

Art & Design Curriculum Overview 2024-25

<u>PROGRESSION OF SKILLS</u>	
<u>EYFS Links to Art & Design</u>	
We ensure that the curriculum in the EYFS covers Development Matters and the Early Learning Goals, set out in the Early Years Framework, paying particular attention to Physical Development and Expressive Arts & Design. Although we do have topics through the academic year, we are also steered by the children's interests and fascinations, ensuring that our curriculum is designed to meet the needs of the children. The skills are taught and recapped throughout the year in an open setting.	
Development Matters What the children learn in Reception	Speaking Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Listening and Attention Use new vocabulary in different contexts Connect one idea or action to another using a range of connectives Physical Development – Fine Motor Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Expressive Arts & Design – Creating with Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. PSED Show resilience and perseverance in the face of challenge.

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Exploring & Developing Ideas

What this looks like in Reception:

Represent their own ideas, thoughts and feelings through art.
Explore different textures and media.
Encourage children to plan their creations, choosing their own materials and media.
Open-ended workshop to design and develop ideas.

Evaluating & Developing Work

What this looks like in Reception:

Encouraging children to plan, do and review their creations, pictures and illustrations
Opportunities for children to share their learning processes.
Opportunities for children to share their outcomes with their teachers and peers.

Drawing

What this looks like in Reception:

Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk)
Use drawings to tell a story (retelling or imagination).
Investigate different lines (thick, thin, wavy, and straight).
Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers).
To be able to communicate something about themselves in their drawing.
Open ended drawing tools available in multiple areas of provision, both indoor and outdoor.

Digital Media

What this looks like in Reception:

Use ICT to experiment with drawing lines
Use ICT to experiment with different colours and patterns
Use of iPads and age appropriate apps

Painting

What this looks like in Reception:

Opportunities to experiment with primary colours.
Experiment with mixing colours independently.
Name colours.
Learn the names of different tools.
Use a range of different tools.
Topic based painting opportunities.
Free-choice painting.

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	<p>Creating natural painting tools. Looking at artists to inspire and create own representations.</p> <p>Printing <u>What this looks like in Reception:</u> Painting resources varied and topic based – printing with vehicles, vegetables, coins, mathematical tools etc. Printing with natural objects Printing opportunities indoor/outdoor Paint Malleable materials Fabric printing Rangoli Pattern printing</p> <p>Textiles <u>What this looks like in Reception</u></p> <p>3-D <u>What this looks like in Reception</u> Handle, feel and manipulate, pull apart and reconstruct materials. Construct and build from simple objects. Shape and model from observation and imagination. -Impress and apply simple decoration. Construction areas – indoor/outdoor Box Modelling Malleable opportunities – playdough/clay</p> <p>Collage <u>What it looks like in Reception:</u> Create simple collages using fabric, paper, pasta, beans and larger tactile things. Open ended resources for children to explore in the workshop area to promote collage. Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.</p>
<p>Early Learning Goals</p>	<p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Listening and Attention Make comments about what they have heard and ask questions to clarify their understanding.</p>

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	<p>Physical Development – Fine Motor Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p> <p>Expressive Arts & Design – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>
Vocabulary	<p><u>Drawing</u> Thick, thin, wavy, straight, pencil</p> <p><u>Digital Media</u> Computer, iPad, laptop, pen, mouse</p> <p><u>Painting</u> Brush, colour, texture, shape, size, tools, mix</p> <p><u>Printing</u> Print, media, experiment, technique</p> <p><u>Textiles</u> Fabric, decorate, join,</p> <p><u>3D</u> Clay, experiment, plasticine, dough, model, materials,</p>

KEY SKILL	Class 3 (Year 1)	Class 4 (Year 1/2)	Class 5 (Year 2)	Class 6 (Year 3)	Class 7 (Year 3/4)	Class 8 (Year 4)	Class 9 & 10 (Year 5)	Class 11 & 12 (Year 6)
<p>Exploring and Developing Ideas</p> <p><small>KS1 - about the work of a range of artists, craft makers and designers.</small></p>	Record and explore ideas from first hand observations. Ask and answer questions	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work.	Develop their ideas – try things out, change their minds.	Select and record from first hand observation, experience and imagination, and explore	Select and record from first hand observation, experience and imagination, and explore	Question and make thoughtful observations about starting points and select ideas to use in their work.	Select and record from first hand observation, experience and imagination, and explore ideas for	Question and make thoughtful observations about starting points and select ideas to use in their work.

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<p>describing the differences and similarities between different practices and disciplines, and making links to their own work. KS2 -about great artists, architects and designers in history. KS2 -to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Develop their ideas – try things out, change their minds.</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>ideas for different purposes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>ideas for different purposes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p>	<p>different purposes.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<p>Evaluating and Developing Work</p> <p>KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>	<p>Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their</p>	<p>Review what they (and others) have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p>	<p>Annotate work in journal.</p> <p>Adapt their work according to their views.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in</p>

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<p>practices and disciplines, and making links to their own work. KS2 -about great artists, architects and designers in history.</p>	<p>current work or develop in future work.</p>	<p>work (and explain their reasoning).</p>	<p>change their current work or develop in future work (and explain their reasoning).</p>		<p>Annotate work in journal. Adapt their work according to their views.</p>			<p>their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p>
<p>Drawing KS1 - to use drawing 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 KS2 -to create sketch books to record their observations and use them to review and revisit ideas. KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Lines and Marks (Pollock, Van Gogh) Name, match and draw lines/marks from observations. Draw on different surfaces with a range of media.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Lines and Marks (Pop art, Litchenstein with Rachel List and Hokusai and Giuseppe Arcimboldo) Name, match and draw lines/marks from observations. Invent new lines. Form, Shape Tone and Texture</p>	<p>Control the types of marks made with the range of media. Lines and Marks (Peter Thorpe, Kandinsky and Tinga Tinga African art) Invent new lines. Draw on different surfaces with a range of media. Form, Shape Tone and Texture Draw shapes in between objects.</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information. Lines and Marks (Paul Klee, Frieda Kahlo) Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information. Draw for a sustained period of time at an appropriate level. Lines and Marks (Steven Brown and Monet) Make marks and lines with a wide range of</p>	<p>Draw for a sustained period of time at an appropriate level. Use journals to collect and record visual information from different sources. Lines and Marks (British artists, Constable, Turner and Banks) Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Lines, Marks, Tone, Form and Texture (Lowry and Beatriz Milhazes) Experiment with wet media to make different marks, lines, patterns,</p>	<p>Work from a variety of sources including observation, photographs and digital images. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form and Texture (Gaudí and Edouart and Harry Lawrence Oakley) Use dry media to make different marks, lines, patterns and shapes within a drawing.</p>

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	<p>Form, Shape Tone Texture</p> <p>Observe and draw shapes from observations.</p> <p>Observe and draw shapes from observations.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects.</p>	<p>Invent new shapes.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Form, Shape Tone and Texture</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Create textures with a wide range of drawing implements.</p>	<p>drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form, Shape Tone and Texture</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different grades of pencil and other implements to achieve</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Form, Shape Tone and Texture</p> <p>Begin to show an awareness of objects having a third dimension.</p>	<p>textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Perspective and Composition</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Perspective and Composition</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Show an awareness of how paintings are created i.e. composition.</p>
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					<p>variations in tone.</p> <p>Create textures with a wide range of drawing implements</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>		
Digital Media	<p>Explore ideas using digital sources i.e. internet.</p> <p>Use a simple graphics package to create images</p>	<p>Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, video recorders.</p>	<p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual</p>	<p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Create shapes by making selections</p>	<p>Record, collect and store visual information using digital cameras etc.</p> <p>Present recorded visual images using software e.g. Photostory, Powerpoint.</p>	<p>Use a graphics package to create and manipulate new images.</p> <p>Understand that a digital image is created by layering.</p>

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	<p>and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p>	<p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</p>	<p>and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>	<p>Use a graphics package to create images and effects with; lines.</p> <p>Change the type of brush to an appropriate style.</p>	<p>images using software.</p> <p>Use a graphics package to create images and effects with; lines.</p> <p>Change the type of brush to an appropriate style.</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by</p>	<p>to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose</p>	<p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p>	<p>Create layered images from original ideas.</p>
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					using effects and simple filters to manipulate and create images for a purpose.			
<p>Painting</p> <p>KS1 - to use painting 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) KS2 - to improve their mastery of art and design techniques, including painting with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Colour Identify primary and secondary colours by name.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Name different types of paint and their properties.</p> <p>Mix primary shades and tones. Mix secondary colours.</p>	<p>Work on different scales.</p> <p>Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Colour Mix secondary colours.</p> <p>Texture Create textured paint by adding sand, plaster.</p>	<p>Texture Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour Mix colours and know which primary colours make secondary colours.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Colour Mix colours and know which</p>	<p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Colour Mix and use tints and shades.</p> <p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p>	<p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Colour Mix and match colours to create atmosphere and light effects.</p>	<p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Colour Be able to identify and work with complementary and contrasting colours.</p>

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	Mix primary shades and tones. Texture Create textured paint by adding sand, plaster.			Use more specific colour language.	primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.			
Printing	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Build repeating patterns and recognise pattern in the environment Make simple marks on rollers and printing palettes Roll printing ink over found	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Build and design repeating patterns and recognise pattern in the environment Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Take simple prints i.e. mono -printing Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Investigate textures by describing, naming, rubbing, copying. (rubblings)	Create printing blocks using a relief Design and create <i>complex</i> repeating patterns	Create printing blocks using a relief Design and create <i>complex</i> repeating patterns Print with two colour overlays Use relief or impressed method	Use relief or impressed method Print with two colour overlays	Create printing blocks by simplifying an initial journal idea Use relief or impressed method	Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints

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	<p>objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print</p> <p>Take simple prints i.e. mon-printing</p> <p>Colour</p> <p>Experiment with overprinting motifs and colour.</p>							
<p>Textiles</p> <p><small>KS1 - to use a range of materials creatively to design and make products</small></p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, pulling threads,</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, pulling threads, twisting, plaiting cords for decoration</p> <p>Cut and shape fabric using scissors/snip</p>	<p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply shapes by stitching</p> <p>Create cords and plaits for decoration</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining.</p>	<p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p>	<p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>

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	<p>twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p>			Experiment with paste resist.			
<p>3D</p> <p><small>KS1 - to use sculpture to develop and share their ideas.</small></p>	Manipulate malleable materials in a variety of ways	Manipulate malleable materials for a purpose in a variety of ways	Manipulate malleable materials for a	Plan, design and make models from	Plan, design and make models from	Join clay adequately and construct a simple base for	Shape, form, model and construct from	Plan a sculpture through drawing and other preparatory work

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<p>experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p>	<p>including rolling and kneading</p> <p>Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Texture</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>purpose, e.g. pot, tile</p> <p>Explore sculpture with a range of malleable media</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Texture</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>observation or imagination</p> <p>Use papier mache to create a simple 3D object</p>	<p>observation or imagination</p> <p>Use papier mache to create a simple 3D object</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use recycled materials to create sculptures</p>	<p>extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Shape, form, model and construct from observation .</p>	<p>observation or imagination.</p> <p>Use recycled, natural and man - made materials to create sculptures</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>
<p>Collage</p>	<p>Create images from a variety of media e.g. photocopies</p>	<p>Create images from a variety of media e.g. photocopies material, fabric,</p>	<p>Fold, crumple, tear and overlap papers.</p>	<p>Experiment with a range of collage techniques such</p>	<p>Experiment with a range of collage techniques</p>	<p>Use collage as a means of collecting ideas and information</p>	<p>Use a range of media to create collages.</p>	<p>Add collage to a painted, printed or drawn background</p>

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	<p>material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Colour</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Shape</p> <p>Create and arrange shapes appropriately</p> <p>Texture</p> <p>Create, select and use textured paper for an image</p>	<p>crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales</p> <p>Colour</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Shape</p> <p>Create and arrange shapes appropriately</p> <p>Texture</p> <p>Create, select and use textured paper for an image</p>	<p>Work on different scales</p>	<p>as tearing, overlapping and layering to create images and represent textures.</p>	<p>such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Use different techniques and colours when designing and making pieces of work</p>	<p>and building a visual vocabulary.</p> <p>Use different techniques and colours when designing and making pieces of work</p>	<p>Use different techniques, colours and textures etc when designing and making pieces of work</p>	<p>Use collage as a means of extending work from initial ideas</p>
Vocabulary	Drawing light and dark lines, textures.	Drawing invent, surface, light and dark lines,	Drawing Invent, surface,	Drawing	Drawing Observation, Surface detail,	Drawing Grades of pencil, third dimension,	Drawing Close observation,	Drawing Composition, scale and

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	<p><u>Digital media</u> Manipulate.</p> <p><u>Painting</u> Brush size, poster paint, primary and secondary colours (by name), textured paint.</p> <p><u>Printing</u> Hard and soft materials, rollers.</p> <p><u>Textiles</u> Fabrics, texture, pulling, twisting,</p> <p><u>3D</u> kneading, sculpture, joining, 2D shapes.</p> <p><u>Collage</u> Sort, group,</p>	<p>textures, rubbing, copying.</p> <p><u>Digital media</u> Graphics, manipulate, cropping.</p> <p><u>Painting</u> Brush size, brush type, scraping, watercolour, poster paint, primary and secondary colours (by name), shades and tones, textured paint.</p> <p><u>Printing</u> Hard and soft materials, rollers, monoprint, overprinting.</p> <p><u>Textiles</u> Fabrics, threads, texture, pulling, twisting, plaiting, weaving.</p> <p><u>3D</u> kneading, sculpture, joining, natural and man-made materials, 2D shapes.</p> <p><u>Collage</u> Sort, group, fold, crumple,</p>	<p>rubbing, copying</p> <p><u>Digital media</u> Graphics, cropping.</p> <p><u>Painting</u> brush type, scraping, watercolour, shades and tones.</p> <p><u>Printing</u> monoprint, overprinting.</p> <p><u>Textiles</u> threads, plaiting, weaving.</p> <p><u>3D</u> Malleable, natural and man-made materials,</p> <p><u>Collage</u> fold, crumple,</p>	<p>Observation, Surface detail, journals.</p> <p><u>Digital media</u> Record, precision.</p> <p><u>Painting</u> Colour blocking, washes, thickening paint,</p> <p><u>Printing</u> Printing blocks, repeating patterns, two colour overlays.</p> <p><u>Textiles</u> knotting, fraying,</p> <p><u>3D</u> base, papier mache.</p> <p><u>Collage</u> Tear, overlap, layer.</p>	<p>journals, grades of pencil, third dimension, tone.</p> <p><u>Digital media</u> Record, precision, filters.</p> <p><u>Painting</u> Colour blocking, washes, thickening paint, scales, tints and shades.</p> <p><u>Printing</u> Printing blocks, repeating patterns, two colour overlays.</p> <p><u>Textiles</u> knotting, fraying, fringing.</p> <p><u>3D</u> base, papier mache. surface pattern.</p> <p><u>Collage</u> Tear, overlap, layer.</p>	<p>tone, close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point.</p> <p><u>Digital media</u> filters.</p> <p><u>Painting</u> Scales, tints and shades complimentary and contrasting colours.</p> <p><u>Printing</u> repeating patterns, two colour overlays, simplifying,</p> <p><u>Textiles</u> fringing overlap, layer.</p> <p><u>3D</u> surface pattern, intricate.</p>	<p>viewfinder, dry and wet media, tonal contrast, horizon, focal point.</p> <p><u>Digital media</u> Scan</p> <p><u>Painting</u> Complimentary and contrasting colours.</p> <p><u>Printing</u> Simplifying</p> <p><u>Textiles</u> overlap, layer</p> <p><u>3D</u> intricate.</p>	<p>proportion, foreground, middleground, background perspective.</p> <p><u>Digital media</u> Digital layering</p> <p><u>Painting</u> Preliminary study, atmosphere, light effects.</p> <p><u>Printing</u> relief or impress.</p> <p><u>Textiles</u> Grades of thread and needles, batik.</p> <p><u>3D</u> slabs, coil, slips,</p>
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Curriculum Overview - Topics, key questions and skills.							
Class 3 (Year 1)	Class 4 (Year 1/2)	Class 5 (Year 2)	Class 6 (Year 3)	Class 7 (Year 3/4)	Class 8 (Year 4)	Class 9 & 10 (Year 5)	Class 11 & 12 (Year 6)
<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">Can I make art from the things around me?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: Natural world</p> <p style="color: #ff0000; font-weight: bold;">Drawing, collage, printing</p> <p style="color: #0000ff;">L1 Can I make a rubbing?</p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="color: #0000ff;"><i>Record and explore ideas from first-hand observations.</i></p> <p style="color: #ff0000; font-weight: bold;">Printing</p> <p style="color: #0000ff;"><i>Make rubbings to collect textures and patterns</i></p> <p style="color: #ff0000; font-weight: bold;">Drawing</p> <p style="color: #0000ff;"><i>Investigate textures by describing, naming, rubbing, copying.</i></p> <p style="color: #0000ff;"><i>Investigate textures by describing, naming, rubbing, copying.</i></p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">Can I make an animal?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: Links to Science topic Animals including Humans</p> <p style="text-align: center; color: #0000ff; font-weight: bold;">3D</p> <p style="color: #0000ff;">L1 Can I use the natural world to inspire me?</p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="background-color: #ffff00; padding: 2px; text-align: center;">Year 1</p> <p style="color: #0000ff;"><i>Ask and answer questions about the starting points for their work.</i></p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="background-color: #ffff00; padding: 2px; text-align: center;">Year 2</p> <p style="color: #0000ff;"><i>Develop their ideas – try things out, change their minds</i></p> <p style="color: #0000ff;">L2 & 3 Can I use clay to make an animal?</p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">Can I make a beach hut flag to stand out from the crowd?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: DT topic through which the following Textiles Art KLIPS are taught (See DT overview for lesson sequence)</p> <p style="color: #ff0000; font-weight: bold;">Textiles</p> <p style="color: #0000ff;"><i>Apply decoration using beads, buttons, feathers etc</i></p> <p style="color: #ff0000; font-weight: bold;">Textiles</p> <p style="color: #0000ff;"><i>Apply shapes by stitching</i></p> <p style="color: #ff0000; font-weight: bold;">Textiles</p> <p style="color: #0000ff;"><i>Create cords and plaits for decoration – hair,</i></p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">Can I camouflage an animal in my painting?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: Henri Rousseau</p> <p style="color: #ff0000; font-weight: bold;">Drawing and painting</p> <p style="color: #0000ff;">L1 Can I make opinions and observations on an artist's work?</p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="color: #0000ff;"><i>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</i></p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="color: #0000ff;"><i>Select and record from first hand</i></p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">How is light and colour used to create impressions on the water?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: Monet</p> <p style="color: #ff0000; font-weight: bold;">Drawing, painting and printing</p> <p style="color: #0000ff;">L1 How do artists create atmosphere?</p> <p style="color: #ff0000; font-weight: bold;">Painting</p> <p style="background-color: #ffff00; padding: 2px; text-align: center;">Year 3</p> <p style="color: #0000ff;"><i>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</i></p> <p style="background-color: #00ff00; padding: 2px; text-align: center;">Year 4</p> <p style="color: #0000ff;"><i>Work on a range of scales e.g. thin brush on small picture etc.</i></p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">Who is the most significant British Artist?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: Banksy, Constable, Turner</p> <p style="color: #ff0000; font-weight: bold;">Drawing and painting</p> <p style="color: #0000ff;">L1 Why was Turner called the painter of light?</p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="color: #0000ff;"><i>Question and make thoughtful observations about starting points and select ideas to</i></p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">How did the Industrial Revolution change the landscape in Salford?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: Lowry</p> <p style="color: #ff0000; font-weight: bold;">Drawing, painting and 3D</p> <p style="color: #0000ff;">L1. Can I collect and develop ideas based on the style of LS Lowry?</p> <p style="color: #ff0000; font-weight: bold;">Exploring and Developing Ideas</p> <p style="color: #0000ff;"><i>Select and record from first hand observation, experience and imagination,</i></p>	<p style="text-align: center; background-color: #ff0000; color: white; margin: 0;">TOPIC 1</p> <p style="background-color: #ffff00; padding: 2px;">Does art need to be detailed to be thought-provoking?</p> <p style="background-color: #00ff00; padding: 2px;">Artist focus/theme: War Silhouette Art Harry Lawrence Oakley Augustin Edouart</p> <p style="color: #ff0000; font-weight: bold;">Drawing, collage, digital media and painting</p> <p style="color: #0000ff;">L1 Can I compare ideas methods and approaches in my own and others' work and say what I think and feel about it?</p>

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<p>L2 Can outside inspire me to draw? Exploring and Developing Ideas Ask and answer questions about the starting points for their work. Drawing Name, match and draw lines/marks from observations. Drawing Draw on different surfaces with a range of media. Drawing Form, Shape Tone and Texture Drawing Observe and draw shapes from observations. Drawing Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>3D Year 1 Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading Form 3D Year 1 Experiment with constructing and joining recycled, natural and manmade materials. 3D Year 2 Change the surface of a malleable material e.g. build a textured tile L4 – What do I think of my art? Evaluating and Developing Work Review what they have done and say what they think and feel about it. Evaluating and Developing Work Identify what they might change in their current work or</p>	<p>belt, bag, jewellery TOPIC 2 What makes an artist? Artist focus/theme: Kandinsky Drawing and painting L1 Can I tell you about Kandinsky? Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Exploring and Developing Ideas Develop their ideas – try things out, change their minds. L2 Can I continue a Kandinsky</p>	<p>observation, experience and imagination, and explore ideas for different purposes. Drawing Use journals to collect and record visual information. L2 Am I able to mix colours to make tints? Painting Mix colours and know which primary colours make secondary colours. Painting Use more specific colour language. L3 Can I create foliage using different textures and media? Painting Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. L4 Can I experiment with</p>	<p>Evaluating and developing work Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Evaluating and developing work Year 4 Annotate work in your journal. L2 Which artists create atmosphere using light? Exploring and Developing Ideas Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Exploring and Developing Ideas Year 4 Question and make thoughtful observations about</p>	<p>use in their work. Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Drawing Experiment with different grades of pencil and other implements to create lines and marks. Drawing Draw for a sustained period of time at an appropriate level.</p>	<p>and explore ideas for different purposes. Drawing Work in a sustained and independent way to create a detailed drawing. Drawing Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. L2 Can I experiment with wet media to make different lines, marks, patterns, textures and shapes? Drawing Lines, Marks, Tone, Form and Texture: Experiment with</p>	<p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion. Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Evaluating and Developing Work Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p>
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<p>L3 Can I create collage from natural materials? Drawing <i>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</i> Drawing <i>Lines and Marks</i> Collage <i>Arrange and glue materials to different backgrounds</i> Collage<i>Sort and group materials for different purposes e.g. colour texture</i> Colour Collage <i>Collect, sort, name match colours appropriate for an image</i></p> <p>L4 Can I be inspired by Kirsten Bailey? Exploring and Developing Ideas <i>Explore the work of artists, craftspeople and designers from</i></p>	<p><i>develop in future work.</i></p> <p>TOPIC 2 What colour is the sea?</p> <p>Artist focus/theme: Painting – The Great Wave off Kanagawa by Katsushika Hokusai</p> <p>Drawing and painting L1 Who drew the Great Wave? Drawing Year 1 <i>Name, match and draw lines/marks from observations.</i> <i>Invent new lines.</i> Drawing Year 2 <i>Invent new shapes.</i> Drawing Year 2 <i>Draw shapes in between objects.</i></p> <p>L2 Can I draw in the style of Hokusai? Drawing Year 1 <i>Observe and draw shapes from observations.</i> Drawing Year 2 <i>Invent new shapes.</i></p>	<p>painting in an abstract style? Drawing <i>Control the types of marks made with the range of media.</i></p> <p>Evaluating and Developing Work <i>Review what they and others have done and say what they think and feel about it.</i></p> <p>L3 Can I make tertiary colours? Painting <i>Work on different scales. (draw in sketch books and on A3/A2)</i></p> <p>Painting <i>Name different types of paint and their properties.</i></p> <p>Painting <i>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</i></p> <p>Painting</p>	<p>different effects and textures? Drawing <i>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</i></p> <p>Drawing <i>Experiment with ways in which surface detail can be added to drawings.</i></p> <p>L5 Am I able to recreate a piece of Henri Rousseau's art work? Drawing<i>Experiment with different grades of pencil and other implements to draw different forms and shapes.</i></p> <p>Drawing <i>Experiment with different grades of pencil and other implements to achieve variations in tone.</i></p> <p>Drawing</p>	<p><i>starting points and select ideas to use in their work.</i></p> <p>Evaluating and developing work Year 3 <i>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</i></p> <p>Evaluating and developing work Year 4 <i>Annotate work in your journal</i></p> <p>Year 3 <i>Create different effects and textures with paint according to what they need for the task.</i></p> <p>Painting Year 4 <i>Mix and use tints and shades.</i></p> <p>L3 Can I begin to create atmosphere using different effects and textures? PaintingYear 3</p>	<p>Evaluating and Developing Work <i>Annotate work in journal.</i></p> <p>Evaluating and Developing Work <i>Adapt their work according to their views.</i></p> <p>L2 Constable – How did Constable portray life in Britain? Drawing <i>Apply tone in a drawing in a simple way.</i></p> <p>Painting <i>Work on a range of scales e.g. thin brush on small picture etc.</i></p> <p>Painting</p>	<p><i>wet media to make different marks, lines, patterns, textures and shapes.</i></p> <p>Painting Colour: <i>Mix and match colours to create atmosphere and light effects.</i></p> <p>Painting <i>Develop a painting from a drawing.</i></p> <p>Painting <i>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</i></p> <p>L3 Can I mix and match colours to create atmosphere and light effects? Painting <i>Develop a</i></p>	<p>L2 Can I Experiment with wet media to make different marks, lines, patterns, textures and shapes? Drawing <i>Show an awareness of how paintings are created i.e. Composition.</i></p> <p>Painting <i>Mix and match colours to create atmosphere and light effects</i></p> <p>L3 Can I question and make thoughtful observations about starting points and select ideas to use in their work? Exploring and Developing Ideas <i>Question and make thoughtful observations</i></p>
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<p>different times and cultures for differences and similarities.</p> <p>Collage Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Collage Create and arrange shapes appropriately</p> <p>Collage Create, select and use textured paper for an image</p> <p>L5 Can I use collage and natural materials to create my own tree?</p> <p>Collage Arrange and glue materials to different backgrounds</p> <p>Collage Sort and group materials for different purposes e.g. colour texture Colour</p> <p>L6 What does printing look like?</p>	<p>DrawingYear 2 Draw shapes in between objects</p> <p>L3 What makes the best wave?</p> <p>PaintingYear 1 Use a variety of tools and techniques including different brush sizes and types.</p> <p>PaintingYear 1 Mix primary shades and tones.</p> <p>PaintingYear 1 Mix and match colours to artefacts and objects.</p> <p>PaintingYear 2 Work on different scales.</p> <p>PaintingYear 2 Name different types of paint and their properties.</p> <p>PaintingYear 2 Identify primary and secondary colours by name.</p> <p>PaintingYear 2 Mix secondary colours.</p> <p>L4 Can I investigate shades of a colour?</p> <p>PaintingYear 1</p>	<p>Mix secondary colours.</p> <p>L4 Can I create a textured piece of art?</p> <p>Painting Create textured paint by adding sand, plaster. (texture for the centre of flower-paint over –silk, cotton. Add into paint – rice, sand, beans etc)</p> <p>Drawing Draw shapes in between objects.</p> <p>Drawing Invent new shapes.</p> <p>L5 Can I help make a Kandinsky-inspired mural?</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work (and</p>	<p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>L6 Can I create a Rosseau inspired piece of art for our class gallery?</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Drawing Create textures with a wide range of drawing implements.</p> <p>Painting Create different effects and textures with paint according to what they need for the task.</p> <p style="text-align: center;">TOPIC 2</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>PaintingYear 3 Mix colours and know which primary colours make secondary colours.</p> <p>PaintingYear 3 Use more specific colour language</p> <p>PaintingYear 3 Create different effects and textures with paint according to what they need for the task.</p> <p>PaintingYear 4 Mix and use tints and shades.</p> <p>PaintingYear 4 Work on a range of scales e.g. thin brush on small picture etc.</p> <p>L4 Can I use the techniques I have learned to produce my own still life art?</p>	<p>Mix and use tints and shades.</p> <p>L3 Banksy – How does Banksy reflect modern life?</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for</p>	<p>painting from a drawing.</p> <p>Painting Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Painting Colour: Mix and match colours to create atmosphere and light effects.</p> <p>L4 Can I draw in an independent way?</p> <p>Drawing Work in a sustained and independent way to create a detailed drawing.</p> <p>Drawing Develop close observation skills using a variety of view finders.</p>	<p>about starting points and select ideas to use in their work.</p> <p>L4 Can I create a background for my final piece?</p> <p>Drawing Show an awareness of how paintings are created i.e. Composition.</p> <p>Painting Mix and match colours to create atmosphere and light effects</p> <p>L5 Can I compose my final piece?</p> <p>Drawing Work from a variety of sources including observation, photographs and digital images.</p> <p>Drawing Begin to use simple perspective in their work using a single focal</p>
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<p>Printing Make simple marks on rollers and printing palettes</p> <p>Printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Printing Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Evaluating and Developing Work Year 1 Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Year 2 Identify what they might change in their current work or develop in future work.</p> <p>L7 Can I make a print for my school bag? Printing Build repeating patterns and</p>	<p>Mix primary shades and tones. Painting Year 1 Mix and match colours to artefacts and objects. Painting Year 2 Mix secondary colours.</p> <p>Evaluating and Developing Work Year 1 Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Year 2 Identify what they might change in their current work or develop in future work. (and explain their reasoning)</p> <p>L5 & 6 How do I create a realistic wave? Painting Year 1 Mix and match colours to artefacts and objects.</p>	<p>explain their reasoning).</p> <p>TOPIC 3 What does space look like to you?</p> <p>Artist focus/theme: Peter Thorpe</p> <p>Drawing, digital media and printing L1 Who is Peter Thorpe?</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Drawing Control the types of marks made with the range of media. Drawing</p>	<p>Can I make my picture jump out at me?</p> <p>Artist focus/theme: Frieda Kahlo</p> <p>Collage, drawing and digital media L1 Can I make first hand observations about an artist? Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>L2 & 3 Can I experiment with ways details can be added to drawings? Drawing Experiment with ways in which surface detail can be added to drawings.</p>	<p>Drawing Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing Year 3 Use journals to collect and record visual information from different sources.</p> <p>Drawing Year 3 Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Drawing Year 4 Draw for a sustained period of time at an appropriate level.</p> <p>Drawing Year 4 Apply tone in a drawing in a simple way.</p> <p>Drawing Year 4 Apply a simple use of pattern and texture in a drawing. L5 & 6 Can I create an image based on</p>	<p>different purposes.</p> <p>L4 How do I sketch in the style of...? (Focus on sketching - children will choose one of the three studied artists) Drawing Begin to show an awareness of objects having a third dimension.</p> <p>Drawing Apply a simple use of pattern and texture in a drawing.</p> <p>L5 How do I sketch in the style of...? (Focus on painting) Painting Develop a painting from a drawing.</p>	<p>Use a journal to collect and develop ideas.</p> <p>Drawing Perspective and Composition: Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>L5 Can I shape, form, model and construct from observation or imagination? 3D Shape, form, model and construct from observation or imagination. 3D Use recycled, natural and man-made materials to create sculptures</p>	<p>point and horizon. Collage Add collage to a painted, printed or drawn background. Collage Use collage as a means of extending work from initial ideas. L6 Can I use a graphics package to enhance my work?</p> <p>Media Use a graphics package to create and manipulate new images.</p> <p>Media Understand that a digital image is created by layering.</p> <p>Media Create layered images from original ideas.</p>
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<p>recognise pattern in the environment</p> <p>Printing Create simple printing blocks with press print</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work</p> <p>TOPIC 2 Could my Christmas Card be sold in a shop?</p> <p>Artist focus/theme: Yayoi Kasuma and Jackson Pollock - Christmas</p> <p>Drawing and 3D L1 What style does Kasuma use? Exploring and Developing Ideas</p>	<p>Painting Year 1 Use a variety of tools and techniques including different brush sizes and types.</p> <p>Painting Year 2 Work on different scales.</p> <p>Painting Year 2 Mix secondary colours.</p> <p>Evaluating and Developing Work Year 1 Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Year 2 Identify what they might change in their current work or develop in future work. (and explain their reasoning)</p> <p>TOPIC 3 Who was Roy Lichtenstein?</p>	<p><i>Lines and Marks</i></p> <p>Drawing Invent new lines.</p> <p>Drawing Draw on different surfaces with a range of media.</p> <p>L2 Can I use mono printing and tone to create different effects?</p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Drawing Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Printing Take simple prints i.e monotyping</p> <p>L3 Can I use over printing techniques?</p> <p>Printing</p>	<p>Use journals to collect and record visual information.</p> <p>Drawing Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>L4 Can I create texture?</p> <p>Drawing Create textures with a wide range of drawing implements.</p> <p>Printing Experiment with different effects and textures</p> <p>Digital Media Record and collect visual information using digital cameras and video recorders.</p> <p>Digital Media Create textures with a wide range of drawing implements.</p> <p>L5 Can I use graphics and</p>	<p>The Mousehole Cat? From planning: “Children are to draw first any outlines faintly and then paint using water colours. Use the range of techniques covered in previous lessons.”</p> <p>How do techniques affect a finished product? (Taught through DT unit – see DT overview for lesson breakdown)</p> <p>Textiles Textiles Year 3 Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Textiles Year 3 Match the tool to the material.</p> <p>Textiles Year 4 Develop skills in</p>	<p>Painting Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Painting Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Painting Mix and use tints and shades.</p> <p>L6 How do I sketch in the style of...? (Focus on evaluation)</p> <p>Evaluating and Developing Work</p>	<p>L6 Can I use recycled, natural and man made materials to create a sculpture?</p> <p>3D Use recycled, natural and man-made materials to create sculptures</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p> <p>TOPIC 2 Can I use complimentary and contrasting colours in a collage?</p> <p>Space Collage</p>	<p>TOPIC 2 How was Gaudi’s art and craft influenced by nature?</p> <p>Artist focus/theme: Gaudi</p> <p>Drawing, 3D L1 & 2 What is Gaudi’s art? Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
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<p>Record and explore ideas from first-hand observations.</p> <p>Drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Drawing Lines and Marks</p> <p>Drawing Name, match and draw lines/marks from observations.</p> <p>Drawing Observe and draw shapes from observations</p> <p>L2 Can I create rain water?</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work.</p> <p>Drawing Draw on different surfaces with a range of media.</p> <p>Evaluating and Developing Work</p>	<p>Artist focus/theme: Roy Lichtenstein</p> <p>Digital media and drawing</p> <p>L1 Who is Roy Lichtenstein and what is pop art?</p> <p>Drawing Year 1 Observe and draw shapes from observations.</p> <p>L2 & 3 What techniques are used to create pop art? Drawing Year 1 Name, match and draw lines/marks from observations.</p> <p>Drawing Year 2 Year 2 Invent new lines.</p> <p>Drawing Year 2 Invent new shapes.</p> <p>Drawing Year 2 Draw shapes in between objects.</p> <p>L4 Can I create digital art in the style of Roy Lichtenstein?</p> <p>Digital media Year 1 Explore ideas using digital sources i.e. internet.</p>	<p>Experiment with overprinting motifs and colour</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>L4 Can I create a repetitive pattern and a moon footprint?</p> <p>Drawing Investigate textures by describing, copying. (rubblings)</p> <p>Printing Design more repetitive patterns</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p>	<p>digital software to present images?</p> <p>Digital Media Present recorded visual images using software.</p> <p>Digital Media Use a graphics package to create images and effects with; lines .</p> <p>Digital Media Change the type of brush to an appropriate style.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>TOPIC 3 What would it look like if we brought the Stone Age to class 6?</p> <p>Artist focus/theme: The Stone Age</p>	<p>stitching, cutting and joining.</p> <p>Textiles Year 4 Experiment with paste resist.</p> <p>TOPIC 2 Can a sculpture show feelings and emotions?</p> <p>Artist focus/theme: Henry Moore</p> <p>3D L1 & 2 Who was Henry Moore, the artist?</p> <p>Exploring and Developing Ideas Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Exploring and Developing Ideas Year 4 Question and make thoughtful observations about</p>	<p>Annotate work in journal.</p> <p>Evaluating and Developing Work Adapt their work according to their views.</p> <p>TOPIC 3 What is art?</p> <p>Artist focus/theme: Link to literacy text The Dragon Slayer</p> <p>Drawing, digital media and collage L1 Can I use different grades of pencil to create lines, marks, and textures?</p> <p>Drawing</p>	<p>Painting, Printing, Collage</p> <p>L1 Can I collect and develop ideas based on space artwork?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Painting Develop a painting from a drawing.</p> <p>Painting Carry out preliminary studies, trying out different media and materials and mixing</p>	<p>Evaluating and Developing Work Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Drawing Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>L3 & 4 Can I plan Gaudi-inspired Art from my surroundings?</p> <p>3D Plan a sculpture through drawing and other preparatory work.</p> <p>Drawing Work from a variety of sources including observation, photographs and digital images.</p> <p>Evaluating and Developing Work</p>
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<p>Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work.</p> <p>L3 What is the art of Jackson Pollock like?</p> <p>Drawing Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Drawing Investigate textures by describing, naming, rubbing, copying.</p> <p>L4 Can I make a Pollock inspired chocolate lollipop?</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>3D</p>	<p>Digital media Year 2 Record visual information using digital cameras, video recorders.</p> <p>Digital media Year 2 Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</p> <p>TOPIC 4 Can Food be Art?</p> <p>Artist focus/theme: Giuseppe Arcimboldo</p> <p>Drawing, digital media and collage</p> <p>L1 What kind of artist was Giuseppe Arcimboldo?</p> <p>Drawing Year 1 Observe and draw shapes from observations.</p> <p>Drawing Year 2 Invent new shapes.</p> <p>Drawing Year 2 Draw shapes in between objects.</p>	<p>L5 Can I use Purple Mash to create a Peter Thorpe style piece of Space Art?</p> <p>Digital Media Record visual information using digital cameras, video recorders.</p> <p>Digital Media Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p> <p>Digital Media Use basic selection and cropping</p>	<p>Drawing and 3D</p> <p>L1 Can I make first hand observations about art?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Drawing Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Drawing Use journals to collect and record visual information from different sources.</p> <p>L2 Can I create cave art images?</p> <p>Drawing Experiment with ways in which</p>	<p>starting points and select ideas to use in their work.</p> <p>L3 & 4 Can I create a sculpture in the style of Henry Moore?</p> <p>3D Year 3 Plan, design and make models from observation or imagination.</p> <p>3D Year 3 Use papier mache to create a simple 3D object.</p> <p>3D Year 4 Create surface patterns and textures in a malleable material.</p> <p>3D Year 4 Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>L5 What do I and my peers think of my completed piece?</p> <p>Evaluating and developing work</p>	<p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>L2 Can I construct and draw a still life scene using my own ideas and tools for different purposes?</p> <p>Drawing Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Drawing Begin to show an awareness of objects having a third dimension.</p>	<p>appropriate colours.</p> <p>Colour Mix and match colours to create atmosphere and light effects.</p> <p>L2 Can I mix and match colours to create atmosphere and light effects?</p> <p>Colour Mix and match colours to create atmosphere and light effects.</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p> <p>L3 Can I use a range of media to create a collage?</p> <p>Collage</p>	<p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>L5 Can I use a coil technique?</p> <p>3D Plan a sculpture through drawing and other preparatory work.</p> <p>Drawing Identify artists who have worked in a similar way to their own work.</p> <p>3D Develop skills in using clay inc. slabs, coils, slips, etc.</p>
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<p>Explore sculpture with a range of malleable media 3D</p> <p>Understand the safety and basic care of materials and tools Evaluating and Developing Work</p> <p>Review what they have done and say what they think and feel about it. Evaluating and Developing Work</p> <p>Identify what they might change in their current work or develop in future work. L5 Can I make a Christmas bauble? 3D</p> <p>Explore sculpture with a range of malleable media 3D</p> <p>Understand the safety and basic care of materials and tools 3D</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p>	<p>L2 & 3 Can I make fruit faces? Digital mediaYear 1</p> <p>Explore ideas using digital sources i.e. internet. Digital mediaYear 2</p> <p>Record visual information using digital cameras, video recorders. Digital mediaYear 2</p> <p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools. L4 Can I create a collage of a face? CollageYear 1</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc CollageYear 1</p> <p>Collect, sort, name match colours appropriate for an image CollageYear 1</p> <p>Create and arrange shapes appropriately</p>	<p>L6 Can I produce a piece of Art in the style of Peter Thorpe? Drawing</p> <p>Form, Shape Tone and Texture Drawing</p> <p>Draw shapes in between objects. Drawing</p> <p>Invent new shapes Evaluating and Developing Work</p> <p>Review what they and others have done and say what they think and feel about it. Evaluating and Developing Work</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning). TOPIC 4</p>	<p>surface detail can be added to drawings. Drawing</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. L3 Can I create a textured cave wall? Painting</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. 3D Use papier mache to create a simple 3D object L4 Can I make my own Stone Age painting tool? 3DPlan, design and make models from observation or imagination.</p>	<p>Year 3</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Evaluating and developing work Year 4</p> <p>Annotate work in your journal. TOPIC 3 Can I replicate a McCoo?</p> <p>Artist focus/theme: Steven Brown</p> <p>Drawing, Collage, Digital Media L1 What is the art of Steven Brown? Exploring and Developing Ideas Year 3</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>L3 Can I make thoughtful observations about starting points and select ideas to use in my work? Drawing</p> <p>Experiment with different grades of pencil and other implements to create lines and marks. Drawing</p> <p>Begin to show an awareness of objects having a third dimension. Exploring and Developing Ideas</p> <p>Question and make thoughtful observations about starting points and select ideas to</p>	<p>Use a range of media to create collages. Collage</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work L4 Can I use relief or impressed printing methods? Printing</p> <p>Use relief or impressed method L5 Can I create printing blocks by simplifying an initial journal idea? Printing</p> <p>Create printing blocks by simplifying an initial journal idea</p>	<p>L6 Can I make a Gaudi-inspired jar? 3D Produce intricate patterns and textures in a malleable media 3D Develop skills in using clay inc. slabs, coils, slips, etc. Evaluating and Developing Work</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion. TOPIC 3 Is there a place in the modern world for traditional methods of printing and textiles?</p>
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<p>L6 Can I create a Christmas card? 3D Experiment with constructing and joining recycled, natural, and manmade materials.</p> <p>3D Use simple 2-D shapes to create a 3-D form.</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work.</p> <p>TOPIC 3 Can I create a tool to help put out the Great Fire of London?</p> <p>Artist focus/theme: The Great Fire of London</p>	<p>CollageYear 1 Create, select and use textured paper for an image</p> <p>CollageYear 1 Arrange and glue materials to different backgrounds</p> <p>CollageYear 2 Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers.</p> <p>CollageYear 2 Work on different scales</p> <p>TOPIC 4 What materials make the best printing blocks?</p> <p>Artist focus/theme: Paisley patterns</p> <p>Printing and textiles L1 What is paisley? Exploring and Developing Ideas Year 1</p>	<p>How is art inspired by culture?</p> <p>Artist focus/theme: Edward Saidi TingaTinga</p> <p>Drawing, collage, painting and 3D L1 What are the features of tinga tinga art? Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>L2 Can I use collage to create a background?</p>	<p>3D Use papier mache to create a simple 3D object L5 Can I produce my piece of Stone Age inspired art? Drawing Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Evaluating and developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>TOPIC 4</p>	<p>DrawingYear 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>DrawingYear4 Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>L2 Can I explore and develop ideas? Exploring and Developing Ideas Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Exploring and Developing Ideas Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>DrawingYear 3</p>	<p>use in their work.</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Evaluating and Developing Work Annotate work in journal.</p> <p>L4 Can I use collage to collect ideas for my own work?</p> <p>Collage Use collage as a means of collecting</p>	<p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p> <p>L6 Can I develop a painting from a drawing? Painting Develop a painting from a drawing.</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p> <p>TOPIC 3 Can I use Maths in my artwork?</p>	<p>Artist focus/theme: Batik</p> <p>L1 What are the features of Islamic Art? Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing Work Annotate work in their journal using a variety of methods</p>
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<p>Digital media L1 How do I create fire? Exploring and Developing Ideas <i>Record and explore ideas from first-hand observations.</i> Exploring and Developing Ideas <i>Ask and answer questions about the starting points for their work.</i> Exploring and Developing Ideas <i>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</i> L2 & 3 Can I draw a building and a bucket? Drawing <i>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</i> Drawing <i>Lines and Marks</i> Drawing</p>	<p><i>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</i> L2 How to create a paisley pattern style? Printing Year 1 <i>Build and design repeating patterns and recognise pattern in the environment</i> Printing Year 1 <i>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge rollers and printing palettes</i> Printing Year 2 <i>Take simple prints i.e. mono-printing</i> Printing Year 2 <i>Experiment with overprinting motifs and colour.</i> L3 Can I create a final design? Printing Year 1</p>	<p>Collage <i>Fold, crumple, tear and overlap papers.</i> Collage <i>Work on different scales</i> L3 Can I use tone to add detail to my drawing? Drawing <i>Control the types of marks made with the range of media.</i> Drawing <i>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</i> L4 Can I make a tinga tinga style animal tile? 3D Manipulate malleable materials for a purpose, e.g. pot, tile 3D Explore sculpture with a range of</p>	<p>Would Ribchester Museum use my bag as an artefact? Artist focus/theme: Romans Textiles L1 What are the features of a Roman bag? Exploring and Developing Ideas <i>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</i> Drawing <i>Experiment with ways in which surface detail can be added to drawings.</i> Drawing <i>Use journals to collect and record visual information.</i></p>	<p><i>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</i> Drawing Year 3 <i>Experiment with different grades of pencil and other implements to draw different forms and shapes.</i> Drawing Year 3 <i>Create textures with a wide range of drawing implements.</i> Drawing Year 3 <i>Experiment with different grades of pencil and other implements to achieve variations in tone.</i> Drawing Year 4 <i>Apply tone in a drawing in a simple way.</i> Drawing Year 4 <i>Apply a simple use of pattern and texture in a drawing.</i></p>	<p><i>ideas and information and building a visual vocabulary.</i> Collage <i>Use different techniques and colours when designing and making pieces of work</i> L5 Can I use digital media to experiment with colours, textures, filters and lines? Digital Media <i>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</i> Digital Media <i>Create shapes by making</i></p>	<p>Artist/theme: Beatriz Milhazes Drawing, Digital Media L1 Can I select and record from first hand observation, experience and imagination, and explore ideas for different purposes? Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. L2 Can I develop close observation skills using a variety of view finders?</p>	<p><i>(written, sketch, exploded views)</i> L2 Can I apply the features of Islamic Art to my own work? Drawing <i>Use dry media to make different marks, lines, patterns and shapes within a drawing.</i> Drawing <i>Start to develop their own style using tonal contrast and mixed media.</i> Evaluating and Developing Work <i>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</i></p>
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<p>Name, match and draw lines/marks from observations.</p> <p>Drawing Observe and draw shapes from observations</p> <p>L4 & 5 Can I create a digital piece of art?</p> <p>Digital Media Explore ideas using digital sources i.e. internet.</p> <p>Digital Media Use a simple graphics package to create images and effects with:</p> <p>lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and</p> <p>colours and texture using simple filters to manipulate and create images.</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Printing Year 1 Create simple printing blocks with press print</p> <p>Year 1 Match and sort fabrics and threads for colour, texture, length, size and shape Year 1 Apply colour with printing, dipping, fabric crayons</p> <p>Textiles Year 1 Create and use dyes i.e. onion skins, tea, coffee</p> <p>Textiles Year 1 Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration</p> <p>L4 & 5 Can I put my print onto a pencil case?</p> <p>Textiles Year 1 Match and sort fabrics and threads for colour,</p>	<p>malleable media –make with playdough first, how to make it stand</p> <p>3D Understand the safety and basic care of materials and tools</p> <p>3D Use simple 2-D shapes to create a 3-D form – sketch animal and add notes – legs same length etc.</p> <p>3D Change the surface of a malleable material e.g. build a textured tile</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Identify what they might change in their current work</p>	<p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>L2 Can I create a design inspired by the Romans?</p> <p>Drawing Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Painting Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>L3 Can I create a print to be sewn on to my Roman bag?</p> <p>Printing</p>	<p>L3 Can I draw in the style of Steven Brown?</p> <p>Drawing Year 3 Use journals to collect and record visual information from different sources.</p> <p>Drawing Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing Year 4 Draw for a sustained period of time at an appropriate level.</p> <p>Drawing Year 4 Begin to show an awareness of objects having a third dimension.</p> <p>L4 Can I use collage to enhance my artwork?</p> <p>Collage Year 3 Experiment with a range of collage</p>	<p>selections to cut, duplicate and repeat.</p> <p>Digital Media Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p> <p>Evaluating and Developing Work Annotate work in journal.</p> <p>Evaluating and Developing Work Adapt their work according to their views.</p> <p>TOPIC 3</p>	<p>Drawing Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>L3 Can I draw in the style of Beatriz Milhazes?</p> <p>Drawing Lines, Marks, Tone, Form and Texture: Explore colour mixing and blending techniques with coloured pencils.</p> <p>L4 Can I work in a sustained and independent way to create a detailed drawing?</p> <p>Drawing</p>	<p>L3 Can I select a final design and produce it using water colours?</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Painting Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Painting Be able to identify and work with complementary and contrasting colours.</p> <p>L4 Can I create an Islamic art –</p>
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<p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work.</p> <p>TOPIC 4 Who is Rene Magritte?</p> <p>Artist focus/theme: Rene Magritte</p> <p>Painting L1 Who was Rene Magritte?</p> <p>Exploring and Developing Ideas Record and explore ideas from first-hand observations.</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work.</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from</p>	<p>texture, length, size and shape</p> <p>Textiles Year 1 Apply colour with printing, dipping, fabric crayons</p> <p>Textiles Year 1 Create and use dyes i.e. onion skins, tea, coffee</p> <p>Textiles Year 1 Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration</p> <p>Textiles Year 1 Cut and shape fabric using scissors/snips</p> <p>Textiles Year 1 Apply shapes with glue or by stitching</p> <p>Textiles Year 1 Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Textiles Year 2</p>	<p>or develop in future work (and explain their reasoning).</p> <p>L5 Can I add detail to my tinga tinga tile?</p> <p>Painting mix paint with PVA Name different types of paint and their properties.</p> <p>Painting Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work (and explain their reasoning).</p>	<p>Create printing blocks using a relief.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>L4 & 5 Can I use sewing techniques to make a Roman bag?</p> <p>Textiles (Art) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Textiles (DT) Match the tool to the material</p> <p>Textiles (Art) Develop skills in stitching, cutting and joining.</p> <p>Textiles (DT)</p>	<p>techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Collage Year 4 Use collage as a means of collecting ideas and building a visual vocabulary.</p> <p>Collage Year 4 Use different techniques and colours when designing and making pieces of work</p> <p>L5 Would the use of digital media improve my work?</p> <p>Digital Media Year 3 Record and collect visual information using digital cameras and video recorders.</p> <p>Digital Media Year 3 Present recorded</p>	<p>How did the people of the Indus Valley use printing?</p> <p>Artist focus/theme: History – The Indus Valley</p> <p>L1 What is a printing block?</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>L5 Can I develop my drawing using digital media?</p> <p>Digital Media Record, collect and store visual information using digital cameras etc.</p> <p>Present recorded visual images using software e.g. Photostory, Powerpoint.</p> <p>Digital Media Be able to Import an image (scanned, retrieved, taken)</p>	<p>inspired motif through printing?</p> <p>Printing Create prints with three overlays.</p> <p>Printing Work into prints with a range of media e.g. pens, colour pens and paints.</p> <p>L5 Can I use Batik techniques?</p> <p>Textiles Experiment with batik techniques.</p> <p>Textiles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>L6 Have I successfully created a piece of Islamic art?</p>
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<p><i>different times and cultures for differences and similarities.</i></p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>L2 What are primary and secondary colours?</p> <p>Painting Identify primary and secondary colours by name.</p> <p>Painting Mix primary shades and tones.</p> <p>Painting Use a variety of tools and techniques including different brush sizes and types.</p> <p>L3 Can I draw still life vegetables?</p> <p>Drawing Observe and draw shapes from Observations</p> <p>Painting Mix and match colours to artefacts and objects.</p> <p>Painting Experiment with tools and techniques e.g.</p>	<p><i>Apply decoration using beads, buttons, feathers etc</i></p>		<p><i>Sew on buttons and make loops.</i></p> <p>L6 Would Ribchester Museum use my bag as an artefact?</p> <p>Evaluate (DT) Evaluate their ideas and products against their own design criteria</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p><i>visual images using software.</i></p> <p>Digital Media Year 3 Use a graphics package to create images and effects with; lines.</p> <p>Digital Media Year 3 Change the type of brush to an appropriate style.</p> <p>Digital Media Year4 Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Digital Media Year4 Create shapes by making selections to cut, duplicate and repeat.</p> <p>Digital Media Year4 Experiment with colours and textures by using effects and simple filters to</p>	<p><i>and imagination, and explore ideas for different purposes.</i></p> <p>L2 Can I create and draw a repeating pattern?</p> <p>Printing Use relief or impressed method</p> <p>Printing Print with two colour overlays.</p> <p>L3 Can I make a block print showing an authentic design?</p> <p>Printing Use relief or impressed method</p> <p>L4 Am I able to use a printing block to create a</p>	<p><i>into a graphics package.</i></p> <p>L6 Can I adapt my work according to my views and describe how I might develop it further?</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p>	<p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Evaluating and Developing Work Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p>
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<p><i>layering, mixing media, scrapping through.</i></p> <p>L4 How do I create textured paint? Painting Create textured paint by adding sand, plaster</p> <p>Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>L5 Can I create a piece of art in the style of Magritte? Drawing <i>Observe and draw shapes from Observations</i></p> <p>Painting <i>Mix and match colours to artefacts and objects.</i></p> <p>Painting Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Painting Create textured paint by adding sand, plaster</p>				<p><i>manipulate and create images for a purpose.</i></p> <p>L6 What might I develop next time? Evaluating and Developing Work Year 3 <i>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</i></p> <p>Evaluating and Developing Work Year 4 <i>Annotate work in your journal.</i></p> <p>Evaluating and Developing Work Year 4 <i>Adapt their work according to views</i></p>	<p>repeating pattern? Printing <i>Use relief or impressed method</i></p> <p>Printing <i>Print with two colour overlays.</i></p> <p>L5 Can I design my own Indus Valley artefact? Exploring and Developing Ideas <i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <p>Exploring and Developing Ideas <i>Select and record from</i></p>		
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<p>L6 What might I do differently next time?</p> <p>Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>TOPIC 5 Can I create a coat of many colours?</p> <p>Artist focus/theme: Joseph & his coat of many colours.</p> <p>DT unit through which the following Textiles Art KLIPS are taught</p> <p>Exploring and Developing Ideas <i>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</i> <i>Record and explore ideas from first-hand observations.</i></p>					<p><i>first hand observation, experience and imagination, and explore ideas for different purposes.</i></p> <p>L6 Can I create my own Indus Valley Artefact?</p> <p>3D <i>Join clay adequately and construct a simple base for extending and modelling other shapes.</i></p> <p>3D <i>Create surface patterns and textures in a malleable material.</i></p> <p>Evaluating and Developing Work</p>		
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<p><i>Ask and answer questions about the starting points for their work.</i></p> <p>Textiles</p> <p><i>Match and sort fabrics and threads for colour, texture, length, size, and shape</i></p> <p><i>Cut and shape fabric using scissors/snips</i></p> <p><i>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</i></p> <p><i>Apply shapes with glue or by stitching</i></p> <p><i>Apply colour with printing, dipping, fabric crayons</i></p> <p><i>Create and use dyes i.e. onion skins, tea,</i></p> <p><i>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</i></p> <p>Evaluating and Developing Work</p>					<p><i>Annotate work in journal.</i></p>		
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<p><i>Review what they have done and say what they think and feel about it.</i></p> <p><i>Identify what they might change in their current work or develop in future work.</i></p>							
<p>The curriculum was designed to meet the requirements of the National Curriculum in a way that inspires and motivates the pupils at St George’s. We aim for children to be determined and confident in all that they do. Therefore, the Art units all start with a problem (in the form of a question) for children to explore using their own ideas and research into existing artists or artistic styles to help guide their learning. Through exploring this question, we encourage children at St George’s to be determined, confident, resilient and creative in their approach to researching, experimenting, making/creating and evaluating their pieces of Art.</p> <p>When the curriculum was reviewed in 2021, St George’s had 312 pupils on roll with 284 pupils of White-British ethnicity. We therefore designed a curriculum that gives children a wealth of experiences of other culture. We aim for our children to understand their local artistic heritage, national artistic heritage and also appreciate global art movements and artists from different cultures. We have planned our art topics and artists according to these aims to ensure the children are immersed in wealth of Art and develop a broad range of progressive artistic skills over the course of the primary school career. Some examples include;</p> <p>Reception – Rangoli patterns (Diwali topic)</p> <p>Year 1 - Rene Magritte (Belgium), Vincent Van Gogh (Netherlands), Jackson Pollock (American)</p> <p>Year 1/2 - The Great Wave off Kanagawa by Katsushika Hokusai (Japanese), Giuseppe Arcimboldo (Italian)</p> <p>Year 2 – Kandinsky (Russian), Peter Thorpe (American), Tinga-Tinga (African),</p> <p>Year 3 – Paul Klee (Switzerland) Freda Carlo (Mexican)</p>							

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Year 3/4 – Monet (French)

Year 4 – Balla (Italian)

Year 5 - Beatriz Milhazes (Brazilian)

Year 6 - Augustin Edouart (French), Gaudi (Catalonian), Batik Art (South East Asia)

To widen the children's artistic understanding further we study a range of British artists such as Banksy and Grayson Perry and link their understanding of these artists to the fundamental British values.

As a school, our Overall Multiple Deprivation Index is B and our Employment Deprivation Index are C. We therefore aim to give purpose to our Art teaching by showing the children at St George's how the skills they learn can be used in future employment in a range of industries. These include:

Reception – Alabaster Jar – Ceramicist from Chorley visit to school

Year 2 – Illustrator visit – (Ian McDonald)

Year 3 – Graffiti artist visit to school (Tony Kelzo)

Year 4 – Landscape gardener visit to school

Year 5 – Curating artwork for Arts Week

Year 6 – Fashion design topic (Viv Dean visit to school)

During 2020-2021 school year Arts Week, when the whole school came off timetable for a full week and were immersed in the world of the Arts, the children journeyed through the ages and studied the chronology of art and artists from 60s to present day, deepening their appreciation and understanding of how Art develops and changes over time. All children experienced working with a graffiti artist to design the school mural, worked with a textile artist to create art on fabric to be displayed in school (Viv Dean), designed and made their own tie-dye t-shirts, graphical media through music, digital media of their own face among other activities.

In January 2023, the whole school came off timetable for an Arts Weeks focused on Great Explorers. The children explored the lives and times of famous explorers, using a wide range of skills to create different pieces of work including three ships that were constructed and decorated by the children and placed around the school premises.

As a school our Income Deprivation Domain is B. We therefore aim to widen the children's experiences of using resources not usually available at home or in others areas of their life. These include:

Reception – chalk, different grades of paintbrushes, sponging

Year 1- water colours, different grades of pencil, rubbings

Year 1/2 – working with canvases and pastels

Year 2 – oil based paints, air drying clay

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Year 3 – collage using different materials
Year 3/4 – sewing, paste-resist printing
Year 4 – artistic digital packages, block printing
Year 5 – digital photography
Year 6: Batik printing

The Early Years curriculum for Art & Design is taken from Development Matters but steered by the children's interests. 'All About Me' booklets completed by parents before children start school allow us to design a curriculum that meets the needs and interests of the children. Early Years staff continually discuss ideas with the children and change planning accordingly. The curriculum is designed to be taught using group work, individual work and through carefully designed continuous provision that encourages children to revisit and remember previously taught skills. Children are given choice of media in each topic. For example in their minibeast topic the children choose what they would like to make using a variety of media readily available e.g. hoops worms, butterfly printing, beetle sculpting and ladybird printing. The children choose the tools, technique and materials they would like to use.

The Art & Design curriculum has been designed to be fully inclusive. All children, regardless of any special needs, take part fully in all art activities. If children are physically unable to take part in a particular activity or skill, the activity is adapted to ensure they can access the learning.

We aim to give all children skills and knowledge through meaningful real life experiences including trips and visits from people who have jobs in the Art industries. This gives our Art & Design teaching purpose and inspires children to be determined and confident in using their own ideas and experiences to solve problems. These experiences include:

Reception – work with an Indian artist (Prags) to create Rangoli patterns
Year 1 – trip into local woodland to take rubbings of natural environment using different media.
Year 1/2 – observational drawings of local areas
Year 2 – Observational drawings/ water colour painting during residential trip.
Year 3- Liverpool Just Imagine visit
Year 3/4 – Sculpture Walk (Beacon Fell)
Year 4 – Manchester art gallery visit
Year 5 – Manchester Science and Industry Museum including opportunities to sketch machinery
Year 6 – London art gallery visit (During Parliament Day)

Whole school experiences have included designing a logo for our school radio station, working with a graphic designer to produce a whole school artwork, working with a graffiti artist to design a school mural, designing and creating numerous book benches that are displayed around the local area.

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Pupil Voice

The pupils' views have also inspired the way our curriculum has been designed. On reflection the structure of the infant lessons will be encouraged to be more experimental with techniques and the artists studied discussed rather than annotated. We will continue to encourage the use of line and form experimentation as an introduction (on different scales). The concept of evaluating at the end of a project could be done as a vocal evaluation on seesaw rather than a written.

