

Art and Design Curriculum Overview

Intent Statement

At St Peter's Primary School, we believe that all pupils can achieve in Art and Design and that high-quality Art lessons will inspire children to think innovatively and develop long-term, meaningful understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and develop their mastery of Art and Design techniques.

Art Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 1	<p>-Drawing pets from pictorial observation.</p> <p>-Paper/card modelling pets/animals.</p> <p>-3D paper school models -printing textures e.g brickwork/roof tiles/windows using everyday objects e.g rubbers, pen lids.</p> <p>-Autumn pumpkin collage using rubbings.</p> <p>Artist- Michelle Reader</p> <p>-Junk modelling of animals /pets inspired by Michelle Reader.</p>	<p>-Drawing teddy bears using graded pencils, creating furry texture.</p> <p>-Fabric hand puppets using sewing and gluing.</p> <p>Artist- Peter Blake/The Toy Shop</p> <p>-Toy shop collage.</p> <p>Artist-Van Gogh/Sunflowers</p> <p>-Sunflower painting using textured paint adding glue/plaster.</p> <p>-Clay tile imprinting using flowers and leaves.</p>	<p>-Mixing primary colours to create secondary colours to create sun and sea pictures.</p> <p>-Designing and making decorative wind chimes using selected materials.</p> <p>-Using wax resist technique to paint rainbow and rain pictures.</p> <p>-Experimenting with mark making and colour to create umbrella designs.</p> <p>Artist-Alma Thomas</p> <p>-sunshine collage in the style of Alma Thomas.</p> <p>-clay imprint designs inspired by Alma Thomas.</p>
Year 2	<p>Artist -Picasso</p> <p>-Drawing facial features with detail e.g eyebrows, pupils, nostrils using to create cubist style portraits.</p> <p>-3D models in paper/card/recyclable materials based on cubist style sculptures.</p> <p>-Linking colours to feelings e.g. Picasso blue period /sad.</p> <p>-Introduce simple shading and blending to create curved hot air balloon designs.</p> <p>-Mixing primary colours to make secondary colours for hot air balloon painting.</p>	<p>-Fire of London collage using mixed media.</p> <p>-Making 3D Tudor houses.</p> <p>-Using some detail and scale in observational drawing of features of St Paul's Cathedral.</p> <p>Artist-John Dyer</p> <p>-Drawings and sculpture in the style of Dyer.</p> <p>Creating contrasting colour schemes - Arctic/Rainforest environment.</p> <p>Using simple folding, bending and joining techniques to create 3D rainforest animal models e.g. lizards, snakes, sloths.</p>	<p>-Observational drawing including detail and some shading of faces from half photos -Rosa Parks.</p> <p>Artist-Lowry</p> <p>Collage in the style /colours used by Lowry.</p> <p>-Textile sewing skills using ribbon and card to make flag bunting.</p> <p>-Clay tile fish with surface patterns and texture.</p> <p>-Papier Mache and paper chain octopus.</p> <p>-Collage of fish and water using contrasting hot and cold colours.</p> <p>-Introduce simple perspective in seaside scene pictures.</p>

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<p>Year 3</p>	<ul style="list-style-type: none"> -Introducing simple textured/shading techniques to draw Iconic UK buildings/landmarks Using 2B,HB pencils. <li style="text-align: center;">Artist- Monet -Using Monet’s dabbing technique to paint London/Thames River landscapes. -Stone age wattling using sticks /straws. -Making paper/card/fabric Stone age head dresses. -Cave painting using textured paint e.g. adding sand. -Clay modelling of Stonehenge. -Creating replica Iron age artefacts using mixed media. -Using clay and plaster technique to make fossil plaster casts. 	<ul style="list-style-type: none"> -Viking ship collage using different textured materials/tearing/overlapping paper. -Viking inspired bracelet weaving -Clay Viking brooches -Using texture and some 3D shading in drawing of dragon eyes. <li style="text-align: center;">Artist-Georgia O’Keefe -Flower pictures in the style of O’Keefe using oil pastel blending techniques. 3D paper collage of Georgia O’Keefe style flowers. 	<ul style="list-style-type: none"> -Using Papier-Mache techniques to create volcano models. <li style="text-align: center;">Artist- Andy Warhol -recreate pop art style Mount Vesuvius picture using black oil pastel and water colour paint. -Using varied materials to design and create Carnival headdresses and necklaces/garlands. <li style="text-align: center;">Artist-Stacey Ann Cole Carnival posters using designs, colours and images inspired by Stacey Ann Cole. -Using collage to create dancing/movement effect carnival pictures. -Observing human form to create dancing pipe-cleaner sculptures.
<p>Year 4</p>	<ul style="list-style-type: none"> -Recognising complimentary, contrasting and monochrome colour schemes. -Sarcophagus designs using oil pastels and metallic pens. -Papyrus drawing of Egyptian gods. -Painting pyramid landscapes introducing simple perspective and texture. <li style="text-align: center;">Artist- Jill Townsley Create contemporary style pyramid sculptures using everyday materials (group collaboration) 	<ul style="list-style-type: none"> -Identifying correct position of facial features. Use to create Tudor portraits. -Using clay to create relief/carved Tudor roses using appropriate joining techniques. -Researching and designing Tudor shields. -Drawing landscapes using one-point perspective. -Making poly tile prints of iconic buildings. 	<ul style="list-style-type: none"> Oceania- Using Aboriginal art to produce dot paintings (cotton buds) in Earth colours. Asia- Creating Mehndi patterns using thin brushes and pens. South America- Using hot and cold colour schemes to create Sun and Moon pictures. Europe-Mixing light and dark shades of blue paint to produce Delft patterned paper plates. Antarctica- Mixing shades of blue to create iceberg landscapes. North America- Using paint and pens to create 2D/3D totem pole designs in groups/as class.

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			<p>Africa- creating Madiba style shirt patterns worn by Nelson Mandela-symbolic of freedom.</p>
<p>Year 5</p>	<ul style="list-style-type: none"> -Introducing hatching, blending and stippling effects in pen and pencil to produce shading. -Drawing 3D effect planets using shading techniques. <li style="text-align: center;">Artist- Peter Thorpe -Peter Thorpe style space artwork using pencil, paint and pastel. -Greek masks using paper sculpting techniques. -Greek temple collaborative model making, constructing and joining. -Clay coil pots using spirals and balls, scratch, slip and smooth techniques. 	<ul style="list-style-type: none"> -Roman printed mosaic designs using cotton buds/paint. -Drawing Roman vase designs based on Roman patterns, colours and themes. -Roman facial expressions in clay. -Using maps to create collages and designs. <li style="text-align: center;">Artist- Charles McGee Create paper relief sculpture in style of urban artist Charles McGee 	<ul style="list-style-type: none"> -Using contrasting hot and cold colour schemes- Mountain landscape using dark and light shades to show distance. <li style="text-align: center;">Artist-Jen Aryani Using hatching and stippling techniques to create mountain landscape. Using paint on wet paper technique for background. Using rotational symmetry to produce Islamic patterns. Using wax resist/ paint scratch technique to produce Islamic window designs. <li style="text-align: center;">Artist-Escher Find out how Escher was inspired by Islamic art and create tessellation patterns.
<p>Year 6</p>	<ul style="list-style-type: none"> <li style="text-align: center;">Artist-Frida Kahlo -Discovering and using Symbolism in self-portraiture. -Using texture, light and shade effectively in self portraits -Using hatching, stippling and blending to create contrasting textures in drawing autumn objects e.g. conkers -One-point perspective- painting autumn trees- looking up. 	<ul style="list-style-type: none"> -Recreating WWII propaganda posters using appropriate colours and designs. -Making WWII models of planes. Colour matching designs and patterns. -Creating light effects using paint wash, silhouettes and pastel to create night time Blitz scenes. -Making and using polystyrene tiles to print landscape/ reflected in river. Using batik style of oil pastel and watercolour to design a layered river 	<ul style="list-style-type: none"> -Designing Save the habitat posters using effective colours, lettering and drawing techniques. -Using paper, card and fabric to create a diorama of an endangered habitat. -Close observational study of animals reflecting texture, colour and shape. -Using Notan style to create spatially balanced animal designs. -Using effective joining and structural techniques to create clay models of animals.

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	<p>Using carving and joining techniques in clay to create Benin style bronze statues/masks.</p> <p>Using paper and pen to create individual woven versions of Kente cloth.</p> <p>-Using pop-up techniques to design and make Christmas cards</p>	<p>and landscape design.</p>	<p>-Using painting and drawing skills to create a symbolic portrait of Walter Tull.</p>
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Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	Selects tools and techniques needed to shape, assemble and join materials they are using.	Use artwork to record observations and experience. Experiment with different techniques and materials to design and make products	To try different activities and make sensible choices about what to do next. Explain which pencil he/she would use for different features of a drawing. Select particular techniques to create a chosen product.	Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas. Use own sketch books to express feelings about a subject and to describe likes and dislikes. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explore work from other cultures. Explore work from other periods of time.	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to improve his/her work. Use sketchbooks to express feelings about various techniques, subjects and outline likes and dislikes. Explore work from other cultures.	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her own work. Experiment with different styles that artists have used.	Select ideas based on first hand observations, experience or imagination and develop these by open ended research. Explain why he/she has chosen specific drawing techniques. Refine his/her learnt techniques. Say what work is influenced by.
Evaluating and developing work	Selects appropriate resources and adapts work where necessary.	Describe what he/she can see and like in the work of another artist. Explain what he/she likes about the work of others.	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Know about some of the great artists, architects and designers in history and describe their work. Compare the work of different artists. Suggest improvements to work by keeping notes in sketch books.	Articulate how he/she might improve own work using technical terms and reasons. Describe some key ideas, techniques and working practice of artists, architects and designers who he/she has studied. Explain art from other periods of time.	Evaluate his/her own work against intended outcome. Use sketchbooks to compare and discuss ideas with others. Research and discuss various artists, architects and designers and discuss their process and explain how these were used in the finished product. Learn about the work of others by looking at own work in books, the Internet, visits to galleries and other sources of information.	Adapt his/her own final work following feedback or discussion based on preparatory ideas. Adapt and refine work to reflect meaning and purpose, keeping notes and annotations in sketch books. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Ensure sketch books contain detailed notes and quotes explaining about items. Explain and justify preferences towards different styles and artists. Make a record about styles and qualities in work.
Drawing	Create simple representations of events, people and objects.	Create moods in drawings and painting. Draw lines of different shapes and thickness, using 2 different grades of pencil	Use a viewfinder to focus on a specific artefact before drawing it. Use different grades of pencil in drawing. Use charcoal, pencil and pastels.	Use different grades of pencil shade to show different tones and textures.	Begin to show facial expressions and body language in own sketches and paintings. Identify and draw simple objects and use marks and lines to produce texture. Organise line, tone, shape and colour to represent figure and form on movement. Show reflections in own paintings and drawings.	Identify and draw simple objects and use marks and lines to produce texture. Successfully use shading to create mood and feeling. Organise line, tone, shape and colour to represent figure and form on movement. Work with chalk and charcoal to produce work that conveys depth.	Ensure sketches communicate emotions and a sense of self with accuracy and imagination. Explain why he/she has combined different tools to create drawings. Include technical aspects in work, e.g. Architectural design.
Paint	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Create moods in drawings and painting	Mix paint to create all these secondary colours. Mix a brown shade of paint. Mix tints by adding whites and tones by adding black.	Create a background using a wash. Use a range of brushes to create different effects.	↓	Organise line, tone, shape and colour to represent figure and form on movement.	Use a wide range of techniques in own paintings.
Colour	Chooses particular colours to use for a purpose. Explores what happens when they mix colours.	Name the primary and secondary colours.	Mix paint to create all these secondary colours. Mix a brown shade of paint. Mix tints by adding whites and tones by adding black.		↓		Overprint using different colours.
3D Sculpture	Beginning to be interested in and describe the texture of things. Experiments to create different textures.	Cut, roll and coil materials such as clay, dough and plasticine	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.		Have a clear understanding about how to join clay so that the model remains intact.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Printing	They recognise, create and describe patterns.	Create a repeating pattern by printing using a given technique.	Create a print using pressing, rolling, rubbing and stamping.	↓	Print onto different materials using at least four colours.	Create an accurate print design that meet a given criteria.	↓
Digital media	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Use a painting program to create a picture	Use simple IT mark making tools, e.g. brush and pen tools	Use the printed images taken with a digital media camera and combine with other media to produce art work. Purple Mash programs to create a piece of work that includes own work and that of others (using web).	Purple Mash programs to create a piece of work that includes own work and that of others (using web).	Scan images and take digital photos and use software to alter them, adapt them and create work with meaning.	Combine graphic and text-based research of commercial design, for example magazine SETC, to influence the layout of own sketch books.