











## Birley Spa Primary Academy – Art and Design Curriculum

		E Y F S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Techniques	Creating ideas		<p><b>National Curriculum:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern</li> </ul>		<p><b>National Curriculum:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>			
	Textile and Collage	<ul style="list-style-type: none"> <li>Show an interest in mark making and controlling the tools.</li> <li>Manipulate marks on paper.</li> <li>Use drawing to communicate stories.</li> </ul>	<ul style="list-style-type: none"> <li>Work with different materials</li> <li>Begin to think what materials best suit the task</li> <li>Use imagination to form simple images from given starting points or a description</li> </ul>	<ul style="list-style-type: none"> <li>Work from observation and known objects</li> <li>Begin to collect ideas in <a href="#">sketch books</a></li> </ul> 	<ul style="list-style-type: none"> <li>Develop <a href="#">sketch books</a></li> <li>Use a variety of ways to record ideas including digital cameras and iPads</li> <li>Develop artistic/visual vocabulary to discuss work</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest improvements to own work</li> <li>Experiment with a wider range of <a href="#">materials</a></li> <li>Present work in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Improve quality of sketchbook with mixed media work and annotations</li> <li>Select own images and starting points for work</li> </ul> 	<ul style="list-style-type: none"> <li>Develop artistic/visual vocabulary when talking about own work and that of others</li> <li>Begin to explore possibilities, using and combining different styles and techniques</li> </ul>
		<ul style="list-style-type: none"> <li>Enjoy playing with and using a variety of textiles and fabrics.</li> <li>Decorate a piece of fabric.</li> <li>Experiment with simple weaving e.g. paper, twigs.</li> <li>Experiment in fabric collage e.g. layering fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and batik.</li> <li><a href="#">Weave with wool</a></li> <li>How to thread a needle, cut, glue and trim material.</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul> 	<ul style="list-style-type: none"> <li>Use a variety of techniques, including weaving, French knitting, <a href="#">tie dye</a>, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>Create textured collages from a variety of media.</li> <li>Make a simple mosaic.</li> <li>Stitch, knot and use other manipulative skills.</li> </ul> 	<ul style="list-style-type: none"> <li>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in stitching. Cutting and joining.</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>Match the tool to the material.</li> <li>Combine skills more readily.</li> <li>Choose collage or textiles as a means of extending work already achieved.</li> <li>Refine and alter ideas and explain choices using an art vocabulary.</li> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>Experiment with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>Join fabrics in different ways, including stitching.</li> <li>Use different grades and uses of threads and needles.</li> <li>Extend their work within a specified technique.</li> <li>Use a range of media to create collage.</li> <li>Experiment with using <a href="#">batik</a> safely.</li> </ul> 	<ul style="list-style-type: none"> <li>Awareness of the potential of the uses of material.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>To be expressive and analytical to adapt, extend and justify their work.</li> </ul>

## Birley Spa Primary Academy – Art and Design Curriculum

<p>Drawing and Mark Making</p>	<ul style="list-style-type: none"> <li>Show an interest in mark making and controlling the tools.</li> <li>Give meaning to marks that they make.</li> <li>Manipulate marks on paper.</li> <li>Understand that line can be used to enclose a space.</li> <li>Drawings include squares, rectangles and circles.</li> <li>Marks recognisably represent an object for example a person with head, arms and legs.</li> <li>Draw on different surfaces such as sand, chalk on the playground.</li> <li>Draw upright and flat, holding their pencil in a tripod grip in almost all cases.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour</li> </ul>  <ul style="list-style-type: none"> <li>Hold a large <a href="#">paint brush correctly</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, <a href="#">charcoal</a> and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and <a href="#">colours</a>.</li> </ul>  <ul style="list-style-type: none"> <li>Use HB 8B and 4B pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>Use HB 2B and 4B pencils.</li> <li></li> </ul> <p>Click <a href="#">here</a> for tone video.</p>	<ul style="list-style-type: none"> <li>Make informed choices in drawing including paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul> <p>Useful <a href="#">link</a> to SEND sensory ideas</p>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>
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## Birley Spa Primary Academy – Art and Design Curriculum

<b>Skills and Techniques</b>	<b>Printing</b>	<ul style="list-style-type: none"> <li>Imitates different techniques modelled to them.</li> </ul>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>Make rubbings. Build a repeating pattern and recognise pattern in the environment.</li> </ul> 	<ul style="list-style-type: none"> <li>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering.</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul> <p>Block Printing</p> 	<ul style="list-style-type: none"> <li>Research, create and refine a print using a variety of techniques.</li> <li>Select broadly the kinds of material to print with in order to get the effect they want</li> <li>Resist printing including marbling, silkscreen and cold-water paste.</li> </ul>	<ul style="list-style-type: none"> <li>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>Describe varied techniques.</li> <li>Be familiar with layering prints.</li> <li>Be confident with printing on paper and fabric.</li> <li>Alter and modify work.</li> <li>Work relatively independently.</li> </ul>
	<b>Painting</b>	<ul style="list-style-type: none"> <li>Experiment with blocks of colour.</li> <li>Experiments with applying paint with a brush using different movements e.g. dabs and splodges.</li> <li>Use large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</li> <li>Use paint flat and upright.</li> <li>Recognise and name primary colours used.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades</li> <li>Using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Mix and match colours using artefacts and objects e.g. using autumn leaves outside.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures including blocking in colour, <u>washes</u>.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> <li>Using acrylic paint.</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Work from a variety of sources, including those researched independently.</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>
	<b>3D Form (Sculpture)</b>	<ul style="list-style-type: none"> <li>Explore shapes such as squares, rectangles and circles.</li> <li>Beginning to understand and show some awareness of stability when adding 3D components together.</li> <li>Begin to apply simple decoration techniques.</li> <li>Begin to explore the use of shape and form.</li> <li>Have fun experimenting with a range of materials such as recycled, natural and malleable to make models and structures.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li><u>joining clay</u> adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Cut and join wood safely and effectively.</li> <li>Make a simple <u>paper mache</u> object.</li> <li>Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and man-made materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li><i>Good link to <a href="#">Tate Gallery</a> as an introduction</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in using clay including slabs, coils, slips, etc.</li> <li>Make a mould and use plaster safely.</li> <li>Create sculpture and constructions with increasing independence.</li> </ul> 
	<b>Technical Vocabulary</b>	Pencil, Crayon, Chalk, Pastel, Felt tip, Paint / paintbrush, Ink, Clay, Collage - fabric, paper, Fabric, Glue, Scissors, Foreground / background			See Year 1 / 2 plus: Colour - primary, warm, cool, tone, shade, Texture, Shape, Form, Tone, Line - thin, thick, straight, wavy, smudged, sharp, smooth			

## Birley Spa Primary Academy – Art and Design Curriculum

<b>Language Development</b>	<p>It looks like...</p> <p>It is..and..</p> <p>It is a (adjective)/(noun)</p> <p>I found...hard/easy because...</p> <p>I like/dislike... because...</p> <p>I feel that...next time...</p> <p>I could...</p>	<p>I feel...because...</p> <p>This is a .....,...,...(three adjectives)...(noun)</p> <p>I think my...is...</p> <p>It is interesting because...</p>	<p>It appears to be...because...</p> <p>It seems to be...as...</p> <p>I think it looks like...due to...</p> <p>It reminds me of...because/ therefore/ meanwhile...</p> <p>Maybe you could try...</p> <p>...was successful/ ambitious because...</p> <p>You could improve this work by...</p>	<p>It seems to be like...because...</p> <p>Why? How? What? Tell me about...</p> <p>Next time I/you could...</p>	<p>My view is that...because...</p> <p>This is supported by the fact that...</p> <p>In my opinion... furthermore...</p> <p>Possible improvements may include...</p>	<p>Develop and introduce metaphors and similes</p> <p>Furthermore... however...</p> <p>Or alternatively...</p>
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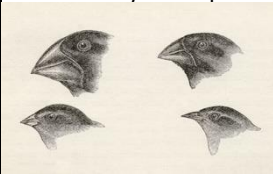
		<p><b>National Curriculum.</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>			<p><b>National Curriculum.</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> </ul>			
<p><b>Knowledge About Artists</b></p>	<p><b>Exploring and developing ideas</b></p>	<ul style="list-style-type: none"> <li>Evaluates and edits own work throughout.</li> <li>Explains the processes they went through whilst making and choices they made.</li> <li>Share their creations, explaining the process they have used.</li> <li>Talk about their favourite and least favourite part.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <i>Compare two pieces in the same form from the same time period.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li><i>Compare two pieces in different forms e.g. painting and sculpture from the same time period.</i></li> </ul> <p><i>For instance:</i> Autumn 1: Lesson 2 – To develop the understanding of artists Monet and Lowry.</p>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><i>Compare three pieces in different forms from the same time period.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><i>Compare three or more pieces in different forms from two different time periods</i></li> </ul>	<ul style="list-style-type: none"> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><i>Compare three or more pieces in different forms and from different time periods.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><i>Choose and compare a range of forms from different time periods.</i></li> </ul>
	<p><b>Evaluating and developing work</b></p>	<ul style="list-style-type: none"> <li><b>See Language Development for differentiation between Y1 and Y2</b></li> <li>Review what they and others have done and what they think and feel about it. E.g. an annotated sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>			<ul style="list-style-type: none"> <li><b>See Language Development for differentiation between Y3, Y4, Y5 and Y6</b></li> <li>Compare ideas, methods and approaches in their own and in others work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>			




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Area of Study (2022-23)						
	Autumn		Spring		Summer	
<b>Year 1/2</b>	<i>Not Taught</i>	<p><u>Drawing Focus: Imagination</u> <u>Product: Landscape Collage</u></p> <p><u>Step 1:</u> Observational drawings of the woodland area.</p> <p><u>Step 2:</u> Exploring drawing with oil pastels.</p> <p><u>Step 3:</u> Link to Artist Georges Braque (famous for collage)</p> <p><u>Step 4:</u> Exploring shades of colour.</p> <p><u>Step 5:</u> Design and Make Final Outcome</p>	<i>Not Taught</i>	<p><u>Drawing Focus: Portraits</u> <u>Product: Printing</u></p> <p><u>Step 1:</u> Observational drawings of facial features e.g nose, eyes, mouth ect</p> <p><u>Step 2:</u> Exploring drawing with pen and ink.</p> <p><u>Step 3:</u> Link to Artist Leonardo Da Vinci (famous for portraits)</p> <p><u>Step 4:</u> Exploring tone of colour.</p> <p><u>Step 5:</u> Design and Make Final Outcome</p>	<p><u>Drawing Focus: Still Life</u> <u>Product: Animal Sculpture</u></p> <p><u>Step 1:</u> Observational drawings of animals.</p> <p><u>Step 2:</u> Exploring drawing with different grades of pencil.</p> <p><u>Step 3:</u> Link to Artist Antoine-Louis Barye (famous for sculpture)</p> <p><u>Step 4:</u> Exploring colour and texture.</p> <p><u>Step 5:</u> Design and Make Final Outcome</p>	<i>Not Taught</i>
<b>Year 3</b>	<p><u>Drawing focus Imagination</u> <u>Printing</u> Cave paintings, animal and animal prints <u>Outcome</u> <u>Block printing on material</u></p> <p><u>Step 1</u> - Observational drawings of different animal design prints <u>Step 2</u> - Pen and ink/combining animal patterns <u>Step 3</u> - Art in nature Towie Stone. <u>Step 4</u> -Print design on tile. Using black ink and different coloured backgrounds and materials. <u>Step 5</u> - Create a porotype design for Ug's shorts</p>	<i>Not Taught</i>	<p><u>Drawing focus Still life</u> <u>Sculpture</u> <u>Outcome: 3D flower sculpture using clay</u></p> <p><u>Step 1:</u> Observational drawings of leaves and flowers. Still life. Shape and form <u>Step 2:</u> Observational drawings of leaves and flowers from photos. Botanical illustrations. Shape and form. <u>Step 3: Discuss art work of</u> Henri Rousseau Ambrocious Bossch Guiseppe Arcimboldo Gustav Klimt contemporary artist Paul Cummins Initial responses likes dislikes. What medium has been used? Using view finder find an interesting image from a piece from the artist. Use pencil, pen, crayon. Annotate work <u>Step 4:</u> Exploring colour tones light to dark using watercolour. Observing the</p>	<i>Not Taught</i>	<i>Not Taught</i>	<p><u>Drawing focus Imagination</u> <u>Outcome: Collage using mixed media</u></p> <p><u>Step 1:</u> Observational drawings of stills from video recreation of Mount Vesuvius eruption. <u>Step 2</u> : Observational drawings of illustrations of Mount Vesuvius in escape to Pompeii. <u>Step 3</u> : Margaret Godfry. Identify the techniques used by different artists. Margaret Godfry using layering. <u>Step 4:</u> Exploring colour and texture using layering of tissue paper, acrylic paint <u>Step 5</u> : Design a make a volcanic scene</p>

## Birley Spa Primary Academy – Art and Design Curriculum

			different ones of one colour within a flower. Recreating using watercolour. <b>Step 5:</b> Design and make clay flower			
<b>Year 4</b>	<p><b>Drawing focus: Anglo-Saxon: Bayeux Tapestry</b> <b>Outcome: Whole-class collage Bayeux Tapestry Collage/Textile</b></p> <p><b>Step 1:</b> observational drawing of Anglo-Saxon soldier <b>Step 2:</b> Developing -different grades of pencil <b>Step 3:</b> Links to art - Bayeux Tapestry - inform chn they will all contribute to one large class Bayeux tapestry -chn collect images and add to sketchbook <b>Step 4:</b> Colour - initial ideas sketches, using appropriate colours to suit historical context <b>Step 5:</b> Planning and starting final outcome <b>Step 6:</b> Completing final product – assembly of all parts onto one large piece of paper</p>	<b>Not Taught</b>	<p><b>Drawing focus: Life drawing</b> <b>Outcome: model clay sea creature in the Blue Abyss Sculpture</b></p> <p><b>Step 1:</b> observational drawing of ocean creatures <b>Step 2:</b> Developing - pen &amp; ink <b>Step 3:</b> Colour - finding complementary colours (water colour background) <b>Step 4:</b> Links to art -- chn collect images and recreate in pen &amp; ink <b>Step 5:</b> Planning and starting final outcome - water colour sea scape</p>	<b>Not Taught</b>	<p><b>Outcome: Digestive System T-Shirt Design Printing</b></p> <p><b>Step 1:</b> Apply research skills in order to design a t-shirt. <b>Step 2:</b> Apply understanding of the digestive system in order to create a t-shirt. <b>Step 3:</b> Develop the skill of peer-assessment in order to evaluate our designs <b>Step 4:</b> Use equipment and materials to CREATE Digestive System T-Shirt. <b>Step 5:</b> Plan and start final outcome- <b>Step 6:</b> Develop presentation skills in order to evaluate product</p>	<b>Not Taught</b>
<b>Year 5</b>	<p>Outcome/Final Product - Roman soldier Collage</p> <p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.</p> <p><b>Step 1:</b> Observational half/half pencil sketch of a Roman soldier. <b>Step 2:</b> Observational Drawing of a Roman Soldier- focus on key features and smaller elements of the soldier. (pen/ink) <b>Step 3:</b> Artist Focus: Kurt Schwitters - Effective collage. <b>Step 4:</b> Design of collage based on a roman soldier. <b>Step 5:</b> Creating of Roman Soldier collage.</p>	<b>Not Taught</b>	<p>Outcome/Final Product - Deadly Beast Images based on Charles Darwin's images.</p> <p style="text-align: center;">Printing</p> <p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours</p> <p><b>Step 1:</b> Observational Drawings- Charles Darwin deadly beast pictures.</p>  <p><b>Step 2:</b> Exploring other forms of drawing- Charles Darwin deadly beast pictures, using an alternative medium. <b>Step 3:</b> Artist- Charles Darwin artist focus, comparison of drawings. <b>Step 4:</b> Creating the printing block. (adding detail)</p>	<p>Outcome/Final Product - Communal River Display</p> <p style="text-align: center;">Painting</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p> <p><b>Step 1:</b> Observational detailed river drawing. <b>Step 2:</b> Watercolour wheel- Creating different colours and developing technique. <b>Step 3:</b> Claude Monet (Artist Study looking at key techniques) <b>Step 4:</b> Creating water colour painting <b>Step 5:</b> Completion and evaluation of work, peer assessment.</p>	<b>Not Taught</b>	<b>Not Taught</b>

## Birley Spa Primary Academy – Art and Design Curriculum

			Step 5: Completing the print based on and Andy Warhol style.			
<b>Year 6</b>	<b>Not Taught</b>	<p><b>Drawing focus:</b> Amazon rainforest</p> <p><b>Outcome:</b> Layered 3D picture</p> <p><b>Step 1:</b> Manipulate and experiment with tone to create a pencil drawing of animals</p> <p><b>Step 2:</b> Experiment with pattern, using colouring pencil to design rainforest foliage</p> <p><b>Step 3:</b> Select chosen pattern and begin to create printing element.</p> <p><b>Step 4:</b> Experiment with printing, using paint, to create a repeating pattern.</p> <p><b>Step 5:</b> Experiment with card and printed images – creating layers.</p> <p><b>Step 6:</b> combine elements into a final piece</p>	<b>Not Taught</b>	 <p>Heart Model</p> <p><b>Step 1:</b> Manipulate and experiment with shape to create a pencil outline of a realistic human heart</p> <p><b>Step 2:</b> Experiment with overlapping of shapes and forms to create a 2D plan of their 3D heart model</p> <p><b>Step 3:</b> Experiment with plasticine to create 3D and combine 3D shapes using 2D shapes as a guide</p> <p><b>Step 4:</b> Use clay to create and combine 3D shapes to create a model heart.</p> <p><b>Step 5:</b> Experiment with mixing colours to paint the 3D model</p> <p><b>Step 6:</b> Choose appropriate card on which to mount the model. Experiment and choose from a variety of font types to label the 3D model.</p>	<b>Not Taught</b>	<p><b>Drawing Focus:</b> Artwork and styles of famous artist of the 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p><b>Outcome:</b> Unique landscape incorporating a variety of artist styles.</p> <p><b>Step 1:</b> Experiment with abstract shapes and forms to create Pablo Picasso inspired self portrait using pencil crayons.</p> <p><b>Step 2:</b> Manipulate and experiment with brush strokes and watercolour paints to create a landscape in the style of Vincent Van Gogh's Starry Night.</p> <p><b>Step 3:</b> Experiment with a variety of tools to create a pointillism landscape. Evaluate the effectiveness of each tool type and the effectiveness of dot size and spacing.</p> <p><b>Step 4:</b> Manipulate pencil to create the outline of a flower and use oil pastels to add colour, experimenting with blending of colours on the paper.</p> <p><b>Step 5:</b> Sketch a plan of a landscape that includes artistic elements from a variety of art styles. Experiment with scale and position of elements and evaluate the effectiveness of each element within the landscape (Van Gogh sky, Picasso style pedestrians, O'Keefe flowers, Pointilism buildings/ground etc.)</p> <p><b>Step 6:</b> Choose appropriate materials and mediums to create a final abstract landscape piece which incorporates a variety of art styles.</p>



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KS1 Art End Points (NC):	KS2 Art Curriculum End Points (NC):
<ul style="list-style-type: none"> <li>• Can use a range of materials creatively to design and make products.</li> <li>• Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</li> <li>• Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>• Demonstrates knowledge of great artists, architects and designers in history.</li> </ul>

End of Year End Points						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>*I show how people feel in paintings and drawings.</li> <li>*I create moods in artwork.</li> <li>*I use pencils to create lines of different thickness in drawings.</li> <li>*I name the primary and secondary colours.</li> <li>*I create a repeating pattern in print.</li> <li>*I cut, roll and coil materials.</li> <li>*I use IT to create a picture.</li> <li>*I describe what I can see and give an opinion about the work of an artist.</li> <li>*I ask questions about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>*I choose and use three different grades of pencil when drawing.</li> <li>*I use charcoal, pencil and pastel to create art.</li> <li>*I use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>*I mix paint to create all the secondary colours.</li> <li>*I create brown with paint.</li> <li>*I create tints with paint by adding white.</li> <li>*I create tones with paint by adding black.</li> <li>*I create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>*I make a sculpture out of clay.</li> <li>*I use different effects within an IT paint package.</li> <li>*I suggest how artists have used colour, pattern and shape.</li> <li>*I create a piece of art in response to the work of another artist.</li> </ul>	<ul style="list-style-type: none"> <li>*I show facial expressions in my art.</li> <li>*I use sketches to produce a final piece of art.</li> <li>*I use different grades of pencil to shade and to show different tones and textures.</li> <li>*I create a background using a wash.</li> <li>*I use a range of brushes to create different effects in painting.</li> <li>*I identify the techniques used by different artists.</li> <li>*I use digital images and combine with other media in my art.</li> <li>*I use IT to create art which includes my own work and that of others.</li> <li>*I compare the work of different artists.</li> <li>*I recognise when art is from different cultures.</li> <li>*I recognise when art is from different historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>*I show facial expressions and body language in sketches and paintings.</li> <li>*I use marks and lines to show texture in my art.</li> <li>*I use line, tone, shape and colour to represent figures and forms in movement.</li> <li>*I show reflections in my art.</li> <li>*I print onto different materials using at least four colours.</li> <li>*I sculpt clay and other mouldable materials.</li> <li>*I integrate my digital images into my art.</li> <li>*I experiment with the styles used by other artists.</li> <li>*I explain some of the features of art from historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>*I identify and draw objects and use marks and lines, to produce texture.</li> <li>*I successfully use shading to create mood and feeling.</li> <li>*I organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>*I use shading to create mood and feeling.</li> <li>*I express emotion in my art.</li> <li>*I create an accurate print design following criteria.</li> <li>*I use images which I have created, scanned and found; altering them where necessary to create art.</li> <li>*I research the work of an artist and use their work to replicate a style.</li> </ul>	<ul style="list-style-type: none"> <li>*I explain why I have used different tools to create art.</li> <li>*I explain why I have chosen specific techniques to create my art.</li> <li>*I explain the style of my work and how it has been influenced by a famous artist.</li> <li>*I overprint to create different patterns.</li> <li>*I use feedback to make amendments and improvement to my art.</li> <li>* I use a range of e-resources to create art.</li> </ul>