



## The Neroche Art and Design Curriculum at Medium Term Planning Level

Through our carefully designed curriculum, where knowledge is built upon and learning progresses, artists at Neroche are inspired and challenged to express their feelings, ideas and imagination through their own works of art, craft and design. At Neroche, we equip our pupils with the knowledge and skills to experiment, invent, create and think critically in order to develop a rigorous understanding of art and design. Our art curriculum is designed to enable pupils to progressively acquire the skills and techniques in order to become proficient drawers, painters, sculptors and crafters. In order to do this, we acknowledge that art needs context and meaning, therefore, we provide our pupils with the opportunity to learn about great artists, designers and craft makers and the ways in which they have shaped history and culture. Our pupils are given the opportunity to share and celebrate their own work, visit museums and galleries and spend time with local artists and crafters so that their experiences are real and hold meaning.



# EYFS

*At this stage of learning is not necessarily a linear process. Children's interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.*

<b>All about me/starting school</b>	<b>Festivals and Celebrations</b>	<b>Toys</b>	<b>Fantasy and Adventure (Storytelling )</b>	<b>Science and investigation</b>	<b>Places</b>
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**Physical development – Fine motor**  
**Expressive arts and design – Creating with materials**

<b>2 year old curriculum</b>	<ul style="list-style-type: none"> <li>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>Holds mark-making tools with thumb and all fingers</li> <li>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> </ul>				
<b>3 and 4 year old curriculum</b>	<ul style="list-style-type: none"> <li>Use `scissors to make snips of paper.</li> <li>Begin to explore using one handed tools and equipment with scaffolding from an adult/ hand over hand help. eg: scissors, scoops, pipits, hammers.</li> <li>Begin to show a preference for a dominant hand.</li> <li>Use finger and thumb to pick up small objects.</li> <li>Point to illustrations and objects using index finger.</li> <li>Use pieces of chalk, pastels, paintbrush to make marks holding between finger and thumb.</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors to cut materials eg: plants, tissue paper, straws.</li> <li>Use one handed tools and equipment safely.</li> <li>Show a preference for a dominant hand.</li> <li>Develop tripod grip to draw a picture and begin to form some letters, e.g. letters in their name, early set 1 sound.</li> <li>Use tweezers to pick up small objects.</li> <li>Use different sized painting tools to make strokes, lines and circular marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors to cut a straight line then curved lines</li> <li>Select the right resource to carry out their plan. Eg; spade for digging a hole, scissors for cutting string.</li> <li>Use one handed tool's skilfully using their dominant hand.</li> <li>Use a comfortable tripod grip with good control to draw pictures and form some recognisable letters.</li> <li>Use a range of painting tools to paint a picture or make purposeful marks.</li> </ul>		
<b>Reception curriculum</b>	<ul style="list-style-type: none"> <li>Develop a tripod grip to draw pictures and write their name, moving on to copying letters</li> <li>Hold and use a paintbrush to create a picture</li> <li>Use scissors to cut a straight line then curved lines</li> <li>To be able to do zips and buttons and to correctly dress and undress for PE</li> </ul>	<ul style="list-style-type: none"> <li>Use a tripod grip for writing and drawing</li> <li>Use a paintbrush to create strokes and detail in a picture</li> <li>Use scissors to cut zig zags and shapes</li> <li>Use a range of tools safely and with control, e.g. hole-punch and tape dispenser.</li> <li>Be able to use smaller construction materials and malleable materials, e.g. Lego, Meccano and other types of connect</li> </ul>	<ul style="list-style-type: none"> <li>Using their increasing knowledge, create models using materials, blocks and tools to create different types of structures in order to express their ideas</li> <li>Create and make up songs and dances when playing in a group, performing what they create to others.</li> <li>Identify skills/concepts they found challenging and how they tried to overcome these</li> </ul>		

	<ul style="list-style-type: none"> <li>• To manipulate materials to thread and weave objects</li> <li>• Be able to use large construction materials, e.g. wooden blocks and junk model materials.</li> <li>• Say whether they enjoyed/disliked working with different tools and media</li> <li>• Hold a paintbrush correctly</li> <li>• Explore paint with different consistencies, e.g. watercolour, with additives such as sand and soap (e.g. soap flakes)</li> <li>• Explore different artistic effects, e.g. painting, sculpting, and crafting, to express their ideas and feelings.</li> <li>• Use a mark making implement to create their own artwork, exploring different surfaces and textures.</li> <li>• Explore colour in painting and drawing, accurately naming the colours</li> <li>• Make simple pictures by printing with objects, fingers, hands.</li> </ul> <p>Use stencils to create pictures</p> <ul style="list-style-type: none"> <li>• Exploring construction materials independently and with adult support.</li> </ul> <p>Learn to work safely with a range of tools (e.g. hole-punch)</p> <ul style="list-style-type: none"> <li>• Enjoy playing with a range of fabrics and textiles</li> <li>• Decorate a piece of fabric</li> <li>• Work from imagination</li> </ul>	<p>construction kits, clay and junk model materials.</p> <ul style="list-style-type: none"> <li>• Experiment and build models using smaller blocks, to build a stable structure to express their ideas</li> <li>• Say what they have done when working on their own artwork and constructions</li> <li>• Learn to use a paintbrush to create different brush strokes</li> <li>• Look at artists work, making links to their own experiences</li> <li>• Comparing indirectly: children can then move on to using one thing to compare with two others, if, for example, asked to put things in order of height, weight or capacity.</li> <li>• Paint by mixing colours together, identifying hot and cold colours</li> <li>• Explore relief printing in sand, clay and playdough</li> <li>• Plan with an adult to use materials to then construct with more independence</li> <li>• Arrange and glue materials to different background (e.g. fabric to wooden spoons to make characters)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to carve with clay and join pieces together to express their ideas and feelings.</li> <li>• Use a range of brush strokes and choose when to use them appropriately.</li> <li>• Look at artists work and express opinions, making links to their own experiences. Begin to understand that there are no right or wrong answers.</li> <li>• Use their knowledge of different artist's work to inspire their own creations</li> <li>• Work in groups to make something, in order to allow for creative collaboration, sharing ideas, resources and skills.</li> <li>• Paint by mixing colours, knowing primary and secondary colours (introducing a colour wheel)</li> <li>• Make rubbings from different textured surfaces</li> <li>• Make choices about the materials they use when constructing and creating artwork</li> <li>• Experience simple weaving, e.g. paper, twigs, thread</li> </ul>
<p><b>Reception ELG</b></p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p> <p>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</p>		

	<b>Year 1</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
Unit of Learning	<b>Abstract Art</b>	<b>Nature and Poppy Sculptures</b>	<b>Fabricate</b> Paper weaving and Batik
Overall purpose/intent(s) of the unit	To create an abstract piece of artwork in the style of Paul Klee	To create a poppy sculpture using clay.	To learn about how craft makers create designs on different materials to produce artwork. To design and create their own crafts using different materials, developing their use of texture, shape and form.
National curriculum coverage	<i>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.</i>	<i>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</i>	<i>To use a range of materials creatively to design and make products 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.</i>
Step/s towards achieving the unit Intent.	To understand the role of an artist, to name Wassily Kandinsky as a famous artist To name Paul Klee as a famous artist, to create colour tints using paint	To explore Andy Goldsworthys nature sculptures and use loose parts to create our own	To create a paper loom with support
Step/s towards achieving the unit Intent.	To explore Kandinsky's use of colour	to create temporary circular wreaths for poppies to be placed on	To use paper to create a weaving.
Step/s towards achieving the unit Intent.	To explore and experiment with pattern and shapes	to learn techniques for working with clay	To choose their own materials and use them creatively to decorate a product.
Step/s towards achieving the unit Intent.	To name Romero Britto as a famous artist, to respond to famous artwork through discussion and drawing	to create a poppy sculpture using learnt techniques	To use wax to transfer a simple design onto fabric.
Step/s towards achieving the unit Intent.	To explore shape, pattern and colour to create a bright eye-popping piece of art	To do a classroom walk and evaluate one another's sculptures	To use a paintbrush to apply dye to change the colour of the fabric.
Outcome of the learning opportunity	<b><i>I can create an art gallery at the end of the school day.</i></b>	<b><i>I can create an art gallery at the end of the school day.</i></b>	<b><i>I can create a Batik style of clothing.</i></b>
Suggestions for extracurricular opportunities in or out.	<i>Go on a virtual art gallery tour</i>	Visit local war memorial	<i>Get a local weaving expert in to work with children</i>

	<b>Year 2</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
Unit of Learning	<b>Animal drawings/portraits</b>	<b>What a load of rubbish! Recycled art</b>	<b>Impressionism: Monet/Renoir</b>
Overall purpose/intent(s) of the unit	To use <b>drawing</b> , painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape</b> , form and space	To explore the use of a wide range of materials that can be recycled into artwork. To learn first-hand from a sculptor about techniques for creating artwork out of recycled materials. To develop their use of shape, pattern, form and space.	To learn about famous impressionists Monet/Renoir and how their artwork influenced other artists in the past and artist to this day. To experiment and develop techniques using texture, colour and shape to create paintings with an impressionist style.
National Curriculum coverage	<i>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</i>	<i>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.</i>	<i>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.</i>
Step/s towards achieving the unit Intent.	To create artwork to represent British wildlife	To compare and group and sort together a variety of everyday materials ( items from recycle boxes and a bag of product brought in by teacher)	To use colour and texture to paint a landscape and / or cityscape.
Step/s towards achieving the unit Intent.	To improve my drawing and sketching technique	To start the process of making their own paper using recycling.	To describe the work of at least one artist.
Step/s towards achieving the unit Intent.	To explore and create patterns	To use resources to investigate about recycling. To use materials to change an object	To explore different landscape images.
Step/s towards achieving the unit Intent.	To create animal art in the style of Aboriginal dot art	To understand the process of recyclable materials	To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Monet.
Step/s towards achieving the unit Intent.	To explore the use of animals as symbolism in Native American Art To use paint and contrasting colours to create animal artwork	To come up with ideas on how to reuse materials to make something new i.e. a recyclable boat To evaluate the effectiveness of what they have made i.e. does it float	To use oil pastels to create a landscape picture in the style of Monet.
Outcome of the learning opportunity	<b>I can create an animal drawing for an art gallery in the school hall for the school community to view.</b>	<b>I can work with a local artist to create a piece of artwork made from recycled materials for our school grounds.</b>	<b>I can create a piece of artwork in the style of Monet/Renoir to be shared with family members.</b>
Suggestions for extracurricular opportunities in or out.	<b><i>Go on a virtual safari</i></b>	<b><i>Get in a local artist to show their art technique</i></b>	<b><i>Go on a virtual art gallery tour Walk to local pond and sketch</i></b>

	Year 3		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	<b><i>Animal sketching</i></b>	<b><i>Plant printing and sculpture</i></b>	<b><i>Vincent Van Gogh</i></b>
Overall purpose/intent(s) of the unit	To build upon the animal drawing created in Year 2, experimenting with showing line, tone and texture with different hardness of pencils. To begin to use shading to show light and shadow effects.	To begin to print with more than one colour to layer prints created from replicating patterns from observations. To make their own printing blocks. To create repeated patterns.	To learn about how Vincent Van Gogh's artwork influenced art and design movements. To paint in the style of Van Gogh. To use similar brush techniques to create shapes, textures, patterns and lines. To create different textures and effects with paint in the style of Van Gogh.
National Curriculum coverage	<i>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]</i>	<i>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]</i>	<i>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.</i>
Step/s towards achieving the unit Intent.	I can create artwork to represent British wildlife	To choose an animal and cold sketch it	To explore Vincent Van Gogh most famous paintings i.e. sunflower, starry night
Step/s towards achieving the unit Intent.	I can improve my drawing and sketching technique	To use step by step techniques to draw your animals head (forward facing)	To be able to use fine paintbrushes and paint in the style of Vincent Van Gogh
Step/s towards achieving the unit Intent.	I can explore and create patterns	To use step by step techniques to draw your animals head (side)	To find out interesting facts about Vincent Van Goghs life
Step/s towards achieving the unit Intent.	I can create animal art in the style of Aboriginal dot art	To create own printing blocks. To draw your whole animal printing with one colour and begin layering process.	To be able to use acrylic paint to create their own picture.
Step/s towards achieving the unit Intent.	I can explore the use of animals as symbolism in Native American Art	To add more layers using printing blocks to our animal picture.	
Outcome of the learning opportunity	<b>I can use paint and contrasting colours to create animal artwork</b>	<b>I can share the process of printing with another year in the school through a printing workshop – show casing the skills they have gained through the course of the unit of learning.</b>	<b>I can create an art gallery to share their work in the school hall.</b>
Suggestions for extracurricular opportunities in or out.	<b><i>Go on a virtual safari Visit a small animal farm/ zoo and take close up images of animals</i></b>	<b><i>Visit from a local artist</i></b>	<b><i>Have an actor come into school pretending to be Vincent Van Gogh Use real sunflowers to paint from</i></b>

# Year 4

	Year 4		
	Learning Opportunity 1	Learning Opportunity 1	Learning Opportunity 1
Unit of Learning	<b><i>Seurat and Pointillism</i></b>	<b><i>Recycled Art</i></b>	<b><i>William Morris</i></b>
Overall purpose/intent(s) of the unit	To explore the use of small strokes with a paintbrush to create small marks/dots of colour in the style of Seurat – creating different shapes, patterns and lines using this technique. To mix colours effectively using accurate language.	To build upon the recycled artwork completed in Year 2 by experimenting with joining and construction and beginning to understand more about decorating sculptures and adding expression through texture. To learn to cut, make and combine shapes to create recognisable forms and to add materials to the sculpture to create detail.	To progress from the plant printing in Year 3 to combining several layers of colour together in one print piece. Creating print pieces in the style of William Morris. To create repeated patterns <b>with precision</b> .
National Curriculum coverage	<i>About great artists, architects and designers in history.</i>	<i>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]</i>	<i>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.</i>
Step/s towards achieving the unit Intent.	To find out who Georges Seurat was and explore his style of art.	To explore different recycled materials and what they are made from i.e. plastic, cardboard, paper	To develop skills in mono printing through experimentation
Step/s towards achieving the unit Intent.	To explore how to create art in the style of pointillism.	To explore decoration that can be used to create texture of their sculpture	To create a block print to portray a social or political issue
Step/s towards achieving the unit Intent.	To explore how Seurat used colours in his artwork	To research recyclable artwork and sculptures	To develop a lino print based on nature and the work of William Morris
Step/s towards achieving the unit Intent.	To explore Seurat's paintings and how he created effects and shading.	To design their recyclable artwork through drawing	To create a successful screen print inspired by pop art and consumable products.
Step/s towards achieving the unit Intent.	To be able to create a piece of pointillism artwork.	To evaluate their artwork with a partner/group	To select appropriate materials to create a textured surface to create a collagraph plate.
Outcome of the learning opportunity	<b>I can create a piece of artwork in the style of Seurat using pointillism techniques</b>	<b>I can create an individual piece of recycled artwork.</b>	<b>I can create a repeated pattern print to display.</b>
Suggestions for extracurricular opportunities in or out.	<b><i>Create a large pointillism art piece on the playground with chalk</i></b>	<b><i>Visit to Carymoor Visit to a recycling centre</i></b>	<b><i>Create repeating patterns from natural resources</i></b>

# Year 5

	Year 5		
	Learning Opportunity 1	Learning Opportunity 1	Learning Opportunity 1
Unit of Learning	<b><i>Flanders Fields</i></b>	<b><i>Japanese Art – Kensuke’s Kingdom</i></b>	<b><i>Cityscapes</i></b>
Overall purpose/intent(s) of the unit	To explore and discuss the work of WWI artists, looking into the work of Paul Nash. To understand the power and use of propaganda art in WWI.	To explore the visual elements of different Japanese art styles, e.g. ukiyo-e, origami, calligraphy, folk art and modern art. To know about the importance of light and dark in Japanese artwork.	To explore different styles of art that artists use in order to create cityscapes, e.g. Pop art, photography, ink and watercolour.
National Curriculum coverage	<i>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.</i>	<i>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.</i>	<i>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.</i>
Step/s towards achieving the unit Intent.	To research Paul Nash and his most famous artwork (his style of modernism)	To create a mood board based on drawing/illustrators.	To explore different artists inspired by cityscapes i.e. Stephen Wiltshire
Step/s towards achieving the unit Intent.	Explore war propaganda posters and discuss how these make you feel	To understand the culture of Japan	To explore different materials to create their own cityscape art i.e. black pen, pencil
Step/s towards achieving the unit Intent.	To know the poem ‘In Flanders Fields’	To understand different drawing skills.	To sketch their first cityscape picture in pencil
Step/s towards achieving the unit Intent.	Create a mood board of different art techniques to use for the final artistic piece	To be able to describe anime.	To review the first cityscape picture and then go over in black pen
Step/s towards achieving the unit Intent.	Create artistic piece inspired by the poem ‘In Flanders fields’	To understand how to draw a face in an anime face. To design/plan an anime and a comic strip.	
Outcome of the learning opportunity	<b>I can create an artwork inspired by the poem ‘In Flanders Fields’.</b>	<b>I can create my own artwork in a Japanese art style of their choosing.</b>	<b>I can create my own cityscape artwork using a media of their choice.</b>
Suggestions for extracurricular opportunities in or out.	<b><i>Visit from a local poet</i></b>	<b><i>Create a large blossom tree on the playground with chalk</i></b>	<b><i>Visit Exeter or Bristol for the day</i></b>

# Year 6

	Year 6		
	Learning Opportunity 1	Learning Opportunity 1	Learning Opportunity 1
Unit of Learning	<b><i>A sense of place</i></b>	<b><i>Express Yourself</i></b>	<b><i>Art Illusions</i></b>
Overall purpose/intent(s) of the unit	To learn about landscape artists, exploring their different styles and how they use perspective. To investigate ways of recreating images accurately to then create their own landscape artwork.	To explore different art techniques from design to drawing to sculpture in order for artists to express themselves (personalities and opinions).	To explore how artists create perspective in their work in order to create realistic interiors and illusions.
National Curriculum coverage	<p><i>To create sketch books to record their observations and use them to review and revisit ideas.</i></p> <p><i>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]</i></p> <p><i>About great artists, architects and designers in history.</i></p>	<p><i>To create sketch books to record their observations and use them to review and revisit ideas.</i></p> <p><i>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]</i></p> <p><i>About great artists, architects and designers in history.</i></p>	<p><i>To create sketch books to record their observations and use them to review and revisit ideas.</i></p> <p><i>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]</i></p> <p><i>About great artists, architects and designers in history.</i></p>
Step/s towards achieving the unit Intent.	To collect visual and other information to help them develop their ideas about the environment	<p>To collect visual and other information to help them develop their ideas about the environment</p> <p>To explore ideas for different purposes</p> <p>To select and record from first-hand observation of the environment.</p>	To explore how artists create different illusions in art i.e. optical illusions, tessellations
Step/s towards achieving the unit Intent.	To compare ideas, methods and approaches. To find out about materials and processes and how these can be matched to ideas and intentions	<p>To compare ideas, methods and approaches in others' work</p> <p>To know about materials and processes and how these can be matched to ideas and intentions</p>	
Step/s towards achieving the unit Intent.	To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting	<p>To reflect on their work in progress and adapt it according to their own ideas</p> <p>To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting.</p>	To create my own optical illusion art.
Step/s towards achieving the unit Intent.	To reflect on their work in progress and adapt it according to their own ideas	<p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>To describe how they might develop their work further</p>	

Step/s towards achieving the unit Intent.	To reflect on their work in progress and adapt it according to their own ideas To describe how they might develop their work further		
Outcome of the learning opportunity	<b>I can create a piece of landscape art based around the techniques of well-known landscape artists that they have studied.</b>	<b>I can create a piece of artwork in their chosen medium to showcase who they are.</b>	<b>To create my own optical illusion art piece.</b>
Suggestions for extracurricular opportunities in or out.	Go to an area of Somerset with landscape potential to inspire/set as home learning	Drama class to interpret who they are	<b><i>Art gallery</i></b>