

## Art and Design Curriculum

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

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

Artist StudiedAndy WarholGluseppe ArclimobiloGeneral 'Being an Artist SkillsRecord my observations considering colours and shapes C - Discuss similarities and differences between an artist' artwork Discuss how to replicate an artist's artworkRecord their observation considering colours, shapes and proportion C - Explain antistif work to inform my own artwork based on the artist's style Recognize and compare artists' styles (i.e. pointillinm, water colours, fabrics 2. Use a viewfinder to help me in my stetchelin my art sketchbook 3. Sketch using charcal 4. Use pencils, hakit and pastels in my drawings 5. Show patterns and rectures in my drawings by adding dots and lines 5. Show patterns and rectures in my drawings by adding dots and lines 5. Show patterns and rectures in my drawings by adding dots and lines 5. Show patterns and rectures in my drawings by adding dots and lines 5. Show patterns and rectures in my drawings by adding dots and lines 5. Show patterns and rectures in my drawings by adding dots and lines 5. Show patterns and rectures in my drawings by adding dots and lines 5. Use addifferent space lines in my ister house when the charcal in my drawings 5. Sube different space lines to indicate movement in my drawings 5. Use different space lines in my ister house when adverted in the natural and manmate world 5. Sube different space lines in divise the patterns 5. Use different space lines by a colour 2. Stech lightly before I paint 3. Create colours by unking to regreter sent images I have observed in the natural and manmate world 3. Experiment with different space lines of histises and world 5. Sube different space lines addition and into res 4. Use patient colour using the bucket fill tool in a paint program 2. Use the internet to research how 8-bit proture 3. Stech lightly before I paint 3. Stech bucket tool in l	Aspect	Year 3	Year 4
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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	<ol> <li>Research printmaking from other cultures or other time periods</li> <li>Know how printing is used in the everyday life of designers or artists</li> <li>Build up layers of colours to make prints of 2 or more colours</li> <li>Build up, in a sequence, shapes and colours</li> <li>Design a print based on what I have observed in the natural or man-made world</li> <li>Make my own printing blocks and experiment with different materials</li> <li>Make precise repeating patterns by creating accurate printing blocks</li> </ol>	
Non-Core: Textiles Specific Skills, Knowledge and Concepts		<ol> <li>Know of textiles work from other culture and times</li> <li>Discuss how colour and fabric have been used to create a pattern</li> <li>Practise cross-stitch</li> <li>Practise backstitch</li> <li>Design a wall hanging based on history or other cultures</li> <li>Use the running stitch to create my wall hanging</li> <li>Use cross-stitch and backstitch to add texture or pattern to my work</li> </ol>
Non-Core: Sculpture Specific Skills, Knowledge and Concepts		<ol> <li>Research pots in history and other cultures</li> <li>Design a pot using a net</li> <li>Roll out dough or plasticine</li> <li>Make a net for a pot using dough or plasticine</li> <li>Join the net together</li> <li>Add lines and indentations to my work using tools</li> <li>Create a clay pot using a net</li> <li>Join the net together using a clay slip</li> <li>Add carvings on the surface of my clay work to create shapes, texture and pattern using tools</li> </ol>

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

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