



Art and Design at St Mary's Catholic Primary

	AUTUMN	SPRING	SUMMER	
NURSERY	<p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	
RECEPTION	<p>Exploring and using media and materials Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Exploring and using media and materials Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Exploring and using media and materials Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
<p>KS1</p> <p>All units of art (drawing/painting/sculpture/texture work/printing) should include these objectives:</p> <ul style="list-style-type: none"> • Look/discover/imagine/respond/express – generating ideas from stimuli (significant historical/contemporary practitioners' work. • Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work. 				
Y1 Topics	Ourselves/ Changes Through the ages		Up and Away/ Into the Woods	Real Life Superheroes/ All at Sea
YEAR 1	<p>Drawing</p> <p>Experiment with line/dot/scribble/doodle, making marks of different sizes/types/colours on various surfaces with various tools</p> <p>Using these various types of mark-making, draw pictures/illustrations/ideas, even if only symbolic.</p>	<p>Painting</p> <p>Understand through experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference.</p> <p>Experiment: stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear. Use: brush, finger, stick, sponge, spray, spatula, card strip.</p> <p>Possible Types: Picture, decoration, portrait, self-portrait, landscape, handwriting patterns.</p> <p>Possible Mediums: Water-based ready mix/block/powder/watercolour paint (sometimes with additives e.g. pva/sawdust)/wax crayon resist.</p>	<p>Drawing</p> <p>Increase awareness of observation, developed through 'looking games'.</p> <p>Engage in activities to strengthen hand muscles, hand-eye co-ordination & correct pencil grip (including tracing & dot to dot).</p> <p>Vocab awareness: look, notice, draw, mark, pencil, pen, graphite, oil/chalk pastel, chalk, wax crayon, eraser, sharpener, line, dot, pattern, shape, tone (dark, light).</p>	<p>Painting</p> <p>Become familiar with: primaries – red/yellow/blue; secondaries – orange/purple/green; tones – black/white greys & dark/light colours</p> <p>Engage in (play) activities to strengthen hand muscles, hand-eye co-ordination & correct brush grip. Know brush parts: handle, bristles.</p>
	<p>Sculpture</p> <p>Alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials; learn from any mistakes, rework when necessary & finish the activity.</p> <p>If modelling with soft stuff use plasticine, play dough or salt dough or food stuffs (bread dough, marzipan/royal icing) to do free modelling; experiment with modelling/impressing tools – sometimes pulling apart and reconstructing.</p> <p>If sculpting/constructing, use suitable materials e.g. sand, shaving foam, natural/found objects, papier maché, junk; fasten/glue successfully.</p> <p>Decorate or create surface texture (even if smooth) in some way.</p> <p>Notice the difference between a painting and a sculpture. Sculptures are 'fat not flat'.</p> <p>Become vocab aware: squeeze, press, roll, stick, fasten, cut, cover, glue, decorate, join, model, sculpt, pinch.</p> <p>Identify key visual elements of medium: texture, shape, form, space.</p>	<p>Texture work</p> <p>Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use.</p> <p>Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work.</p> <p>Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal).</p> <p>Collect a range of textile samples; modify, connect & decorate materials to create a piece of art.</p> <p>Know what textiles are/their uses. Feel & describe their textures & notice they can be flexible, stiff or stretchy.</p> <p>Use a simple theme; select/manipulate various materials & consider their arrangement. Test layout on strong backing support (possibly photograph for reference), before permanently gluing collage pieces into place.</p> <p>Know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do today).</p>	<p>Drawing</p> <p>Identify key visual elements of medium: line/dot, tone, pattern, shape.</p>	<p>Painting</p> <p>Notice how they feel when they are painting. Vocab Awareness: brush handle/bristles, stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear, spray, sponge.</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape.</p>
			<p>Printing</p> <p>Use simple relief printing using ready-mix paint (e.g. hand, foot, sponge, stick, fruit & veg) to create/sequence patterns and/or compose simple pictures.</p> <p>Try marbling & simple monoprinting (e.g. paint a plastic table top with ready mix, then take prints from it).</p> <p>Experiment with stencils, wooden or rubber stamps & transfers.</p> <p>Understand that we print to make a copy of something. Become vocab aware: monoprint (meaning 'one'), pattern, repeat, press down, comb, water, oil, marble/ marbling ink, stencil, stamp, transfer.</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape.</p>	

		<p>Create a design/image gluing pre-cut paper/card squares on a card base.</p> <p>Know that a mosaic is a picture made up of little pieces of paper/card/tile</p>				
Y2 Topics	Explorers	Roots, Shoots and Juicy Fruits		The Big Smoke		
YEAR 2	<p>Drawing Picture, illustration, portrait, self-portrait, plan, map. Use various marks on different surfaces with different tools, neatly fill in solid shapes when desired.</p> <p>Work with more speed, control & accuracy, representing intentions carefully, even if still symbolic.</p> <p>Sometimes use a viewfinder to select what to draw.</p>	<p>Painting Understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities.</p> <p>Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools including finer ones. Learn from mistakes, rework when necessary & finish the activity. Possible Types: Picture, illustration, decoration, portrait, self-portrait, landscape, skyscape, mural, stage backdrop. Possible Mediums: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust)/wax crayon resist/ink & occasionally acrylics.</p>	<p>Drawing Experiment with shading techniques (e.g. smudging, hatching/cross hatching, using dots). Know H=hard, B=black, F=fine in drawing pencils.</p> <p>Vocab awareness: 9H-9B drawing pencils, hard, fine, black, shade (dark/light), smudge, hatching, cross-hatching, portrait, self-portrait, illustration.</p>	<p>Painting Become familiar with: tertiaries (primary + secondary i.e. blue + green = turquoise; red + green = brown) and the effect of black and white have when added to other colours – darker (shade), lighter (tint).</p> <p>Practice holding painting tools correctly for purpose of marks desired. Respect brushes and stroke (not push against the bristles) across surfaces.</p> <p>Consider simple composition more carefully. Experiment to create texture with mark styles or thicker paint.</p>	<p>Drawing Identify key visual elements of medium: line/dot, tone, pattern, shape.</p>	<p>Painting Think about why people paint. Become vocab aware: decoration, portrait, self-portrait, landscape, skyscape.</p>
	<p>Sculpture Alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials; learn from any mistakes, rework when necessary & finish the activity</p> <p>If doing ceramics, use clay to do free modelling or make thumb pots (for simple practical purpose); use suitable modelling/impressing tools if necessary If sculpting use suitable materials e.g. natural/found objects, papier maché, junk, crunched/rolled newspaper covered in skins (tapes, glued paper), art straws</p> <p>Try ideas for fastening e.g. tape, glue, plait, staple, weave, hole punch & thread/treasure tag, use paper clip/fasteners, tie, twist, knot.</p> <p>Think about what sculptures can be made of & compare/contrast sculptural forms e.g. texture, pattern, weight, size, shape</p> <p>Become vocab aware: sculptor, sculptress, fasten, thumb pot, plait, thread, twist, tie, knot, texture, form</p> <p>Identify key visual elements of medium: texture, shape, form, space</p>	<p>Printing Create a simple collagraph printing plate (pattern/picture) from collage materials. Make sure materials protrude at equal heights so they all print</p> <p>Print from collagraph plate using water-based printing ink, keeping still once pressed on printing surface. Take rubbings from it when dry</p> <p>Remember that we print to make a copy of something. Notice where we use printing in everyday life</p> <p>Become vocab aware: collagraph (made with collage materials), digital printing, original, master, printing ink/roller/tray/plate, rubbing</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape</p>		<p>Texture work Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p>Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work.</p> <p>Weave using the ‘over/under–under/over’ method (warp is vertical, weft is horizontal)</p> <p>Modify, connect & decorate materials to make a piece of art. Experiment with a small collection of given items: “What can you do with these?”</p> <p>Know what textiles are/their uses. Feel & describe their textures & notice they can be flexible, stiff or stretchy.</p> <p>Use a simple theme; select/manipulate various materials & consider their arrangement (rough-test layout on strong backing support/photograph) before permanently gluing in place Know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do today)</p> <p>Create a design/image, cutting own paper/card ‘tile’ pieces & gluing onto a card base</p> <p>Know that a mosaic is a pictures made up of little pieces of paper/card/tile</p>		
KS2						
<p>All units of art (drawing/painting/sculpture/texture work/printing should include these objectives:</p> <ul style="list-style-type: none"> Observe/experiment/imagine/research/respond/express – generating ideas from significant historical/contemporary practitioners’ work, using sketch books to support work. Evaluate/analyse to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism) 						
Y3 Topics	Stone Age to Iron Age	UK		Ancient Egypt		
YEAR 3	<p>Drawing Consider creative practitioners’ reasons for working (if a stimulus) & similarities/differences between the kinds of work they create</p> <p>Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p>	<p>Painting understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Demonstrate increasingly fine motor skills. Learn from mistakes, rework when necessary, & finish the activity Possible Types: Picture, illustration, decoration, portrait, self-portrait, landscape, seascape, skyscape, mural, stage backdrop, fabric wall hanging Possible Medium: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics</p>	<p>Drawing Using varied surfaces, scales, colours & tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch</p>	<p>Painting Become familiar with six colour primaries to gain a greater range of colour temperature when mixing: (warm: cadmium red, cadmium yellow, cobalt blue; cool: crimson, lemon yellow, ultramarine) and metallics (gold, silver, bronze)</p> <p>Hold paint tools correctly to suit mark intended (without damaging brushes); know brush part: ferrule (silver section). Outline/fill in, create visual or tactile texture where desired</p>	<p>Drawing Observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques</p> <p>Sometimes use a viewfinder to select what to draw. Do a first draft ‘light touch’ rough sketch of idea/observation</p>	<p>Painting Before painting, rough-plan composition (main subject/focus, foreground, middle ground, background)</p> <p>Notice where we see paint in the school environment – why is it there? Become vocab aware: ferrule, outline, visual/tactile texture, composition, paint types</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</p>
	<p>Texture work Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions</p>	<p>Printing Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>For purpose create an incised (polystyrene or clay tile) printing plate; print simple pattern repeats (square/rectangle/brick)</p>		<p>Sculpture Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Use clay to make a coil pot for simple practical purpose or a clay tile using a bas-relief and/or incised method, using suitable modelling/impressing tools (NB a flat incised clay tile sealed with pva could be used as a printing plate)</p>		

	<p>Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)</p> <p>Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the 'Mad Hatter' was called mad</p> <p>Use a theme/idea/concept e.g. pattern, something representational, realistic or abstract</p> <p>Know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')</p>		<p>Attempt some tessellating pattern rotation: clockwise or anticlockwise ¼, ½, ¾ or full turns</p> <p>Keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing & use dry roller & clean paper to cover over plate for pressing</p> <p>Become vocab aware: incise (dig into), pattern repeat (square/rectangle/brick), clockwise/anticlockwise ¼, ½, ¾ or full turns</p> <p>Notice the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape</p>		<p>Deconstruct/watch the deconstruction of an everyday object to see how it has been made and possibly reconstruct it</p> <p>Know that sculptures are 3D and this means 'three dimensional'. Become vocab aware: sculpt, deconstruct, scale. Ceramics: incise, impress, coil pot</p> <p>Identify key visual elements of medium: texture, shape, form, space</p>	
Y4 Topics	Ancient Greece		Africa		Celts and Romans	
YEAR 4	<p>Drawing</p> <p>Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create</p> <p>Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Using varied surfaces, colours, scales & tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch, cartoon, still life</p>	<p>Painting</p> <p>Understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Demonstrate fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, landscape, seascape, skyscape, cityscape, mural, backdrop, banner, flag, fabric wall hanging</p> <p>Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics</p>	<p>Drawing</p> <p>In observational drawing show increasing ability to notice finer detail & draw it more accurately, lightly sketching rough outlines first</p> <p>Sometimes use shading/masking off techniques. Consider pattern, tone, shape & overall composition, using a viewfinder when required</p> <p>Understand & use symbols and symbolism, how they represent meaning & how they differ from realistic images</p>	<p>Painting</p> <p>Become familiar with: monochrome - using only one colour (or shades/tints of it); and name tints/shades of primaries and secondaries - e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); orange (pale orange/dark orange); purple (lilac/dark purple).</p> <p>Hold paint tools correctly with increasing control/accuracy to suit marks intended (without damaging brushes), outline/fill in/create some visual texture</p>	<p>Drawing</p> <p>Consider why they find drawing useful. Vocab awareness: composition, symbolism, represent, realistic, sketch, outline, still life, cartoon</p> <p>Identify key visual elements of medium: line/dot, tone, pattern, shape</p>	<p>Painting</p> <p>Plan composition (main subject/focus, foreground, middle ground, background) before painting</p> <p>Consider the value of artistic painting in the world. Become vocab aware: cityscape, mural, backdrop, main subject/s, foreground, middle ground, background, paint types</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</p>
	<p>Sculpture</p> <p>Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary & finish the activity</p> <p>Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, modelling wire</p> <p>Make a strong supporting substructure & add suitable surface texture &/or pattern decoration</p> <p>Know what an architect does and what kind of substructures they use when building</p> <p>Identify what the 3 dimensions are of '3D': length, width, depth (using a swimming pool analogy). Become vocab aware: architect, architecture, substructure, surface. Ceramics: incise, impress, coil pot</p> <p>Identify key visual elements of medium: texture, shape, form, space</p>		<p>Texture work</p> <p>Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)</p> <p>Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric</p> <p>Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the 'Mad Hatter' was called mad</p> <p>Use a theme/idea/concept e.g. pattern, something representational, realistic or abstract</p> <p>Know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')</p> <p>Create a design/image for indoor display, using own-made acrylic-painted clay tesserae glued with pva onto a thick card/thin wood base</p> <p>Know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)</p>		<p>Printing</p> <p>Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Print on fabric for purpose: create an incised polystyrene printing plate with some incised visual texture; print more complex pattern/motif repeats (half-drop/diamond/equilateral triangle)</p> <p>Attempt tessellating pattern rotation depending on repeat type: clockwise or anticlockwise 90°, 180°, 270° or 360°</p> <p>Keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing & use dry roller & clean paper to cover over plate for pressing</p> <p>Become vocab aware: incise (dig into), pattern repeat (half-drop/diamond/equilateral triangle), clockwise/anticlockwise, 90°/180°/270°/360°, tessellate, motif</p> <p>Understand that the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape</p> <p>Evaluate to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)</p>	
Y5 Topics	Invaders		The Final Frontier		The Mighty Medway	
YEAR 5	<p>Drawing</p> <p>Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms</p> <p>Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Using varied surfaces, colours, scales & tools: illustration, portrait, self-portrait, plan, map, cross-</p>	<p>Painting</p> <p>Understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity</p> <p>Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, landscape, seascape, skyscape, cityscape, still life, mural, backdrop, banner,</p>	<p>Drawing</p> <p>Draw for a longer period of time what is intended with increasing independence, speed, control & accuracy</p> <p>Consider scale, tone/shading, visual texture, pattern, shape & composition. Use a viewfinder/mask off areas if required</p>	<p>Painting</p> <p>Become familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon</p> <p>Plan composition (main subject/focus, foreground, middle ground, background) before painting. Paint background first, moving to middle ground and foreground - main subject/focus last</p>	<p>Drawing</p> <p>Know about/attempt 'blind' drawing (eyes closed drawing in response to stimuli, e.g. music) and consider its usefulness</p> <p>Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture</p> <p>Know how art, craft & design reflect & shape our history</p>	<p>Painting</p> <p>Consider what paintings may tell us about inner selves. Become vocab aware: religious icon, triptych, still life, realistic, abstract, symbolic, paint types</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</p>

	<p>sectional diagram, symbol, sketch, cartoon, caricature, still life, graffiti, letter/page decoration, 'blind' drawing, abstract</p>	<p>flag, fabric wall hanging, realistic, impressionistic, abstract, symbolic Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives, e.g. pva/sawdust/small found objects), ink, acrylics, gouache, poster paint</p>				
	<p>Sculpture Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Ceramic Options: Use clay to make a slab pot for practical purpose OR a clay head/bust or figure/natural form in bas relief or full 3D using suitable modelling/impressing tools and attempt some carving</p> <p>Non-Ceramic Options: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, modelling wire, beads, withies, Modroc, (NOT Plaster of Paris)</p> <p>Non-Ceramic Options: Create a maquette (abstract or realistic) that can evoke a mood/feeling. Imagine/describe its final size & the space & lighting in which it might be displayed to enhance its mood/feeling</p> <p>Non-Ceramic Options: Use basic 3D shape knowledge to help create the maquette or its substructure e.g. cube, cone, cylinder or build on simple wire armature if desired</p> <p>Know about viewpoints and how something 3D looks different from these viewpoints: side view, front view, back view, aerial view</p> <p>Become vocab aware: maquette, armature, slab pot, viewpoint, aerial, evoke, mood. Identify key visual elements of medium: texture, shape, form, space</p>	<p>Texture work Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)</p> <p>Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern)</p> <p>Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee - Know how and why dyes are 'fastened' (even if not required in their making process) Collage a still life or figurative piece; or communicate a message, evoke a mood or symbolise. Collect/select/manipulate various materials & trial composition before gluing, working from background to foreground if necessary</p> <p>Know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')</p> <p>Create a design/image for indoor/outdoor display, using small manufactured glass & indoor/outdoor clay tiles (tesserae) or pebbles & gluing onto a plywood base with tile glue, then grouting with tile grout (health & safety!)</p> <p>Know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)</p>	<p>Printing Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>For purpose: create a collagraph printing plate (pattern/picture) using hand-cut card collage pieces, making sure they protrude equally at a reasonable height so they all print (not the background): do a small tester plate first</p> <p>Use a mirror to see what the printed reverse image will look like. Print from collagraph plate; use water-based printing ink.</p> <p>Understand that the card pieces 'in relief' are what are printed not the background, and that this differs from incised printing</p> <p>Become vocab aware: collagraph (using collage materials) - from Greek: 'kolla' (glue) & 'graphe' (writing), digital printing, original, master, printing ink/roller/tray/plate, relief</p> <p>Discuss printing's ecological downfalls (paper use/harmful chemicals). Identify key visual elements of medium: line/dot, tone, colour, pattern, shape</p>			
Y6 Topics	The World at War	Marvellous Mayans	Galapagos			
YEAR 6	<p>Drawing Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms</p> <p>Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Using varied surfaces, colours, scales & tools: illustration, portrait, self-portrait, plan, map, exploded diagram, technical/figurative drawing, thumbnail sketch, cartoon, caricature, graffiti, tattoo, letter/page decoration, 'continuous line'</p>	<p>Painting Understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities</p> <p>Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity</p> <p>Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, natural landscape, seascape, skyscape, cityscape, industrial landscape, still life, figurative, mural, backdrop, banner, flag, fabric wall hanging, graffiti, realistic, impressionistic, abstract, symbolic</p> <p>Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics, gouache, poster paint, aerosol spray (water-based low odour - use safely)</p>	<p>Drawing For a sustained period of time draw what is intended with increasing independence, speed, control, accuracy & intricacy</p> <p>Consider scale, tone/shading, visual texture, pattern, shape & composition. Use a viewfinder, mask off areas if required</p>	<p>Painting Familiarisation: Know some names of tints & shades of tertiaries e.g. purply red: tint - mauve, shade - plum. Create new ways of describing colour e.g. using paint manufacturers' paint names as ideas for describing - also using similes to describe colours and the mood or ideas they evoke e.g. 'as black as a moonless night in winter'</p> <p>Plan composition (main subject/focus, foreground, middle ground, background) before painting. Work on background first, moving to middle ground and foreground - main subject/s last.</p>	<p>Drawing Know about/attempt the 'continuous line' drawing technique to improve observation/hand-eye coordination and consider its usefulness</p> <p>Vocab awareness: thumbnail sketch, continuous line, technical/figurative drawing, exploded diagram, perspective</p> <p>Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture</p> <p>Know how art, craft & design contribute to the culture, creativity & wealth of our nation</p>	<p>Painting Consider the value of paintings when finding out about history. Become vocab aware: figurative, graffiti, impressionistic, natural landscape, industrial landscape, paint types</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</p>
	<p>Sculpture Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Ceramic Options: Use clay to make a slab pots for practical purpose OR a clay head/bust or figure/natural form in bas high relief or full 3D using suitable modelling/impressing tools and attempt some carving on head/bust</p> <p>Non-Ceramic Options: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, beads, modelling wire, chicken wire, withies, Modroc, (NOT Plaster of Paris)</p> <p>Non-Ceramic Options: Use knowledge of 2D & 3D shapes & their properties to assist in the creation of a sculpture/substructure (e.g. oval, square pyramid, angle, circumference, concave)</p>	<p>Printing Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Create a one-off three-colour monoprint using the incised polystyrene tile method. Mark the plate back with a T for 'top' before inking</p> <p>From the same tile: 1st print pale colour from unincised tile; 1st simple incise, then 2nd print a mid-tone colour; 2nd deeper/greater number incisions, then 3rd print a darker/brighter colour (ink up only certain areas with a small sponge or dabbed brush if desired)</p> <p>See where intaglio and relief printing occurred in printing history; know about Gutenberg's printing press & its importance</p>	<p>Texture Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p>Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</p> <p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)</p> <p>Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques on small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric</p>			

	<p>Non-Ceramic Options: Consider more complex viewpoints points and how something 3D looks different from these viewpoints: ¼ side view, view from below, cross-section, exploded diagram</p> <p>Become vocab aware: cross-section, exploded diagram; ceramics: carve, manipulate, head, bust, figurative. Identify key visual elements of medium: texture, shape, form, space</p>	<p>Become vocab aware: monoprint (meaning 'one'), intaglio (incise, dig in), relief print, Gutenberg, printing press</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape (+ form & space for 3D printing)</p>	<p>Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, & its teasing, spinning, dyeing and knitting/weaving</p> <p>Collage a still life or figurative piece or communicate a message, evoke a mood or symbolise. Collect/select/manipulate various materials & trial composition before gluing. When gluing, work from background to foreground if necessary</p> <p>Know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')</p> <p>Create a design/image for indoor/outdoor display, using small manufactured glass & indoor/outdoor clay tiles (tesserae) or pebbles & gluing onto a plywood base with tile glue, then grouting with tile grout (health & safety!)</p> <p>Know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)</p>
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National Curriculum

Key stage 1

Pupils should be taught to:

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

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.

Pupils should be taught:

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