



St Mary's Catholic Junior School

"I can do all things through Christ who strengthens me" Philippians 4:13



Art and Design Curriculum Document

INTENT

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Making Skills

Generating Ideas

Knowledge

Evaluation

Procedural knowledge

Conceptual knowledge

Factual knowledge

Metacognitive knowledge

Year 3

Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.

Increase skill and control when painting. Apply greater expression and creativity to own paintings.

Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.

Increase awareness and understanding of mixing and

Develop skill and control when using tone. Learn and use simple shading rules.

To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.

Create personal artwork using the artwork of others to stimulate them.

Study the work of the artists:

- Carl Giles
- Diego Velazquez
- Prehistoric Artists

Vocabulary

- Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.

- Art & Design Skills: Puppet, shadow puppet, decorate,

Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).

Reflecting on their own work in order to make improvements.

	<p>applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p> <p>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Analyse and describe texture within artists' work.</p>		<p>detail, observation, tint, shade, light and dark.</p> <ul style="list-style-type: none"> • Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative. • Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board. 	
<p>Year 4</p>	<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Develop skill and control when painting. Paint with</p>	<p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p> <p>Use sketchbooks for planning and refining work, to record</p>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> • Luz Perez Ojeda • Paul Cezanne • Giorgio Morandi • David Hockney • Paula Rego Every Picture • Edward Hopper • Pieter Brueghel 	<p>Build a more complex vocabulary when discussing your own and others' art.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p>

	<p>expression. Analyse painting by artists.</p> <p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p> <p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> <p>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p> <p>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</p> <p>Use a range of materials to</p>	<p>observations and ideas and developing skill and technique.</p> <p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p>	<ul style="list-style-type: none"> • Fiona Rae • Giuseppe Archimboldo • Sokari Douglas Camp • El Anatsui Sculpture • Barbara Hepworth <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Formal Elements Lessons: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making. • Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial. • Art and Design Skills Lessons: Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art. 	
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	express complex textures.			
Year 5	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Construct patterns through various methods to develop their understanding.</p> <p>Composing original designs by adapting and synthesising the work of others. Analyse</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for Purposes.</p>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> • Hundertwasser • Banksy • Andy Warhol • John Singer Sargent • Magdalene Odundo <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Formal Elements Lessons: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy. • Every Picture Tells a Story Lessons: Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist. • Design For A Purpose Lessons: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria. • Art & Design Skills Lessons: Annotate, visualise, scale, collage. 	<p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>

	<p>and evaluate artists' use of shape.</p> <p>Develop understanding of texture through practical making activities.</p>			
<p>Year 6</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <p>Deepen knowledge and understanding of using line</p>	<p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p> <p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> • Claude Monet • William Morris • Edward Hopper • Kathe Kollwitz • Pablo Picasso • Mark Wallinger • Paul Cezanne, Jaromir Funke, Ben Nicholson <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Still Life Lessons: Colour, line, tone, form, shape, pattern, texture. • Make My Voice Heard Lessons: Graffiti, contrasting, commissioned, Guernica, sculpture. • Art & Design Skills Lessons: Impressionism, zentangle, prototype, appreciation. 	<p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

when drawing portraits.
Develop greater skill and control. Study and apply the techniques of other artists.

Represent feelings and emotions through patterns.
Create sophisticated artwork using their knowledge of pattern.

Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Understand how artists manipulate materials to create texture.

