Art and Design Curriculum

Aspect	Year 1	Year 2
Artists Studied	Piet Mondrian Jackson Pollock	Hans Holbein Wassily Kandinsky
General 'Being an Artist' Skills	**Describe shapes and patterns I see.** C - Explain why I like a piece of artwork. Know of different artists by replicating their artwork.	**Describe what I see, including identifying object and colours** C - Describe similarities in an artist's artwork, including identifying objects and colours Replicate artwork
Core Area A: Drawing Specific Skills, Knowledge and Concepts	1. Draw with pencils and crayons 2. Draw thick and thin lines **3. Draw a picture following instructions** 4. Colour neatly, following the lines very carefully	1. Use pencils, crayons, chalk in my drawings. 2. Make a variety of lines of different sizes, shapes and thickness. **3. Draw a picture by looking at an image** 4. Show different tones using coloured pencils.
Core Area B: Painting Specific Skills, Knowledge and Concepts	1. Use thick and thin brushes 2. Use ready mixed or powder paints to create artwork 3. Name the primary and secondary colours 4. Say how an artist has used colour **5. Paint pictures of what I see**	1. Add white to colours to make tints 2. Add black to colours to make tones 3. Mix primary colours to make secondary colours **4. Know the positions of primary and secondary colours in relation to each other on the colour wheel** 5. Link colours to natural and man-made objects 6. Use thick and thin brushes to make patterns and lines
Core Area C: Sculpture Specific Skills, Knowledge and Concepts	1. Roll materials 2. Coil materials 3. Cut materials 4. Replicate shapes 5. Create artwork using dough or plasticine 6. Create indentations to create textures **7. Create a flat sculpture using clay** 8. Add texture to my models using tools	1. Recall how to create a flat sculpture 2. Look at a pot and discuss how to create it 3. Create a pinch pot using dough or plasticine 4. Add lines and indentations to my work using tools 5. Apply shapes onto a flat sculpture to add depth 6. Use the pinch method to create a clay pot **7. Add texture to my clay work by adding lines, indentations and shapes using tools**
Non-Core: Collage Specific Skills, Knowledge and Concepts	1. Cut and tear paper 2. Sort and arrange collage materials for a purpose (e.g. by colour, shape, texture or pattern) 3. Draw a picture for a collage following instructions **4. Create a collage with different textures and appearances** 5. Use glue to attach materials	
Non-Core: Printing Specific Skills, Knowledge and Concepts	1. Talk about printmaking seen in the world around us (e.g. wallpapers, fabrics etc.) 2. Identify colour, shapes and lines used in printmaking to create patterns 3. Print by pressing 4. Print by stamping 5. Print by rolling	

	6. Print by rubbing **7. Create a print on paper in response to the work of an artist or designer** **8. Use printing tools such as fruit, vegetables and sponges** 9. Use repeating, overlapping, rotating and arranging shapes to print	
Non-Core: Textiles **Specific Skills,** **Knowledge and** **Concepts**		1. Sort threads and fabrics 2. Group fabrics and threads by colour and texture 3. Use glue to join fabrics 4. Practise running stitch **5. Use running stitch to join fabrics** **6. Plait using three strands**
Non-Core: Digital **media** **Specific Skills,** **Knowledge and** **Concepts**		1. Open a paint program 2. Select colour and size of tool 3. Draw different size dots, lines and shapes 4. Erase mistakes or to make changes 5. Save work 6. Design a picture for a purpose (e.g. an Easter egg) **7. Draw a picture for a purpose using a paint program** 8. Tell others about my picture

Aspect	Year 3	Year 4
Artists Studied	Andy Warhol Henri Matisse	Giuseppe Arcimboldo Vincent Van Gogh
General 'Being an Artist' Skills	**Record my observations considering colours and shapes** C - Discuss similarities and differences between an artists' artwork Discuss how to replicate an artist's artwork	**Record their observation considering colours, shapes and proportion** C- Explain artists' work to inform my own artwork based on the artists' style Recognise and compare artists' styles (i.e. pointillism, water colours, fabrics
Core Area A: Drawing Specific Skills, Knowledge and Concepts	1. Describe what I observe 2. Sketch my subject lightly using pencil 3. Label my sketches in my art sketchbook 4. Use pencils, chalk and pastels in my drawings **5. Show patterns and textures in my drawings by adding dots and lines** 6. Use different grades of pencil at different angles to show different tones	1. Label and describe my sketches in my art sketchbook 2. Use a viewfinder to help me in my sketching 3. Sketch using charcoal 4. Use pencils, pastels and charcoal in my drawings **5. Use a variety of different shaped lines to indicate movement in my drawings** **6. Use hatching and cross-hatching to show tone and texture**
Core Area B: Painting Specific Skills, Knowledge and Concepts	1. Make notes in my sketchbook of how artists have used paint techniques to produce pattern, colour, texture, tone, shape, space, form and line 2. Identify a feeling from a colour 3. Mix colours using tints and tones **4. Use thin and thick brushes, to produce shapes, textures, patterns and lines** 5. Use water colours paint to produce washes for backgrounds and then add detail	1. Discuss feelings and moods created by a colour 2. Sketch lightly before I paint **3. Create painting that portrays a mood** 4. Create colours by mixing to represent images I have observed in the natural and man-made world **5. Experiment with different colours to create moods or feelings** 6. Understand when to use thin and thick brushes, to produce shapes, textures, patterns and lines
Core Area C: Digital media Specific Skills, Knowledge and Concepts	1. Fill a space with colour using the bucket fill tool in a paint program 2. Use the internet to research how 8-bit artwork has been used **3. Replicate an 8-bit picture** 4. Upload a grid to paint program 5. Select the correct colour 6. Use the bucket tool to fill in the correct areas 7. Design a picture for a purpose (e.g. a Roman mosaic) **8. Draw a picture for a purpose using a paint program** 9. Write about my picture in my art sketchbook	1. Draw shapes using the shape tools in a paint program 2. Change the colours of the shapes using the bucket tool in a paint program 3. Use the internet to research an artist's artwork 4. Discuss how an artist has used shapes and colours **5. Create artwork based on an artist's work** 6. Upload a grid to paint program 7. Use shapes to create a repeating pattern **8. Draw a picture which communicates an emotion using a paint program** 9. Write an explanation about my picture in my art sketchbook
Non-Core: Collage Specific Skills, Knowledge and Concepts	1. Know of mosaics and collages from other cultures 2. Discuss the striking effect of a limited colour palette can have on artwork 3. Create a collage based on artists' artwork 4. Create a collage based on observational drawings which combines both visual and tactile qualities **5. Use precise cutting skills** **6. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)** 7. Apply coiling and overlapping to my collages 8. Comment on my final design in my sketchbook	

Non-Core: Printing Specific Skills, Knowledge and Concepts	1. Research printmaking from other cultures or other time periods 2. Know how printing is used in the everyday life of designers or artists **3. Build up layers of colours to make prints of 2 or more colours** 4. Build up, in a sequence, shapes and colours 5. Design a print based on what I have observed in the natural or man-made world **6. Make my own printing blocks and experiment with different materials** 7. Make precise repeating patterns by creating accurate printing blocks	
Non-Core: Textiles Specific Skills, Knowledge and Concepts		1. Know of textiles work from other culture and times 2. Discuss how colour and fabric have been used to create a pattern 3. Practise cross-stitch 4. Practise backstitch **5. Design a wall hanging based on history or other cultures** 6. Use the running stitch to create my wall hanging **7. Use cross-stitch and backstitch to add texture or pattern to my work**
Non-Core: Sculpture Specific Skills, Knowledge and Concepts		1. Research pots in history and other cultures 2. Design a pot using a net 3. Roll out dough or plasticine 3. Make a net for a pot using dough or plasticine 4. Join the net together 5. Add lines and indentations to my work using tools **6. Create a clay pot using a net** 7. Join the net together using a clay slip **8. Add carvings on the surface of my clay work to create shapes, texture and pattern using tools**

Aspect	Year 5	Year 6
Artists Studied	Claude Monet Katsushika Hokusai	Paul Nash L.S. Lowry
General 'Being an Artist' Skills	**Record my observation considering colours, shape, proportion and perspective** C- Analyse and compare different artists from different periods in history Independently draw upon aspects of artists' style to apply in my own artwork	**Record my observation considering understanding colours, perspective, light and proportion** C- Interpret artists' work and evaluating artists' choices Adapt aspects of artists' style to apply in my own artwork
Core Area A: Drawing Specific Skills, Knowledge and Concepts	1. Plan my drawings by making notes of what I observe about my subject in my sketchbook 2. Decide whether to use pencil or charcoal to sketch 3. Use thick or thin lines to show shape in my drawings 4. Show movement through my drawings **5. Use shading to add perspective to my drawing, using different grades of pencil** 6. Include shadows and reflections in my drawings 7. Sketch using ink 8. Label and explain my sketches in my art sketch book	1. Plan my drawings by using preliminary sketches of what I observe about my subject in my sketchbook 2. Select appropriate drawing materials from pastels, charcoal, chalk, pencils and ink **3. Choose proportion to portray importance of an object** **4. Choose position to portray importance of an object** 5. Use a variety of different shaped lines to indicate perspective in my drawings. 6. Use shading to add light to my drawing, using different grades of pencil 7. Use shading to show shadows and reflections on 3D shapes 8. Choose tones to portray emotion 9. Label, explain and evaluate my sketches in my art sketch book
Core Area B: Painting Specific Skills, Knowledge and Concepts	1. Understand how feelings and moods are created by a colour 2. Decide how to create feelings and moods using colour 3. Choose colour to portray emotion 4. Discuss how an artist has composed their artwork 5. Consider the steps needed to compose own artwork 6. Create paintings which are based on observations and can convey realism 7. Decide when to use thin and thick brushes, to produce shapes, textures, patterns and lines **8. Combine colours and create tints, tones and shades to reflect the mood of my work** **9. Use layering to build a painting**	1. Discuss likes or dislikes about an artist's style 2. Use my sketchbook to paint a stimulus using different styles (e.g. realism, impressionism and surrealism) **3. Evaluate my paintings to consider my personal style** 4. Accurately use thin and thick brushes, to produce shapes, textures, patterns and lines 5. Create paintings based on observations and convey realism or an impression of what I observe **6. Paint realistic figures and/or objects** 7. Use paint to create texture gained through paint mix or brush technique 8. Create lines in my paintings that are sometimes stark and cold and at other times warm to reflect different features or intentions 9. Intentionally use layering to build a painting
Core Area C: Digital media Specific Skills, Knowledge and Concepts	1. Discuss how an artist has used shapes and colours 2. Plan my artwork based on research of an artists' work 3. Create artwork based on an artist's work 4. Draw my artwork using a paint program **5. Draw a picture which shows perspective and value** 6. Select tones and tints to create depth in my artwork **7. Use a combination of thick and thin lines to create patterns in my artwork** 8. Write an explanation about my picture in my art sketchbook	1. Plan my artwork based on research of an artists' work 2. Create artwork based on an artist's work 3. Upload a picture to a paint program **4. Use the mirror tool on a paint program** 5. Draw lines of an appropriate size **6. Use the zoom tool to be able to make fine details to my work** **7. Use a combination of tools to create patterns in my work (i.e. bucket tool, line tool, shape tool, brush tool or colour selection)** 8. Keep notes in my art sketchbook about my methods and evaluate my work

Non-Core: Collage Specific Skills, Knowledge and Concepts	1. Discuss collages from other cultures **2. Plan my collage using a mood board** 3. Create collage work that has a definite theme that is apparent to any viewer 4. Choose the most appropriate materials for my collages to fit the purpose **5. Modify and change materials to be used in my collage** **6. Create a striking effect by combining colour choices, pattern, lines, tones and shape** 7. Write about the visual and tactile qualities of my work in my sketchbook	
Non-Core: Printing Specific Skills, Knowledge and Concepts	1. Evaluate printmaking from other cultures or other time periods **2. Compare the methods and approaches of different designers in their print techniques** **3. Plan a print that has a starting point from a designer in history** 4. Create a print which is based on a theme from other cultures 5. Build up shapes and colours in my prints to reflect a purpose **6. Use drawings and designs to bring fine detail into my work**	
Non-Core: Textiles Specific Skills, Knowledge and Concepts		1. Research textiles work from other culture and times 2. Discuss how colour and fabric have been used to create a pattern **3. Design a patchwork based on patchwork from history or other cultures** 4. Use the running stitch to create my patchwork **5. Use cross-stitch and backstitch to add texture or pattern to my work** 6. Combine visual and tactile elements fit for purpose
Non-Core: Sculpture Specific Skills, Knowledge and Concepts		1. Research 3D models of animals or humans 2. Plan a 3D life size model (i.e. a mouse) 3. Practise creating the model and creating realistic texture using dough or plasticine **4. Create a 3D life size model using clay** 5. Choose from all of the techniques that I have previously learnt to embellish my work where appropriate **6. Use techniques of adding materials to create texture, feeling, expression or movement (i.e. wrinkles on a portrait sculpture)** **7. Evaluate my 3D model in my sketchbook**