

Stivichall Primary School – Curriculum overview – Art and design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design should engage, inspire and challenge pupils equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As Pupil progress they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creatively and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils.

- 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 languages of art, craft and design; about great artists, craft makers and designers, and understand the historical and cultural development in their art forms.

Subject content

Key stage 1

Pupils should be taught:


- 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.






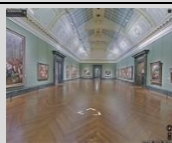
Key stage 2




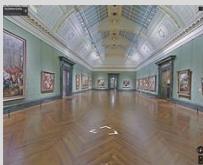


Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

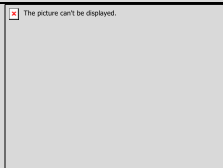





Pupils should be taught:







- 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.







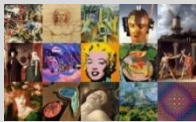
	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Reception						
Artist	 Andrew Goldsworthy	 Vincent Van Gogh	 Nikki De Saint Phalle	 Take One Picture	 Joan Miro	
Main skills	Outdoor sculpture using natural resources		Colour mixing	Mosaic and sculpture	*Child-led investigation*	Block and screen printing
See Reception Curriculum Overview for detail of coverage and development of skills						
Year 1	Memory Box	Paws, Claws and Whiskers	Splendid Skies	The Enchanted Woodland	Bright lights, Big city	Bright lights, Big city
Artist	 Kandinsky	 Karel Appel	 Claude Monet	 David Hockney	 Ben Moseley	 National Gallery - Take One Picture
Drawing	Focus on shape & control – drawing free-hand, use of templates and stencils	Close-up observations of animal skins/furs: experiment with shape, thickness of lines, patterns.			Experiment with tone techniques eg. hatching, scribbling, stippling. Explore line patterns & shape.	A specific painting chosen from the Gallery's collection forms an initial focus of study and is used to inspire cross-curricular work, driven by a child-led, investigate approach. Evidence of the learning journey is documented and submitted alongside the work, in the hope of being selected for exhibit.
Painting	Colour-mixing (secondary colours)	Animal paintings – focus on different brush sizes and tools <i>(See Nyah Khan 3d animal book characters)</i>	Focus on the effect of light and the 'broken colour' technique used. Paint outdoors, as Impressionists? (use of oil pastels and watercolours)	Focus on landscapes – use of bold colour & simple patterns. Experiment with different brushes & tools. Oil pastels & aquarelles.		
Printing					Block printing eg. scoring designs into polystyrene/foam tiles – use inks?	
Sculpture	Weaving (3d eg. ribbons/carrier bags through bicycle wheels)			Create surface patterns and texture, explore mark-making eg. use of tools on clay tiles		
Textiles	https://cuttingandsticking.co/artists-kandinsky/ Collage					
Digital Media				Experiment on an Ipad painting app (as Hockney does)		
Suggested finished pieces	Display of colour using range of media & techniques.		Work in the style of the artist		Collaborative/paired abstract skylines.	
Appreciation and critique of art	<ul style="list-style-type: none">Recognise and describe key features of their own and other's workShow interest in the work of others and share their thoughts and feelings about itShare ideas, experience and imagination through their work					

Year 2	Towers, Turrets and Tunnels	Moon Zoom	Land Ahoy!	Street Detective	Beat Band Boogie	Wriggle and crawl
Artist	 William Morris	 Chris Gryder	 Hokusai	 LS Lowry	 Henri Matisse	 National Gallery - Take One Picture
Drawing	Produce a range of different patterns from observations, imagination and illustrations.	Observational sketching of natural forms eg. shells, fossils, sponge, volcanic rock (zoom in to focus on the details of line & shape)		Observation of posable figures; study of street scenes; explore the potential of a range of media eg. different grades of pencil, charcoal...		A specific painting chosen from the Gallery's collection forms an initial focus of study and is used to inspire cross-curricular work, driven by a child-led, investigate approach. Evidence of the learning journey is documented and submitted alongside the work, in the hope of being selected for exhibit.
Painting			Create seascapes – focus on control and techniques eg. layering, adding texture. Oil paints?		Use of wax resist with watercolour Focus on colour mixing, the colour wheel and spectrums.	
Printing	Repeated patterns block printing – use of layering	Mono-printing with carbon copy paper & oil pastels (see Access Art)				
Sculpture		Shape, form, construct and model from observation and imagination. Create surface patterns and textures using modelling tools.		Explore human form and proportion using twisted foil or thin wire to create miniature models of people in action poses.		
Textiles					Explore use of Batik techniques eg. wax resist, use of flour, to create bold outlines. Collage Matisse-inspired images using mixed media – focus on shape and colour.	
Digital Media	Computing package for digital work – 2 Paint?					
Suggested finished pieces	A mood board with swatches of fabric/paper and samples of own designs/work, and artist study activities?	Create a collaborative piece of individual clay tiles using patterns, textures and natural colour washes		Street scene sketches (focused on Coventry's city centre/landmarks?) in the style of the artist. 2d and 3d work.		
Appreciation and critique of art	<ul style="list-style-type: none">When studying creative work, express preferences and justify with reasonsReflect on what they like/dislike about their work in order to improve it (annotate/comment in sketchbooks)Evaluate creative works using the language of art, craft and design					

Year 3 Artists	Tribal Tales	Mighty Metals	Gods and Mortals	Tremors	Urban Pioneers	Scrumdiddlyumptious
	 Wayne Thiebaud	 Antony Gormley	 Henry Moore and Barbara Hepworth	 National Gallery - Take One Picture Project	 Dan Mather	 Giuseppe Arcimboldo Carl Warner
Drawing	Observational drawing	Observational drawings experimenting with the potential of graded pencils. Focus on the positive and negative shapes		A specific painting chosen from the Gallery's collection forms an initial focus of study and is used to inspire cross-curricular work, driven by a child-led, investigate approach. Evidence of the learning journey is documented and submitted alongside the work, in the hope of being selected for exhibit.		
Painting	Tone, colour and washes and composition				Visit to/demo from Ian Cook of PopBangColour? (Fargo Village)	
Printing					Combine prints taken from different objects to create an end piece	
Sculpture		Produce maquettes using wire/string	Use of clay – explore shape and form, using the techniques of pinching by hand & carving with tools			
Textiles						Foodscape collage using a range of materials
Digital Media					Create prints overlaying shapes and colours using digital media	Use of photographs to capture scene composition
Suggested finished pieces	Water colour paintings of food in the style of the artist	Accurate drawings of metal objects/gadgets	Display of sculpted creations with exhibit labels detailing eg. name of the piece, what it represents, inspiration, chosen techniques.			Exhibition (for wider school community) of food art built up over the year reflecting studies of three artists
Appreciation and critique of art	<ul style="list-style-type: none">• Compare ideas, methods and approaches used in their own and others' work• Reflect on what they like/dislike about their work in order to improve it (annotate/comment in sketchbooks)• Evaluate creative works using the language of art, craft and design					

Year 4	Blue Abyss	Burps, Bottoms and Bile	Misty mountain, winding river	Playlist-Production	Rainforests	I am Warrior
Artist	<div></div> <p>Yellena James</p>	<div></div> <p>Clarice Cliff</p>	<div></div> <p>Friedensreich Hundertwasser</p>	<div></div> <p>National Gallery - Take one Picture Project</p>	<div></div> <p>Henri Rousseau</p>	<div></div> <p>Contemporary ceramics</p>
Drawing	Observation of natural shapes and detail (stars, branches, spirals, fans) from underwater inspiration eg. shells, seaweeds, starfish http://yellena.com/book/	Develop an awareness of composition, scale and proportion – use of a single focal point and horizon.		A specific painting chosen from the Gallery's collection forms an initial focus of study and is used to inspire cross-curricular work, driven by a child-led, investigate approach. Evidence of the learning journey is documented and submitted alongside the work, in the hope of being selected for exhibit. Nb. Expectation that children begin to apply their understanding of artist techniques, knowledge of artistic periods and symbolism in paintings, to the initial study.	Develop drawings featuring 3d and perspective. Work in a sustained, independent way to create a detailed drawing.	
Painting		Glass painting	Brush types & techniques Experiment with different effects eg. blocking in colour, washes, thickness Develop a painting from a drawing. <i>Visit/demo on texture by Sarah Stott of Crazy Rah Art? (Fargo village)</i>		Develop a painting from a drawing.	
Printing	Mono-printing Aluminium foil printing					
Sculpture					Experiment with cardboard relief sculpture – a 3d scene in a box/animal image?	Use a coiling technique to shape with clay, joining pieces using a slip. Explore different finishing styles eg. glazing, painting, polishing
Textiles		Visitor: demonstration from a local quilting crafter?	Mixed media collage – use of variety of techniques & textiles to showcase elements of his work (spirals and bright colour)			
Digital Media						
Suggested finished pieces		Window display	Landscape paintings or collages			Create exhibition of pottery wares (wider school community)
Appreciation and critique of art	<ul style="list-style-type: none">Regularly reflect upon their own work (commenting in sketchbooks)Compare ideas, methods and approaches used in their own and others' workMake comparisons with the work of others (pupils and artists) to identify how to improveAdapt their work according to their views and describe how it might be developed further					

Year 5	Pharaohs	Stargazers	Traders and Raiders	Traders and Raiders	Alchemy Island	Beast Creator
Artist	 Mask Making	 Dale Chihuly	 Illuminated Letters	 National Gallery - Take one Picture Project	 Salvador Dali	 Beatrix Potter
Drawing	Observational drawing: portraits (Japanese story-telling masks) Show proportion and increasingly accurate drawings of people (from different angles)	Study the drawings and paintings created by Chihuly to inform his final outcomes. Work collaboratively on a large scale. Experiment with a style that show energy and expression eg. circles and splatters...	Develop own style of drawing through line, tone and texture. Create intricate patterns. (study manuscript, biblical & class books)	A specific painting chosen from the Gallery's collection forms an initial focus of study and is used to inspire cross-curricular work, driven by a child-led, investigate approach. Evidence of the learning journey is documented and submitted alongside the work, in the hope of being selected for exhibit. Nb. Expectation that children apply their understanding of artist techniques, knowledge of artistic periods and symbolism in paintings, to the initial study.	Experiment with Surrealist drawing games/techniques to 'unleash imagination & creativity'	Study the style of work of a range of classic and modern illustrators. Develop drawings featuring 3d and perspective.
Painting		Glass painting?			Develop own painting from using a cropped section (view finder) from a famous image	Develop a painting from a drawing – apply skills and techniques learned
Printing						
Sculpture	Develop carving skills to create a simple form. (use of soap bar and skewer before working with clay?)	Experiment with cardboard maquettes to explore balance, structure, joining techniques and 'sculptural thinking' (Access Art ideas)				
Textiles	Mixed media collage		Use of resist techniques on fabric Use embroidery as a decorative technique		Experiment with Surrealist collage games/techniques to 'unleash imagination & creativity'	
Digital Media					Use a layering image app	
Suggested finished pieces	Mixed media Egyptian head-dress on Papyrus Carved masks	(See Access Art abstract wave bowls)	Create a personalized initial item –fabric with embroidery, parchment, book plate...			
Appreciation and critique of art	<ul style="list-style-type: none">Make comparisons with the work of others (pupils and artists) to identify how to improveRegularly analyse and reflect on their own progress, taking account of what they hope to achieveIdentify what they might change in their current work or develop in their future work					

Year 6	Hola Mexico	A Child's War	Frozen Kingdom	Darwin's Delights	Blood Heart	Gallery Rebels
Artist	 Frida Kahlo  Picasso	 Georgia O Keefe	 Photography https://www.lpoty.co.uk	 Charles Darwin	 National Gallery - Take One Picture Project	 Art Movements (Renaissance - modern)
Drawing	Observational portraits: Use a style of drawing suitable for the work: realism, impressionism, surrealism. Compare to comedic Pop Art style of Lichtenstein			Develop own style using tone or contrast	A specific painting chosen from the Gallery's collection forms an initial focus of study and is used to inspire cross-curricular work, driven by a child-led, investigate approach. Evidence of the learning journey is documented and submitted alongside the work, in the hope of being selected for exhibit. Nb. Expectation that children apply their understanding of artist techniques, knowledge of artistic periods and symbolism in paintings, to the initial study.	Use a style of drawing suitable for the work: realistic or impressionistic
Painting		Use colour mixing and blending techniques with sophistication				Demonstrate a personal style drawing upon ideas from other artists
Printing						
Sculpture	Experiment with cardboard relief sculpture portraits (collaborate in pairs?)			Demonstrate experience in relief and free-standing work. Model with modroc over a wire or paper-based armature.		
Textiles		Design, plan and decorate a fabric piece – selecting materials and using different stitches creatively				
Digital Media	Explore the concept of 'Selfie' photographs		See website 'hints & tips' for photography ideas: framing the photo, how to use the natural elements, looking up/down not just ahead, use of light/shade, cropping the image. <i>Support from KHVIII?</i>			
Suggested finished pieces	Portrait showing expression of mood and character	Design & make Poppy brooch/pin for Remembrance Day	Curate exhibition of photographs – local (winter) landscapes			Planned collaborative piece – assemblage of tiles in individual style/media
Appreciation and critique of art	<ul style="list-style-type: none">Provide a reasoned evaluation of their own work and that of professional artists, taking into account the starting points, intentions and the context behind it.Identify what they might change in their current work or develop in their future work					