



Westleigh Methodist Primary School – Art and Design Curriculum Overview

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



	Autumn 1	Spring 1	Summer 1
Year 1	<p>NC: Learn about the work of artists, crafts makers and designers, describing the differences and similarities and differences between practices and disciplines, and making links to their own work.</p>		
	<p><u>Painting/printing – self-portraits</u></p> <p>NC: To use painting to develop and share their ideas, experiences and imagination. To use a range of art and design techniques.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Investigate mark-making by selecting thick brushes, sponge brushes for particular effects. Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. Apply paint to make a background using wide brushes and other tools to express backgrounds and context. Match primary colours to artefacts and objects. Build a repeating pattern using a variety of objects/materials. Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. <p>Artist influence: Picasso</p>	<p><u>Drawing – significant buildings</u></p> <p>NC: Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Use different types of lines e.g. straight, curved, zig-zag e.g. coloured crayons. Introduce primary colours. Observational drawing using knowledge of different lines to create shape. <p>Artist influence: Lowry – buildings</p> <p>Curriculum links: Geography landmarks</p> <p>Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills</p>	<p><u>Collage</u></p> <p>NC: Use a range of materials creatively to design and make products. Learn about the work of a range of craft makers and designers.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines and crepe paper. Select materials with thought, considering: content, shape, surface and texture. Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Create images from imagination, experience or observation. Create textured collages from a variety of media, e.g. Make a simple mosaic.

		and prior to other art skills e.g. painting, collage. Cultural	Artist influence: Rodrigo Franzão - mixed media textile art (geometric, abstract and constructivist art). Curriculum link: geography Brazil Cultural Equality Mutual Respect
Year 2	NC: Learn about the work of artists, crafts makers and designers, describing the differences and similarities and differences between practices and disciplines, and making links to their own work.		
	<u>Sculpture/Painting – Clay poppies</u> NC: To use painting to develop and share their ideas, experiences and imagination. Skills/techniques (sculpture): <ul style="list-style-type: none"> Manipulate rigid and malleable materials with control such as clay or card to represent something known, e.g. bodies/heads/ pinch pot/coil pot. Experiment with basic tools on rigid / pliable materials to add surface features. Smooth and join materials with care. Respond to sculptures and craft artists to help them adapt and make their own work. Skills/techniques (painting): <ul style="list-style-type: none"> Use colour and painting skills and apply surface techniques to create or suggest a place, time or season. Mix a range of secondary colours, shades and tones. Experiment with colour for different purposes: to represent real life, ideas and convey mood. 	<u>Digital Art of the continents</u> Skills/techniques: <ul style="list-style-type: none"> Open and use an art program, selecting simple tools to make lines, shapes and colours. Can use a digital camera to select, capture, save and print. Control the size of mark and select colours, and use predefined shapes, motifs and stamps. Copy and paste areas of the image. Artist influence: Harold Cohen Curriculum links: Geography - The Earth Moral	<u>Drawing/Painting Aboriginal designs using a Batikeffect</u> NC: Use drawing to develop and share their ideas. Skills/techniques: <ul style="list-style-type: none"> To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils. To use geometric shapes and add shading to create a 3D effect. Use colour and painting skills and apply surface techniques, e.g. Batik Artist influence: Matjangka (Nyukana) Norris (Batik artist) Curriculum link: Geography - Down Under Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage. Mutual Respect

	<ul style="list-style-type: none"> Experiment with tools and techniques, including layering, mixing media, scraping through etc. <p>Artist influence: Jacqueline Hurley</p> <p>Curriculum links: History World War II</p> <p>Peace Individual Liberty Moral</p>			
Year 3	NC: Pupils will learn about great artists, designers in history.			
	<p><u>Drawing cave designs</u></p> <p>NC: To improve their mastery of art and design techniques, including drawing. Create sketch books to record their observations and use them to revisit ideas.</p> <p>Stone Age cave art – tools surfaces charcoal</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Look at the way that shadows are made and use tone to show the effect of light and dark. To use hatching. Experiment with tools and surfaces e.g. charcoal and graphite sticks. <p>Artist influence: Sir Sidney Nolan (In the Cave)/ Joseph Beuys</p> <p>Curriculum links: History – the Stone Age</p>	<p><u>Painting landscapes</u></p> <p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Confidently select a brush type to match the scale of work e.g. thin brush on small picture etc. Represent things observed, remembered or imagined, using different effects and textures e.g. blocking in colour, washes, thickened paint. Understand how artists mix a variety of secondary colours to express a mood in a work e.g. warm and cool shades. <p>Artist influence: Alfred Heaton cooper</p> <p>Curriculum links: Geography – rivers and mountains</p>	<p><u>Collage/Textiles Egyptian necklace</u></p> <p>NC: Develop an –increasing awareness of different kinds of art, craft and design. Learn about the great craft makers and designers in history.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Experiment with a range of media e.g. overlapping and layering. Use a variety of techniques, e.g. printing, dying, quilting, weaving, embroidery, and paper and plastic trappings. Use the natural / town environment as a stimulus for a mixed media work to convey meaning. Select fabric/ materials to assemble a constructed piece. Develop skills in stitching. Cutting and joining. Weave paper & materials to represent an image e.g. landscape, pattern or texture. 	

	<p>Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.</p> <p>Cultural</p>	Moral	<p>Artist influence: Anni Albers (Egyptian hand weaving)</p> <p>Curriculum links: History – Ancient Egypt</p> <p>Cultural</p>
	NC: Pupils will learn about great artists, designers in history.		
Year 4	<p><u>Drawing - sketching volcanoes</u></p> <p>NC: Improve mastery of drawing with a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> To use shading and tone to create texture in drawing the effect of light e.g. chalk pastels. To use cross- hatching. Create accurate drawings including proportion e.g. people/ animal. Computer generated drawings including patterns. Work on a variety of scales. <p>Artist influence: JMW Turner</p> <p>Curriculum links: Geography – volcanoes</p> <p>Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.</p>	<p><u>Painting</u></p> <p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Select paints and implements appropriately to create different effects and textures with paint. Create a painting from designs and show increasing independence and creativity with the painting process. Use more specific colour language when making and matching colours e.g. tint, tone, shade, hue. <p>Artist influence: John Piper</p> <p>Curriculum links: Significant buildings/landmarks</p> <p>Cultural</p>	<p><u>Digital Art</u></p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Use a painting program to make an image corresponding to their work in other art media. Create a motif in lines and shapes, copy and paste to create a simple repeat pattern. Experiment with colours and textures in a graphics programme. Make an appropriate choice of filters to manipulate and create images. Use a digital camera and combine a photo with drawing in a paint program. <p>Artist influence: David Hockney (digital art)</p> <p>Curriculum links: History – Ancient Greece</p> <p>Cultural</p> <p>Rule of Law</p>

NC: Pupils will learn about great artists, designers in history.			
Year 5	<p><u>Printing Anglo-Saxon designs</u></p> <p>NC: Develop their techniques, including their control and their use of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Explore colour mixing through printing. • Explore pattern and shape, creating designs for printing. • Create controlled lines, shapes, textures and tones through monoprinting on a variety of papers to create an image. • Explores images and recreates texture in a Collograph print using e.g. corrugated card, string, press print. • Create a complex pattern made up from two or more motifs and print a tiled version. • Design prints for e.g. fabrics, book covers, wallpaper or wrapping paper. <p>Artist influence: Damien Hurst (printing)</p> <p>Curriculum links: History Anglo-Saxon brooches</p> <p>Cultural Love</p>	<p><u>Drawing</u></p> <p>NC: Improve mastery of drawing with a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Use lines to create perspective e.g. oil pastels. • To use blending. • To use shape and form to create 3D drawings. • Interpret the texture of a surface – produce increasingly accurate drawings. <p>Artist influence: Rosalind Monks</p> <p>Curriculum links: Science – Living things and habitats</p> <p>Thankfulness</p>	<p><u>Painting</u></p> <p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Create different effects using a variety of tools and techniques e.g. dots, scratches and splashes, and applying paint in layers. • Apply colour using a variety of tools and techniques. • Plan and paint using other artists/cultures to inform their painting. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. <p>Artist influence: Nicolas Hilliard miniature portraits / art of limning.</p> <p>Curriculum links: History Tudors</p> <p>Social Cultural</p>

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Year 6	<u>Sculpture</u>	<u>Digital Art/Painting</u>	<u>Textiles</u>
	<p>NC: Improve mastery of sculpture techniques.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work. Describe the different qualities involved in modelling, sculpture and construction. Assemble a variety of found materials to make a new form, covering with ModRoc. Select and use cutting tools and adhesives with care to achieve a specific outcome. Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface. Create sculpture and constructions with increasing independence. Talk about their work understanding that it has been sculpted, modelled or constructed. <p>Artist influence: Henry Moore</p> <p>Curriculum links: History World War II</p> <p>Thankfulness, Peace</p>	<p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques (painting):</p> <ul style="list-style-type: none"> Choose appropriate paint, paper and implements to adapt and extend their work. Use studies/observation to plan paintings, using thumbnail studies and paint techniques. Test media and materials and mix appropriate colours. Show the effect of light and colour, texture and tone on natural and manmade objects. <p>Skills/techniques (digital art):</p> <ul style="list-style-type: none"> Understand that a digital image is created by layering. Create layered images from original ideas. Use a digital camera to capture objects. Cut and paste into another image to create a digital collage. Use a paint/graphics programme to develop virtual designs for a painting, print or 3D work. <p>Artist influence: Roy Lichtenstein / Andy Warhol</p> <p>Curriculum links: North America Cultural</p>	<p>Skills/techniques:</p> <ul style="list-style-type: none"> Experiment with a range of media e.g. overlapping, layering etc. Attach materials using stitching, e.g. straight stitch, running or cross stitch. Control stitching using various needles to produce more complex pattern with care and some accuracy. Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact. Use different techniques, contrasting colours and textures when designing and making pieces of work. Dye fabrics and use tie-dye techniques to control and create a fabric image. Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours. <p>Artist influence: Sarah Zapata https://tramatextiles.org/pages/mayan-symbolism</p> <p>Curriculum links: Ancient Mayans</p> <p>Cultural Mutual Respect Justice</p>

Art Progression of Skills

Expectations to ensure coverage across KS1 and KS2:

Art is to be taught alternately with Design and Technology. It is to be covered once in each term (Autumn, Spring and Summer).

Areas of art can be taught in any order but please use the coverage guide to ensure pupils experience a wide range of skills.

Year Group	Autumn	Spring	Summer
Year 1	Printing/Painting	Drawing	Collage/Textiles
Year 2	Sculpture/Painting	Digital Art	Drawing
Year 3	Drawing	Printing	Collage/Textiles
Year 4	Drawing	Painting	Digital Art
Year 5	Printing	Drawing	Painting
Year 6	Sculpture/Drawing	Digital Art/Painting	Textiles