

2025-26

Curriculum Skills and Progression Art and Design

The Art curriculum at Old Catton Junior School is designed to foster a love of a variety of different artists, styles, techniques and media. It exposes children to a wide variety of artistic styles and allows children to explore their own preferences and talents and begin to flourish in these areas, engaging their imagination and creativity while developing their knowledge, skills and understanding of the subject. It encourages a joy and appetite for creativity and hopes that children will continue to explore and develop their experiences in this subject.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



Nebula
where stars are born



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			
Year 2 - Art			
<p>Drawing</p> <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? 	<p>Painting</p> <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? 	<p>Printing</p> <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? 	<p>Textiles</p> <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?
<p>3D</p> <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? • 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>Collage</p> <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? 		<p>Knowledge</p> <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?
<p>Exploring and Developing</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 	<p>Using Materials</p> <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 	<p>Evaluating</p> <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>Control and Expertise</p> <p>Use a range of pens, pencils, pastels and charcoal Make a variety of lines, using different sizes and thicknesses Mix secondary colours to make a wide range of new colours Use shading to create different effects</p>
Year 2 - Greater Depth			
<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? 		<ul style="list-style-type: none"> • 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 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? 	<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		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 boards of ideas? 		<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 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"> Mix and use tertiary colours Design, draw, paint or make images for different purposes using knowledge and understanding Use watercolour to produce a wash 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"> 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 	<ul style="list-style-type: none"> 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
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			
<p>Drawing</p> <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? 	<p>Painting</p> <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? 	<p>Printing</p> <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? 	<p>Textiles</p> <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?
<p>3D</p> <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? Can they transfer a drawing into a textile design? Can they use artists to influence their textile designs? 	<p>Collage</p> <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? 		<p>Knowledge</p> <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? Can they communicate what they are trying to express in their own work?
<p>Developing and Exploring</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 	<p>Using Materials</p> <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 	<p>Evaluating</p> <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 	<p>Control and Expertise</p> <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
Year 4 - Greater Depth			
<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

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 variety of 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		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 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 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? 		<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? • 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?
Exploring and Developing	Using Materials	Evaluating	Control and Expertise
<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 	<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

		and improving their work	
Year 5 - Greater Depth			
<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		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? 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 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? 		<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? 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

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. It covers the use of different media and resources.

Units have been allocated a particular term however, these may change due to circumstances within school, availability of resources, extra events in the school timetable, time constraints, absences etc. Teachers may wish to alter the order according to these circumstances.

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. 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.

Children are assessed each half term against the skills and knowledge for each unit. This is recorded clearly in the sketch book of each child and on the Foundation Subject excel.

Reading projects within school often lend themselves to artistic activities and many of the skills are incorporated into art activities with cross curricular links. (e.g. portraits in science (reflection), Caribbean art in English (other cultures), Sculptures/Clay in RE (Diwali) History (Celts).

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 by the subject lead.

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. Due to Covid it has not been repeated but the subject lead would like to implement it again on a simpler scale if time allows.

Cross curricular links: Art and Design is employed in many other subjects across the school curriculum providing children with further opportunities to practice and enhance their skills and explore their creativity in a different context.

Big Questions/Deeper learning questions if time allows: These have been added to some units where appropriate. 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 if time allows: 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 If time allows: 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.

Art and ICT: ICT is used in different units for research, to generate digital photos, for use in collage and as a method of creating patterns and prints.

The Art curriculum at Old Catton Junior School is designed to foster a love of a variety of different artists, styles, techniques and media. It exposes children to a wide variety of artistic styles and allows children to explore their own preferences and talents and begin to flourish in these areas, engaging their imagination and creativity while developing their knowledge, skills and understanding of the subject. It encourages a joy and appetite for creativity and hopes that children will continue to explore and develop their experiences in this subject.

			Printing	<ul style="list-style-type: none"> • 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? 	Rotation Symmetry Reflection Stencil <i>Shading</i> <i>Dotting</i> <i>Cross hatching</i> <i>Patterns</i> Printing	
Summer	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. 	Sculptures: What are they? Famous examples Sketching/observational drawing Choosing materials – junk, paper, wood etc Making – cutting, assembling,	<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? 		Sculptures only add something to an environment if they mean something that can be easily identified? Abstract sculptures do not change or improve an environment?

			manipulating, joining, fixing materials			
Year 4						
Autumn	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. To use lines and colour to create portraits in the style of Van Gogh. 	<p>Use lines to create depth and texture</p> <p>Use Colours and lines to create shades and tints – colour wheels</p> <p>Observational drawing – sunflowers</p> <p>To use lines to create movement/depth</p> <p>Portraits</p>	<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 can make with a pencil? Do children use a variety of techniques when sketching? Can children separate images into sections to help them judge proportions? 	<p>Year 2:</p> <p>Depth Texture Colour Line Shades Tints Colour Wheel</p> <p>Portraits Symbols Dots</p> <p>Printing</p> <p>Impressionist art Surrealist art Sculpture Aboriginal art</p>	<p>Would Van Goghs paintings have been so famous if he hadn't died so young?</p>
Spring	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. 	<p>Symbols</p> <p>Lines and dots – Aboriginal art</p> <p>Maps</p>	<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>Types of paint: Acrylic Watercolour</p> <p>Oil pastel Chalk</p>	<p>You can only appreciate a journey in a piece of art if you understand the symbols?</p>

		<ul style="list-style-type: none">• To investigate the work of Paul Klee• To be able to use gathered ideas to create a piece of 'journey' artwork	Paul Klee – lines, dots, symbols Kandinsky?? Dream Bottles – BFG			
--	--	--	--	--	--	--

Year 3 Skills Art	Andy Warhol	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 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?			
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?			
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			

Design, draw, paint or make images for different purposes using knowledge and understanding			
Use watercolour to produce a wash			
Use a digital camera to produce art work			
Use mosaic, montage and other effects			
Use a range of materials and techniques in 3D work			

Year 4 Skills Art	Vincent Van Gogh	Journeys
Drawing		
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?		
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		
Use other cultures and times as a stimulus		
Experiment with the styles of different artists		
Painting		
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?		
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		
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?		
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 and 6

	Unit:	Learning objectives:	Skills overview/Artists/Activities	Assessment:	Key Vocabulary	Big Questions/Writing opportunities
Year 5						
Autumn	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. 	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 Create a composition/choose techniques	<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? 	Colour Shade Tone Texture Stippling Crosshatching Observational drawing Proportion Size/shape Orientation Composition Subject Object Contrast Media Symbol Symbolism Imagery Gild Collage	
Spring	Express Yourself	<ul style="list-style-type: none"> To explore how clothing can be used to express ourselves To observe and draw different facial expressions 	Design clothes to reflect personality – colour, style, accessories Investigate cartoons – facial expressions, exaggerations, caricatures	<ul style="list-style-type: none"> Can children identify different ways they can express themselves? Can children identify aspects of a person's personality from their clothing? Can the children identify different emotions from facial expressions? 		

		<ul style="list-style-type: none"> To create wire models to express body language. To explore how lines and fonts can express ideas. To explore how artists use colour to express themselves in their art. To study the artwork of Chuck Close and explore his techniques. 	<p>Sculptures – wire figures, body language</p> <p>Rachel Ducker – wire sculptures</p> <p>Keith Haring – lines, fonts to convey emotions</p> <p>Graphology</p> <p>Micrography</p> <p>Pen portrait</p> <p>Abstract illustration colour/shape to portray emotion</p> <p>Picasso/Kandinsky/Edward Munch – the scream</p> <p>Chuck Close</p>	<ul style="list-style-type: none"> Can children describe how the features change for different facial expressions? Can children sketch a given emotion as a cartoon? Do children understand that body language can portray emotions? Can children describe how bodies change to portray different emotions and feelings? Can children manipulate wire to create sculptures to portray an emotion or an activity? Are children able to describe how lines and fonts can express an idea? Can children make choices based on different lines and fonts to create a desired effect? Can children use different pressures and thicknesses to create a desired effect? Can children respond and comment on different pieces of artwork? Can children identify emotions they feel, linked to a colour? Can children use colour and shape to illustrate emotions? Are children able to comment on an artist's work? Can children use techniques influenced by an artist? 	<p>Perspective – depth, distance</p> <p>Vanishing point, horizon line, construction lines</p> <p>foreshortening</p> <p>perspective</p> <p>Abstract</p> <p>Texture</p> <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>	
--	--	--	--	--	---	--

				<ul style="list-style-type: none"> Can children use different pressures and overlaps to create a desired effect? 	motion montage line colour font graphology micrography caricatures cartoons (stencils stippling graffiti)	
Spring	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. 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. 	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? Can you apply your knowledge of materials and processes to create your own artwork? 		The best way to show people in motion or movement is to use multiple images Which is the best technique to show movement? Discuss.
Year 6						
Autumn	City Scapes	<ul style="list-style-type: none"> To be able to use Pop art techniques and layering to create a 3D cityscape. To understand how to use palette knives and paint to create textured cityscapes. To be able to replicate cityscape photos using different mediums. 	Charles Fazzino – 3D pop art cityscapes Leonid Afremov Abstract art – does not reflect reality Palette knife – oil paints – create thick rough texture Silhouettes	<ul style="list-style-type: none"> Can you create your own 3D cities? Can you use a home-made palette knife to create a textured appearance? 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? 		

		<ul style="list-style-type: none"> 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. 	<p>Reflections – watercolours – flat wash, graded wash Spray technique, sponge wash, colour lifting, edge softening</p> <p>Use ink pens to create detailed cityscapes</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. 	<p>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.</p> <p>Symbolic imagery</p> <p>Metallic paint or pastels, foil, metallic paper or even gold and silver leaf to 'gild' your painting!</p>	<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?

			Collage – newspapers, magazines			
Spring 2	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. 	<p>Perspective – depth, distance Vanishing point, horizon line, construction lines Proportion</p> <p>Realistic interiors with vanishing point</p> <p>Foreshortening to create perspective</p> <p>Trompe l’oeil – to deceive the eye Optical art – geometric patterns and complimentary colours</p>	<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>

Year 5 Skills Art	Objects and Meanings	People in Action	Express Yourself
Drawing			
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?			
Printing			
Can they print using a variety of 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?			
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?			
Can they use artists to influence their textile designs?			
Exploring and Developing			
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			
Painting			
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 influenced artists 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			

Evaluating:			
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			

Year 6 Skills Art	City scapes	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?			
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			

Cross Curricular Links

Art and Design and Design and Technology Cross curricular links

Subject:	Year 3/4	Year 5/6
English	Gregory cool – Caribbean art, model houses Robot – mountain setting model Lunar theme park projects – paper theme park/ride Little Island – Bridge Reading project tasks	Calligraphy Painting – Odysseus ship in storm Reading Project tasks
Maths	Measuring length – people in action	
History	Invaders and Settlers - Celtic roundhouses, bowls, weaving Indus valley – seals Remembrance day – poppies, silhouette images Prehistory – cave art	Viking Longboats Anglo Saxon houses Weaving using a loom
Geography		
Science	Light and shadows – shadow puppets, portraits and reflections in mirror Sound – musical instruments - pan pipes, guitars Teeth – clay Drawing results	Circuits - Burglar alarm Drawing Results Space - planets
RE	Hinduism – divas Christianity – Stories of Jesus – e.g. Jesus calms the storm painting	Glass jars – lights Clay models
PSHCE	Worry monsters Mothers day/fathers day crafts	Mothers day/fathers day crafts

Long Term Plan – Art and DT overview 2025-2026

Old Catton Junior School Art and Design, Design and Technology overview

Units have been allocated a particular term however, these may change due to circumstances within school, availability of resources, extra events in the school timetable, time constraints, absences etc. Teachers may wish to alter the order according to these circumstances.

Art and DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Andy Warhol	Functions of fabric	Can we change places	Patterns	Seasonal food	
Year 4	Vincent Van Gogh	Lighting it up	Journeys		Story books (4)	
Year 5	Objects and meanings	Bird box builders	Express yourself/people in action		Yr 5: T- shirts	
Year 6	Cityscapes	Christmas Fair/biscuits Gingerbread houses?	Year 6 Fashion Show 2 weeks Art illusions	Gustav Klimt	Fairground rides	

Reasonable Adjustments

Reasonable Adjustments

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our Art and Design curriculum and teaching:

- Word Banks to support during topics and themes
- Cutting and Sticking Key Words on to work as prompts
- Print out portions of work and learning objectives to minimise writing/looking at white board
- Sentence starters to minimise writing
- Coloured Paper or recycled paper to minimise visual stress
- Breaking down lessons into short, manageable chunks
- Mixed ability groups – using peers as support and role models
- Opportunities to look at and discuss the work of others to support own ideas
- Adult assistance nearby
- Using another student as a reader/support
- Recording ideas on whiteboards as an aide memoire
- Flexibility of where to sit
- Printing work larger and in smaller chunks
- Cloze passages/activities to check learning
- Revisiting work/ideas, actions – telling the story of a lesson
- My Turn/Your Turn
- Breaks
- Targets made clear for lessons and learning – linked to IEP
- Now/Next
- Weighted lap/shoulder blanket
- Visual Timetables – class and individual
- Fidget toys available
- Cushions for seats – wobble and wedge cushions
- Coloured Overlays
- Headphones/ear defenders
- Gloves/Plastic Paper (So don't have to touch paper)
- Aprons for children who like to touch painting materials
- Remembering/'to do' lists
- Steps on display
- iPad as a translator/ iPad to record ide

- 'Memory' buddy – prompt each other
- Equipment adapted for needs (books, scissors, pencils, whiteboard)
- Enlarged typefaces/ Changing font size
- Relevant word banks of common language
- Checking seating position – sight problems – near the back for sensory needs
- Writing slopes
- Whiteboards for practising writing or note taking (flowing)
- A safe/quiet space in or near the classroom
- Special interest projects linked to and alongside class learning
- Proud/success book
- Behaviour plans/ One Page Pupil Profiles
- Resistance bands
- Social stories
- Extra time for the trickier tasks
- Visual and Picture aids
- Emotion fans/PATHS cards
- Allow talk time for those who find recording difficult
- Use of a scribe
- Worry monsters and boxes
- Time-outs
- Simplified work
- Keeping instructions short and one at a time
- Seating plans are clear for all pupils
- Pencil grippers – variety of pens and pencils
- Variety of pens/writing implements/ art equipment
- Greeting at the door to aid transition into lesson
- Success book
- Workstation
- Ask the child what they need
- Quiet music when working/coming into class
- Not having a white background on whiteboard