



## 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, sculpture, 3D work and digital art, being 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

Final art piece / Artist

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<p><b>Piet Mondrian</b></p> <p><u>Painting</u></p> <p>Self &amp; family portraits</p> <p><u>Printing</u></p> <p>Printing with primary colours/square sponges to create Mondrian art work.</p> <p><u>Drawing</u></p> <p>Self portraits Drawing family and friends</p> <p><u>Sculpture</u></p> <p>Inch pot diva lamps. Making cakes/cookies/gingerbread men from play dough. Imprinting leaves in clay/dough.</p>	<p><b>Alma Thomas</b></p> <p><u>Painting</u></p> <p>Using thinner brushes to paint Alma Thomas patterns and pictures. Painting different types of transport from memory/picture references or imagination</p> <p><u>Printing</u></p> <p>Using rubbers/cotton buds to create Alma Thomas art/own patterns (small scale). (large scale/collaborative) Using large sponges to create class art work. Printing using different vehicle wheel tracks</p> <p><u>Drawing</u></p> <p>Drawing fruit, charcoal, pastels, appropriate colours, size, some texture/detail. Drawing different types of transport from memory, pictures and imagination.</p> <p><u>Sculpture</u></p> <p>Using paper strips/ art straws with paper plates weaving to create Alma Thomas art. Using clay to make bowl of fruit. Imprint different textures/paint appropriate colours. Making transport models from recycling materials.</p>	<p><b>Andrew Goldsworthy</b></p> <p><u>Painting</u></p> <p>Using thicker brushes for animal body / flower then using thin brushes to add details and patterns.</p> <p><u>Printing</u></p> <p>Creating different animals from handprint. Printing with flowers and leaves. Printing sponge leaf jungle backgrounds and adding painted /drawn animals</p> <p><u>Drawing</u></p> <p>Observational drawing of plants and animals using details, stripes, spots, scales, petals, leaves, seeds,</p> <p><u>Sculpture</u></p> <p>Introduce different ways of joining - tags, tape, split pins, staples, to create a caterpillar from circles. Using clay with other materials to create clay animals e.g. wooden sticks and clay body. Creating clay coils/pipe cleaner eye stalks - snail models. Masks/puppets of animal characters with split-pin moving parts. Making animal models from recycled and craft materials.</p>

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1	<p><u>Sculpture</u></p> <p><b>Monster junk models</b> Michelle Reader</p> <p>To use recycled and known, materials to construct 3-D forms and make simple joins e.g. flange, tab.</p>	<p><u>Drawing</u></p> <p><b>Teddy bear drawing</b> Jane Hissey</p> <p>To observe and draw shapes more accurately.</p> <p>To begin to select different drawing utensils to create different effects. (e.g. graded pencils)</p>	<p><u>Painting</u></p> <p><b>Sunflower painting</b> Vincent Van Gogh</p> <p>To review primary colours and explore mixing secondary colours.</p> <p>To experiment with different thicknesses of paint to create texture.</p>
2	<p><u>Drawing</u></p> <p><b>Cubist self-portraits</b> Pablo Picasso</p> <p>To observe and draw faces more accurately.</p> <p>To experiment with drawing utensils and techniques to blend shades and tones.</p>	<p><u>Painting</u></p> <p><b>Rainforest picture</b> John Dyer</p> <p>To explore watercolours and how to blend colours and produce brighter and paler shades.</p> <p>To use painting with another media e.g. overlapping collage/printing.</p>	<p><u>Sculpture</u></p> <p><b>Clay slab fish</b> Rodney McCoubrey</p> <p>To use a variety of tools to add patterns to and shape a clay slab.</p> <p>To understand how to join clay using slip.</p>
3	<p><u>Painting</u></p> <p><b>River Thames painting</b> Claude Monet / Seurat</p> <p>To experiment with a specific painting style used by an artist.</p> <p>To identify and mix tertiary colours from secondary colours.</p>	<p><u>Drawing</u></p> <p><b>Pastel flowers</b> Georgia O'Keefe</p> <p>To begin to use a range of drawing utensils to create shade, light, and texture.</p>	<p><u>Sculpture</u></p> <p><b>Dancing carnival models</b> Hepworth / Giacometti</p> <p>To develop a sculpture in a similar technique and style of an artist.</p>

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4	<p><u>Sculpture</u></p> <p><b>Pyramid sculptures</b> Jill Townsley</p> <p>To select appropriate materials and joining techniques to make a sculpture with a given criteria.</p>	<p><u>Painting</u></p> <p><b>Tudor portraits</b> Hans Holbein</p> <p>To be able to mix a specific colour with paint. To begin to understand the different properties and effects of different types of paint.</p>	<p><u>Drawing</u></p> <p><b>Pop art building prints</b> Andy Warhol / Roy Lichtenstein</p> <p>To effectively observe and draw and include accurate shapes and details. To use these skills to produce a printing tile.</p>
5	<p><u>Painting</u></p> <p><b>Space pictures</b> Peter Thorpe</p> <p>To independently mix shades, tints, hues, and tones of colour. To use different painting techniques to create a chosen effect.</p>	<p><u>Sculpture</u></p> <p><b>Clay coil pots</b> Grayson Perry</p> <p>To review and use joining with scratch, slip and blend technique to produce a stable coil pot.</p>	<p><u>Drawing</u></p> <p><b>Mountain landscapes</b> Hokusai / Jen Aranyi</p> <p>To experiment with different sketching techniques. To effectively use one point perspective.</p>
6	<p><u>Drawing</u></p> <p><b>Symbolic self-portraits</b> Frida Kahlo</p> <p>To accurately draw facial features using marks and lines to produce texture and shading that creates depth, mood and feeling.</p>	<p><u>Painting</u></p> <p><b>Fruit still life</b> Cezanne</p> <p>To develop mastery of paintbrush control including selection of paintbrush size and use of pressure. To combine painting with another material, (e.g. coloured pencils/oil pastels/pens).</p>	<p><u>Sculpture</u></p> <p><b>Expressive clay faces</b> Elizabeth Catlett</p> <p>To select appropriate materials and techniques to design and make a sculpture. To develop an individual style through mastery of skills.</p>

EYFS Progression of skills

EYFS	Autumn Term	Spring Term	Summer Term
<p><b>PAINTING SKILLS</b></p>	<p>Holds a paintbrush/ printing tools in the palm of the hand.</p> <p>Uses pre-made paints and is able to name most colours.</p> <p>Experiments with, mixes and is able to name primary colours (red, yellow and blue)</p> <p>Makes marks by drawing circles and lines. Does not always give meaning.</p>	<p>Holds the paintbrush with the correct grip with some reminders.</p> <p>Correctly holds and uses a fine brush to paint.</p> <p>Uses thick brushes for larger areas.</p> <p>Uses primary colours to make secondary colours, e.g. green, orange and purple with some support.</p> <p>Paints bodies and shapes for objects that are an appropriate size and have some features.</p>	<p>Correctly holds and uses a fine brush to paint.</p> <p>Uses good control to correctly hold and paint carefully in the lines.</p> <p>Uses thin brushes to add detail and holds the brush with a tripod grip.</p> <p>Adds white or black to alter a shade or tint of paint.</p> <p>Paints from observation by making a careful study and then includes features and details in the pictures.</p>
<p><b>PRINTING SKILLS</b></p>	<p>Beginning to understand how to print by pressing down and carefully lifting off the printing tool.</p>	<p>Independently prints simple shapes but may need help with using the space to build composition.</p>	<p>Independently prints clear representations to create full pictures, without any support and add details.</p>

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### PATTERN SKILLS

Uses objects to copy a simple repeating pattern with two items or colours.

Uses objects to copy a simple repeating pattern with three items.

Begin to make own patterns by laying out items.

Creates repeating patterns with colour, shapes and objects.

Draw, paint, print and colour repeating patterns.

Explores simple one line symmetry within activities.

### DRAWING SKILLS

Makes marks by drawing circles and lines. Does not always give meaning.

Draws things that have been seen.

Draws simple things from memory.

Draws bodies and shapes for objects that are an appropriate size and have some features.

Draws faces with basic features and uses ideas from objects or pictures in own work.

Draws with some detail including features and patterns such as fingers, ears, hair styles or items such as windows, wheels, stripes.

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<p><b>COLLAGE SKILLS</b></p>	<p>Creates collages that include all one texture, with larger pieces and gaps between.</p>	<p>Tears media into smaller pieces, but with gaps between.</p>	<p>Makes collages/mosaics adding details with a wide range of textures.</p> <p>Pieces are placed carefully, so there are no gaps.</p>
<p><b>SCULPTURE SKILLS</b></p>	<p>Uses glue sticks to join pieces.</p> <p>Uses glue spatulas and pva glue to join pieces.</p> <p>Creates own piece of art and sometimes gives meaning.</p> <p>Can hold scissors correctly and cut straight lines with support.</p> <p>Explores and makes marks in dough and clay.</p> <p>Can make a pinch pot.</p>	<p>Joins items using tapes - masking and Sellotape - cutting lengths needed.</p> <p>Creates own piece of art with some details and begins to self-correct any mistakes.</p> <p>Can cut straight lines independently and curved lines with some support.</p> <p>Can manipulate clay/dough by squashing, rolling, pinching, twisting and cutting.</p> <p>Can make something and give meaning to it.</p>	<p>Joins items in a variety of ways: sellotape, hole-punches, string, glue, masking tape, ribbon and staples.</p> <p>Uses techniques such as staplers, split pins, slots, tabs and ties, with some support.</p> <p>Reviews own work and discusses strengths and areas for improvement. Makes considered improvements.</p> <p>Can independently cut with increasing precision.</p> <p>Uses a variety of techniques to shapes and sculpt.</p> <p>Can carefully select additional materials to incorporate and enhance a model.</p>

### READINESS FOR YEAR ONE:

- Hold tools like pencils, paint brushes, scissors with increasing precision
- Experiment with using different every day and art materials to explore colour, texture and form
- To explore their ideas and imagination by creating drawings, paintings and sculptures.
- To explore creating designs and art work on a range of scales.
- To explore a range of techniques to draw, paint, print and sculpt to help them create art work.
- Recognising and exploring the colour, patterns and shapes in other artist's work.
- Expressing opinions and feelings in response to their own art work and other artist's work.
- Sharing their work with other people, talking about what they have created.

Three- Four Years

Reception

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

**Creating with materials- ELG**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

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Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>To observe and draw shapes more accurately.</p> <p>To begin to select different drawing utensils to create different effects.</p> <p>(e.g. graded pencils)</p>	<p>To observe and draw faces more accurately.</p> <p>To experiment with drawing utensils and techniques to blend shades and tones.</p>	<p>To begin to use a range of drawing utensils to create shade, light, and texture.</p>	<p>To effectively observe and draw and include accurate shapes and details.</p> <p>To use these skills to produce a printing tile.</p>	<p>To experiment with different sketching techniques.</p> <p>To effectively use one point perspective.</p>	<p>To accurately draw facial features using marks and lines.</p> <p>To produce texture and shading that creates depth, mood and feeling.</p>
<b>Painting</b>	<p>To review primary colours and explore mixing secondary colours.</p> <p>To experiment with different thicknesses of paint to create texture.</p>	<p>To explore watercolours and how to blend colours and produce brighter and paler shades.</p> <p>To use painting with another media e.g. overlapping collage/printing.</p>	<p>To experiment with a specific painting style used by an artist.</p> <p>To identify and mix tertiary colours from secondary colours.</p>	<p>To be able to mix a specific colour with paint.</p> <p>To begin to understand the different properties and effects of different types of paint.</p>	<p>To independently mix shades, tints, hues, and tones of colour.</p> <p>To use different painting techniques to create a chosen effect.</p>	<p>To develop mastery of paintbrush control including selection of paintbrush size and use of pressure.</p> <p>To combine painting with another material, (e.g. coloured pencils/oil pastels/pens)</p>
<b>Sculpture</b>	<p>To use recycled and known materials to construct 3-D forms and make simple joins e.g. flange, tab.</p>	<p>To use a variety of tools to add patterns to and shape a clay slab.</p> <p>To understand how to join clay using slip.</p>	<p>To create a sculpture in a similar technique and style of an artist.</p>	<p>To select appropriate materials and joining techniques.</p> <p>To make a sculpture with a given criteria.</p>	<p>To review and use joining with scratch, slip and blend technique to produce a stable coil pot.</p>	<p>To select appropriate materials and techniques to design and make a sculpture.</p> <p>To develop an individual style through mastery of skills.</p>

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<b>Knowledge of artists and designers (Disciplinary knowledge)</b>	To look at an artist linked to the theme being studied.	To look at how an artist's style has changed.	To look at two artists with different techniques linked to the same theme.	To compare a variety of artists within an art movement.	To look at a type of art form and find out how it has transformed over time (ancient to modern).	To identify examples of symbolism used by an artist.
	To use the artist's work as a starting point for their own.	To begin to understand why an artist may change technique and style over time.	To re-create one of the artist's techniques.	To combine elements of a group of artists to create a piece of work.	To be able to explain the historical or cultural significance of the work of a chosen artist or art form.	To use some examples of symbolism in their artwork.
	To be able to give my opinion about the work of other artists, saying what I like or dislike about the work or elements of the work, with a reason why.	To be able to recognise some of the styles of artists and designers and use these ideas to inform my own work	To be able to show how artists' and designers' work has influenced my own practice (e.g. the subject matter, application of technique or style of artwork)	To be able to identify techniques used by great artists and designers in their work and apply this in my own work.		

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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NC Subject content- Key stage 1\_

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

NC Subject content- Key stage 2\_

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas.
- 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]
- about great artists, architects, and designers in history

## SPPS ART & DESIGN CURRICULUM

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<b>Exploring and developing ideas</b> (Practical knowledge)	<ul style="list-style-type: none"> <li>To be able to create a piece of art from either imagination or as a response to an experience</li> <li>To be able to select appropriate tools and materials</li> <li>to create artwork (including making decisions about suitable sized paint brushes, etc.)</li> <li>To be able to explain my reasons for my choice of tools and materials to create artwork (e.g. "I have used a small brush because the area I wanted to paint was too small for a larger brush")</li> <li>To be able to use sketchbooks through teacher modelling to experiment with tools, materials and processes.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to take inspiration from an artist to develop my own artwork (e.g. use of technique, material, subject matter or style of artwork, etc.)</li> <li>To be able to take risks to discover what happens when I work creatively (e.g. "What would happen if I use the pencil on the side?" or, "What would happen if I use this object to create a different texture in the clay?")</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about my artistic intention for the creative decisions that I make (e.g. I wanted the drawing to look three dimensional so I used light and dark tones to help create depth)</li> <li>To be able to identify how I want my audience to feel or think about the work and the ideas that I develop throughout my creative journey (e.g. I wanted my audience to think that the shape was coming out of the page so I used tone to show three dimensions)</li> <li>To be able to take risks with different materials to discover what happens when I work creatively and independently investigate and develop the outcomes of these decisions.</li> <li>To be able to show an understanding of geometry and proportion in my drawing.</li> <li>To be able to use sketchbooks to document ideas and record my thoughts</li> <li>To be able to use sketchbooks to documents observations (primary and secondary) and record my thought about my work.</li> <li>To be able to use sketchbooks to refine my work and document how I am developing my skills and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain how I am developing and refining ideas using language appropriate to the chosen style of art (e.g. I have chosen to use contrasting colours in my piece because this makes the colours stand out more)</li> <li>To be able to record my thoughts and ideas in a sketchbook through visual experiments and observations from primary and secondary sources, with some annotations.</li> <li>To be able to develop and refine techniques in a sketchbook, including some annotations</li> <li>To be able to use my sketchbook to record experiments with media and to try out new techniques and processes that can be transferred to larger scale pieces</li> </ul>
<b>Evaluating</b> (Disciplinary knowledge)	<ul style="list-style-type: none"> <li>To describe some of the art and design techniques I have used in my work</li> <li>To be able to talk about the features I like in a piece of artwork, including my own and what I might change in my own work.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk in more detail about the techniques and materials used in my own work and the work of others</li> <li>To describe how I changed or adapted my work for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>To compare ideas, methods and approaches used in my own artwork and the work of others</li> <li>To be able to use appropriate vocabulary to talk about details of the work</li> </ul>	<ul style="list-style-type: none"> <li>To explain how an idea or theme has been represented in different ways through art</li> <li>To be able to use language specific to a range of techniques to evaluate my own work and the work of other artists</li> </ul>