

2019

Curriculum Skills and Progression Map Art and Design



Nebula
where stars are born

OLD CATTON JUNIOR SCHOOL J Cooper

ART AND DESIGN: AGE RELATED STATUTORY COVERAGE**KEY STAGE ONE LEARNING**

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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 TWO LEARNING

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Skills Map - Art			
Early Years - Art			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they express their feeling through drawing? • Can they create moods in their drawings? • Can they draw controlled lines and use the skill to make different shapes • Can they interpret an object through drawing? 	<ul style="list-style-type: none"> • Can they experiment with a range of painting equipment? • Can they paint controlled lines and use the skill to make different shapes? • Can they mix colours and describe how they change? 	<ul style="list-style-type: none"> • Can they use different tools through printing to create marks? • Can they create a simple pattern? • Can they repeat a print to make a simple pattern? 	<ul style="list-style-type: none"> • Can they manipulate fabric to achieve a desired effect? (e.g. weaving, costume making, paper making) • Can they weave a pattern? • Can they use their senses make observations about the different types of textiles?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they use found objects to build? • Can they select and use appropriate 3D shapes to build and recreate models? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they colour sort materials? • Can they build layers of materials to create an image with support? 	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they experiment using different tools in an application? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they say what they liked about their artwork or what they did well?
Exploring and Developing	Using Materials	Evaluating	Control and Expertise
<ul style="list-style-type: none"> • Enjoy exploring in paint area 	<ul style="list-style-type: none"> • Mix paint and materials at random 	<ul style="list-style-type: none"> • Talk about what they have done 	<ul style="list-style-type: none"> • Show little control or refinement
Early Years - Greater Depth			
<ul style="list-style-type: none"> • Can they develop their own ideas through selecting and using materials and working on processes that interest them? • Through their explorations, can they find out and make decisions about how media and materials can be combined and changed? • Can they talk about the ideas and process which have led them to make their designs or images? • Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others? 			

Skills Map - Art

Year 1 - Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they express their feeling through drawing? • Can they create moods in their drawings? • Can they draw lines of different shapes and thickness, using different grades of pencil? • Can they interpret an object through drawing? 	<ul style="list-style-type: none"> • Can they express their feelings through painting? • Can they interpret an object through painting? • Do they have an understanding of basic colour theory? 	<ul style="list-style-type: none"> • Can they recognise different marks through printing with different objects? • Can they repeat a print to make a pattern? • Can they apply drawing skills to print? 	<ul style="list-style-type: none"> • Can they group fabrics and threads by colour and texture? • Can they weave a pattern? • Can they identify when patterns are used in textile design?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they recognise different textures in different surfaces? • Can they use different materials to create raised texture? • Can they scrunch, roll, shape materials to make a 3D form? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they colour sort materials? • Can they build layers of materials to create an image? 	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they recognise the different tools and how to use them? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they express their feelings about their own piece of art? • Can they express their feelings about a peer's piece of art?
Exploring and Developing	Using Materials	Evaluating	Control and Expertise
<ul style="list-style-type: none"> • Respond to ideas • Explore different drawing and painting tools • Explore simple pattern • Design and make images / artefacts 	<ul style="list-style-type: none"> • Use primary and secondary colours • Use and investigate a variety of visual and tactile materials 	<ul style="list-style-type: none"> • Talk about drawings and paintings and say what they feel 	<ul style="list-style-type: none"> • Mix colours randomly • Use some control when drawing and painting

Year 1 - Greater Depth

- Can they make links between their own artwork and other artists'?
- Can they evaluate their own and others' artwork and make suggestions for improvement?
- Can they comment how an artist/designer has used colour, pattern and shape?
- Can they plan their art using a range of techniques e.g. sketches, discussion?

Skills Map - Art

Year 2 - Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they understand where they might use different grades of pencil in their drawing and why? • Can they use charcoal and pastels to create different drawing styles? • Can they create different tones using light and dark? • Can they use different shading techniques to create different tones? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they mix paint to explore colour theory? • Can they create shades of a colour? • Can they experiment with watercolour techniques to create different effects? 	<ul style="list-style-type: none"> • Can they create a repeat print? • Can they create an impression in a surface and use this to print? • Can they find printing opportunities in everyday objects? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through sketches in their sketchbooks? • Can they make links with an artist and show this in their sketchbooks? • Can they use their sketchbooks as a mode to record experimentation?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they mould, form and shape and bond materials to create a 3D form? • Can they using bonding techniques to add parts onto their sculpture? • Can they apply a smooth surface to a sculptural form? 	<ul style="list-style-type: none"> • Can they interpret an object through collage? • Can they use different kinds of media to embellish and add details on their collage and explain what effect this has? 	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they change their photographic images on a computer? 	<ul style="list-style-type: none"> • Can they make links to an artist to inspire their work? • Can they make topic links to their art? • Can they say how other artist/craft maker/designer have used colour, pattern and shape?

<ul style="list-style-type: none"> • Can they add line and shape to their work? • Can they bond fabrics together? • Can they build an image using fabrics? • Can they create a large scale textile or sculpture piece through class collaboration? 			
<p>Exploring and Developing</p>	<p>Using Materials</p>	<p>Evaluating</p>	<p>Control and Expertise</p>
<ul style="list-style-type: none"> • Communicate ideas and meanings very simply • Investigate pattern and shape in the environment • Explore ideas and collect information in a sketch book • Reproduce from memory, observation or imagination • Identify different ways to express ideas 	<ul style="list-style-type: none"> • Use a range of materials / processes to show ideas / meanings • Select the best materials for the job • Create collage with range of materials and textures 	<ul style="list-style-type: none"> • Talk about their work and explain it • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work • Begin to use ways to improve work Explore ideas and change what they have done to give a better result 	<p>Use a range of pens, pencils, pastels and charcoal</p> <p>Make a variety of lines, using different sizes and thicknesses</p> <p>Mix secondary colours to make a wide range of new colours</p> <p>Use shading to create different effects</p>
<p>Year 2 - Greater Depth</p>			
<ul style="list-style-type: none"> • Can they make comparisons between their own artwork and other artists'? • Can they articulate what they are trying to express in their own artwork? • Can they make suggestions for improvement in their own and others' artwork? • Can they transfer skills into a different medium e.g. using drawing skills when painting? 			

Skills Map - Art

Year 3 - Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they use their sketches to develop a final piece of work? • Can they use drawing as a tool to express an idea? • Can they use different shading techniques to give depth to a drawing? • Can they use different shading techniques to create texture in a drawing? 	<ul style="list-style-type: none"> • Can they mix a range of colours in the colour wheel? • Can they identify what colours work well together? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they experiment with layered printing using 2 colours or more? • Can they understand how printing can be used to make numerous designs? • Can they transfer a drawing into a print? 	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add layers onto their work to create texture and shape? • Can they work collaboratively to create a large sculptural form? • Can they use fabrics to build an image? • Can they add detail to a piece of work? • Can they add texture to a piece of work? 	<ul style="list-style-type: none"> • Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood board of ideas? 	<ul style="list-style-type: none"> • Can they combine digital images with other media? • Can they use IT programs to create a piece of work that includes their own work and that of others (using the internet)? • Can they use the internet to research an artist or style of art? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they communicate what they feel the artist is trying to express in their work? • Can they communicate what they are trying to express in their own work?
Exploring and Developing	Using Materials	Evaluating	Control and Expertise
<ul style="list-style-type: none"> • Make their own choices • Begin to work more abstractly 	<ul style="list-style-type: none"> • Mix and use tertiary colours • Design, draw, paint or make images for different purposes using 	<ul style="list-style-type: none"> • Make comments on the work of others, including both ideas and techniques 	<ul style="list-style-type: none"> • Use art to illustrate in other subjects • Practise to improve skills

<ul style="list-style-type: none"> • Collect visual and other information • Use a digital camera to collect ideas • Experiment in many different ways • Use a sketchbook to make notes about artists, skills and techniques • Annotate a sketch book • Experiment with mood using colour • Create artwork following an idea or towards a specific purpose 	<ul style="list-style-type: none"> • knowledge and understanding • Use watercolour to produce a wash • Use an ICT paint program with edit • Use a digital camera to produce art work • Use mosaic, montage and other effects • Use a range of materials and techniques in 3D work 	<ul style="list-style-type: none"> • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose 	<ul style="list-style-type: none"> • Create texture by adding dots and lines • Make different tones of colour using black and white • Use pencils of different grades and at different angles to create different effects • Use brushes in different ways • Use repeat pattern in design • Indicate movement using lines
Year 3 - Greater Depth			
<ul style="list-style-type: none"> • Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork? • Can they adapt or improve their original ideas? • Can they explain why they have selected specific materials for their artwork? • Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature? 			

Skills Map - Art

Year 4 - Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use experimental drawing techniques to create atmosphere in a drawing? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Do they understand the different properties of different paints? • Can they create mood in a painting? • Can they use shade to create depth in a painting? 	<ul style="list-style-type: none"> • Can they explore a variety of printing techniques? • Can they create an accurate print design? • Can they use printmaking as a tool with other medias to develop a final outcome? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a mood board to inspire and influence their work? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? • Do they evaluate their learning and record in sketchbooks?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of mouldable materials? • Can they explore a range of textures using textiles? 	<ul style="list-style-type: none"> • Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? 	<ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they see how art can change over time? • Can they communicate what they feel the artist is trying to express in their work?

<ul style="list-style-type: none"> • Can they transfer a drawing into a textile design? • Can they use artists to influence their textile designs? 			<ul style="list-style-type: none"> • Can they communicate what they are trying to express in their own work?
<p>Developing and Exploring</p>	<p>Using Materials</p>	<p>Evaluating</p>	<p>Control and Expertise</p>
<ul style="list-style-type: none"> • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists 	<ul style="list-style-type: none"> • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials 	<ul style="list-style-type: none"> • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement 	<ul style="list-style-type: none"> • Show tone and texture using hatching and cross hatching • Use a program to create mood within digital photography • Show shadow or reflection by shading • Select appropriate drawing materials
<p>Year 4 - Greater Depth</p>			
<ul style="list-style-type: none"> • Can they critique their own and others' artwork throughout the learning process to develop and support each other? • Can they use a range of sources e.g. books, internet, galleries to influence their ideas? • Can they experiment with combining different materials and discuss their effectiveness? • Can they discuss how a range of factors influences art from different cultures? 			

Skills Map - Art

Year 5 - Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use line to create movement in a drawing? • Do they understand how drawing skills can support other medias? • Can they develop a series of drawings that explore a theme? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Do they understand the different properties of different paints? • Can they create a range of shades using different kinds of paint? • Can they create mood in a painting? • Can they use shade to create depth in a painting? • Can they identify different painting styles and how these have artists are influenced by these styles over time? 	<ul style="list-style-type: none"> • Can they print using a materials? • Can they create an accurate print design that reflects a theme or ideas? • Can they make links with printmaking and other medias to help develop their work? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they use their sketchbooks as a mode to record the learning journey? • Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment? • Can they use their sketchbooks to build and record their knowledge? • Can they compare sketchbook ideas and give supportive and constructive feedback on peers' development?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of mouldable materials? 	<ul style="list-style-type: none"> • Can they overlap materials to build an image? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? 	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class?

<ul style="list-style-type: none"> • Can they interpret an object in a 3D form? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? • Can they experiment with different ways of exploring textiles? • Can they use artists to influence their textile designs? 	<ul style="list-style-type: none"> • Can they combine pattern, tone and shape in collage? 	<p>software to alter them, adapt them?</p> <ul style="list-style-type: none"> • Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> • Do they critic each other's work as a way of developing and supportive each other's ideas? • To they understand how different medias can be combined and work together? • Do they know to develop an idea through exploration and experimentation?
<p>Exploring and Developing</p>	<p>Using Materials</p>	<p>Evaluating</p>	<p>Control and Expertise</p>
<ul style="list-style-type: none"> • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book 	<ul style="list-style-type: none"> • Understand the importance of preparing materials before working • Produce work that sometimes can be both visual and tactile 	<ul style="list-style-type: none"> • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work 	<ul style="list-style-type: none"> • Develop and improve their own style • Use drawings to show movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work
<p>Year 5 - Greater Depth</p>			
<ul style="list-style-type: none"> • Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone • Can they plan carefully their art, taking into account layout, composition and perspective? • Can they explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history 			

Skills Map - Art

Year 6 - Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Do their sketches communicate ideas and convey a sense of individual style? • Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? • Do they know when to apply different drawing techniques to support their outcomes? • Can they create accurate and experimental drawings? • Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work and explain why they have chosen these techniques? • Do they have a strong understanding of colour theory and how to use it to create a balanced painting? 	<ul style="list-style-type: none"> • Can they overprint using different colours? • Can they identify different printing methods and make decisions about the effectiveness of their printing methods? • Do they know to make a positive and a negative print? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? • Can they include some of the formal elements of art: line, form, pattern, tone, colour, space and shape? Their presentation should be clear and labelled.
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? 	<ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? • Can they use collage as a tool as part of a mixed media project? 	<ul style="list-style-type: none"> • Can they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their pieces? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?

<ul style="list-style-type: none"> Do they know the properties of a wide range of different sculptural materials and how to use them? 	<ul style="list-style-type: none"> Can they express their ideas through collage? 		<ul style="list-style-type: none"> Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?
Exploring and Developing	Using Materials	Evaluating	Control and Expertise
<ul style="list-style-type: none"> Use a full range of design, experimentation, exploration alongside the work of others to develop their own work 	<ul style="list-style-type: none"> Make specific decisions about using different visual and tactile effects towards an end point 	<ul style="list-style-type: none"> Analyse and comment on their own and others' ideas, methods and approaches Make on-going revisions Refine their work, often with several adaptations, to move towards an end point 	<ul style="list-style-type: none"> Choose to use a limited range of colour to produce a chosen effect Begin to use perspective in both abstract and real life art Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others
Year 6 - Greater Depth			
<ul style="list-style-type: none"> Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements? Are they able to work independently, confidently and take creative risks in their work? Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history 			

Art and Design at Old Catton Junior School follows the planning from Plan Bee, an online educational programme. It emphasises the research, discussion and comparison of various artists, their individual styles and techniques and encourages children to experiment, experience and reflect on creative pieces of their own.

A skills overview has been attached for year 3, 4, 5 and 6. These are designed to show the main skills covered in each unit across two years. It is not however exclusive as elements of many of the skills are naturally incorporated into all units especially those referring to drawing and reflection.

Sketchbooks are used as an ongoing workbook to show progression and development of children’s ideas, skills and accuracy.

Reading projects within school often lend themselves to artistic activities.

Visiting artists and visits to exhibitions have taken place. These are not attached to a specific unit or field of study but have been relevant to a whole school project or focus e.g. GoGo hairs, The borrowers, Portals to the dead, Houghton Hall. Opportunities for further visits or visitors are explored when possible.

An after school art club is held on a regular basis and is very popular and a cross curricular ‘festival’ incorporating many art and DT elements was trialled last year.

Big Questions/Deeper learning questions: These have been added to some units where appropriate and are new this year - 2019. The examples are not exclusive and teachers may wish to alter or adapt them according to the needs of their class, or add to them as new opportunities and questions arise.

Writing opportunities: Any of the big questions lend themselves to the opportunity of writing a **discussion text** if children are asked to consider and explore both sides of the question or a **persuasive text** to communicate their point of view. Units that study particular artists could be used to write **non chronological reports, reviews or biographies**.

Creative curriculum: Work around particular artists could result in commissions from museums or art galleries for an exhibition in which children explore their work over time, techniques, life story or influences.

	Unit:	Learning objectives:	Overview/Artists/A ctivities	Assessment:	Key Vocabulary	Big Questions/Writing opportunities
Autumn 1	Andy Warhol	<ul style="list-style-type: none"> To find out who Andy Warhol was and explore the Pop Art movement. 	<ul style="list-style-type: none"> Printing: - Blotted line - Tracing 	<ul style="list-style-type: none"> Can you explain what the Pop Art movement was and who Andy Warhol was? 	Year 1: Content Subject Ideas	Andy Warhol’s work is advertising not art?

		<ul style="list-style-type: none"> To be able to use Warhol's blotted line technique to create artwork. To explore and recreate Warhol's 'Campbell's Soup' artwork. To explore Warhol's portraits of celebrities. To be able to create a self-portrait in the style of Andy Warhol. To be able to use objects of popular culture to create Pop Art. 	<ul style="list-style-type: none"> Polystyrene/ lino print Complementary colours Pointillism – Lichtenstein 	<ul style="list-style-type: none"> Can you describe what the blotted line technique is and use it in your own work? Can you make decisions about colours to use in your artwork? Can you create a portrait in the style of Andy Warhol? Can you create a self-portrait in the style of Andy Warhol? Can you design and create your own Pop Art items from current popular culture? 	<p>Form Composition Arrangement Materials Processes Techniques</p> <p><i>Observational Drawing Proportion Size Shape Detail Depth Texture</i></p> <p>Colour washing Stippling</p> <p>Sculpture Sculptor</p> <p>Cut Manipulate Assemble Join</p> <p>Rotation Symmetry Reflection Stencil <i>Shading Dotting Cross hatching Patterns</i></p>	
Spring 1	Patterns	<ul style="list-style-type: none"> To identify patterns found at home and in the environment. To be able to create patterns using rotation, symmetry and reflection. To be able to create a pattern using stencils. To be able to use printing to create a pattern. To be able to design a pattern for a particular purpose. 	<ul style="list-style-type: none"> Rotation, symmetry and reflection Stencil making Fill techniques : Shading, dotting, cross hatching, patterns Printing 	<ul style="list-style-type: none"> Can children explain what a pattern is and how it is made? Can children identify patterns found at home and in the environment? Can children create their own patterns based on patterns found at home and in the environment? Do children know what reflection, rotation and symmetry are? Can children experiment with using reflection, rotation and 		Can a pattern be random? Discuss

				<p>symmetry to create their own patterns?</p> <ul style="list-style-type: none">• Can children evaluate work fairly and constructively?• Can children experiment with stencilling techniques?• Can children design a pattern, including the use of colour?• Can children evaluate their own and other's work?• Can children create a design for a print?• Can children use tools and techniques appropriately to create a string print pattern?• Can children compare their own work with the work of a partner?• Can children design a pattern for a particular purpose?• Can children fulfil a design brief and explain why their design is appropriate?• Can children use a variety of techniques to colour in their pattern?	Printing	
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Summer 1	Can we change places	<ul style="list-style-type: none"> To investigate how the environment affects how we feel about a place and how art can be used to improve an area. To collect visual information and to explore ideas for a site-specific sculpture. To be able to design a site-specific sculpture. To use 'found' materials to create a sculpture. To be able to use finishing techniques to complete a sculpture. To be able to evaluate a finished piece of artwork. 	<ul style="list-style-type: none"> Sculptures: <ul style="list-style-type: none"> What are they? Famous examples Sketching/observational drawing Choosing materials – junk, paper, wood etc Making – cutting, assembling, manipulating, joining, fixing materials 	<ul style="list-style-type: none"> Can you discuss sculptures and say what you think and feel about them? Can you collect a variety of visual information? Can you use ideas you have gathered in your designs? Can you use a variety of techniques to join and combine materials? Can you use a variety of finishing techniques to improve your sculpture? Can you evaluate the work of others? 		<p>Sculptures only add something to an environment if they mean something that can be easily identified?</p> <p>Abstract sculptures do not change or improve an environment?</p>
Autumn 2	Vincent Van Gogh	<ul style="list-style-type: none"> To use lines to create depth and texture. To use colours and lines to create shade and tints. To revisit and develop ideas. To use lines to create movement. To develop sketching techniques. 	<ul style="list-style-type: none"> Use lines to create depth and texture Use Colours and lines to create shades and tints – 	<ul style="list-style-type: none"> Can children use acrylic, water or oil paints effectively? Can the children mix paints to create tints? Can children develop their techniques through practice? Do children experiment with the different marks they 	<p>Year 2:</p> <p>Depth Texture Colour Line Shades Tints Colour Wheel</p> <p>Portraits</p>	<p>Would Van Goghs paintings have been so famous if he hadn't died so young?</p>

		<ul style="list-style-type: none"> To use lines and colour to create portraits in the style of Van Gogh. 	<p>colour wheels</p> <ul style="list-style-type: none"> Observational drawing – sunflowers To use lines to create movement /depth Portraits 	<p>can make with a pencil?</p> <ul style="list-style-type: none"> Do children use a variety of techniques when sketching? Can children separate images into sections to help them judge proportions? 	<p>Symbols Dots</p> <p>Printing</p> <p>Impressionist art Surrealist art Sculpture Aboriginal art</p> <p>Types of paint: Acrylic Watercolour</p>	
Spring 2	Journeys	<ul style="list-style-type: none"> To investigate the use of symbols in Aboriginal art. To be able to create a piece of artwork in the style of an Aboriginal journey. To identify different ways of representing objects and features relating to maps and journeys. To investigate the work of Paul Klee To be able to use gathered ideas to create a piece of 'journey' artwork 	<ul style="list-style-type: none"> Symbols Lines and dots – Aboriginal art Maps Paul Klee – lines, dots, symbols Kandinsky ?? Dream Bottles – BFG 	<ul style="list-style-type: none"> Can children identify symbols and explain what they mean? Can children use symbols in their work? Can children identify different ways of representing an object through symbols? Can children produce a piece of artwork in the style of Paul Klee? Can children use symbols, colour and pattern in their work? 	<p>Oil pastel Chalk</p>	<p>You can only appreciate a journey in a piece of art if you understand the symbols?</p>

Summer 2	Viewpoints	<ul style="list-style-type: none"> • To explore the visual aspects of dreams. • To collect visual information to help us develop our ideas. • To explore ideas about a dream story to be filmed or photographed. • To use digital media to create a dream sequence. • To be able to interpret an image using printing. • To be able to modify your ideas and prints. 	<ul style="list-style-type: none"> • Surrealist art • Viewfinders and photographs • Camera angles and lighting (Story board/ICT) • Print making • Shattered portraits • Zigzag seasons 	<ul style="list-style-type: none"> • Can children make decisions about how their dreams are represented in images? • Can children record observations about their environment through sketching or taking photographs? • Can children create an annotated visual plan? • Can children experiment with digital cameras or camcorders to create the effects they want? • Can children experiment with different printing techniques to create different effects? • Can children modify and improve their designs? 		
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	Unit:	Learning objectives:	Skills overview/Artists/Activities	Assessment:	Key Vocabulary	Big Questions/Writing opportunities
Autumn 1	Objects and Meanings	<ul style="list-style-type: none"> To investigate still life paintings. To arrange objects to create a visually interesting composition for a still life painting. To use still life to develop the control of tools and techniques. To gather ideas to use in a still life composition. To be able to create a personal still life painting. 	<ul style="list-style-type: none"> Colour, shade, tone and texture Shading, contrasting colours Stippling or crosshatching Observational drawing - shape Still life Composition, subject, object Contrasts – lines, colour, texture Pastels/paints Light and dark How tone, texture, colour changes meaning of art 	<ul style="list-style-type: none"> Can you comment on the techniques, colours and tones used in still life? Can you study objects closely to create an accurate still life picture? Can you experiment with colour, tone and texture? Can you assign meaning to objects and colours? Can you use colour, tone and texture in your work? 	Year 1: Colour Shade Tone Texture Stippling Crosshatching Observational drawing Proportion Size/shape Orientation Composition Subject Object Contrast	

			<ul style="list-style-type: none"> • Create a composition/choose techniques 		<p>Media Symbol Symbolism Imagery</p> <p>Gild Collage</p> <p>Perspective – depth, distance Vanishing point, horizon line, construction lines</p> <p>foreshortening</p> <p>perspective</p>	
Spring 1	Gustav Klimt	<ul style="list-style-type: none"> • To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt. • To use symbolic imagery in the style of Gustav Klimt in art that shares ideas, or tells a story. • To review and revisit ideas, then gild a Klimt-inspired work of art or product. • To develop techniques used to create natural textures such as those in Klimt's landscapes. • To develop techniques and use symbolism in the style of, or inspired by, Gustav Klimt. 	<ul style="list-style-type: none"> • Observational drawing • Sketching – pencil • Portraits • Media - The medium is what you use to create art. • Klimt changed the media he used throughout his lifetime; he went from using pencil, to crayon, to oil paint, even including gold and silver leaf in his paintings. • Symbolic imagery • Metallic paint or pastels, foil, metallic paper or even gold • and silver leaf to 'gild' your painting! 	<ul style="list-style-type: none"> • Can you compose portraits in the style and sketches of Gustav Klimt? • Can you identify and attempt to explain symbolic imagery in works of art? • Can you use a growing range of techniques to develop and enhance your work? • Can you identify and describe the colours and techniques used in Klimt's landscape? • Can you describe symbolism used to depict Death in Klimt's work? 		You can only appreciate Gustav Klimt's art work if you understand the symbolism?

			<ul style="list-style-type: none"> • Collage – newspapers, magazines 			
Summer 1	Art Illusions	<ul style="list-style-type: none"> • To explore how artists use perspective in their work. • To be able to use perspective to create realistic interiors. • To explore how artists use foreshortening to create perspective. • To explore how artists use trompe l’oeil to create illusions. • To explore how artists create illusions by playing with perspective. • To explore and create optical art. 	<ul style="list-style-type: none"> • Perspective – depth, distance • Vanishing point, horizon line, construction lines • Proportion • Realistic interiors with vanishing point • Foreshortening to create perspective • Trompe l’oeil – to deceive the eye • Optical art – geometric patterns and complimentary colours 	<ul style="list-style-type: none"> • Do you know what perspective is and how this can be used by artists? • Can you use vanishing points and horizon lines in your artwork to create perspective? • Can you comment on artwork in relation to the perspective that has been used? • Can you explain how artists use foreshortening to create perspective? • Do you know what photorealism and trompe l’oeil is? • Can you identify tricks that artists have used to create illusions? • Can you create your own illusions using blivets? • Can you use line and colour to create illusions? 		<p>Illusions work best in black and white?</p> <p>If you can see one illusion you can see them all.</p>
Autumn 2	City Scapes	<ul style="list-style-type: none"> • To be able to use Pop art techniques and layering to 	<ul style="list-style-type: none"> • Charles Fazzino – 3D pop art cityscapes 	<ul style="list-style-type: none"> • Can you create your own 3D cities? • Can you use a home-made palette knife to 	Year 2: Abstract Texture	

		<p>create a 3D cityscape.</p> <ul style="list-style-type: none"> To understand how to use palette knives and paint to create textured cityscapes. To be able to replicate cityscape photos using different mediums. To explore how to create reflections of cityscapes on water. To understand how to add detail into cityscapes using ink pens. To be able to create a cityscape using any medium of choice. 	<ul style="list-style-type: none"> Leonid Afremov Abstract art – does not reflect reality Palette knife – oil paints – create thick rough texture Sillouettes Reflections – watercolours – flat wash, graded wash Spray technique, sponge wash, colour lifting, edge softening Use ink pens to create detailed city scapes 	<p>create a textured appearance?</p> <ul style="list-style-type: none"> Can you explain what a silhouette is? Can you create a cityscape with a reflection? Can you create patterns using ink and ink pens? Can you use different materials to represent a cityscape theme? 	<p>Wash – flat, graded, sponge</p> <p>Softening</p> <p>Renaissance Portraiture</p> <p>Perspective, composition, realism</p> <p>Hatching, shading, cross hatching, curved hatching</p> <p>motion montage</p>	
Spring 2	Leonardo Da Vinci	<ul style="list-style-type: none"> To understand who Leonardo da Vinci was and what he was famous for during the Renaissance. To explore Leonardo da Vinci's portrait paintings and drawings. 	<ul style="list-style-type: none"> Renaissance Portraiture – link between drawing and painting Perspective, composition, realism Hatching, shading, cross hatching, curved hatching 	<ul style="list-style-type: none"> Can you explain what topics/mediums Leonardo da Vinci worked with? Can you paint a portrait with contrasting colours? Can you follow instructions correctly? Can you create shading, hatching and 		

		<ul style="list-style-type: none"> To explore perspectives and compositions in Leonardo da Vinci's religious paintings. To explore and understand how to use Leonardo da Vinci's drawing techniques. To explore inventions designed by Leonardo da Vinci. To explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day. 	<ul style="list-style-type: none"> Da Vincis inventions, influence on other artists 	<p>curved hatching in drawings?</p> <ul style="list-style-type: none"> Can you plan, design and evaluate your own inventions? Can you articulate why people want to view historical artwork? 		
Summer 2	People in action	<ul style="list-style-type: none"> To be able to record first-hand observation. To study facial expressions relating to movement. To study the techniques of artists when portraying movement. To be able to create montage to portray movement. 	<ul style="list-style-type: none"> Motion, shape Flick book to show movement Facial expressions in relation to movement A montage is a series of images put together to create different effects. Printing to create movement – card and string 	<ul style="list-style-type: none"> Can you record from first-hand observation? Can you record from experience and imagination? Can you annotate your work? Can you arrange images to produce the illusion of movement? Can you arrange images to create illusion of movement? 		<p>The best way to show people in motion or movement is to use multiple images</p> <p>Which is the best technique to show movement? Discuss.</p>

		<ul style="list-style-type: none">• To be able to use printing to create movement art.• To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.		<ul style="list-style-type: none">• Can you apply your knowledge of materials and processes to create your own artwork?		
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Old Catton Junior School Art and Design, Design and Technology overview.

At Old Catton we work on a two year rolling programme at present, alternating between Art and Dt every half term.

Art and DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Vincent Van Gogh	Moving Monsters	Patterns	Lighting it up	Can we change Places	Story books
Year 3/4	Andy Warhol	Sandwiches	Journeys	Picture frames	Viewpoints	Pencil cases
Year 5/6	Objects and meanings	Yr6: Christmas Fair Yr5: Biscuits	Gustav Klimt	Building bridges	Art Illusions	Yr 6 Fashion show Yr 5 T shirts
Year 5/6	Cityscapes	Yr6: Christmas Fair Yr5:Fairground	Leonardo da Vinci	Yr 5:Bread/ Yr6:Fairgrounds	People in action	YR 6: Fashion Show Yr5 T-shirts

Year 3 Skills Art	Andy Warhol	Vincent Van Gogh	Viewpoints	Journeys	Patterns	Can we change places
Drawing						
Can they use their sketches to develop a final piece of work?						
Can they use drawing as a tool to express and idea?						
Can they use different shading techniques to give depth to a drawing?						
Can they use different shading techniques to create texture in a drawing?						
3D						
Can they add layers onto their work to create texture and shape?						
Can they work collaboratively to create a large sculptural form?						
Can they use fabrics to build an image?						
Can they add detail to a piece of work?						
Can they add texture to a piece of work?						
Exploring and Developing						

Make their own choices						
Begin to work more abstractly						
Collect visual and other information						
Use a digital camera to collect ideas						
Experiment in many different ways						
Use a sketchbook to make notes about artists, skills and techniques						
Annotate a sketch book						
Experiment with mood using colour						
Create artwork following an idea or towards a specific purpose						
Textiles						
Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?						
Can they make notes in their sketch books about techniques used by artists?						

Can they suggest improvements to their work by keeping notes in their sketch books?						
Knowledge						
Can they compare the work of different artists?						
Can they explore work from other cultures?						
Can they communicate what they feel the artist is trying to express in their work?						
Can they communicate what they are trying to express in their own work?						
Control and Expertise						
Use art to illustrate in other subjects						
Practise to improve skills						
Create texture by adding dots and lines						
Make different tones of colour using black and white						
Use pencils of different grades and at different angles to create different effects						

Use brushes in different ways						
Use repeat pattern in design						
Indicate movement using lines						
Printing						
Can they experiment with layered printing using 2 colours or more?						
Can they understand how printing can be used to make numerous designs?						
Can they transfer a drawing into a print?						
Use of IT						
Can they combine digital images with other media?						
Can they use IT programs to create a piece of work that includes their own work and that of others (using the internet)?						
Can they use the internet to research an artist or style of art?						
Evaluating						

Make comments on the work of others, including both ideas and techniques						
Apply previous knowledge to improve work						
Adapt and refine work to reflect purpose						
Painting						
Can they mix a range of colours in the colour wheel?						
Can they identify what colours work well together?						
Can they create a background using a wash?						
Can they use a range of brushes to create different effects?						
Collage						
Can they overlap materials?						
Can they use collage as a tool to develop a piece in mixed media?						
Can they use collage to create a mood boards of ideas?						

Using Materials						
Mix and use tertiary colours		Pink				
Design, draw, paint or make images for different purposes using		Pink		Brown	Orange	
knowledge and understanding						
Use watercolour to produce a wash						
Use an ICT paint program with edit						
Use a digital camera to produce art work			Green			
Use mosaic, montage and other effects						
Use a range of materials and techniques in 3D work						Yellow

Year 4 Skills Art	Andy Warhol	Vincent Van Gogh	Viewpoints	Journeys	Patterns	Can we change places
Can they experiment with drawing techniques to support their observations?						
Can they create a sense of distances and proportion in a drawing?						
Can they use experimental drawing techniques to create atmosphere in a drawing?						
Can they explain why they have chosen specific materials to draw with?						
3D						
Can they experiment with and combine materials and processes to design and make 3D form?						
Can they take a 2D drawing into a 3D form?						
Can they shape using a variety of mouldable materials?						

Can they explore a range of textures using textiles?							Yellow
Can they transfer a drawing into a textile design?							
Can they use artists to influence their textile designs?							
Developing and Exploring							
Plan work carefully before beginning			Green				Yellow
Use other cultures and times as a stimulus							
Experiment with the styles of different artists		Magenta		Brown			
Painting							
Do they understand the different properties of different paints?		Magenta					
Can they create mood in a painting?		Magenta					
Can they use shade to create depth in a painting?		Magenta					
Collage							
Can they overlap materials?			Green		Orange		

Can they use collage as a tool to develop a piece in mixed media?						
Can they use collage to create a mood boards of ideas?						
Using Materials						
Use a combination of visual and tactile ideas						
Combine different materials in different ways						
Make specific choices between different processes and materials						
Printing						
Can they explore a variety of printing techniques?						
Can they create an accurate print design?						
Can they use printmaking as a tool with other medias to develop a final outcome?						
Use of IT						
Can they present a collection of their work on a slide show?						
Can they create a piece of art work which includes the integration of digital images they have taken?						

Can they combine graphics and text based on their research?						
Evaluating						
Compare others' work with their own						
Appraise the ideas, methods and approaches used in others' work, using a critical approach						
Use the appraisal of others for improvement						
Textiles						
Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?						
Can they produce a mood board to inspire and influence their work?						
Do they use their sketch books to adapt and improve their original ideas?						
Do they keep notes about the purpose of their work in their sketch books?						

Do they evaluate their learning and record in sketchbooks?						
Knowledge						
Can they compare the work of different artists?						
Can they explore work from other cultures?						
Can they see how art can change over time?						
Can they communicate what they feel the artist is trying to express in their work?						
Can they communicate what they are trying to express in their own work?						
Control and Expertise						
Show tone and texture using hatching and cross hatching						
Use a program to create mood within digital photography						
Show shadow or reflection by shading						
Select appropriate drawing materials						

Year 5 Skills Art	City scapes	Objects and Meanings	Leonardo da Vinci	People in Action	Gustav Klimt	Art Illusions		Fashion show
Can they experiment with drawing techniques to support their observations?								
Can they create a sense of distances and proportion in a drawing?								
Can they use line to create movement in a drawing?								
Do they understand how drawing skills can support other medias?								
Can they develop a series of drawings that explore a theme?								
Can they explain why they have chosen specific materials to draw with?								

3D								
Can they experiment with and combine materials and processes to design and make 3D form?								
Can they take a 2D drawing into a 3D form?								
Can they shape using a variety of mouldable materials?								
Can they interpret an object in a 3D form?								
Can they explore a range of textures using textiles?								
Can they transfer a drawing into a textile design?								
Can they experiment with different ways of								

exploring textiles?									Red
Can they use artists to influence their textile designs?									Red
Exploring and Developing	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Make and support their own decisions and choices	Orange	Blue	Pink	Green	Yellow	Brown			Red
Use inspiration from other cultures		Blue	Pink		Yellow				Red
Experiment with combinations of materials and techniques	Orange	Blue		Green	Yellow	Brown			Red
Keep and use detailed notes in sketch book	Orange	Blue	Pink	Green	Yellow	Brown			Red
Painting	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Do they understand the different properties of different paints?	Orange		Pink						
Can they create a range of shades using different kinds of paint?		Blue	Pink						

Can they create mood in a painting?								
Can they use shade to create depth in a painting?								
Can they identify different painting styles and how these have artists are influenced by these styles over time?								
Collage								
Can they overlap materials to build an image?								
Can they use collage as a tool to develop a piece in mixed media?								
Can they use collage to create a mood boards of ideas?								
Can they combine pattern,								

tone and shape in collage?								
Using Materials								
Understand the importance of preparing materials before working								
Produce work that sometimes can be both visual and tactile								
Textiles								
Can they experiment with different styles which artists have used?								
Can they use their sketchbooks as a mode to record the learning journey?								
Can they use their sketchbooks to explore and practice a range								

of materials, record ideas, and experiment?								
Can they use their sketchbooks to build and record their knowledge?								
Can they compare sketchbook ideas and give supportive and constructive feedback on peers' development?								
Knowledge								
Can they experiment with different styles which artists have used?								
Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class?								

Do they critic each other's work as a way of developing and supportive each other's ideas?								
To they understand how different medias can be combined and work together?								
Do they know to develop an idea through exploration and experimentation?								
Control and Expertise								
Develop and improve their own style								
Use drawings to show movement								
Combine a range of colours, tints, tones and shades								
Get across feeling and emotion through their work								

Year 6 Skills Art	City scapes	Objects and Meanings	Leonardo da Vinci	People in Action	Gustav Klimt	Art Illusions
Drawing						
Do their sketches communicate ideas and convey a sense of individual style?						
Do their drawings show a strong understanding of how to use shading techniques to create depth and tone?						
Do they know when to apply different drawing techniques to support their outcomes?						
Can they create accurate and experimental drawings?						

Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques?						
3D						
Can they create models on a range of scales?						
Can they create work which is open to interpretation by the audience?						
Can they include both visual and tactile elements in their work?						
Do they know the properties of a wide range of different sculptural materials and						

how to use them?						
Exploring and Developing						
Use a full range of design, experimentation, exploration alongside the work of others to develop their own work						
Painting						
Can they explain what their own style is?						
Can they use a wide range of techniques in their work and explain why they have chosen these techniques?						
Do they have a strong understanding of colour theory and how to use it to create a						

balanced painting?						
Collage						
Can they justify the materials they have chosen?						
Can they combine pattern, tone and shape?						
Can they use collage as a tool as part of a mixed media project?						
Can they express their ideas through collage?						
Using Materials						
Make specific decisions about using different visual and tactile effects towards an end point						
Printing						
Can they overprint using						

different colours?						
Can they identify different printing methods and make decisions about the effectiveness of their printing methods?						
Do they know to make a positive and a negative print?						
Use of IT						
Can they use software packages to create pieces of digital art to design?						
Can they create a piece of art which can be used as part of a wider presentation?						
Evaluating						

Analyse and comment on their own and others' ideas, methods and approaches						
Make on-going revisions						
Refine their work, often with several adaptations, to move towards an end point						
Textiles						
Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas?						
Do they compare their methods to those of others and keep notes in their sketch books?						
Do they adapt and refine their work to reflect its meaning and purpose, keeping						

notes and annotations in their sketch books?						
Can they include some of the formal elements of art: line, form, pattern, tone, colour, space and shape? Their presentation should be clear and labelled.						
Knowledge						
Can they make a record about the styles and qualities in their pieces?						
Can they say what their work is influenced by?						
Can they include technical aspects in their work, e.g. architectural design?						
Do they have knowledge of a wide range of artists and have						

formed their own opinions on their different styles?						
Control and Expertise						
Choose to use a limited range of colour to produce a chosen effect						
Begin to use perspective in both abstract and real life art						
Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others						