## Bishop Lonsdale Church of England Primary School and Nursery

## National Curriculum Art and Design Coverage

$\left.\begin{array}{|l|l|l|l|l|l|l|l|}\hline \begin{array}{l}\text { National Curriculum } \\ \text { PoS }\end{array} & \begin{array}{l}\text { Year 1 } \\ \text { Mixing } \\ \text { It } \\ \text { Colour } \\ \text { Mixing }\end{array} & \begin{array}{l}\text { Year 1 } \\ \text { Funny } \\ \text { Faces and } \\ \text { Fabulous } \\ \text { features }\end{array} & \begin{array}{l}\text { Year 1 } \\ \text { Street } \\ \text { View } \\ \text { pop art- } \\ \text { line, } \\ \text { shape, }\end{array} \\ \text { form }\end{array} \begin{array}{l}\text { Year 2 } \\ \text { Flower } \\ \text { head } \\ \text { shape } \\ \text { form, } \\ \text { 3D art }\end{array} \begin{array}{l}\text { Year 2 } \\ \text { Portraits } \\ \text { and } \\ \text { poses } \\ \text { digital } \\ \text { art }\end{array}\right\}$

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| KS2 <br> PoS | Year 3 Prehistoric pots-clay | Year 3 <br> Ammoniteprint making, digital art | Year 3 <br> People and places figure drawing | Year 4 <br> Warp and <br> Weft <br> weaving | Year 4 <br> Vista <br> landscapes (including look at warm, cool, tertiary and analogous colour families) | Year 4 <br> Islamic <br> art- <br> drawing, <br> painting, <br> sculpture | Year 5 <br> Taoties- <br> relief <br> printing, <br> mould <br> making, <br> casting | Year 5 <br> Line, light <br> and <br> shadows- <br> photograph <br> $y$, shading, <br> digital art <br> (including <br> portraiture <br> as <br> stimulus) | Year 5 <br> Mixed <br> media- <br> paper <br> making, <br> craft | Year 6 <br> Trailbla <br> zers <br> Barrier- <br> breaker <br> s | Year 6 Inuit carving | Year 6 Environme ntal artists |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - to create sketch books to record their observations and use them to review and revisit ideas | Engage | D1 |  |  |  |  |  | Engage |  | D1 | Engage | $\begin{aligned} & \text { D1 } \\ & \text { D2 } \end{aligned}$ |
| - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | D1 <br> D2 <br> Innovate | Engage D2 Innovate Express | Engage D2 <br> D3 | D2 <br> D3 <br> Innovate | Engage <br> D2 <br> D3 <br> Innovate |  | D1 Innovat e | Engage <br> D2 <br> D3 <br> D4 <br> D5 <br> D6 <br> Innovate | Engage D1 <br> D5 | D3 <br> Innova te | D1 D3 Innovate | D3 <br> Innovate |
| - about great artists, architects and designers in history |  |  | D1 <br> D2 <br> Innovate | Engage | D1 | Engage | Engage | D1 | D2 <br> D4 <br> Innovate | $\begin{aligned} & \text { Engag } \\ & \text { e } \\ & \text { D2 } \end{aligned}$ | D2 | Engage |

