



Art and Design at St Mary's Catholic Primary

	AUTUMN		SPRING		SUMMER	
NURSERY	<p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. 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. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. 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. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. 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. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 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. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 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. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
Year 1 Topics	Ourselves/ Changes Through the ages		Up and Away/ Into the Woods		Real Life Superheroes/ All at Sea	
YEAR 1	<u>Painting</u> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.	<u>Sculpture</u> Experiment in a variety of malleable media such as plasticine, papier-mache, salt dough, modroc.	<u>Printing</u> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.	<u>Texture, pattern, colour, line and tone</u> Investigate textures by describing, naming, rubbing, copying.	<u>Art through technology</u> Take a self-portrait or a photograph. Use a simple computer paint program to create a picture.	<u>Drawing</u> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
<u>Developing ideas</u> Start to record simple media explorations in a sketch book.						

<p><u>Responding to art</u> Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore 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>Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Possible artists: Klimt, Marc, Klee, Hockney.</p> <p>Final piece: self-portrait painting</p>	<p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.</p> <p>Final piece: paper mâché face</p>	<p>Experience impressed printing: e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: e.g. String and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Use printmaking to create a repeating pattern.</p> <p>Possible artists: Warhol, Hokusai</p> <p>Final piece: relief print</p>	<p>Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art. Use printmaking to create a repeating pattern</p>		<p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Possible artists: Van Gogh, Seurat</p> <p>Final piece: landscape drawing</p>
<p>Year 2 Topics</p>	<p>Explorers</p>		<p>Roots, Shoots and Juicy Fruits</p>		<p>The Big Smoke</p>	
<p>YEAR 2</p>	<p><u>Painting</u> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones.</p>	<p><u>Printmaking</u> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p>	<p><u>Drawing</u> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p><u>Texture, pattern, colour, line and tone</u> Demonstrate experience in surface patterns/ textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture.</p>	<p><u>Art through technology</u> Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p><u>Sculpture</u> Use equipment and media with increasing confidence. Use clay to create an imaginary or realistic form – a clay thumb pot. Explore carving as a form of 3D art.</p>
<p><u>Developing ideas</u> Use a sketchbook to plan and develop simple ideas. Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.</p>	<p>Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.</p> <p>Possible artists: Hiroshige, Escher</p> <p>Final piece: collagraph print</p>	<p>Understand tone through the use of different grades of pencils (HB, 2B, 4B).</p> <p>Possible artists: Durer, Da Vinci, Cezanne</p> <p>Final piece: portrait drawing</p>	<p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) Express links between colour and emotion.</p>		<p>Final piece: thumb pot</p>
<p><u>Responding to art</u> Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</p>	<p>Possible artists: Pollock, Riley, Monet, Aboriginal.</p>					

	<u>Final piece: landscape painting</u>					
Year 3 Topics	Stone Age to Iron Age		UK		Ancient Egypt	
YEAR 3	<u>Drawing</u> Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings. Begin to show consideration in the choice of pencil grade they use. Possible artists: Picasso, Hopper, Surrealism etc. <u>Final piece: self-portrait drawing</u>	<u>Texture, pattern, colour, line and tone</u> Create textures and patterns with a wide range of drawing implements. Create textures and patterns with a wide range of drawing implements. Create art works from natural materials to show an awareness of different viewpoints of the same object.	<u>Printmaking</u> Continue to explore both monoprinting and relief printing. Create an incised clay printing plate; print simple pattern repeats. Attempt some tessellating pattern rotation. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece. Possible artists: Morris, Labelling <u>Final piece: print using a clay plate</u>	<u>Painting</u> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash. Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism <u>Final piece: landscape or map painting of the UK</u>	<u>Art through technology</u> Use printed images taken with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) Take photographs and explain their creative vision	<u>Sculpture</u> Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Produce more intricate surface patterns/ textures and use them when appropriate. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique. <u>Final piece: coil pot</u>
Year 4 Topics	Ancient Greece		Africa		Celts and Romans	
YEAR 4	<u>Sculpture</u> Know what an architect does and what kind of substructures they use when building. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Decorate, coil, and produce marquettes confidently when necessarily.	<u>Drawing</u> Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.	<u>Texture, pattern, colour, line and tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect.	<u>Printmaking</u> Increase awareness of mono and relief printing. Create incised polystyrene printing plate. Demonstrate experience in fabric printing. Attempt tessellating pattern rotation. Expand experience in 3 colour printing.	<u>Art through technology</u> Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint	<u>Painting</u> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with.
<u>Developing ideas</u> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book.						
<u>Responding to art</u> Continue to explore 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. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time.						
<u>Developing ideas</u> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas. Keep notes to indicate their intentions/purpose of a piece of work.						

<p><u>Responding to art</u> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.</p>	<p>Model over an armature: newspaper frame for modroc. Use recycled, natural and man- made materials to create sculptures. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p> <p><u>Final piece: a strong substructure with added suitable surface texture/pattern decoration</u></p>	<p>Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Possible artists: Goya, Sargent, Holbein.</p> <p><u>Final piece: portrait drawing</u></p>		<p>Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.</p> <p>Possible artists: Rothenstein, Kunisada</p> <p><u>Final piece: fabric polystyrene print</u></p>		<p>Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</p> <p>Possible artists: Hopper, Rembrandt.</p> <p><u>Final piece: still-life painting</u></p>
<p>Year 5 Topics</p>	<p>Invaders</p>		<p>The Final Frontier</p>		<p>The Mighty Medway</p>	
<p>YEAR 5</p>	<p><u>Sculpture</u> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Make a slip to join to pieces of clay. Develop understanding of different ways of finishing work: glaze, paint, polish Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form. Use language appropriate to skill and technique.</p>	<p><u>Painting</u> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Lowry, Matisse, Magritte.</p> <p><u>Final piece: landscape painting</u></p>	<p><u>Printmaking</u> Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</p> <p>Possible artists: Advertising, Bawden</p> <p><u>Final piece: collagraph print using water-based printing ink</u></p>	<p><u>Texture, pattern, colour, line and tone</u> Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p><u>Art through technology</u> Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade.</p>	<p><u>Drawing</u> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings.</p>
<p><u>Developing ideas</u> Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why.</p>						
<p><u>Responding to art</u> Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify</p>						

<p>modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p><u>Final piece: slab pot</u></p>					<p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</p> <p><u>Final piece: still-life drawing</u></p>
<p>Year 6 Topics</p>	<p>The World at War</p>		<p>Marvellous Mayans</p>		<p>Galapagos</p>	
<p>YEAR 6</p>	<p><u>Painting</u> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p>	<p><u>Texture, pattern, colour, line and tone</u> Consider the use of colour for mood and atmosphere.</p>	<p><u>Art through technology</u> Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.</p>	<p><u>Printmaking</u> Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.</p>	<p><u>Drawing</u> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece.</p>	<p><u>Sculpture</u> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Work around armatures or over constructed foundations. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique.</p>
<p><u>Developing ideas</u> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p>	<p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p>				<p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media.</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawings.</p>
<p><u>Responding to art</u> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history.</p>	<p>Possible artists: Paul Nash</p> <p><u>Final piece: landscape painting</u></p>			<p><u>Final piece: three-colour monoprint</u></p>	<p><u>Final piece: still-life drawing</u></p>	<p><u>Final piece: Chichen Itza temple made of modroc</u></p>