

<u>Cycle 1</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Acorn	I'm a Superhero Dinky people & giants Once upon a time N	Winter Wonderland N Dangerous dinosaurs N	Big Wide World Sunshine and sunflowers N
Willow	Me and My Community Will you read me a story? Once upon a time R	Winter Wonderland R Are carrots orange?	Are we there yet? Who lives in the rock pool? Sunshine and sunflowers R
Birch	Mix It 1/2 Funny Faces and Fabulous Features 1/2	Rain and Sunrays 1/2	Street View 1/2
Chestnut	Mix It 2/3 Funny Faces and Fabulous Features 2/3	Rain and Sunrays 2/3	Street View 2/3
Elm	Contrast and Compliment 4/5	Vista 4/5 Mosaics 4/5	Clay Creatures 4/5
Oak	Contrast and Complement 5/6	Vista 5/6 Mosaics 5/6	Clay creatures 5/6
<u>Cycle 2</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Acorn	Big wide world N Puppets and pop ups N	Let's explore N	Ready, steady grow N
Willow	Big wide world R Puppets and pop ups R	Let's explore R	Ready, steady grow R
Birch	Mix It 1/2	Still life 1/2	Portraits and poses 1/2
Chestnut	Mix It 2/3	Still life 2/3	Portraits and poses 2/3
Elm	Peter Thorpe 4/5 Phases of the Moon Portraits	Light line and shadows 4/5 Art with nature Hieroglyphics	Tints, tones and shades 4/5 Expression
Oak	Peter Thorpe 5/6 Phases of the Moon Portraits	Light line and shadows 5/6 Art with nature Hieroglyphics	Tints, tones and shades 5/6 Expression
<u>Cycle 3</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Acorn	Long Ago N Me and my community	Puddles and rainbows N Signs of spring	Why do ladybirds have spots? N
Willow	Long Ago R Me and my community	Puddles and rainbows R Signs of spring	Why do ladybirds have spots? N
Birch	Contrast and Compliment 1/2	Prehistoric Pots 1/2 Ammonite	People and Places 1/2 Beautiful Botanics Mosaic Masters
Chestnut	Contrast and Compliment 2/3	Prehistoric Pots 2/3 Ammonite	People and Places 2/3 Beautiful Botanics Mosaic Masters
Elm	Trailblazers, barrier breakers Tints, Tones and shades 4/5	Inuit 4/5 Environmental artists Bees, Beetles and butterflies	Distortion and Abstraction Gallery Rebels 4/5
Oak	Trailblazers, barrier breakers Tints, Tones and shades 5/6	Inuit 5/6 Environmental artists Bees, Beetles and butterflies	Distortion and Abstraction Gallery Rebels 5/6

Why is our Art curriculum organised in this way?

As we have split year groups we carefully plan to ensure we cover all national curriculum objectives, knowledge and skills in every year group.

In Art, we ensure we develop our key curriculum areas every year:

- Drawing the human form
- Natural Art
- Landscapes
- Significant people, artwork and movements

- Children’s own creations
- Generation of ideas
- Evaluations
- Compare and contrast

- Working with:
 - malleable materials,
 - paper,
 - fabric,
 - paint,
 - printing
 - pencil, ink, charcoal and pen

Each topic is taught ensuring that the skills and knowledge needed in each year group is developed. For example in our year 1/2 class, children in year 1 will focus on year 1 knowledge and skills, whilst children in year 2 work on year 2 skills and knowledge.

Art projects are placed alongside other subject projects where there are opportunities for making meaningful connections.

We also consider the seasons and whether work will be enhanced by being or observing nature outdoors.

Our intent

We develop, ‘Be ready, Be respectful and Be safe’ through our Art curriculum.

We ensure children:

Have opportunities to...	Demonstrate...	Learn to ...
<ul style="list-style-type: none"> - Be Ambitious - Be Independent - Be Resilient 	<ul style="list-style-type: none"> - Respectful behaviours - Respect rights - Respect the environment 	<ul style="list-style-type: none"> - Keep themselves safe - Be safe in the school and community - Be safe online