

## Art and Design at Wenlock 2024-2025

Year Group	Autumn		Spring		Summer	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
Year 3	Colour Theory	Prehistoric Pots	Ammonite	People and Places	Mosaic Masters	
Year 4	Warm and Cool Colours	Warp and Weft	Vista		Statues, Statuettes and Figurines	
Year 5	Tints, Tones and Shades	Tooties	Light, Line and Shadow		Expressionism	
Year 6	Color in Style	Trailblazers, Barrier Breakers	Inuit		Distortion and Abstraction	Bees, Beetles and Butterflies

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, in year 3, *Beautiful Botanicals* has been placed in the same teaching sequence as the science project *Plant Nutrition and Reproduction*.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, in year 3, *Prehistoric pots* has been placed in the same teaching sequence as the science project *Through the ages*.

Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

## Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with essential skills and knowledge projects (*Colour Theory* in Year 3 and *Warm and Cool Colours* in Year 4). Teaching these projects enables children to build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours.

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

## Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with essential skills and knowledge projects (*Colour in Landscapes* in Year 5 and *Colour and Style* in Year 6). Teaching these projects enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades and tones and more complex colour palettes.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their

understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement.

In Year 6, children are encouraged to work more independently in projects like *Environmental Artists* and *Distortion and Abstraction*. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects *Inuit and Trailblazers*, *Barrier Breakers*.

Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study. The curriculum design interrogates the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the art and design scheme with other curriculum subject.