

St. Patrick's RC Primary School
Art Curriculum Overview



Foundation- Skills may be mixed or rearranged to suit learners need and to suit the classroom topics.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Drawing</u>	<u>Colour</u>	<u>Texture</u>	<u>Printing/Pattern</u>	<u>Form</u>	<u>Artist study</u>
Observational drawing	Colours for a purpose	Create different textures	Rubbings	Constructs with purpose / evaluate adapt	Nature in art
Begin to use a variety of drawing tools	Colour mixing	Collage	Print with variety of objects	Create props to support role play	Combine media
Use drawings to tell a story	Experimenting with and using primary colours	Uses tools safely	Print with block colours	Use simple joining techniques- bridges	Recap and further development of skills taught throughout the year with a focus on great artists.
Investigate different lines	Naming colours	Handling, manipulating and enjoying using materials	repeating patterns	Assembles and joins materials	These artists can be linked into the skill based learning throughout the year or solely in the artist focus topic.
Encourage accurate drawings of people	Mixing (not formal)	Sensory experience	Irregular painting patterns	Handling, feeling, enjoying and manipulating materials	
	Learn the names of different tools that bring colour	Simple collages	Simple symmetry	Constructing	
	Use a range of tools to make coloured marks on paper.	Simple weaving		Building and destroying	

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				Shape and model	<p><u>Drawing:</u> Joan Miro</p> <p><u>Colour:</u> Jackson Pollock-splatter art</p> <p><u>Texture:</u> Ulrike 'ricky' Martin (Weaving) Suzan Shutan (Pom pom art)</p> <p><u>Printing/Pattern:</u> Joan Miro, Paul Klee</p> <p><u>Form:</u> Barbara Hepworth (sculpting)</p> <p>Illustrators of books used in foundation would be a suitable artist study.</p>
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Years 1 and 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>NC Links</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 between different practices and disciplines, and making links to their own work. 					
<p><u>Drawing</u></p> <p><u>Y1:</u></p> <p>Extend the variety of drawings tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p>	<p><u>Colour</u></p> <p><u>Y1:</u></p> <p>Name all the colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools</p>	<p><u>Texture</u></p> <p><u>Y1:</u></p> <p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>How textiles create things</p>	<p><u>Printing/Pattern</u></p> <p><u>Y1:</u></p> <p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p> <p>Awareness and discussion of patterns</p>	<p><u>Form</u></p> <p><u>Y1:</u></p> <p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p>	<p><u>Artist study</u></p> <p>Recap and further development of skills taught throughout the year with a focus on great artists. These artists can be linked into the skill-based learning throughout the</p>

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<p>Observe anatomy (faces, limbs)</p> <p>Y2: Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records</p>	<p>Y2: Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Using colour on a large scale</p>	<p>Y2: Overlapping and overlaying to create effects</p> <p>Use large eyed needles - running stitches</p> <p>Simple appliqué work</p> <p>Start to explore other simple stitches</p> <p>collage</p>	<p>Repeating patterns</p> <p>Symmetry</p> <p>Y2: Print with a growing range of objects</p> <p>Identify the different forms printing takes</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Natural and manmade patterns</p>	<p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins</p> <p>Y2: Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>Decorative techniques</p> <p>Replicate patterns and textures in a 3-D form work and that of other sculptors</p>	<p>year or solely in the artist focus topic.</p> <p>Artists' skill focus:</p> <p>Drawing: Vincent Van Gogh, Quentin Blake, Gerhard Richter</p> <p>Colour: Pollock, Monet, Van Gogh, Picasso</p> <p>Printing/Pattern: Dan Mather, Andy Warhol, Joan Miro, Bridget Riley, Paul Klee, William Morris</p>
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			Discuss regular and irregular		<p><u>Texture:</u> Ulrike 'ricky' Martin (Colourful weaving) Suzan Shutan (Pom pom art)</p> <p><u>Form:</u> Henry Moore (Abstract human sculptures), Andy Goldsworthy (Nature arrangements)</p>
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Years 3 and 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>NC Links</p> <p>Key stage 2</p> <p>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.</p>					

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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.

<u>Drawing/Colour</u>	<u>Form</u>	<u>Printing/Pattern</u>	<u>Texture</u>	<u>Photography</u>	<u>Artist Study</u>
<p>Y3: <u>Drawing:</u> Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw both the positive and negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people - particularly faces</p>	<p>Y3: Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop</p> <p>Understanding of different adhesives and methods of construction</p> <p>Aesthetics</p> <p>Y4:</p> <p>Plan and develop</p>	<p>Y3:</p> <p>Relief and impressed printing</p> <p>Recording textures/patterns</p> <p>Mono-printing</p> <p>Colour mixing through overlapping colour prints</p> <p>Pattern in the environment</p> <p>Design using ICT</p>	<p>Y3:</p> <p>Use smaller eyed needles and finer threads</p> <p>Weaving</p> <p>Tie dying, batik</p> <p>Y4:</p> <p>Use a wider variety of stitches</p> <p>Observation and design of textural art</p>	<p>Y3:</p> <p>Holding a camera/iPad still to avoid blurry photos.</p> <p>Holding a camera/iPad straight.</p> <p>Holding the camera/iPad in portrait or landscape and which is suitable.</p> <p>Exploring close up photos either using zoom or moving the camera closer.</p>	<p>Recap and further development of skills taught throughout the year with a focus on great artists. These artists can be linked into the skill-based learning throughout the year or solely in the artist focus topic.</p> <p><u>Artists' skill focus:</u></p>

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<p><u>Colour:</u></p> <p>Colour mixing</p> <p>Make colour wheels</p> <p>Introduce different types of brush techniques- apply colour using dotting, scratching, splashing.</p> <p><u>Y4:</u></p> <p><u>Drawing:</u></p> <p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including</p>	<p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>Make patterns on a range of surfaces</p> <p>Symmetry</p> <p><u>Y4:</u></p> <p>Use sketchbook for recording textures/patterns</p> <p>Interpret environmental and manmade patterns</p> <p>Modify and adapt print</p> <p>Explore environmental and manmade patterns</p> <p>Tessellation</p>	<p>Experimenting with creating mood, feeling, movement</p> <p>Compare different fabrics</p>	<p>Exploring far away photos.</p> <p>Variety in photographs- people, objects and places.</p> <p>Critiquing and retaking photos.</p> <p><u>Y4:</u></p> <p>Confidently and consistently holding an iPad/Camera straight and steady. Independently choosing landscape or portrait to suit the object.</p> <p>Experimenting with angles of photos- standard vs high angle or low angle.</p> <p>Point of interest photos.</p>	<p><u>Drawing:</u></p> <p>Leonardo Da Vinci, Vincent Van Gogh, Quentin Blake, Gerhard Richter</p> <p><u>Colour:</u></p> <p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh. Picasso</p> <p><u>Printing/Pattern:</u></p> <p>Dan Mather, Andy Warhol, Joan Miro, Bridget Riley, Paul Klee. William Morris</p>
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<p>proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p> <p><u>Colour:</u></p> <p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours</p> <p>Suitable equipment for the task</p> <p>Colour to reflect mood</p>				<p>Variety in photographs- people, objects and places.</p> <p>Critiquing and retaking photos.</p>	<p><u>Texture:</u></p> <p>Ulrike 'ricky' Martin (Weaving) Kate Slaughter (Embroidery) Suzan Shutan (Pom pom art)</p> <p><u>Form:</u> Henry Moore (abstract human sculptures), Barbara Hepworth (abstract sculptures), Andy Goldsworthy (nature arrangements)</p> <p><u>Photography:</u> Yousef Karsh (posed portraits of famous figures.)</p>
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					Ansel Adams (landscapes in B&W.)
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Years 5 and 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways with increased creativity and confidence. Pupil should use artistic language to describe different equipment and artistic processes. Additionally, pupils should be able to analyse and critique their work using artistic language.</p> <p>Key stage 2 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:</p> <ul style="list-style-type: none"> • 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. 					
<u>Drawing/Colour</u>	<u>Form</u>	<u>Printing/Pattern</u>	<u>Texture</u>	<u>Photography</u>	<u>Artist Study</u>
<p><u>Y5:</u> <u>Drawing:</u> Effect of light on objects and people</p>	<p><u>Y5:</u> Plan and develop ideas Shape, form, model and join</p>	<p><u>Y5:</u> Combining prints Design prints</p>	<p><u>Y5:</u> Use stories, music, poems as stimuli</p>	<p>Independently choosing portrait/landscape and angles to suit the photo subject.</p>	<p>Recap and further development of skills taught throughout the</p>

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<p>from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p> <p><u>Colour:</u> Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p> <p><u>Y6:</u> <u>Drawing:</u></p>	<p>Observation or imagination</p> <p>Properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p> <p><u>Y6:</u></p> <p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Observation or imagination</p> <p>Properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Make connections</p> <p>Discuss and evaluate own work and that of others</p> <p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p> <p><u>Y6:</u></p> <p>Builds up drawings and images of whole or parts of items using various techniques</p> <p>Explore printing techniques used by various artists</p> <p>Create own abstract pattern to reflect</p>	<p>Select and use materials</p> <p>Embellish work</p> <p>Focus on artists using textiles</p> <p><u>Y6:</u> Develops experience in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p>	<p>Experimenting with taking photos of moving objects.</p> <p>Experimenting with forced perspective photos.</p> <p>Continued variety in photographs- people, objects and places.</p> <p>Critiquing, analysing and retaking photos. Recreating photos.</p> <p>Using photographs with other mediums. David Hockney- overlapping photography collages.</p> <p><u>Y6:</u></p>	<p>year with a focus on great artists. These artists can be linked into the skill-based learning throughout the year or solely in the artist focus topic.</p> <p><u>Artists' skill focus:</u> <u>Drawing:</u> Leonardo Da Vinci, Vincent Van Gogh, Quentin Blake, Gerhard Richter</p> <p><u>Colour:</u> Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Picasso</p>
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<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p> <p><u>Colour:</u></p> <p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p>		<p>personal experiences and expression</p> <p>Create pattern for purposes</p>		<p>Editing and adding effects to photographs using basic software.</p> <p>Recreation photography- using editing skills or props/posing.</p> <p>Using photographs with other mediums. Overlapping photography portraits.</p> <p>Independently choosing portrait/landscape and angles to suit the photo subject.</p> <p>Experimenting with taking photos of moving objects.</p>	<p><u>Printing/Pattern:</u> Dan Mather, Andy Warhol, Joan Miro, Bridget Riley, Escher, Paul Klee.</p> <p><u>Texture:</u> Ulrike 'ricky' Martin-Weaving Kate Slaughter- Embroidery Suzan Shutan- Pom pom art</p> <p><u>Form:</u> Henry Moore, Barbara Hepworth, Andy Goldsworthy</p> <p><u>Photography</u></p>
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<p>Colour to express feelings.</p>				<p>Experimenting with forced perspective photos.</p> <p>Continued variety in photographs- people, objects and places.</p> <p>Critiquing, analysing and retaking photos.</p>	<p>David Hockney - Photo collages and overlapping photo portait work</p> <p>Jordan Matter (moving photographs)</p> <p>(Natsumi Hayashi) Levitating photographs</p> <p>Yousef Karsh (posed portraits of famous figures.)</p> <p>Ansel Adams (landscapes in B&W.)</p>
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