

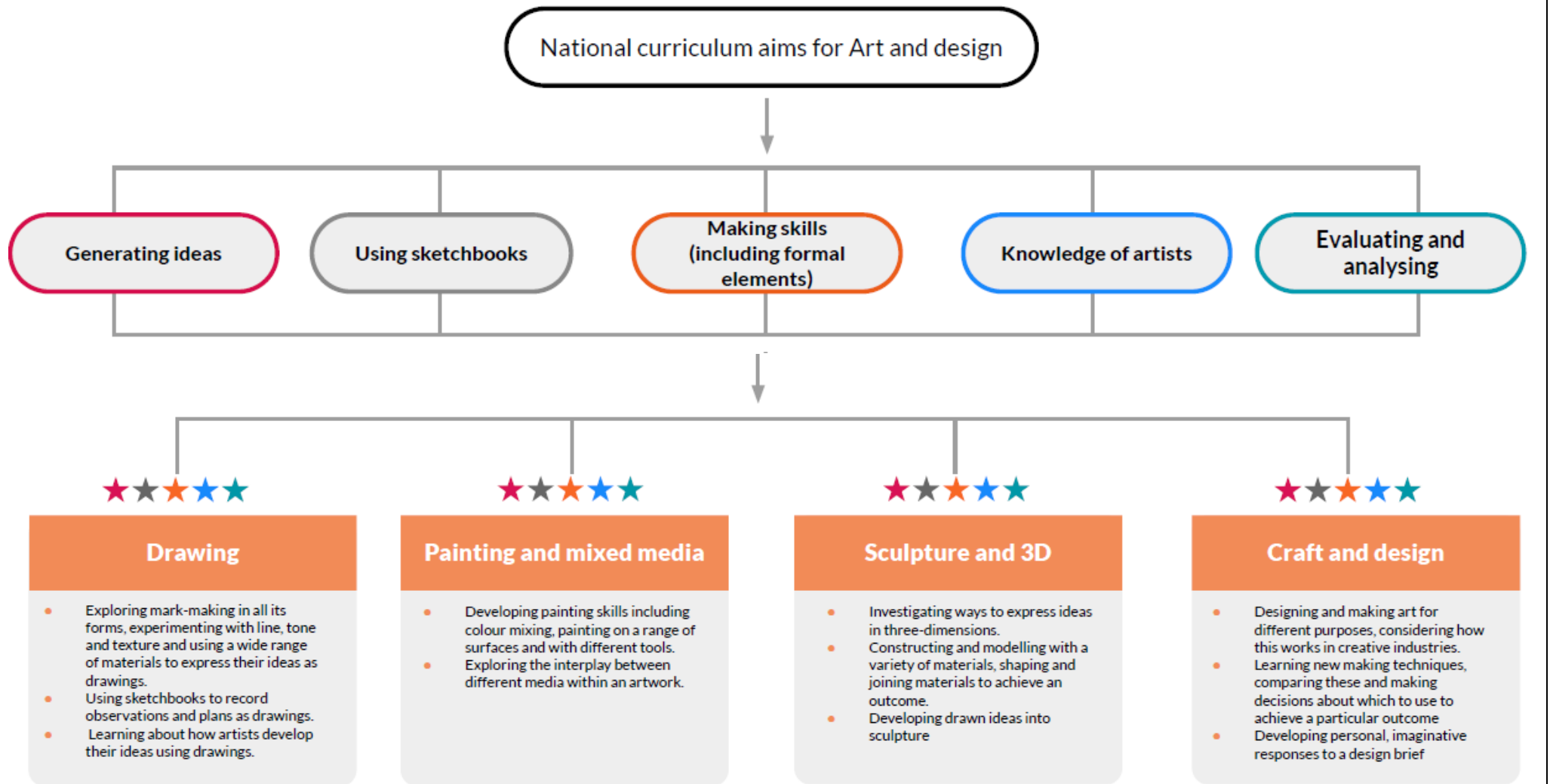
'Shine like stars in the world. 'Philippians 2:15



St Paul's Church of England Primary School

Art and Design Long Term Curriculum

**St Paul's loosely follows the Kapow Scheme of work with some amendments
Each unit is organised in the following way:**



Units alternate with Design and Technology.

Years 2, 4 and 6 teach Art and Design units in Autumn, Spring and Summer 1

Years 1, 3 and 5 to teach Art and Design units in Autumn, Spring and Summer 2

A common observational painting assessment takes place in Spring 2 for all years

Arts Week runs Biannually in Spring 1

	Autumn	Spring	Summer	Possible trips
EYFS	<p>Drawing: Marvellous Marks Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p>	<p>Painting and mixed media: Paint my world Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p>	<p>Sculpture and 3D: Creation Station Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. Craft and design: Let's get crafty Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.</p>	
Y1	<p>Drawing: Make your Mark Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	<p>Sculpture and 3D: Paper Play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. (There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.) or Craft and design: Embellishments Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.</p>	<p>Painting and mixed media: Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. Painting and mixed Media: Beside the Seaside Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece.</p>	<p>Seaside trip to Walton on the Naze (CC History)</p>
Y2	<p>Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment</p>	<p>Sculpture and 3D: Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and</p>	<p>Craft and design: Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for</p>	

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	with creating patterned surfaces to add texture and detail to drawings.	apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	
Y3	<p>Painting and mixed media: Prehistoric art Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>Drawing – Growing Artists (botanical forms) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p>Craft and Design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p> <p>Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro.</p>	<p>Kew Gardens British Museum (CC History)</p>
Y4	<p>Drawing: Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing.</p> <p>Painting and Mixed Media: Light and Dark Developing colour mixing skills, using shades and tints to show form when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p>Sculpture and 3D: Mega materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists Barbara Hepworth and Henri Moore and creating their own sculptures in clay.</p>	<p>Craft and Design: fabric of nature Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>	<p>Henri Moore Foundation *</p>
Y5	<p>Drawing, Painting and mixed media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p>Sculpture and 3D: Interactive installation Children explore monuments and modern installations, by researching and drawing.</p> <p>Sculpture and 3D: Greek Vessels Through research of ancient Greek vessels, they design and make their own vessel using thumb techniques and coils. They embellish with tools, slip and oxides.</p>	<p>Craft and design: Architecture Design for a purpose Investigating the built environment through drawing and print making, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p>	

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Y6	<p>Painting and mixed media: Artist study Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p> <p>Drawing: Make my voice heard Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques.</p>	<p>Continue Painting and mixed media: Artist study Lessons</p> <p>include printmaking Children research the life, techniques and artistic intentions of printmakers -specifically Japanese woodblock prints. Collecting ideas in sketchbooks, they design for a final piece in lino.</p>	<p>Craft and design: Photo opportunity (5) Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery.</p> <p>Making memories Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create artwork to represent these memories.</p>	<p>School Journey</p>
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Art and Design Long Term Curriculum

OVERVIEW:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Possible gallery visits
EYFS	Drawing: Marvellous marks		Painting and mixed media: Paint my world Arts Week (Bi-annually)	Mothering Sunday observational painting assessment	Sculpture and 3D: Creation station	Craft & design: Let's get crafty	
Topics/Areas/Artists led by the children's interests and experiences 							
1		Drawing: Make your Mark (lessons 1,2,4,5)	Arts Week (Bi-annually)	Sculpture and 3D: Paper Play (5) or Craft and design: Embellishments Mothering Sunday observational painting assessment		Painting and mixed media: Colour splash lessons 1,4) Beside the Seaside (5)	Seaside CC link
2	Drawing: Tell a story (lessons 1-5)		Sculpture and 3D - clay houses (5 lessons) Arts Week (Bi-annually)	Mothering Sunday observational painting assessment	Craft and design: Map it out (5 lessons)		
3		Painting and mixed media - Prehistoric art (lessons 1-4)	Arts Week (Bi-annually)	Drawing - Growing Artists (botanical forms) (lessons 1,2 4,5) Mothering Sunday observational painting assessment		Craft and Design: Ancient Egyptian scrolls (lessons 1,2 & 4) Sculpture and 3D: Abstract shape and space (2 lessons)	Kew Gardens British Museum
4	Drawing: (Lessons 2,3,4) Painting and Mixed Media: Light and Dark (lessons 1,3,5)		Sculpture and 3D: Mega materials (lessons 1-2 inc Henri Moore) lesson 3/4 - clay) Arts Week (Bi-annually)	Mothering Sunday observational painting assessment	Craft and Design: fabric of nature (4)		Henri Moore Foundation *
5		Painting and mixed media: Portraits (5 lessons)	Arts Week (Bi-annually)	Sculpture and 3D: Interactive installation (lesson 1) Greek Vessels (3 lessons) Mothering Sunday observational painting assessment		Craft and design: Architecture Design for a purpose (5 lessons)	
6	Painting and mixed media: Artist study (4 of 7 lessons) Make my voice heard (2 lessons)		Continue Painting and mixed media: Artist study Lessons 6,7) include Lino-cuts Arts Week (Bi-annually)	Mothering Sunday observational painting assessment	Craft and design: Photo opportunity (5) <i>Making memories</i>		School Journey

<i>Progression of skills - Art and design</i>		KS1 - Formal elements
	Year 1	Year 2
Pattern	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add make patterns</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>
Texture	<p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>
Tone	<p>Know that 'tone' in art means 'light and dark'</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>

Progression of skills - Art and design

KS2 - Formal elements

	Year 3	Year 4	Year 5	Year 6
Pattern	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

Progression of skills - Art and design

KS1 - Formal elements

	Year 1	Year 2
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none">• Red + yellow = orange• Yellow + blue = green• Blue + red = purple	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

Progression of skills - Art and design

KS2 - Formal elements

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms.</p>