



# Art at Sherwood





## Intent

At Djanogly Sherwood Academy, our intent, when teaching art, is to engage and inspire children as well as equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, and design. Understanding of the visual elements of art (line, tone, texture, colour, pattern, shape, 3D form) as well as learning about the work of famous and influential artists and designers will be developed.



## Implementation

Children are taught art as part of their half-termly or termly curriculum theme and focus on knowledge and skills based on the National Curriculum. In EYFS teachers plan art lessons based on the children's interests whilst KS1 and KS2 teachers begin with a theme taken from the long-term plan and progression of key skills map. This approach ensures that children are accessing a wide range of art and design experiences and that progression is clear throughout their time at Djanogly Sherwood. Children focus on drawing, painting and sculpting skills as well as analyse and discuss artwork from local to more well-known artists.



## Impact

At Djanogly Sherwood Academy, our Art curriculum is designed to engage, inspire, and equip children with the skills and knowledge to create their own artwork, while exploring key visual elements such as line, tone, texture, colour, pattern, shape, and 3D form. Through studying the work of famous and influential artists, pupils gain a broader understanding of art, craft, and design.

We assess pupil progress through a combination of practical projects, discussions, and reflections on their own and others' artwork. The impact of our Art curriculum is evident in pupils' growing ability to experiment, invent, and express their creativity. They gain confidence in their drawing, painting, and sculpting skills and develop a deeper appreciation of the diversity and history of art. Pupils are also encouraged to analyse and discuss artwork, helping them build critical thinking and communication skills.

By the end of their time at Djanogly Sherwood, pupils will have developed a broad range of artistic skills, the confidence to experiment with different mediums, and a strong understanding of the artistic process. They will be able to approach art with curiosity, creativity, and an awareness of the cultural significance of both historical and contemporary art.

We measure the impact of our curriculum through the use of curriculum assessment quizzes, which monitor retention of key knowledge, and through pupil voice, where children articulate their understanding and enthusiasm for history. Book monitoring enables us to evaluate the progression of skills and knowledge across year groups, ensuring high-quality outcomes.



# School Vision

**At Djanogly Sherwood Academy, we are an ambitious place that creates **world-changers**. We cultivate a **lifelong love of learning**, helping children discover their **unique voices**, empowering them to approach their future with the confidence to **dream big**. We are a place where everyone **belongs**; that prepares children to **succeed**.**



**At Djanogly Sherwood Academy, Art plays a vital role in helping children discover and express their unique voices. Through drawing, painting, sculpting, and exploring the work of diverse artists, children are empowered to think creatively and dream big. Our Art curriculum nurtures ambition by encouraging experimentation and originality, while celebrating every child's perspective and ideas. By developing their artistic skills and confidence, children learn to see the world differently and are inspired to become thoughtful, expressive world-changers. In Art, everyone belongs, every voice matters, and every idea has the power to make an impact.**



# National Curriculum

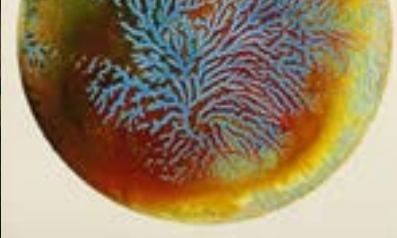
**Our Art and Design curriculum is fully aligned with the expectations of the National Curriculum for England. It ensures that children:**

- **Use a wide range of materials creatively to design and make their own work**
- **Explore and develop proficiency in drawing, painting, sculpture, collage, and mixed media**
- **Learn and apply key concepts such as colour, line, shape, space, form, pattern, and texture**
- **Use sketchbooks to record, reflect on, and refine their ideas across time**
- **Learn about a diverse range of significant artists, designers, and movements from different cultures and periods, including contemporary voices**
- **Develop technical vocabulary and the ability to analyse, evaluate, and explain creative work – both their own and that of others**
- **Build a sense of confidence, originality, and identity through art, in line with our school vision of empowering children as world-changers**

**The curriculum has been carefully sequenced from EYFS to UKS2, providing clear progression in skills, techniques, and understanding, readying children for the challenges and opportunities of Key Stage 3.**



# Art Subject Map

|             | Adventurers<br>A                                                                                                                                                   | Adventurers<br>B                                                                                                                                                 | Pioneers A                                                                                                                                                      | Pioneers B                                                                                                                                                       | Trailblazers<br>A                                                                                                                                                      | Trailblazers<br>B                                                                                                                                              |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn Term | <b>Thread - Drawing</b><br>(portraits)<br>Artist - David Hockney<br>             | <b>Thread - Drawing</b><br>(cityscapes)<br>Artist- Stephen Wiltshire<br>      | <b>Thread - Drawing</b><br>(portraits)<br>Artists- Pablo Picasso<br>        | <b>Thread - Painting</b><br>(Storytelling)<br>Artist- Stone Age People<br>   | <b>Thread - Mixed Media</b><br>(Wire sculpture)<br>Artist - Alberto Giacometti<br> | <b>Thread - Mixed Media</b><br>(Collage)<br>Artists-Saxon jewellery<br>    |
| Spring Term | <b>Thread - Mixed Media</b><br>(transient art)<br>Artist - Andy Goldsworthy<br> | <b>Thread - Painting</b><br>(proportion)<br>Artist - Giuseppe Arcimboldo<br> | <b>Thread - Painting</b><br>(Comparison)<br>Artists (Turner vs Warhol)<br> | <b>Thread - Mixed Media</b><br>(sculpture)<br>Artist - Emily Counts<br>     | <b>Thread - Paint</b><br>(Pointillism)<br>Artists- Georges Seurat<br>             | <b>Thread - Painting</b><br>(Experimental Art)<br>Artist: John Sabraw<br> |
| Summer Term | <b>Thread - Painting</b><br>(Use of colour)<br>Artist - Alfred Wallis<br>       | <b>Thread - Mixed Media</b><br>(clay)<br>Artist - Jenny Kendler<br>          | <b>Thread - Mixed Media</b><br>(combining)<br>Artists- Kara Walker<br>     | <b>Thread - Drawing</b><br>(Detail - texture)<br>Artist - Ernst Haeckel<br> | <b>Thread - Drawing</b><br>(Comic style portrait)<br>Artist- Shamsia Hassani<br>  | <b>Thread - Drawing</b><br>(Photomosaic)<br>Artist: Roman Halter<br>      |



# Art Journey

## Far transfer



- I can draw recognisable objects using lines and shapes, such as people with heads, arms and legs, and everyday items.
- I can use different tools and painting techniques to represent my ideas, like colour washing or stamping.
- I can hold and use drawing and painting tools with control, including using a paintbrush and pencil grip correctly.
- I can explain what I have made and why I chose certain materials, tools, or colours.
- I can safely use and explore a variety of materials, tools and techniques when making art.



- A portrait is a drawing of a person, and a self-portrait is a drawing of yourself.
- Primary colours are red, blue and yellow. Secondary colours (purple, green and orange) are made by mixing two primary colours.
- Adding white to a colour makes a tint. Adding black makes a shade.
- Different pencils can make lighter or darker lines depending on how they are used.
- Charcoal, pencils and pastels can be used to show texture, tone and pattern in drawings.
- Dots and lines can be used in drawings to show pattern and texture.
- Sculpture is a 3D artwork that you can look at from different sides.
- Clay can be rolled, cut, carved and joined to create 3D shapes.
- David Hockney, Stephen Wiltshire and Giuseppe Arcimboldo are artists who used different styles and materials.
- Artists use sketchbooks to practise and develop ideas over time.



- I know that Pablo Picasso created Cubism, a style of art that uses shapes and shows different views at the same time.
- I know that hatching, cross-hatching, and shading are used to show light, shadow, tone, and texture.
- I know that tertiary colours are made by mixing a primary and a secondary colour, and I can create tints, shades, and tones using white, black, and grey.
- I can use sketching and annotation to plan my artwork, including thinking about composition and the effect I want to create.
- I can accurately cut and join materials, such as paper for collage or clay for sculpture, using techniques like slip and score.
- I know that artists like J.M.W. Turner and Andy Warhol had distinctive styles, and I can identify features of Impressionism and Realism.
- I know how to use a range of materials and techniques—such as colour washes, rubbings, and collage—to create texture, shape, and detail in my artwork.



- I can use proportion, measuring techniques, and one-point perspective to draw figures and portraits accurately.
- I can organise line, tone, shape, and colour to create realistic or expressive artworks, and use techniques like reflection and shading to show light, mood, and texture.
- I know that Georges Seurat developed pointillism and I can use this technique to create tone and colour blends by placing dots close together.
- I can mix and apply tertiary colours and use colour theory to create mood, tone, and shade without relying only on black or white.
- I can sketch lightly and plan my work before painting, including creating colour palettes inspired by nature.
- I can explain how artists such as Roman Halter and John Sabraw have used their personal experiences or environmental themes to influence their work.
- I can choose and combine different media, such as acrylics, wire, and clay, to create original pieces that show a range of influences and styles.
- I can use techniques like scoring, slip, embossing, and coiling to shape and decorate 3D sculpture and clay forms securely.
- I can critically evaluate and analyse my own artwork and the work of others, using technical vocabulary to explain how it makes me feel and how artists have influenced the work.



Curriculum  
to Inspire



# Art Threads

At Djanogly Sherwood Academy, our Art curriculum is structured into distinct threads that map progression across year groups. These threads ensure a clear and coherent journey through key artistic concepts and disciplines, enabling children to build their knowledge of techniques, materials, and artists over time. This approach helps children make meaningful connections between their own work and that of others, and develop a deep appreciation for creativity, expression, and visual communication.



**Drawing**



**Painting**



**Mixed Media / Sculpture**



**Sketch book**



# Long Term Curriculum Plan – DSH 2025-28

**Drivers**



Geography



History

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

KS1 A



Dinosaur World

KS1 B



Exploring London

LKS2 A



Goose Fair

LKS2 B



Stone to Bronze

UKS2 A



Blitz Street

UKS2 B



Biomes of Africa



Dinosaur World



Exploring London



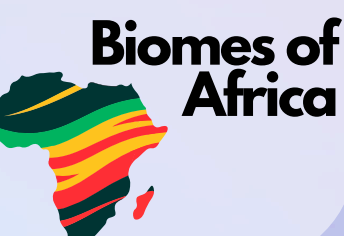
Tomb Raiders



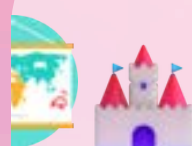
Stone to Bronze



Blitz Street



Biomes of Africa



Castle Kingdom



Exploring Nottingham



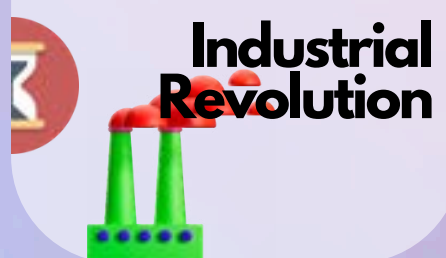
The Spice of India



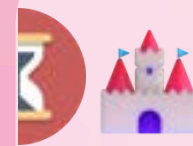
The Power of Community



Frozen Planet



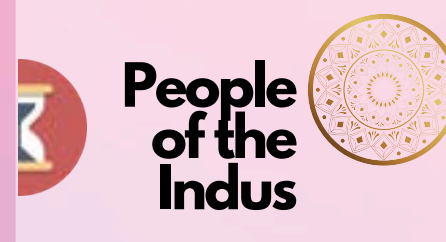
Industrial Revolution



Castle Kingdom



Exploring Nottingham



People of the Indus



Plastic Peril



Frozen Planet



Saxon Stories



Pirate Perils



World Changers



Exploring Ancient Greece



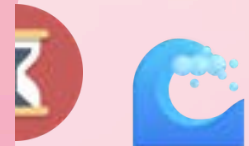
Ancient Rome



The Golden Age of Islam



Viking Sagas



Pirate Perils



World Changers



Roaming in the Rainforest



Rising Fire



The Golden Age of Islam



The Big Apple



# Drawing

## Substantive Knowledge Disciplinary Knowledge

| Explorers<br>EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <ul style="list-style-type: none"><li>• Autumn 1&amp;2: Understands that they can use lines to enclose a space and begins to use these shapes to represent objects.</li><li>• Drawings show what the child perceives as most important about the subject.</li><li>• Gives meaning to marks they make.</li><li>• Marks recognisably represent an object (people with head, arms, and legs).</li><li>• Drawings include squares, rectangles and circles.</li><li>• Spring 1&amp;2: The pre-schematic stage of drawing develops so that pictures tell a story.</li><li>• Combines shapes to create another (a rectangle and a circle to form a hat).</li><li>• Representation become more mature with details emerging.</li><li>• Drawings begin to show some understanding of basic observation.</li><li>• Summer 1 &amp; 2 (ELG): Draws a variety of objects with increased detail and shapes, some based on detailed observations.</li><li>• Selects own painting techniques, resources and tools to create representations.</li><li>• Explains the process they went through when making and the choices they made.</li><li>• Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</li></ul> | <ul style="list-style-type: none"><li>• A portrait is a drawing of a person.</li><li>• A self-portrait is a drawing of oneself.</li><li>• David Hockney is a British artist who uses bright colours and different drawing tools.</li><li>• Different pencils can make light or dark lines.</li><li>• Learn pencil types, their properties and explore using them</li><li>• Develop control of pencil for detail in their drawing</li><li>• Use a pencil to create lines of different thickness in drawings</li><li>• Add details to pictures and begin to use the side of a pencil for add shading and detail</li><li>• Show different tones by using coloured pencils</li><li>• Draw a face with basic features and some proportion</li><li>• I can explore pressure and grip</li><li>• I can explain how marks can be used to create an impression of texture.</li><li>• Talk about what I like and don't like about my work and famous artists.</li><li>• Draw from observation.</li><li>• Develop their ability to shade and colour neatly and evenly.</li></ul> | <ul style="list-style-type: none"><li>• I know that Stephen Wiltshire is a British artist who draws detailed cityscapes from memory.</li><li>• I know that we can use different types of pencils to make lighter or darker lines.</li><li>• I know that we can use pencils, charcoal and pastels to create drawings.</li><li>• I know that we can use dots and lines to show pattern and texture.</li><li>• Learn pencil types, their properties and explore using them</li><li>• Develop control of pencil for detail in their drawing</li><li>• Use a pencil to create lines of different thickness in drawings</li><li>• Add details to pictures and begin to use the side of a pencil for add shading and detail</li><li>• Use a range of drawing materials charcoal, pencil and pastel to create drawings</li><li>• Show pattern and texture using dots and lines</li><li>• I can use a view finder to focus on details of an object before drawing it.</li><li>• Talk about what I like and don't like about my work and famous artists.</li><li>• Draw basic lines and shapes with increasing confidence to create more complex forms.</li><li>• Draw from observation and imagination.</li><li>• Develop their ability to shade and colour neatly and evenly.</li></ul> | <ul style="list-style-type: none"><li>• Pablo Picasso was a Spanish artist who helped create a style of art called Cubism.</li><li>• Cubism is a way of drawing and painting that uses shapes and shows different views at the same time.</li><li>• Build on skills on tonal shading in their drawing</li><li>• Sketch lightly without using a rubber</li><li>• Show facial expression in art</li><li>• Show body language in sketches and paintings</li><li>• Use sketches to help produce a final piece of art</li><li>• Use different grades of pencils to show tones and textures through hatching and cross hatching</li><li>• Use shading to show light and shadow</li><li>• To begin to evaluate and analyse works</li></ul> | <ul style="list-style-type: none"><li>• Ernst Haeckel created detailed drawings of animals to show their shape, pattern, and structure.</li><li>• Drawing can be used to show movement, texture, and detail.</li><li>• Artists use line, tone, and shading to make a drawing look 3D or lifelike.</li><li>• Begin to make individual choices in their choice in their drawing media.</li><li>• To combine different media including – fine liners and pencil crayons. media to create the desired effect</li><li>• Sketch lightly without using a rubber</li><li>• Use line, tone, shape and colour to represent figures and forms in movement</li><li>• Annotate sketches to explain and elaborate</li><li>• Use different grades of pencils to show tones and textures through hatching and cross hatching</li><li>• Use shading to show light and shadow</li><li>• To begin to evaluate and analyse create works including their own</li><li>• To begin to evaluate and analyse works</li><li>• Use line and tone to represent figures and forms and movement.</li></ul> | <ul style="list-style-type: none"><li>• Shamsia Hassani is an Afghan graffiti artist who uses art to express hope, identity, and the role of women in society.</li><li>• Graffiti is a form of street art often used to share strong messages and emotions.</li><li>• Comic book and graffiti styles often use bold lines, exaggerated features, and bright colours.</li><li>• Show proportion and perspective in drawings and artworks</li><li>• Explore the different tools used to create graffiti art.</li><li>• Use shading to create mood, texture and feeling</li><li>• Organise line, tone, shape and colour to represent figures and forms.</li><li>• Use a variety of techniques to add effects, eg reflections, shadows and direction of sunlight</li><li>• Learn and use technical vocabulary</li><li>• Evaluate and analyse creative work critically, including their own to improve their mastery of art</li><li>• To critically evaluate and analyse work to explain how a piece of work makes me feel.</li><li>• Build a basic knowledge of one-point perspectives.</li></ul> | <ul style="list-style-type: none"><li>• Roman Halter was a Holocaust survivor and artist who used his experiences to inspire his art.</li><li>• Portraits can be powerful ways of telling someone's story and expressing emotion.</li><li>• Measuring techniques help with accuracy and proportion in portrait drawing.</li><li>• Begin to include measuring skills to help with proportion in their drawing</li><li>• To use different media to create different effects. Explain the different tools used to create art</li><li>• Explain personal choices and specific art techniques used</li><li>• To choose learnt shading techniques to create mood, texture and feeling</li><li>• Draw with precision using different gradient pencils or other mediums for effect</li><li>• Learn and use technical vocabulary</li><li>• Evaluate and analyse creative critically works, including their own to improve their mastery of art</li><li>• To critically evaluate and analyse work to explain how a piece of work makes me feel.</li></ul> |



# Painting

## Substantive Knowledge Disciplinary Knowledge

| Explorers<br>EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <ul style="list-style-type: none"><li>Autumn 1&amp;2:<ul style="list-style-type: none"><li>Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</li><li>Begins to understand to mix colours to create different colours.</li><li>Washes paint brushes when using a new colour.</li></ul></li><li>Spring 1&amp;2:<ul style="list-style-type: none"><li>Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.</li><li>Shows focus, concentration and control painting within lines on a template.</li><li>Imitates a range of painting techniques modelled to them.</li><li>printing, stamping, colour wash.</li><li>Knows painted pictures needs to dry and stores painting independently and safely.</li></ul></li><li>Begins to mix primary colours to create secondary colours.</li><li>Summer 1&amp;2: (ELG)<ul style="list-style-type: none"><li>Selects own painting techniques, resources and tools to create representations.</li><li>Knows which primary colours are mixed to make secondary colours.</li><li>Explains the process they went through when making and the choices they made.</li><li>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</li><li>Creates collaboratively sharing ideas, resources and skills.</li><li>Explains the processes they went through whilst making and the choices they made.</li><li>Evaluates and edits their work throughout the making process.</li><li>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and storie.</li></ul></li></ul> | <ul style="list-style-type: none"><li>I know that Alfred Wallis was a British artist who painted boats and sea scenes using simple shapes and bold colours.</li><li>I know that primary colours are red, blue and yellow, and that we can mix them to make secondary colours.</li><li>I know that green, purple and orange are secondary colours made by mixing two primary colours.</li><li>I know that we can mix red and green to make brown.</li></ul><br><ul style="list-style-type: none"><li>Develop ability to control paint and brushes. Use thick and thin brushes.</li><li>Experience painting with smaller brushes, developing brush control</li><li>Know and name both primary and secondary colours</li><li>Mix use and apply secondary colours (including green, purple, orange) in their work</li><li>Mix brown paint by mixing red and green together</li><li>Explore white/black added to paint colours to create tints.</li><li>Create a piece of art in response to the work of an artist.</li><li>Know how to use background, middle ground and foreground.</li><li>Explore using different brush strokes, thin, wide sweeping, bold.</li><li>To begin to make links to their own art.</li></ul> | <ul style="list-style-type: none"><li>Giuseppe Arcimboldo was an Italian artist who painted faces using fruit, vegetables, flowers and objects.</li><li>We can use different brush sizes and strokes to create different effects in a painting.</li><li>We can mix colours to create secondary colours and see how they change when mixed with other colours.</li><li>Adding white to a colour makes a tint, and adding black makes a tone.</li></ul><br><ul style="list-style-type: none"><li>Develop ability to control paint and brushes. Use thick and thin brushes.</li><li>Experience painting with smaller brushes, developing brush control</li><li>Explore what happens when secondary colours are mixed</li><li>Create tints with paint by add white</li><li>Create tones with paint by adding black</li><li>Explain ideas of how artists have used colour, pattern and shape</li><li>Create a piece of art in response to the work of an artist.</li><li>To create artwork collaboratively.</li><li>Explore using different brush strokes, thin, wide sweeping, bold.</li><li>To begin to make links to their own art.</li></ul> | <ul style="list-style-type: none"><li>J.M.W. Turner was a British artist known for his impressionist-style paintings of landscapes, skies and the sea.</li><li>Andy Warhol was an American artist known for his bold, realistic pop art of everyday objects and famous people.</li><li>Impressionism is a style of art that shows light, colour and movement rather than clear detail.</li><li>Realism is a style of art that tries to show people and objects exactly how they look in real life.</li></ul><br><ul style="list-style-type: none"><li>Know and mix tertiary (made by mixing primary and secondary colours) colours – red and orange, yellow and orange, yellow and green, red and violet, blue and violet.</li><li>I can add white to colours to create tints; I can add black to colours to create shades. I can add grey to colours to create tones.</li><li>Use different colours to show mood/feeling</li><li>Identify and experiment using the styles used by other artists</li><li>Compare and contrast two paintings with separate moods</li><li>To begin to compare the work of different artists.</li><li>Explore thoughts moods and feelings through paint.</li></ul> | <ul style="list-style-type: none"><li>I know that Stone Age people created cave art using natural materials like rocks, charcoal, and minerals to make paint.</li><li>I know that cave art often showed animals, hunting scenes, handprints, and symbols to tell stories or show what mattered to them.</li><li>I know that artists can use a colour wash to create a background before adding detail.</li><li>I know that tertiary colours are made by mixing a primary colour with a secondary colour.</li></ul><br><ul style="list-style-type: none"><li>Know and mix tertiary (made by mixing primary and secondary colours) colours – red and orange, yellow and orange, yellow and green, red and violet, blue and violet.</li><li>Use rubbings to define texture.</li><li>Use a range of tools to create shapes, textures, patterns and lines.</li><li>I can create a background using colour wash.</li><li>I can use varied blush techniques to create shape, patterns texture and lines.</li><li>To begin to explain some of the features of art from historical periods</li></ul> | <ul style="list-style-type: none"><li>Georges Seurat was a French artist who created the painting technique called pointillism.</li><li>pointillism is a technique where small dots of colour are placed close together to create an image.</li><li>Pointillism relies on the viewer's eye to mix the colours visually.</li></ul><br><ul style="list-style-type: none"><li>Use tertiary colours in their paintings</li><li>Experiment with mood and colour</li><li>Sketch lightly before painting</li><li>To use colour theory to create shade and tones using the pointillism technique.</li><li>Identify great artists and how their work has influenced art today</li><li>I can represent form with increasing sophistication.</li><li>I can use darker and lighter colours to create tone and shade instead of black and white.</li><li>Explain the style of work produced and how a famous artist has influenced it.</li><li>Know how to use and apply formal elements went painting, including pointillism.</li></ul> | <ul style="list-style-type: none"><li>John Sabraw creates experimental art inspired by nature and made using sustainable materials.</li><li>Watercolours can create layered effects and sensitive application.</li></ul><br><ul style="list-style-type: none"><li>Use tertiary colour in their paintings</li><li>Use acrylic paint</li><li>Experiment with mood and colour</li><li>Sketch lightly before painting</li><li>Create a colour palette based on colours observed in the natural world</li><li>Create original pieces that show a range of influences and styles</li></ul> |



# Mixed Media / Sculpture

## Substantive Knowledge Disciplinary Knowledge

| Explorers<br>EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <ul style="list-style-type: none"><li>Autumn 1&amp;2: Manipulates malleable materials to create shapes.</li><li>Selects from a variety of resources to use in collage based on personal choices and criteria.</li><li>'Its pink , I like pink'.</li><li>Combines different shaped box modelling resources to form desired creations.</li><li>Spring 1&amp;2:</li><li>Selects from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability).</li><li>'I used this paper because it is shiny like the fish scales'.</li><li>Verbalises choices for collage and construction.</li><li>Explores existing textures of objects and describes them verbally.</li><li>Imitates marks and textures into clay/dough surface.</li><li>Begins to use different techniques to join box modelling resources together.</li><li>Summer 1&amp;2:</li><li>ELG:</li><li>Explains the process they went through when making and the choices they made.</li><li>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</li><li>Creates collaboratively sharing ideas, resources and skills.</li><li>Effectively selects own resources and fixings for their desired project.</li><li>Beginning to understand and show some awareness of stability and balance when adding 3D components together.</li><li>Explains the processes they went through whilst making and the choices they made.</li><li>Evaluates and edits their work throughout the making process.</li><li>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.</li></ul> | <ul style="list-style-type: none"><li>Sculpture is a 3D art form.</li><li>Andy Goldsworthy is an artist who creates sculptures.</li><li>People can have different opinions about artwork.</li><li>Build a construction/ sculpture from a variety of objects.</li><li>Select appropriate natural materials to create artwork</li><li>To plan the sculpture before creating the artwork that compliment a style or mood.</li><li>To explain their choices of materials.</li><li>Explore different joining techniques – weaving</li><li>To begin to make links to their own art.</li><li>To evaluate peers and their own work.</li></ul> | <ul style="list-style-type: none"><li>Jenny Kendler is an artist who uses natural materials to make art about nature and protecting the planet.</li><li>Sculpture is a type of art that we can touch and look at from different sides.</li><li>Use rolling, cutting and carving</li><li>Press, roll, rub and stamp to create different prints</li><li>Mould clay and join 2 pieces together</li><li>Use a variety of tools to create texture and shape.</li><li>To begin to make links to their own art.</li><li>To say what they like and don't like about their work.</li></ul> | <ul style="list-style-type: none"><li>I know that Kara Walker is an American artist known for her black paper silhouette art, which often tells a story using light and shadow.</li><li>I know that silhouette art uses strong shapes without detail to show an outline or a shadow.</li><li>I know that artists can plan their work by sketching and thinking about composition (how the parts are arranged).</li><li>I know that collage is a type of art made by sticking different materials onto a surface.</li><li>To plan artwork before creating.</li><li>To accurately cut shapes - Ensuring work is precise</li><li>Investigate the use of light to enhance the mood of their art works.</li><li>Use collage to create art and explore different textures by developing an overlay.</li><li>To begin to compare the work of different artists and evaluate peers and their own work.</li></ul> | <ul style="list-style-type: none"><li>Clay can be shaped, joined, and carved to create 3D sculptures.</li><li>A coil pot is made by rolling clay into long snake-like shapes and stacking them.</li><li>The slip and score method helps clay parts stick together more strongly.</li><li>I know that artists like Emily Counts use shape, form, and pattern to make sculptures with interesting details.</li><li>Create sculptures using clay.</li><li>To make pots using pinching and coiling method.</li><li>Add materials to add interesting details</li><li>Use rolling, cutting and carving</li><li>Create and combine shapes together securely.</li><li>Add handles using the slip and score method</li><li>To begin to compare their work of different artists and evaluate peers and their own work.</li></ul> | <ul style="list-style-type: none"><li>Alberto Giacometti was a sculptor known for his tall, thin wire-like figures that show movement and emotion.</li><li>Wire can be shaped into a frame (called an armature) to support a clay figure.</li><li>Clay can be joined securely by scoring and using slip (a watery mixture of clay).</li><li>Pinching and coiling are ways of shaping clay by hand.</li><li>Create sculptures using clay.</li><li>To make pots using pinching and coiling method.</li><li>Add materials to add interesting details</li><li>Use rolling, cutting and carving</li><li>Create and combine shapes together securely.</li><li>Add handles using the slip and score method</li><li>To begin to compare their work of different artists and evaluate peers and their own work.</li></ul> | <p>I can use proportion, measuring techniques, and one-point perspective to draw figures and portraits accurately.</p> <p>I can organise line, tone, shape, and colour to create realistic or expressive artworks, and use techniques like reflection and shading to show light, mood, and texture.</p> <p>I know that Georges Seurat developed pointillism and I can use this technique to create tone and colour blends by placing dots close together.</p> <p>I can mix and apply tertiary colours and use colour theory to create mood, tone, and shade without relying only on black or white.</p> <p>I can sketch lightly and plan my work before painting, including creating colour palettes inspired by nature.</p> <p>I can explain how artists such as Roman Halter and John Sabraw have used their personal experiences or environmental themes to influence their work.</p> <p>I can choose and combine different media, such as acrylics, wire, and clay, to create original pieces that show a range of influences and styles.</p> <p>I can use techniques like scoring, slip, embossing, and coiling to shape and decorate 3D sculpture and clay forms securely.</p> <p>I can critically evaluate and analyse my own artwork and the work of others, using technical vocabulary to explain how it makes me feel and how artists have influenced the work.</p> |



# Sketchbooks

Every unit should be evidenced in sketchbooks showing either a design or elements of drawing techniques and a photograph of the final product

| Explorers<br>EYFS | Adventurers<br>KS1 A                                                                                                                                                                                                                                                                                                                                                        | Adventurers<br>KS1 B                                                                                                                                                                                                                                                                                                                                                                                           | Pioneers<br>LKS2 A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Pioneers<br>LKS2 B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Trailblazers<br>UKS2 A                                                                                                                                                                                                                                                                                                                                                                       | Trailblazers<br>UKS2 B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                   | <ul style="list-style-type: none"> <li>To build sketches around a given criteria.</li> <li>Use a range of sketched, over time to hone and develop technique</li> <li>Explore using pencils in different ways including shading and line thickness</li> <li>Use sketchbooks to practise self-portrait designs</li> <li>Understand how to develop ideas over time.</li> </ul> | <ul style="list-style-type: none"> <li>To build sketches around a given criteria.</li> <li>Use a range of sketched, over time to hone and develop technique</li> <li>Use sketchbooks to show design for transient art</li> <li>Use sketchbooks to practice using pencils, charcoal and pastels for shading, line thickness, pattern and texture</li> <li>Understand how to develop ideas over time.</li> </ul> | <p>I know that Pablo Picasso created Cubism, a style of art that uses shapes and shows different views at the same time.</p> <p>I can use different grades of pencils and techniques like hatching, cross-hatching, and shading to show light, shadow, tone, and texture. I know that tertiary colours are made by mixing a primary and a secondary colour, and I can create tints, shades, and tones using white, black, and grey. I can compare the work of different artists and describe how their use of style, colour, and mood are similar or different.</p> <p>I can use sketching and annotation to plan my artwork, including thinking about composition and the effect I want to create. I can accurately cut and join materials, such as paper for collage or clay for sculpture, using techniques like slip and score.</p> <p>I know that artists like J.M.W. Turner and Andy Warhol had distinctive styles, and I can identify features of Impressionism and Realism. I know how to use a range of materials and techniques—such as colour washes, rubbings, and collage—to create texture, shape, and detail in my artwork.</p> | <ul style="list-style-type: none"> <li>Build sketches and designs around a given criteria.</li> <li>Use sketchbooks for rubbings to define texture</li> <li>Annotate pictures of artists work</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Express likes and dislikes through annotations</li> <li>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>Keep notes to indicate their intentions/purpose of a piece of work</li> </ul> | <ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Use the sketch book to adapt work as and when necessary and explain why. Keep notes which consider how a piece of work may be developed further</li> </ul> | <ul style="list-style-type: none"> <li>Build sketches and designs around a given criteria.</li> <li>Annotate images by Roman Halter</li> <li>Record their thoughts and experiences in a sketch book and review and revisit these ideas as their work develops</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Use sketchbooks to plan through drawing and other preparatory work.</li> <li>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> <li>Keep notes which consider how a piece of work may be developed further</li> <li>Build sketches and designs around a given criteria.</li> <li>Annotate images of Anglo Saxon jewellery</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Use the sketch book to adapt work as and when necessary and explain why. Keep notes which consider how a piece of work may be developed further</li> </ul> |



# Vocabulary

| Adventurers<br>KS1 A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| <ul style="list-style-type: none"> <li>• Texture – how something feels or looks like it feels (e.g. rough or smooth).</li> <li>• Shade – when part of a picture looks darker to show light or shadow.</li> <li>• Line – a mark made with a pencil that can be straight, wiggly, thick, or thin.</li> <li>• Detail – the small parts of a drawing that make it look more real.</li> <li>• Tone – how light or dark something looks in a picture.</li> <li>• Sculpture: art in 3D</li> <li>• Sculptor: an artist who creates sculptures</li> <li>• Technique: the method in how something is done</li> <li>• Primary colours – Red, yellow and blue. These are the main colours that can be mixed to make other colours.</li> <li>• Secondary colours – Green, orange and purple. These are made by mixing two primary colours.</li> <li>• Tint – A colour made lighter by adding white.</li> <li>• Shade – A colour made darker by adding black.</li> <li>• Foreground – The part of a picture that looks closest to you.</li> <li>• Background – The part of a picture that looks furthest away.</li> <li>• Brushstroke – The way the paint is put onto the paper or canvas with a brush.</li> </ul> | <ul style="list-style-type: none"> <li>• Cityscape: an artistic picture of a city</li> <li>• Technique: the method in how something is done</li> <li>• Observation – Looking closely at something before drawing it.</li> <li>• Tint – A lighter colour made by adding white.</li> <li>• Tone – A darker colour made by adding black.</li> <li>• Brushstroke – The way the paint is put on with a brush (can be thick, thin or sweeping).</li> <li>• Pattern – Shapes or colours that repeat again and again.</li> <li>• Shape – A flat space made by a line, like a circle or square.</li> <li>• Collaborate – To work together with others to make something.</li> <li>• Sculpture – A piece of art you can touch and walk around.</li> <li>• Texture – How something feels or looks like it feels (bumpy, rough, smooth).</li> <li>• Mixed media – Art made using more than one material.</li> <li>• Mould – To shape something with your hands.</li> <li>• Carve – To cut into something to change its shape.</li> <li>• Stamp – To press something onto a surface to leave a shape or mark.</li> </ul> | <ul style="list-style-type: none"> <li>• Cubism – A style of art that uses shapes to show different sides of an object at the same time.</li> <li>• Tone – How light or dark something looks.</li> <li>• Texture – How something looks like it might feel, such as rough, smooth or soft.</li> <li>• Hatching – Drawing lines close together to show shade or texture.</li> <li>• Cross-hatching – Drawing criss-cross lines to show darker areas.</li> <li>• Realism – Art that shows things as they really look.</li> <li>• Impressionism – Art that shows light, colour and feeling more than small details.</li> <li>• Mood – The feeling a piece of art gives you (happy, calm, sad, exciting).</li> <li>• Tint – A lighter version of a colour made by adding white.</li> <li>• Silhouette – A dark shape or outline that shows the outside of a person, animal or object.</li> <li>• Shadow – A dark shape made when something blocks the light.</li> <li>• Collage – Art made by sticking different things (like paper or fabric) onto a surface.</li> <li>• Texture – How something feels or how it looks like it might feel.</li> </ul> | <ul style="list-style-type: none"> <li>• Cave art – Pictures or symbols painted or carved onto cave walls by early humans.</li> <li>• Tertiary colour – A colour made by mixing a primary colour with a secondary colour.</li> <li>• Texture – How something feels or how it looks like it might feel (rough, smooth, bumpy).</li> <li>• Rubbing – Making a picture by placing paper over a surface and rubbing with crayon or pencil to show the texture underneath.</li> <li>• Clay – A soft material that you can shape and hardens when it dries.</li> <li>• Coil – A long rolled-up piece of clay that looks like a snake.</li> <li>• Score – To scratch the surface of the clay to help pieces stick together.</li> <li>• Carve – To cut into something to make shapes, lines, or textures.</li> <li>• Form – The shape or structure of a sculpture.</li> <li>• Proportion – The size of different parts of something compared to each other.</li> <li>• Fine liner – A thin black pen used for detailed lines.</li> <li>• Texture – How something looks like it would feel (rough, smooth, bumpy).</li> <li>• Annotate – To write notes on your sketch to explain your ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Wire armature – A frame made from wire that helps hold up a sculpture.</li> <li>• Slip – A watery clay mix used like glue to join pieces of clay.</li> <li>• Score – To scratch the surface of clay to help pieces stick together.</li> <li>• Pinch – A way to shape clay by pressing it between your fingers.</li> <li>• Pointillism – A way of painting using lots of small dots to make a picture.</li> <li>• Mood – The feeling a painting gives, such as calm or excitement.</li> <li>• Colour theory – Understanding how colours work together and how to mix them.</li> <li>• Graffiti – Art made in public spaces, often with spray paint, that can share powerful messages.</li> <li>• Perspective – A way of drawing things so they look 3D or far away.</li> <li>• One-point perspective – A drawing technique where everything lines up to one point in the distance.</li> <li>• Shading – Darkening parts of a drawing to show light, shadow, or mood.</li> </ul> | <ul style="list-style-type: none"> <li>• Collage – Art made by sticking different pieces and textures together.</li> <li>• Embossing – Making a raised pattern or shape on a surface by pressing from underneath.</li> <li>• Scoring – Making a line or scratch on a surface, often to create decoration.</li> <li>• Geometric – Made of regular shapes like triangles, squares, and circles.</li> <li>• Experimental art – Art that tries out new ideas, materials, or ways of working.</li> <li>• Watercolour – A type of paint that is mixed with water to create transparent effects.</li> <li>• Sensitive application – Using materials gently and carefully to create a certain effect.</li> <li>• Influence – When one artist's work helps shape another artist's ideas or style.</li> <li>• Gradient – A gradual change, like from light to dark.</li> <li>• Collaborative – Working together to make something as a group.</li> <li>• Proportion – The size and position of one part of a picture in relation to another, especially when drawing people.</li> </ul> |



# Curriculum Assessment

| Adventurers<br>KS1 A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Adventurers<br>KS1 B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pioneers<br>LKS2 A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Pioneers<br>LKS2 B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Trailblazers<br>UKS2 A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Trailblazers<br>UKS2 B                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• What can an artist use to show that something is rough or smooth?</li> <li>• What happens when you press hard with a pencil?</li> <li>• Which artist is known for using bright colours and drawing people and places?</li> <li>• What is sculpture?</li> <li>• What does technique mean?</li> <li>• Is there a correct opinion about artwork?</li> <li>• Who was Alfred Wallis and what kind of pictures did he paint?</li> <li>• What are the three primary colours?</li> <li>• What do you get if you mix red and blue?</li> </ul> | <ul style="list-style-type: none"> <li>• Who is Stephen Wiltshire and what kind of pictures does he draw?</li> <li>• What materials can we use to draw with?</li> <li>• How can you show texture in your drawing?</li> <li>• Who was Giuseppe Arcimboldo and what made his paintings special?</li> <li>• What happens when we mix two secondary colours together?</li> <li>• What does adding white or black to a colour do?</li> <li>• Who is Jenny Kendler and what kind of materials does she use in her art?</li> <li>• What is a sculpture and how is it different from a painting?</li> </ul> | <ul style="list-style-type: none"> <li>• Who was Pablo Picasso and what style of art did he help create?</li> <li>• What is Cubism?</li> <li>• What is cross-hatching?</li> <li>• Who type of art was J.M.W Turner famous for?</li> <li>• Who type of art was Andy Warhol famous for?</li> <li>• What is the difference between realism and impressionism?</li> <li>• Who is Kara Walker and what is she known for?</li> <li>• What is silhouette art and how does it link to light and shadow?</li> <li>• What is a collage and how can it show texture?</li> </ul> | <ul style="list-style-type: none"> <li>• What materials did Stone Age people use to make their art?</li> <li>• What kinds of things did they paint and why?</li> <li>• What is a tertiary colour?</li> <li>• What type of art is Emily Counts famous for?</li> <li>• How do you make a coil pot?</li> <li>• What is the slip and score method?</li> <li>• Who was Ernst Haeckel and what kind of drawings did he create?</li> <li>• What does "foreground" mean in a picture?</li> <li>• What does it mean to use tone in your drawing?</li> <li>• Why is it helpful to annotate your sketch?</li> </ul> | <ul style="list-style-type: none"> <li>• Who was Alberto Giacometti and what was special about his sculptures?</li> <li>• What is the slip and score method, and why is it important?</li> <li>• What is a wire armature and why do we use it in sculpture?</li> <li>• Who was Georges Seurat and what technique did he create?</li> <li>• What is pointillism and how does it work?</li> <li>• Who is Shamsia Hassani and what messages does she share through her graffiti?</li> <li>• What is graffiti and how is it different from other types of art?</li> <li>• How can you show mood or feeling in a drawing?</li> </ul> | <ul style="list-style-type: none"> <li>• What can we learn from the jewellery found in Anglo-Saxon burial sites?</li> <li>• How is Anglo-Saxon jewellery different from modern jewellery?</li> <li>• What shapes or patterns were common in Anglo-Saxon designs?</li> <li>• Who is John Sabraw, and what inspires his artwork?</li> <li>• What is a tertiary colour?</li> <li>• Who was Roman Halter, and how does his story influence the art we are creating?</li> </ul> |

# Curriculum to Inspire

## KS1 A Art Autumn 2

## Power

## Drawing



David Hockney



Drawing of face with basic features using coloured pencils to show tone and proportion



- A portrait is a drawing of a person.
- A self-portrait is a drawing of oneself.
- David Hockney is a British artist who uses bright colours and different drawing tools.
- Different pencils can make light or dark lines.



- Texture – how something feels or looks like it feels (e.g. rough or smooth).
- Shade – when part of a picture looks darker to show light or shadow.
- Line – a mark made with a pencil that can be straight, wiggly, thick, or thin.
- Detail – the small parts of a drawing that make it look more real.
- Tone – how light or dark something looks in a picture.



- Learn pencil types, their properties and explore using them
- Develop control of pencil for detail in their drawing
- Use a pencil to create lines of different thickness in drawings
- Add details to pictures and begin to use the side of a pencil for add shading and detail
- Show different tones by using coloured pencils
- Draw a face with basic features and some proportion
- I can explore pressure and grip
- I can explain how marks can be used to create an impression of texture.



- What can an artist use to show that something is rough or smooth?
- What happens when you press hard with a pencil?
- Which artist is known for using bright colours and drawing people and places?



Substantive  
Knowledge



Disciplinary  
Knowledge



Core  
Vocabulary



Curriculum  
Assessment



Conceptual  
Strands



# Curriculum to Inspire



**Self Portrait 26th Sept.  
by David Hockney,  
1983**

**National Gallery  
London**

# Curriculum to Inspire

## KS1 A Art Spring 2

## Environmental Concerns

### Sculpture



**Andy Goldsworthy – sculptor**



**Recreate a 3D sculpture using natural resources in group**



- Sculpture is a 3D art form.
- Andy Goldsworthy is an artist who creates sculptures.
- People can have different opinions about artwork.



- **Sculpture:** art in 3D
- **Sculptor:** an artist who creates sculptures
- **Technique:** the method in how something is done



- Build a construction/ sculpture from a variety of objects.
- Select appropriate natural materials to create artwork
- To plan the sculpture before creating the artwork that compliment a style or mood.
- To explain their choices of materials.
- Explore different joining techniques – weaving
- To begin to make links to their own art.
- To evaluate peers and their own work.



- What is sculpture?
- What does technique mean?
- Is there a correct opinion about artwork?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Andy Goldsworthy -  
The Capenoch Tree**

# Curriculum to Inspire

## KS1 A Art Summer 1

## Innovators

## Painting



**Alfred Wallis -  
fisherman and artist**



**Create their own pirate ship and place in  
a whole class sea scape**



- I know that Alfred Wallis was a British artist who painted boats and sea scenes using simple shapes and bold colours.
- I know that primary colours are red, blue and yellow, and that we can mix them to make secondary colours.
- I know that green, purple and orange are secondary colours made by mixing two primary colours.
- I know that we can mix red and green to make brown.



- **Primary colours** – Red, yellow and blue. These are the main colours that can be mixed to make other colours.
- **Secondary colours** – Green, orange and purple. These are made by mixing two primary colours.
- **Tint** – A colour made lighter by adding white.
- **Shade** – A colour made darker by adding black.
- **Foreground** – The part of a picture that looks closest to you.
- **Background** – The part of a picture that looks furthest away.
- **Brushstroke** – The way the paint is put onto the paper or canvas with a brush.



- Develop ability to control paint and brushes. Use thick and thin brushes.
- Experience painting with smaller brushes, developing brush control
- Know and name both primary and secondary colours
- Mix use and apply secondary colours (including green, purple, orange) in their work
- Mix brown paint by mixing red and green together
- Explore white/black added to paint colours to create tints.
- Create a piece of art in response to the work of an artist.
- Know how to use background, middle ground and foreground.
- Explore using different brush strokes, thin, wide sweeping, bold.
- To begin to make links to their own art.



- **Who was Alfred Wallis and what kind of pictures did he paint?**
- **What are the three primary colours?**
- **What do you get if you mix red and blue?**



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Alfred Wallis  
The Blue Ship (c.1934)**

**Tate Gallery  
London**

# Curriculum to Inspire

## KS1 B Art Autumn 1

## Nottingham

### Drawing



**Stephen Wiltshire -  
artist**



### Recreating a city scape of their own imagination



- I know that Stephen Wiltshire is a British artist who draws detailed cityscapes from memory.
- I know that we can use different types of pencils to make lighter or darker lines.
- I know that we can use pencils, charcoal and pastels to create drawings.
- I know that we can use dots and lines to show pattern and texture.



- **Cityscape:** an artistic picture of a city
- **Technique:** the method in how something is done
- **Observation** – Looking closely at something before drawing it.



- Learn pencil types, their properties and explore using them
- Develop control of pencil for detail in their drawing
- Use a pencil to create lines of different thickness in drawings
- Add details to pictures and begin to use the side of a pencil for add shading and detail
- Use a range of drawing materials charcoal, pencil and pastel to create drawings
- Show pattern and texture using dots and lines
- I can use a view finder to focus on details of an object before drawing it.
- Talk about what I like and don't like about my work and famous artists.
- Draw basic lines and shapes with increasing confidence to create more complex forms.
- Draw from observation and imagination.
- Develop their ability to shade and colour neatly and evenly.



- **Who is Stephen Wiltshire and what kind of pictures does he draw?**
- **What materials can we use to draw with?**
- **How can you show texture in your drawing?**



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Stephen Wiltshire  
Aerial View of the Nine  
Elms Development, London**



# Curriculum to Inspire

## KS1 B Art Spring 1

## Innovators

## Painting



**Giuseppe  
Arcimboldo**



**Build a face from individual painted parts of the face in the style of artists in groups**



- Giuseppe Arcimboldo was an Italian artist who painted faces using fruit, vegetables, flowers and objects.
- We can use different brush sizes and strokes to create different effects in a painting.
- We can mix colours to create secondary colours and see how they change when mixed with other colours.
- Adding white to a colour makes a tint, and adding black makes a tone.



- Tint – A lighter colour made by adding white.
- Tone – A darker colour made by adding black.
- Brushstroke – The way the paint is put on with a brush (can be thick, thin or sweeping).
- Pattern – Shapes or colours that repeat again and again.
- Shape – A flat space made by a line, like a circle or square.
- Collaborate – To work together with others to make something.



- Develop ability to control paint and brushes. Use thick and thin brushes.
- Experience painting with smaller brushes, developing brush control
- Explore what happens when secondary colours are mixed
- Create tints with paint by add white
- Create tones with paint by adding black
- Explain ideas of how artists have used colour, pattern and shape
- Create a piece of art in response to the work of an artist.
- To create artwork collaboratively.
- Explore using different brush strokes, thin, wide sweeping, bold.
- To begin to make links to their own art.



- Who was Giuseppe Arcimboldo and what made his paintings special?
- What happens when we mix two secondary colours together?
- What does adding white or black to a colour do?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Reversible Head with a  
Fruit Basket  
Giuseppe Arcimboldo**

# Curriculum to Inspire

## KS1 B Art Summer 2

## Environmental Concerns

## Mixed Media



**Jenny Kendler**



**Make an individual clay eye that forms part of a larger installation**



- Jenny Kendler is an artist who uses natural materials to make art about nature and protecting the planet.
- Sculpture is a type of art that we can touch and look at from different sides.



- Sculpture – A piece of art you can touch and walk around.
- Texture – How something feels or looks like it feels (bumpy, rough, smooth).
- Mixed media – Art made using more than one material.
- Mould – To shape something with your hands.
- Carve – To cut into something to change its shape.
- Stamp – To press something onto a surface to leave a shape or mark.



- Use rolling, cutting and carving
- Press, roll, rub and stamp to create different prints
- Mould clay and join 2 pieces together
- Use a variety of tools to create texture and shape.
- To begin to make links to their own art.
- To say what they like and don't like about their work.



- Who is Jenny Kendler and what kind of materials does she use in her art?
- What is a sculpture and how is it different from a painting?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Jenny Kendler  
Birds Watching at Storm  
King Art Center in the  
Hudson Valley, as part of  
Indicators: Artists on  
Climate Change**

# Curriculum to Inspire

## LKS2 A Art Autumn 1

## Innovators

## Drawing



**Pablo Picasso**



**Stylised portrait using line form proportion**



- Pablo Picasso was a Spanish artist who helped create a style of art called Cubism.
- Cubism is a way of drawing and painting that uses shapes and shows different views at the same time.



- Cubism – A style of art that uses shapes to show different sides of an object at the same time.
- Tone – How light or dark something looks.
- Texture – How something looks like it might feel, such as rough, smooth or soft.
- Hatching – Drawing lines close together to show shade or texture.
- Cross-hatching – Drawing criss-cross lines to show darker areas.



- Build on skills on tonal shading in their drawing
- Sketch lightly without using a rubber
- Show facial expression in art
- Show body language in sketches and paintings
- Use sketches to help produce a final piece of art
- Use different grades of pencils to show tones and textures through hatching and cross hatching
- Use shading to show light and shadow
- To begin to evaluate and analyse works



- Who was Pablo Picasso and what style of art did he help create?
- What is Cubism?
- What is cross-hatching?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Pablo Picasso  
Femme au béret et à la  
robe quadrillée (Marie-  
Thérèse Walter) (detail;  
1937),**

# Curriculum to Inspire

## LKS2 A Art Spring 2

## Environmental Concerns

### Painting



J. M. W. Turner  
Andy Warhol



**Realism vs impressionism - create a split image  
half realism / impressionism**



- J.M.W. Turner was a British artist known for his impressionist-style paintings of landscapes, skies and the sea.
- Andy Warhol was an American artist known for his bold, realistic pop art of everyday objects and famous people.
- Impressionism is a style of art that shows light, colour and movement rather than clear detail.
- Realism is a style of art that tries to show people and objects exactly how they look in real life.



- **Realism** – Art that shows things as they really look.
- **Impressionism** – Art that shows light, colour and feeling more than small details.
- **Mood** – The feeling a piece of art gives you (happy, calm, sad, exciting).
- **Tint** – A lighter version of a colour made by adding white.



- Know and mix tertiary (made by mixing primary and secondary colours) colours – red and orange, yellow and orange, yellow and green, red and violet, blue and violet.
- I can add white to colours to create tints; I can add black to colours to create shades. I can add grey to colours to create tones.
- Use different colours to show mood/feeling
- Identify and experiment using the styles used by other artists
- Compare and contrast two paintings with separate moods
- To begin to compare the work of different artists.
- Explore thoughts moods and feelings through paint.



- Who type of art was J.M.W Turner famous for?
- Who type of art was Andy Warhol famous for?
- What is the difference between realism and impressionism?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



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Strands**



# Curriculum to Inspire



**Pablo Picasso**  
**Femme au béret et à la**  
**robe quadrillée (Marie-**  
**Thérèse Walter) (detail;**  
**1937),**



**Andy Warhol**  
**Vesuvius, Naples**

**Museo di Capodimonte**

# Curriculum to Inspire

## LKS2 A Art Summer 2

## Environmental Concerns

## Mixed Media



**Kara Walker**



Create a rainforest inspired shadow picture in the style of Kara Walker



- I know that Kara Walker is an American artist known for her black paper silhouette art, which often tells a story using light and shadow.
- I know that silhouette art uses strong shapes without detail to show an outline or a shadow.
- I know that artists can plan their work by sketching and thinking about composition (how the parts are arranged).
- I know that collage is a type of art made by sticking different materials onto a surface.



- **Silhouette** – A dark shape or outline that shows the outside of a person, animal or object.
- **Shadow** – A dark shape made when something blocks the light.
- **Collage** – Art made by sticking different things (like paper or fabric) onto a surface.
- **Texture** – How something feels or how it looks like it might feel.



- To plan artwork before creating.
- To accurately cut shapes - Ensuring work is precise
- Investigate the use of light to enhance the mood of their art works.
- Use collage to create art and explore different textures by developing an overlay.
- To begin to compare the work of different artists and evaluate peers and their own work.



- Who is Kara Walker and what is she known for?
- What is silhouette art and how does it link to light and shadow?
- What is a collage and how can it show texture?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Kara Walker  
Look Away! Look Away!  
Look Away!! (1995)**

**Hessell Museum of Art  
New York**



# Curriculum to Inspire

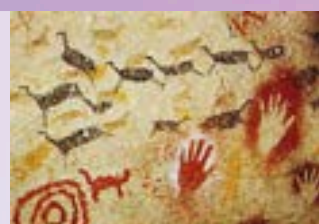
## LKS2 B Art Autumn 1

## Innovators

## Painting



## Stone Age People



**Recreate a cave wall in the class with their handprints and stylised images of important items that they would want to be remembered by**



- I know that Stone Age people created cave art using natural materials like rocks, charcoal, and minerals to make paint.
- I know that cave art often showed animals, hunting scenes, handprints, and symbols to tell stories or show what mattered to them.
- I know that artists can use a colour wash to create a background before adding detail.
- I know that tertiary colours are made by mixing a primary colour with a secondary colour.



- Cave art – Pictures or symbols painted or carved onto cave walls by early humans.
- Tertiary colour – A colour made by mixing a primary colour with a secondary colour.
- Texture – How something feels or how it looks like it might feel (rough, smooth, bumpy).
- Rubbing – Making a picture by placing paper over a surface and rubbing with crayon or pencil to show the texture underneath.



- Know and mix tertiary (made by mixing primary and secondary colours) colours – red and orange, yellow and orange, yellow and green, red and violet, blue and violet.
- Use rubbings to define texture.
- Use a range of tools to create shapes, textures, patterns and lines.
- I can create a background using colour wash.
- I can use varied brush techniques to create shape, patterns texture and lines.
- To begin to explain some of the features of art from historical periods



- What materials did Stone Age people use to make their art?
- What kinds of things did they paint and why?
- What is a tertiary colour?



**Substantive Knowledge**



**Disciplinary Knowledge**



**Core Vocabulary**



**Curriculum Assessment**



**Conceptual Strands**



# Curriculum to Inspire



**Kara Walker  
Look Away! Look Away!  
Look Away!! (1995)**

**Hessell Museum of Art  
New York**

# Curriculum to Inspire

## LKS2 B Art Spring 1

## Innovators

## Sculpture



Emily Counts



Using coiling and different tools to sculpt and join clay together using real life proportions



- Clay can be shaped, joined, and carved to create 3D sculptures.
- A coil pot is made by rolling clay into long snake-like shapes and stacking them.
- The slip and score method helps clay parts stick together more strongly.
- I know that artists like Emily Counts use shape, form, and pattern to make sculptures with interesting details.



- Clay – A soft material that you can shape and hardens when it dries.
- Coil – A long rolled-up piece of clay that looks like a snake.
- Score – To scratch the surface of the clay to help pieces stick together.
- Carve – To cut into something to make shapes, lines, or textures.
- Form – The shape or structure of a sculpture.
- Proportion – The size of different parts of something compared to each other.



- Create sculptures using clay.
- To make pots using pinching and coiling method.
- Add materials to add interesting details
- Use rolling, cutting and carving
- Create and combine shapes together securely.
- Add handles using the slip and score method
- To begin to compare their work of different artists and evaluate peers and their own work.



- What type of art is Emily Counts famous for?
- How do you make a coil pot?
- What is the slip and score method?



Substantive  
Knowledge



Disciplinary  
Knowledge



Core  
Vocabulary



Curriculum  
Assessment



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Strands



# Curriculum to Inspire



**Emily Counts  
Two Futures (2021)**

# Curriculum to Inspire

## LKS2 B Art Summer 1

## Environmental Concerns

### Drawing



Ernst Haeckel



### Creating an animal in the style of Haeckel



- Ernst Haeckel created detailed drawings of animals to show their shape, pattern, and structure.
- Drawing can be used to show movement, texture, and detail.
- Artists use line, tone, and shading to make a drawing look 3D or lifelike.



- Fine liner – A thin black pen used for detailed lines.
- Texture – How something looks like it would feel (rough, smooth, bumpy).
- Annotate – To write notes on your sketch to explain your ideas.



- Begin to make individual choices in their choice in their drawing media.
- To combine different media including – fine liners and pencil crayons. media to create the desired effect
- Sketch lightly without using a rubber
- Use line, tone, shape and colour to represent figures and forms in movement
- Annotate sketches to explain and elaborate
- Use different grades of pencils to show tones and textures through hatching and cross hatching
- Use shading to show light and shadow
- To begin to evaluate and analyse create works including their own
- To begin to evaluate and analyse works
- Use line and tone to represent figures and forms and movement.



- Who was Ernst Haeckel and what kind of drawings did he create?
- What does "foreground" mean in a picture?
- What does it mean to use tone in your drawing?
- Why is it helpful to annotate your sketch?



Substantive  
Knowledge



Disciplinary  
Knowledge



Core  
Vocabulary



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Assessment



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Strands



# Curriculum to Inspire



**Ernst Haeckel  
Semaestomeae Jellyfish:  
Desmonema Annasethe  
(1904)**

# Curriculum to Inspire

## UKS2 A Art Autumn 1

## Innovators

## Sculpture



**Alberto Giacometti**



**Recreate a clay figure with a simple wire frame**



- Alberto Giacometti was a sculptor known for his tall, thin wire-like figures that show movement and emotion.
- Wire can be shaped into a frame (called an armature) to support a clay figure.
- Clay can be joined securely by scoring and using slip (a watery mixture of clay).
- Pinching and coiling are ways of shaping clay by hand.



- Wire armature – A frame made from wire that helps hold up a sculpture.
- Slip – A watery clay mix used like glue to join pieces of clay.
- Score – To scratch the surface of clay to help pieces stick together.
- Pinch – A way to shape clay by pressing it between your fingers.



- Create sculptures using clay.
- To make pots using pinching and coiling method.
- Add materials to add interesting details
- Use rolling, cutting and carving
- Create and combine shapes together securely.
- Add handles using the slip and score method
- To begin to compare their work of different artists and evaluate peers and their own work.



- Who was Alberto Giacometti and what was special about his sculptures?
- What is the slip and score method, and why is it important?
- What is a wire armature and why do we use it in sculpture?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Alberto Giacometti  
Man Pointing 1947**

**Tate London**

# Curriculum to Inspire

## UKS2 A Art Spring 1

## Environmental Concerns

### Painting



**Georges Seurat**



**Natural scene in the style of Seurat**



- Georges Seurat was a French artist who created the painting technique called pointillism.
- pointillism is a technique where small dots of colour are placed close together to create an image.
- Pointillism relies on the viewer's eye to mix the colours visually.



- **Pointillism** – A way of painting using lots of small dots to make a picture.
- **Mood** – The feeling a painting gives, such as calm or excitement.
- **Colour theory** – Understanding how colours work together and how to mix them.



- Use tertiary colours in their paintings
- Experiment with mood and colour
- Sketch lightly before painting
- To use colour theory to create shade and tones using the pointillism technique.
- Identify great artists and how their work has influenced art today
- I can represent form with increasing sophistication.
- I can use darker and lighter colours to create tone and shade instead of black and white.
- Explain the style of work produced and how a famous artist has influenced it.
- Know how to use and apply formal elements when painting, including pointillism.



- **Who was Georges Seurat and what technique did he create?**
- **What is pointillism and how does it work?**



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Georges Seurat  
Study for "A Sunday on La  
Grande Jatte" (1884)**

**The MET  
New York**

# Curriculum to Inspire

## UKS2 A Art Summer 1

## Women in History

## Drawing



**Shamsia Hassani**



**Stating a message using stylised graffiti about the climate**



- Shamsia Hassani is an Afghan graffiti artist who uses art to express hope, identity, and the role of women in society.
- Graffiti is a form of street art often used to share strong messages and emotions.
- Comic book and graffiti styles often use bold lines, exaggerated features, and bright colours.



- **Graffiti** – Art made in public spaces, often with spray paint, that can share powerful messages.
- **Perspective** – A way of drawing things so they look 3D or far away.
- **One-point perspective** – A drawing technique where everything lines up to one point in the distance.
- **Shading** – Darkening parts of a drawing to show light, shadow, or mood.



- Show proportion and perspective in drawings and artworks
- Explore the different tools used to create graffiti art.
- Use shading to create mood, texture and feeling
- Organise line, tone, shape and colour to represent figures and forms.
- Use a variety of techniques to add effects, eg reflections, shadows and direction of sunlight
- Learn and use technical vocabulary
- Evaluate and analyse creative work critically, including their own to improve their mastery of art
- To critically evaluate and analyse work to explain how a piece of work makes me feel.
- Build a basic knowledge of one-point perspectives.



- **Who is Shamsia Hassani and what messages does she share through her graffiti?**
- **What is graffiti and how is it different from other types of art?**
- **How can you show mood or feeling in a drawing?**



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



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Strands**



# Curriculum to Inspire



**Shamsia Hassani**

# Curriculum to Inspire

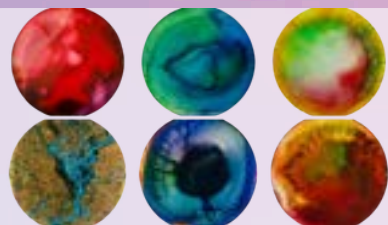
## UKS2 B Art Autumn 1

## Environmental Concerns

## Painting



**John Sabraw**



Create a series of circular water colours that use ink and different materials (wax, inks, water colours, resistant materials)



- John Sabraw creates experimental art inspired by nature and made using sustainable materials.
- Watercolours can create layered effects and sensitive application.



- Experimental art – Art that tries out new ideas, materials, or ways of working.
- Watercolour – A type of paint that is mixed with water to create transparent effects.
- Sensitive application – Using materials gently and carefully to create a certain effect.
- Influence – When one artist's work helps shape another artist's ideas or style.



- Use tertiary colour in their paintings
- Use acrylic paint
- Experiment with mood and colour
- Sketch lightly before painting
- Create a colour palette based on colours observed in the natural world
- Create original pieces that show a range of influences and styles



- Who is John Sabraw, and what inspires his artwork?
- What is a tertiary colour?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



**Core  
Vocabulary**



**Curriculum  
Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**John Sabraw  
Monterey Mycorrhizal  
(2021)  
AMD Pigment and other  
media with pinus radiata  
plant material from Ashley  
Beckwith Draper / MIT**

# Curriculum to Inspire

**UKS2 B**  
**Art**  
**Spring 1**

**Nottingham**

**Mixed  
Media**



**Anglo Saxon People**



**Create a part of a Saxon horde or burial offering based on realistic jewellery of the time**



- Anglo-Saxon jewellery was made with precious metals, stones, and detailed geometric patterns.
- Artefacts from the Anglo-Saxon period, such as the Sutton Hoo treasure, help us understand what people valued in the past.
- Collage is a type of art made by sticking different materials together.



- **Collage** – Art made by sticking different pieces and textures together.
- **Embossing** – Making a raised pattern or shape on a surface by pressing from underneath.
- **Scoring** – Making a line or scratch on a surface, often to create decoration.
- **Geometric** – Made of regular shapes like triangles, squares, and circles.



- To plan design before creating
- I can design and make patterns using more complex forms.
- Decorate with geometric patterns
- Use scoring and embossing techniques to create patterns
- Make an embossing block eg coiled string glued to card/block/polystyrene
- To select tools to create different thickness of lines
- To select and add other materials to create interesting details.
- Explain the style of work produced how historical artists has influenced it and evaluate their own and peers work.



- What can we learn from the jewellery found in Anglo-Saxon burial sites?
- How is Anglo-Saxon jewellery different from modern jewellery?
- What shapes or patterns were common in Anglo-Saxon designs?



**Substantive  
Knowledge**



**Disciplinary  
Knowledge**



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Vocabulary**



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Assessment**



**Conceptual  
Strands**



# Curriculum to Inspire



**Anglo Saxon jewellery  
Discovered at the Anglo-  
Saxon cemetery at Butler's  
Field**

**Corinium Museum**

# Curriculum to Inspire

## UKS2 B Art Summer 2

## Innovators

## Drawing



**Roman Halter**



Portrait of a survivor made up of smaller images  
- each child create a section to build whole class piece - pen and ink



- Roman Halter was a Holocaust survivor and artist who used his experiences to inspire his art.
- Portraits can be powerful ways of telling someone's story and expressing emotion.
- Measuring techniques help with accuracy and proportion in portrait drawing.



- Gradient – A gradual change, like from light to dark.
- Collaborative – Working together to make something as a group.
- Proportion – The size and position of one part of a picture in relation to another, especially when drawing people.



- Begin to include measuring skills to help with proportion in their drawing
- To use different media to create different effects. Explain the different tools used to create art
- Explain personal choices and specific art techniques used
- To choose learnt shading techniques to create mood, texture and feeling
- Draw with precision using different gradient pencils or other mediums for effect
- Learn and use technical vocabulary
- Evaluate and analyse creative critically works, including their own to improve their mastery of art
- To critically evaluate and analyse work to explain how a piece of work makes me feel.



- Who was Roman Halter, and how does his story influence the art we are creating?



**Substantive Knowledge**



**Disciplinary Knowledge**



**Core Vocabulary**



**Curriculum Assessment**



**Conceptual Strands**



# Curriculum to Inspire



## Roman Halter Starved Faces

Imperial War Museum,  
London



# Artists

Drawing



**David Hockney**

Sculpture



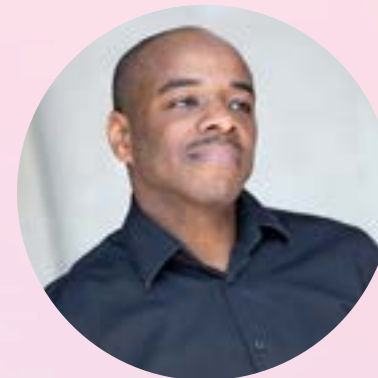
**Andy Goldsworthy –  
sculptor**

Painting



**Alfred Wallis -  
fisherman and artist**

Drawing



**Stephen Wiltshire -  
artist**

Painting



**Giuseppe  
Arcimoldo**

Mixed  
Media



**Jenny Kendler**



# Artists

Drawing



**Pablo Picasso**

Painting



**J. M. W. Turner**  
**Andy Warhol**

Mixed  
Media



**Kara Walker**

Painting



**Stone Age People**

Sculpture



**Emily Counts**

Drawing



**Ernst Haeckel**



# Artists

Sculpture



**Alberto Giacometti**

Painting



**Georges Seurat**

Drawing



**Shamsia Hassani**

Mixed  
Media



**Anglo Saxon People**

Painting



**John Sabraw**

Drawing



**Roman Halter**



# SEND in Art

| Cognition and Learning                                                                                                                           |                                                                                                                                                                               | Communication and Interaction                                                      |                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Subject Challenges for SEND                                                                                                                      | Provision for SEND                                                                                                                                                            | Subject Challenges for SEND                                                        | Provision for SEND                                                                                                |
| <ul style="list-style-type: none"><li>• Interpretation of artists' work.</li><li>• Reading/studying of artists' background and styles.</li></ul> | <ul style="list-style-type: none"><li>• Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.</li></ul> | <ul style="list-style-type: none"><li>• Expressing themselves - opinions</li></ul> | <ul style="list-style-type: none"><li>• Providing flashcards (dual coded) for the children to point to.</li></ul> |



# SEND in Art

| Physical and sensory                                                                                       |                                                                                                                                                                                   | Social Emotional and Mental Health                                                 |                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject Challenges for SEND                                                                                | Provision for SEND                                                                                                                                                                | Subject Challenges for SEND                                                        | Provision for SEND                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>• Fine motor skills</li><li>• Tactile quality of materials</li></ul> | <ul style="list-style-type: none"><li>• Choosing appropriate resources for each individual child's need.</li><li>• Provide transition information from the year before.</li></ul> | <ul style="list-style-type: none"><li>• Low self-esteem in art abilities</li></ul> | <ul style="list-style-type: none"><li>• Showcase different artists' work and a focus on the creation process rather than on the end result.</li><li>• Teachers languages – that we are all artists.</li><li>• Open ended learning objectives – the skill not the artwork.</li><li>• Pre-teach</li></ul> |

**Non Negotiables that need to be in place in all lessons/classrooms when teaching art**

- Use of visual step-by-step guides and dual coded resources to model techniques clearly.
- Access to a range of tactile materials and tools to support sensory exploration and engagement.
- Key vocabulary displayed with images to support understanding, language development, and independence.

# EAL in Art

**At Djanogly Sherwood Academy, we are committed to ensuring that all children, including those who are learning English as an additional language (EAL), can fully access our curriculum. On entry, EAL children are assessed using FlashAcademy. If they are graded A or B, they continue to use FlashAcademy to support their English development until they progress to a higher level. These children are included in curriculum lessons that they can access, and are never excluded from learning opportunities. To support understanding, we use iPads for translation, dual coding on slides to combine visuals and text, and subtitles on PowerPoint presentations. Our teaching and learning approach ensures that teacher input is clear, simple, and accessible to all, enabling EAL children to thrive alongside their peers.**





# Teaching + Learning

## Prepare

We plan from the big picture, ensuring strong subject knowledge, clear links, high expectations for behaviour, and strong relationships with our class.

## Learn

We teach new knowledge using Rosenshine's principles to build understanding step by step.

## Reinforce

We use rich hinterland content to deepen learning and make it memorable.

## Retrieve

We regularly revisit and check knowledge to ensure it sticks over time.

## Create

We give children opportunities to apply their knowledge through purposeful outcomes such as presentations, debates, or written work.

# Conceptual Strands



**Women in History**

It's important that our children learn about women in history to inspire a sense of belonging and recognise the vital contributions women have made to societal progress.



**Innovators**

Our children learn about innovators to inspire creativity and problem-solving, helping them understand the pivotal role of innovation in the progress of the human story and its impact on society.



**Nottingham**

Our children learn about our city, Nottingham, to foster a sense of belonging and appreciation for the local history and community.



**Environmental Concerns**

Our children learn about environmental concerns to foster a sense of belonging to the global community, inspiring them to take action and help protect the world for future generations



**Power**

Our children learn about the concept of power to foster a sense of belonging to the local and global community and empower them to become world changers.



 NotebookLM



**#sherwoodbuzz**