

### Altham St. James' CE Primary School Art & Design Curriculum Overview

	Reception	Year 1/ 2		Year 3/4		Year 5/ 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Autumn Term</b>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Abstract art study – Jackson Pollock? Bonfire and Remembrance Day – self created pictures and models	Portraits of self and history of portraits. Bonfire and Remembrance Day – self crated pictures and models	Printing L S Lowry drawing Victorians – weaving Bridges - architecture	Romans – mosaics Jean Michel Basquiat – street art. Mixing colours.	<ul style="list-style-type: none"> <li>Art/emotions</li> <li>Greeks: Speira research, Greek statues, Moores “maquette” method Greek statues/ceramic</li> </ul>	<ul style="list-style-type: none"> <li>Making a mark cave paintings/ modern day</li> <li>Focus on Klee – line dot went for a walk</li> </ul>
<b>Spring Term</b>	Share their creations, explaining the process they have used.	Sculptures – clay modelling – Augusta Savage.	Printing designs – using various different objects to create landscape picture (using a stimulus picture to model from)	DT – Skara Brae and Hillfort Cave painting using natural resources Clay pots. Sculptures – Joan Miro and Barbara Hepworth – get a feel for 3D qualities.	Architects – Norman Foster, Robert Venturi and Denise Scott Brown. Understand and explore architectural ideas and buildings.	<ul style="list-style-type: none"> <li>Self-portrait: Kahlo</li> <li>Scale of canvas</li> </ul>	<ul style="list-style-type: none"> <li>Music and its impact on art</li> <li>Doodle to drawing</li> <li>Final piece</li> </ul>
<b>Summer Term</b>	Make use of props and materials when role playing characters in narratives and stories.	Weaving creating butterflies.	Collage of different materials to create animal and its habitat picture.	Collage – rivers and human/physical landscapes (Present ideas using photography)  Designers – William Morris, Charles Rennie Mackintosh and Vivienne Westwood.	Vikings – repeating patterns. Painters – Frida Kahlo and Joan Miro. Self-portraits, urban landscapes and abstract works.	<ul style="list-style-type: none"> <li>An artist a week – snapshot</li> <li>Focus on large scale A2 final piece</li> </ul>	<ul style="list-style-type: none"> <li>Art as a record of personal experience</li> <li>Visual recording of a key event</li> <li>Final piece</li> </ul>
<b>Fill in details of artists/sculptors/ designers/ artefacts used as reference/ stimulus. (see list)</b>				Sketching ideas, shading and negative art. Create graphics using SCRATCH	Kandinsky, Picasso and Mondrian – forms, lines and shape.	<ul style="list-style-type: none"> <li>Art Gallery (10 Masters)</li> <li>Images of Klimt (4)</li> <li>Zilberman</li> <li>Kahlo</li> </ul>	<ul style="list-style-type: none"> <li>Klee</li> <li>Impact of war on an artist</li> <li>Doodle to music (Jingle)</li> </ul>

					Mayan – papier mache masks.	<ul style="list-style-type: none"> <li>An artist a week: Georgia O’Keefe, Augusta Savage, Henry Moore, Michaelangelo, Quentin Blake, Picasso</li> </ul>	Bells, Mozart, Pink, fuze, ODG) <ul style="list-style-type: none"> <li>Warhol (The Heinz and Queen pieces of art)</li> <li>Respond to location</li> </ul>
Children working above the expected standard:							
Children working below the expected standard:							
<b>National Curriculum Sept 2014</b>		Pupils should be taught: <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines,</li> </ul>	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use then to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint)</li> <li>About great artists, architects and designers in history.</li> </ul>				

		and making links to their own work.	
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## YEAR 1/2

Exploring and Developing Ideas			Evaluating and Developing Work		
<ul style="list-style-type: none"><li>Record and explore ideas from first hand observations.</li><li>Ask and answer questions about the starting points for their work.</li><li>Develop their ideas – try things out, change their minds.</li><li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li></ul>			<ul style="list-style-type: none"><li>Review what they and others have done and say what they think and feel about it.</li><li>Identify what they might change in their current work or develop in future work.</li></ul>		
Drawing					
<ul style="list-style-type: none"><li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li><li>Control the types of marks made with the range of media.</li></ul>	<b>Lines and Marks</b> <ul style="list-style-type: none"><li>Name, match and draw lines/marks from observations.</li><li>Invent new lines.</li><li>Draw on different surfaces with a range of media.</li></ul>	<b>Form and Shape</b> <ul style="list-style-type: none"><li>Observe and draw shapes from observations.</li><li>Draw shapes in between objects.</li><li>Invent new shapes.</li></ul>	<b>Tone</b> <ul style="list-style-type: none"><li>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li></ul>	<b>Texture</b> <ul style="list-style-type: none"><li>Investigate textures by describing, naming, rubbing, copying.</li></ul>	
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"><li>Explore ideas using digital sources i.e. internet, CD-ROMs.</li><li>Record visual information using digital cameras, video recorders.</li><li>Use a simple graphics package to create images and effects with:<ul style="list-style-type: none"><li>– <b>lines</b> by changing the size of brushes in response to ideas;</li><li>– <b>shapes</b> using eraser, shape and fill tools; and</li><li>– <b>colours and texture</b> using simple filters to manipulate and create images.</li></ul></li><li>Use basic selection and cropping tools.</li></ul>	<ul style="list-style-type: none"><li>Use a variety of tools and techniques including different brush sizes and types.</li><li>Mix and match colours to artefacts and objects.</li><li>Work on different scales.</li><li>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li><li>Name different types of paint and their properties.</li></ul> <b>Colour</b> <ul style="list-style-type: none"><li>Identify primary and secondary colours by name.</li><li>Mix primary shades and tones.</li><li>Mix secondary colours.</li></ul> <b>Texture</b>	<ul style="list-style-type: none"><li>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</li><li>Make simple marks on rollers and printing palettes.</li><li>Take simple prints i.e. mono –printing.</li><li>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li><li>Build repeating patterns and recognise pattern in the environment.</li><li>Create simple printing blocks with press print.</li><li>Design more repetitive patterns.</li></ul> <b>Colour</b> <ul style="list-style-type: none"><li>Experiment with overprinting motifs and colour.</li></ul>	<ul style="list-style-type: none"><li>Match and sort fabrics and threads for colour, texture, length, size and shape.</li><li>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li><li>Cut and shape fabric using scissors/snips.</li><li>Apply shapes with glue or by stitching.</li><li>Apply decoration using beads, buttons, feathers etc.</li><li>Create cords and plaits for decoration.</li></ul> <b>Colour</b> <ul style="list-style-type: none"><li>Apply colour with printing, dipping, fabric crayons.</li><li>Create and use dyes i.e. onion skins, tea, coffee.</li></ul> <b>Texture</b>	<ul style="list-style-type: none"><li>Manipulate malleable materials in a variety of ways including rolling and kneading.</li><li>Explore sculpture with a range of malleable media.</li><li>Manipulate malleable materials for a purpose, e.g. pot, tile.</li><li>Understand the safety and basic care of materials and tools.</li></ul> <b>Form</b> <ul style="list-style-type: none"><li>Experiment with constructing and joining recycled, natural and manmade materials.</li><li>Use simple 2-D shapes to create a 3-D form.</li></ul> <b>Texture</b>	<ul style="list-style-type: none"><li>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li><li>Arrange and glue materials to different backgrounds.</li><li>Sort and group materials for different purposes e.g. colour texture.</li><li>Fold, crumple, tear and overlap papers.</li><li>Work on different scales.</li></ul> <b>Colour</b> <ul style="list-style-type: none"><li>Collect, sort, name match colours appropriate for an image.</li></ul> <b>Shape</b> <ul style="list-style-type: none"><li>Create and arrange shapes appropriately.</li></ul> <b>Texture</b>

	<ul style="list-style-type: none"> <li>▪ Create textured paint by adding sand, plaster.</li> </ul>	<b>Texture</b> <ul style="list-style-type: none"> <li>▪ Make rubbings to collect textures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create fabrics by weaving materials i.e. grass through twigs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change the surface of a malleable material e.g. build a textured tile.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create, select and use textured paper for an image.</li> </ul>
<b>Advised curriculum coverage maximum three media per year</b>					

#### YEAR 3/ 4

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"><li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>		<ul style="list-style-type: none"><li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>▪ Adapt their work according to their views and describe how they might develop it further.</li><li>▪ Annotate work in journal.</li></ul>			
Drawing					
<ul style="list-style-type: none"><li>▪ Experiment with ways in which surface detail can be added to drawings.</li><li>▪ Use journals to collect and record visual information from different sources.</li><li>▪ Draw for a sustained period of time at an appropriate level.</li></ul>	<b>Lines and Marks</b> <ul style="list-style-type: none"><li>▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li><li>▪ Experiment with different grades of pencil and other implements to create lines and marks.</li></ul>	<b>Form and Shape</b> <ul style="list-style-type: none"><li>▪ Experiment with different grades of pencil and other implements to draw different forms and shapes.</li><li>▪ Begin to show an awareness of objects having a third dimension.</li></ul>	<b>Tone</b> <ul style="list-style-type: none"><li>▪ Experiment with different grades of pencil and other implements to achieve variations in tone.</li><li>▪ Apply tone in a drawing in a simple way.</li></ul>	<b>Texture</b> <ul style="list-style-type: none"><li>▪ Create textures with a wide range of drawing implements.</li><li>▪ Apply a simple use of pattern and texture in a drawing.</li></ul>	
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"><li>▪ Record and collect visual information using digital cameras and video recorders.</li><li>▪ Present recorded visual images using software.</li><li>▪ Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</li><li>▪ Change the type of brush to an appropriate style.</li><li>▪ Create <b>shapes</b> by making selections to cut, duplicate and repeat.</li></ul>	<ul style="list-style-type: none"><li>▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li><li>▪ Work on a range of scales e.g. thin brush on small picture etc.</li><li>▪ Create different effects and textures with paint according to what they need for the task.</li></ul> <b>Colour</b> <ul style="list-style-type: none"><li>▪ Mix colours and know which primary colours make secondary colours.</li></ul>	<ul style="list-style-type: none"><li>▪ Create printing blocks using a relief or impressed method.</li><li>▪ Create repeating patterns.</li><li>▪ Print with two colour overlays.</li></ul>	<ul style="list-style-type: none"><li>▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li><li>▪ Match the tool to the material.</li><li>▪ Develop skills in stitching, cutting and joining.</li><li>▪ Experiment with paste resist.</li></ul>	<ul style="list-style-type: none"><li>▪ Plan, design and make models from observation or imagination.</li><li>▪ Join clay adequately and construct a simple base for extending and modelling other shapes.</li><li>▪ Create surface patterns and textures in a malleable material.</li><li>▪ Use papier mache to create a simple 3D object.</li></ul>	<ul style="list-style-type: none"><li>▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li><li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li></ul>

<ul style="list-style-type: none"> <li>Experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use more specific colour language.</li> <li>Mix and use tints and shades.</li> </ul>				
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Advised curriculum coverage maximum three media per year

Year 5/ 6

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"><li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>		<ul style="list-style-type: none"><li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>▪ Adapt their work according to their views and describe how they might develop it further.</li><li>▪ Annotate work in a journal.</li></ul>			
Drawing					
<ul style="list-style-type: none"><li>▪ Work from a variety of sources including observation, photographs and digital images.</li><li>▪ Work in a sustained and independent way to create a detailed drawing.</li><li>▪ Develop close observation skills using a variety of view finders.</li><li>▪ Use a journal to collect and develop ideas.</li><li>▪ Identify artists who have worked in a similar way to their own work.</li></ul>		<b>Lines, Marks, Tone, Form and Texture</b> <ul style="list-style-type: none"><li>▪ Use dry media to make different marks, lines, patterns and shapes within a drawing.</li><li>▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li><li>▪ Explore colour mixing and blending techniques with coloured pencils.</li><li>▪ Use different techniques for different purposes i.e. shading, hatching within their own work.</li><li>▪ Start to develop their own style using tonal contrast and mixed media.</li></ul>		<b>Perspective and Composition</b> <ul style="list-style-type: none"><li>▪ Begin to use simple perspective in their work using a single focal point and horizon.</li><li>▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li><li>▪ Show an awareness of how paintings are created i.e. Composition.</li></ul>	
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"><li>▪ Record, collect and store visual information using digital cameras etc.</li><li>▪ Present recorded visual images using software e.g. Photostory, Powerpoint.</li></ul>	<ul style="list-style-type: none"><li>▪ Develop a painting from a drawing.</li><li>▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li></ul>	<ul style="list-style-type: none"><li>▪ Create printing blocks by simplifying an initial journal idea.</li><li>▪ Use relief or impressed method.</li><li>▪ Create prints with three overlays.</li></ul>	<ul style="list-style-type: none"><li>▪ Use fabrics to create 3D structures.</li><li>▪ Use different grades of threads and needles.</li><li>▪ Experiment with batik techniques.</li></ul>	<ul style="list-style-type: none"><li>▪ Shape, form, model and construct from observation or imagination.</li><li>▪ Use recycled, natural and man-made materials to create sculptures.</li></ul>	<ul style="list-style-type: none"><li>▪ Add collage to a painted printed or drawn background.</li><li>▪ Use a range of media to create collages.</li><li>▪ Use different techniques, colours and textures etc.</li></ul>

<ul style="list-style-type: none"> <li>▪ Use a graphics package to create and</li> <li>▪ manipulate new images.</li> <li>▪ Be able to Import an image (scanned, retrieved, taken) into a graphics package.</li> <li>▪ Understand that a digital image is created by layering.</li> <li>▪ Create layered images from original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▪ Mix and match colours to create atmosphere and light effects.</li> <li>▪ Be able to identify and work with complementary and contrasting colours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan a sculpture through drawing and other preparatory work.</li> <li>▪ Develop skills in using clay including slabs, coils, slips, etc.</li> <li>▪ Produce intricate patterns and textures in a malleable media.</li> </ul>	<p>when designing and making pieces of work.</p> <ul style="list-style-type: none"> <li>▪ Use collage as a means of extending work from initial ideas.</li> </ul>
Advised curriculum coverage maximum three media per year					