Coley Primary Schools Curriculum Overview

Art & Design (Yr1-6)

Overview and Progression in Art and Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	**Portraits** **Focus: Drawing** To create a portrait that includes the key features using colouring pencils, pastels and pencils. **Artists:** Children will look at portraits from Picasso, Paul Klee and Andy Warhol.		**Landscapes and Cityscapes** **Focus: Painting** To use colour and texture to paint a landscape and/or a cityscape and describe the work of at least one artist. **Artists:** Monet and Van Gogh		**Natures Sculptures** **Focus: Sculpture** To be able to make a nature sculpture inspired by Andy Goldsworthy. To be able to talk about the work of Andy Goldsworthy. **Artist:** Andy Goldsworthy	
Year 2	**Colour Chaos** **Focus: Painting** To mix primary colours into secondary and tertiary colours to create artworks with the colours they have mixed. **Artists:** Piet Mondrian Mark Rothko Paul Klee Jackson Pollock Wassily Kandinsky Children will know facts about Paul Klee and Jackson Pollock		**Fabricate** **Focus: Textiles** To create a paper loom with support and use paper to create a weaving To choose materials and use them creatively. To use template to design a coaster. To use wax to transfer a design onto fabric and use a paint brush to apply dye. **Artists:** Children will look at the work of textile artists.		**Let's Sculpt** **Focus: Sculpture** To create sculptures using different materials **Artists:** Mark Quinn Michelle Reader Eva Rothschild Brendan Jamison	
Year 3	**Autumn** **Focus: Printing** To be able to create a print using quick print tile. To show colours in their printing		**European Art and Artists** **Focus: Drawing Portraits and buildings**		**Bodies** **Focus: Drawing and Sculpture** To be able to make	

	and mix and select appropriate colours. **Artists:** Jackson Pollock John Constable Thomas Cole Claude Monet Henri Matisse Paul Cezanne		To draw portraits and/or buildings using elements of line, shape, form, colour, tone and pattern and texture. **Artists:** Anseln Kiefer Michelangelo Le Corbusier Rembrandt		observational drawings of bodies or a person, To make a Maquette **Artists:** Julian OP Alberto Giacometti Henry Moore	
Year 4	**Insects** **Focus: Sculpture** To produce an observational drawing and produce a 3D model. **Artists:** Loise Bourgeois Jennifer Angus		**British Art** **Focus: Drawing and Painting** To draw an illustration, draw a portrait and paint with colour. **Artists:** Thomas Gainsborough Lucian Freud Howard Hodgkin Anish Kapoor Paula Rego Sonia Boyce		**Fruit and Vegetables** **Focus: Draw and sculpt** To draw, sculpt and using clay tools to mark make. **Artists:** Michael Brennand Wood Caravaggio	
Year 5	**Wildlife and birds** **Focus: Printing** To make an observational drawing and transfer it to a clay tile to print. **Artists:** Bran Cusi Richard Sweeny		**Ancient Egypt** **Focus: Sculpture** To make a 3D mask inspired by ancient Egypt with paper mache **Artists:** Leger Hockney Man Ray		**Seaside** **Focus: Weaving** To show colours in a drawing, print and weave with plastic. **Artists:** Alfred Wallis Hokusai	
Year 6	**Plants and flowers** **Focus: Paper Sculpture**		**North American Art** **Focus: Collage**		**South and Central American Art** **Focus:**	

	To produce an observational drawing, print and a 3D model. **Artists:** India Flint Alexander Calder David Oliveira Henri Rousseau		To make collage landscapes and create body abstracts, **Artists:** John Singer Sargent Helen Frankenthaler Photographer Ansel Adams		To choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **Artists:** Frida Khalo Leonora Carrington Beatriz Milhazes Carlos Paez Vilaro.	

	Year 1 & 2	**Year 3 & 4**	**Year 5 & 6**
Aims:	♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms		
National Curriculum	♣To use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture 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 ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	
Ideas to develop	• Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop	• Develop ideas from starting points throughout the curriculum • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways	• Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use qualities of materials to enhance ideas.

			• Spot the potential in unexpected results as work progresses • Comment on art work with a fluent grasp of visual language
Drawing	• Draw lines of different sizes and thickness • Colour (own work) neatly in the lines • Show patterns and texture by adding dots and lines • Show different tones by using coloured pencils	• Use different hardness of pencils to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching to show tone and texture	• Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose style of drawing suitable for the work (realistic or impressionistic) • Use lines to represent movement
Painting	• Use thick and think brushes • Mix primary colours to make secondary colours • Add white to colours to make tints and black to colours to make tones • Create colour wheels	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, pattern and line • Mix colours effectively • Use watercolour paint to produce washes for backgrounds then add detail • Experiment with mood and colour	• Sketch (lightly) before painting to combine line and colour • Create a colour palette based on colours observed in the natural or built world. • Use the qualities of water colour and acrylic paints to create to create texture. • Develop a personal style of painting, drawing upon colours observed in the natural or built world. • Use qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones, and tints to enhance the mood. • Use brush techniques and qualities of paint to create texture. • Develop a personal style of painting , drawing upon ideas from other artists.
Collage	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials • Mix materials to create texture	• Select and arrange materials for striking effect • Ensure that work is precise Use coiling, overlapping, tessellation, montage and mosaic.	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques

Sculpture	• Use a combination of shapes. • Include lines of texture. • Use rolled up paper, straws, paper, card ad clay as materials • Use techniques such as rolling, cutting, moulding and carving	• Create and combine shapes to create recognise bale forms (e.g. shapes made from nets and solid materials) • Include texture to convey feelings, expression and movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, pattern and texture. • Combine Visual and tactile qualities. • Use frameworks such as mould or wires to provide stability and form.
Print	• Use repeating or overlapping shapes. • Mimic print from the environment • Use objects to create prints e.g. fruit, vegetables or sponges • Press, roll, rub, stamp to make prints.	• Use layers of two or more colours • Replicate patters observed in natural or built environment. • Make printing blocks e.g. from coiled string glued to a block) • Make precise repeating patterns	• Build up layers of colour • Create accurate pattern, showing fine detail • Use a range of visual elements to reflect the purpose of the work
Textiles (Linked with DT)	• Use weaving to create a pattern • Join materials using glue and/or stitch • Use plaiting • Use dip dye techniques	• Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings • Quilt, pad and gather fabric	• Show precision in techniques • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces
Digital Media	Use technology to support Art & design learning e.g. photographs and research and Art apps		
	• Use a wide range of tools to create different textures, tones , colours and shapes	• Create images, video and sound recordings and explain why they were created	• Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from Artists, Craft makers and Designers	• Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied to create pieces	• Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others	• Give details (including own sketches) about the style of some notable artists, artisans and designers • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles