

Curriculum Overview – Art and Design

Units Covered

Year Group	Autumn Term		Spring 1		Summer 1	
	Year A	Year B	Year A	Year B	Year A	Year B
Year 1 and 2	<p>Theme: Earth Art</p> <p>Killer Question: How can nature be used to create art work?</p>	<p>Theme: Sparks and Flames (painting)</p> <p>Killer Question: Can you mix colours to make other colours?</p>	<p>Theme: Henri Rousseau</p> <p>Killer Question: How can I create animal art in the style of Henri Rousseau?</p>	<p>Theme: African Art</p> <p>Killer Question: How can different shapes and colours be used to create African Art?</p>	<p>Theme: Andy Goldsworthy</p> <p>Killer Question: How can I create art in the style of Andy Goldsworthy?</p>	<p>Theme: Self portrait</p> <p>Killer Question: How can you use your pencil to create an effective portrait?</p>
Year 3 and 4	<p>Theme: Printing</p> <p>Killer Question: How can I use layers of colour to create Norse inspired prints?</p>	<p>Theme: Textiles- pencil cases</p> <p>Killer Question: Can you design a gas mask bag for an evacuee considering the materials, how it will open and close, stitches used and decoration?</p>	<p>Theme: Sketching landscapes</p> <p>Killer Question: How can you use shading to create light and shadow for a British postcard?</p>	<p>Theme: Painting</p> <p>Killer Question: What techniques are effective to create background washes and how can brush techniques create mood and texture?</p>	<p>Theme: Textiles</p> <p>Killer Question: How can you tell a wordless Ancient Greek myth through the medium of textiles?</p>	<p>Theme: Sculpture</p> <p>Killer Question: What will your design for a modern day Stone Henge look like?</p>
Year 5 and 6	<p>Theme: Tudor Portraits (Pencil work/sketching and shading)</p> <p>Killer Question: How can I use different pencils and techniques to make our drawings more human-like?</p>	<p>Theme: Victorian Mural (Textiles)</p> <p>Killer Question: Can I create a tile for a Victorian mural?</p>	<p>Theme: Rainforest Art (Painting)</p> <p>Killer Question: How can I develop my skills in painting with acrylic paints?</p>	<p>Theme: Impressionism (water colours)</p> <p>Killer Question: Can I create a painting in the style of an impressionist artist?</p>	<p>Theme: Investigating Patterns (Anglo-Saxons Printing)</p> <p>Killer Question: How are images rotated and reflected to create patterns?</p>	<p>Theme: Sculpture (Modroc)</p> <p>Killer Question: Can I evoke the idea of movement in a still life sculpture?</p>

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National Curriculum Coverage

<u>Key Stage One - Art</u>								
Statutory National Curriculum Statement	Year 1	Year 2	Polar Regions	Seaside	Toys	Great Fire of London	Kenya	Victorians
to use a range of materials creatively to design and make products	Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.	Investigate different methods of designing; including drawing and use of ICT						
	Explore a range of mediums and discover their range of effects when designing and making a product.	Decide on methods, materials and processes. Use a range of mediums to design products and decide on a preference						
		Experiment with different types of materials to design and make products						
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Share ideas about what art is and where it can be found.	Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work						
	Work as part of a group to create a piece of work and also create art work independently.	Discover together how to use drawing as a precursor for other art word, including for example in a class sketch book						

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	Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others	Make art individually and collaboratively, sharing ideas for design, technique and use of materials					
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Collage: Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background.	Collage: Experiment with a range of materials and methods to create a variety Identify how to cut shapes accurately from paper and thin card and cut different kinds of line					
	Drawing 2D: Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones	Printing: Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers).. Make mono prints by spreading paint Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints					
	Paint 2D: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effect of adding other materials to paint such as sand, glitter and PVA glue.	ICT: Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes					

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	<p>Textiles: Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dip-dye</p>	<p>3D Clay: Make models in clay or other malleable materials for particular purposes. Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush. Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons.</p>						
	<p>3D: Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object</p>							
<p>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.</p>	<p>Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT, etc. Create a piece of art in the style of an artist</p>	<p>Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work</p>						

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Lower Key Stage 2 - Art								
Statutory National Curriculum Statement	Year 3	Year 4	Ancient Civilisations	The UK	The Vikings	The Stone Age	Volcanoes	WW2
to create sketch books to record their observations and use them to review and revisit ideas	Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas	Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas						
	Sketch collection of observational drawings and ideas using line, tone, texture, and shading	Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching						
	Draw accurately from observation	Work with a range of different materials for drawing including pen and ink						
	Draw from imagination and memory	Use a view finder to select an area of a subject for drawing						
	Draw lines of different sizes and thicknesses							
	Colour neatly following the lines							
	Experiment with grip to assist drawing styles							
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]	Printing: Mastered printing techniques of using layers of colour and repeating patterns. Learn how to use polystyrene	3D: Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture						
	2D Painting: Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively	ICT: Use ICT art software to make art works by cropping, cutting and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from internet to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created.						

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	Collage and sculpture: Select and arrange materials and for a striking effect when creating collage and sculpture.	Textiles: Shape and stitch materials Use basic cross stitch and back stitch. Colour fabric Create weaving Quilt, pad and gather fabric						
about great artists, architects and designers in history.	Replicate some of the techniques used by notable artists, artisans and designers	Create original pieces that are influenced by the studies of notable artists, artisans and designers						
	Look at and talk about the work of artists	Look at and talk about the work of artists who use different mediums and identify what techniques may have been used						

Upper Key Stage 2 - Art

Statutory National Curriculum Statement	Year 5	Year 6	The Tudors	Rainforests	Anglo Saxons and Romans	Victorians	Rivers	Space and explorers
to create sketch books to record their observations and use them to review and revisit ideas	Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas	Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas						
	Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective	Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, direction of sunlight, movement and perspective						

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	Use drawing confidently in a variety of styles as appropriate to task	Show confidence in using a variety of drawing mediums including ink and pen						
	Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape	Choose and combine different drawing materials as appropriate to task and purpose						
	Draw from imagination and memory to design and illustrate. Developing accuracy and expression in their drawings including the human figure	Accurately able to express ideas in drawings						
		Able to talk about their own style of preferred style of drawing and make comparisons with that of other learners						
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	2D: Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood. Create paintings by combining colours, tones and tints to enhance the mood of a piece	2D: Create paintings by choose and combine colours, tones and tints to enhance the mood of a piece						
	3D: Create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture	3D: Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture						

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	<p>Textiles: Silk painting: - Mastered techniques of building up layers of colours and shape. Use fabric printing techniques and explore using dyes</p>	<p>Textiles: explore specialised techniques such as batik and felt making. Combine previously learned techniques to create pieces</p>						
	<p>Printing: Mastered printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work</p>	<p>ICT: Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists using digital media</p>						
about great artists, architects and designers in history.	<p>Show and explain the influence of notable artists, artisans and designers within their work</p>	<p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers</p>						
	<p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art</p>	<p>Show how the work of those studied was influential in both society and to other artists</p>						