senses can be used to inform the work. 3. Pupils will know that as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. 4. Pupils will know that we can share our artistic discoveries with, and be inspired by each other. 5. Pupils will know that we can use sketchbooks to focus this exploration and we do not always need to create an “end	Sculpture: Mayan Gods  Key Artists Traditional artists and sculptors from the Mayan period Core Knowledge 1. Pupils will know the history and cultural/spiritual significance of the sculptures created during the Mayans 2. Pupils will know that we can make creative choices which both serves ourselves as individuals and the communities we belong to. 3. Pupils will know the media, materials and tools used to create sculptures and how we can replicate these 4. Pupils will know that we can build sculptures and models to test out our ideas and share our vision. <i>Hinterland Knowledge</i> • Pupils will know about the different Mayan Gods	Typography & Maps – Drawing  Key Artists Louise Fili, Grayson Perry, Paula Scher, Chris Kenny Core Knowledge 1. Pupils will know that when designers work with fonts and layout it is called Typography. 2. Pupils will know that we can use the way words look to help us communicate ideas and emotions. 3. Pupils will know that we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 4. Pupils will know how other artists work with typography and have been able to share my thoughts on their work. 5. Pupils will know how to use mark making, cutting and collage skills to create their own visual map, using symbols, drawn elements and typography to express themes which are important to them.

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result” – sometimes the exploratory journey is more than enough. Hinterland Knowledge • Pupils will know how to use things that inspire them in their painting. • Pupils will know how particular artists have used inspirations in their work. Skills • Pupils will develop being able to paint. • Pupils will develop being able to evaluate. • Pupils will develop being able to observe. • Pupils will develop being able to describe. • Pupils will develop being able to improve. identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise Wonder • <i>I wonder how artists have used their inspirations in their art.</i> • <i>I wonder how to use my inspirations in my art.</i> Experiences & Provocations	• Pupils will explore the work from the British Museum Skills • Pupils will develop being able to create • Pupils will develop being able to design. • Pupils will develop being able to evaluate. • Pupils will develop being able to improve. identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise Wonder • <i>I wonder how these Gods were created</i> • <i>I wonder why they looked a certain way</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Looking at the artefacts from the British Museum ○ Comparing different sculptures from different cultures and historical periods.	Hinterland Knowledge • Pupils will know how to lay out a map of the school. • Pupils will know how to use different styles and previous skills to support them with typography and drawing. Skills • Pupils will develop being able to use sketchbooks for referencing, collecting and testing ideas, and reflecting. • Pupils will develop being able to observe. • Pupils will develop being able to evaluate. identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise Wonder • <i>I wonder why maps are important.</i> • <i>I wonder why artists use typography to appeal to the viewer.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Creating their own examples.
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- Pupils will experience the curriculum by: - Linking it to their own experiences and things that they are inspired by. Vocabulary - Tier 3 Subject Specific Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense, watercolour, acrylic.	Vocabulary - Tier 3 Subject Specific Vision, experience, environmental, spiritual, divinity, design, creative, communities, materials, models.	Using sketchbooks to be creative. Vocabulary - Tier 3 Subject Specific observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background
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National Curriculum

Pupils should be taught:

- 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]

WCPS Art & Design Curriculum: EYFS – Year 6

- about great artists, architects and designers in history.

Year 6 Art & Design Curriculum

Autumn Term 1	Spring Term 1	Summer Term 1
Exploring Identity – Painting/Collage  Key Artists Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Core Knowledge 1. Pupils will know how to use a sketchbook to record, generate ideas, test, reflect and record. 2. Pupils will know why artists explore and express their identity through their artwork. 3. Pupils will know how and why materials can be layered and the effect this creates. 4. Pupils will know how to create a physical (using drawing materials, paper, collage), layered portrait which captures aspects of their personality and identity. Hinterland Knowledge • Pupils will know to explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.	City Skyline/Skyscrapers– Sculpture  Key Artists Stephen Wiltshire, Georgia O'Keeffe Core Knowledge 1. Pupils will know that architects have a responsibility to design buildings which help make our world a better place, thinking about the environmental impact of the buildings they design looking at megacities. 2. Pupils will know that artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of skylines and skyscrapers. 3. Pupils will know that as artists we are able to experiment with materials, combining them to see what happens. 4. Pupils will know how to make individual sculptures, added together to make a collaborative piece.	2D Drawing to 3D Making – Parthenon Frieze Horses  Key Artists Lubaina Himid, Claire Harrup, Phidias Core Knowledge 1. Pupils will know that drawing and making have a close relationship. 2. Pupils will know the materials used to sculpt the Parthenon Frieze. 3. Pupils will know that to transform a 2D surface, it can be manipulated to make a 3D object. 4. Pupils will know the historical importance in making the Parthenon Frieze. Hinterland Knowledge • Pupils will know the challenge involved in bringing a 2D drawing to 3D making • Pupils will know how to explore the history and work of Phidias. Skills

Skills • Pupils will develop being able to compare • Pupils will develop being able to evaluate • Pupils will develop being able to contrast • Pupils will develop being able to critique • Pupils will develop being able to identify Wonder • <i>I wonder how materials can be used to create a portrait</i> • <i>I wonder how I could create a portrait of my inner self</i> Experiences & Provocations Pupils will experience the curriculum by: • Exploring the work of artists • Pupils will have the opportunity to think about their identity and what is important to them • Pupils will be able to experience and choose a range of materials. Vocabulary - Tier 3 Subject Specific	Hinterland Knowledge • Pupils will know about megacities and how this can help them to use different materials to create a sculpture. • Pupils will use their prior knowledge of architecture to help create a city skyline Skills • Pupils will develop being able to design. • Pupils will develop being able to build. • Pupils will develop being able to evaluate. • Pupils will develop being able to improve. Wonder • <i>I wonder what different shapes will look like added to my skyline/skyscraper?</i> • <i>I wonder what a megacity is?</i> Experiences & Provocation Pupils will experience the curriculum by: • Experience a range of materials to create an individual sculpture, added together to create a collaborative piece. • Explore megacities. Vocabulary - Tier 3 Subject Specific Megacities, collaboration, sculpture, skyline, skyscrapers, materials, architecture.	• Pupils will develop being able to observe • Pupils will develop being able to identify • Pupils will develop being able to critique • Pupils will develop being able to evaluate Wonder • I wonder how artists choose the materials for their projects? • I wonder what inspires artists with their ideas and creations? Experiences & Provocation Pupils will experience the curriculum by: • Researching and exploring Parthenon Frieze in (Ancient) Greece. • Explore and research the artwork of other sculpture artists • Look at Vocabulary - Tier 3 Subject Specific 2D drawing to 3D making, manipulate, transform, Parthenon Frieze, ancient Greece, sculpt, horses.
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WCPS Art & Design Curriculum: EYFS – Year 6

Identity, Layer, Constructed, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences.		
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