



Curriculum statement for Art & Design	
Intent	<p>At St John’s Catholic Primary School, we value art and design as it gives all pupils the opportunity to use their creativity and imagination. Children work individually and within a group to develop their creative and social skills. We recognise that art provides an opportunity to observe and appreciate the world around us. Art is an ongoing process through which all children are given opportunities to develop specific artistic skills with in a variety of media. It enables all children to use their skills to experiment and create their own works of art.</p>
Implementation	<p>Our curriculum is planned to allow the children to build on skills and knowledge as they progress through the school. The children in Early Years are provided with an environment which is carefully set up to allow children to work toward their early learning goals. In Key stage one and two, art is taught through six units; drawing, printing, collage, digital art, painting, and 3D design. Within each unit the children will be taught about a key artist. In our school progression document, key vocabulary, skills and knowledge are clearly outlined for each year group. Skills and knowledge are taught and built upon as the children progress through the school. Art and design is alternated with Design technology through the year. Each child will complete three areas of art through the year. After key stage one, lower key stage two and upper key stage two, the children will have completed all six areas of art and will then be ready to build on previously taught skills.</p> <p>The children have a knowledge organiser in their sketchbook to begin each unit which outlines the skills, knowledge and artists the children will be studying. Children in key stage one and two have their own sketch books. All art is completed in their sketchbooks, stuck in or photographed and then stuck in. There may not always be a final piece of artwork as we recognise the process of exploring is more important than the outcome. The children’s sketchbooks are a personal place, which shouldn’t be perfect, we aim to give the children the opportunity and time to practice techniques, explore and reflect on their work.</p> <p>Lessons are carefully planned, using our art progression document, and key learning objectives are outlined on the whiteboards. Each lesson finishes with a short reflection in their sketch books where children consider what they have learnt, what they have done and evaluate their own work with annotations. There is no teacher marking in their books, feedback is mainly verbal or a post it stuck in. Teachers have a sketch book too for modelling and encouraging the children to explore and ‘have a go’.</p> <p>We assess at the end of each unit in key stage one and two. A key knowledge grid is stuck in their sketch books and the children reflect and assess themselves against this knowledge. The teachers will then assess their learning too.</p>



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We adapt learning through vocabulary used, allowing the children to select which media they would like to use. Scaffolding learning by looking back at the previous key stages knowledge and skills.

We deepen children’s knowledge using vocabulary to stretch their skills. Plus, feedback on post it notes are used to encourage the children to challenge themselves by exploring and practicing more challenging/different techniques.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<ul style="list-style-type: none"> Physical Development - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases, Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Expressive Arts and Design - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions. Share their creations, explaining the process they have used. 					
Year 1		Painting	Printing			Collage
Year 2			Drawing		Digital Art	3D
Year 3		Digital art		Drawing	3D	
Year 4	Collage		Painting	Printing		



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	Year 5	Digital Art			3D		Painting
	Year 6	Collage			Drawing	Printing	

Curriculum Overview EYFS foundations in Art & Design curriculum

Physical development - Early Learning Goal (ELG): Fine Motor Skills
 Use a range of small tools, including scissors, paint brushes and cutlery
 Begin to show accuracy and care when drawing.

Expressive Arts and Design - ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
 Share their creations, explaining the process they have used.

Key Stage One and Two Progression of Art & Design Skills, Knowledge and Vocabulary

KS1	LKS2	UKS2
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<p>Work of Artists</p>	<ul style="list-style-type: none"> • Explore 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 children’s own work. • Evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> • Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. • Evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> • Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. • Evaluate and analyse creative works using the language of art, craft and design
<p>KS1</p>		<p>LKS2</p>	
<p>Sketch books – Exploring and Developing Ideas</p>	<p>Teachers to model sketchbook use alongside children (i.e keep own sketchbook to work in). Balance time you sensitively model a technique, with plenty of time for the children to enjoy open-ended exploration. Let the children discover, explore and share for themselves. Celebrate places where pupils diverge from the task and show confidence in becoming a creative human (a sign they are owning their learning and experimenting with taught techniques).</p>		
	<ul style="list-style-type: none"> • Explore their ideas in sketchbooks • Start to understand how ideas are developed through processes • Build up resilience to try things out, getting things wrong and trying again • Start to self-assess work and how they could change or develop it • Begin to receive and offer feedback to improve • Describe differences and similarities and make links to their own work 	<ul style="list-style-type: none"> • Continue collecting and developing ideas using sketchbooks • Use sketch books to record their observations and use them to review and revisit ideas • Continue to build up resilience, making mistakes and suggesting ways to improve their work. • Practise and share their learning and skills with others, giving and receiving feedback to improve • Develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> • Question and make observations about own and other’s artwork 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work • Continue to review and revisit ideas. • Effectively use sketchbooks with independence to explore new ideas • Annotate work in sketchbooks to review and revisit ideas • Offer feedback using technical vocabulary • Think critically about their art and design work



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			<ul style="list-style-type: none"> In places use digital technology as sources for developing ideas where appropriate
	KS1	LKS2	UKS2
Drawing	<ul style="list-style-type: none"> Experiment with and control marks made with different media: pencils, crayons, pastels, felt tips, charcoal, chalks Explore drawing on different surfaces. Lines name, match and draw lines/marks from observations, invent new lines in drawings. Shape Observe and draw shapes. Invent new shapes. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<ul style="list-style-type: none"> Draw for a sustained periods of time. Use a sketchbook to collect and develop ideas from a range of sources Experiment with marks and lines with a wide range of implements charcoal, chalk, different grades of pencil, crayon, ball point pens, marker pens, soft/oil pastels. Create texture and pattern in drawing with a range of implements. Line Use different grades of pencils to explore lines and marks. Form and shape observe and draw shapes, explore objects having a third dimension. Tone experiment with different grades of pencil to create shadow and shade and draw the effect of light. Show an awareness of space when drawing, including space and proportion. Work on a variety of scales. 	<ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, with a range of materials. Use different techniques for different purposes i.e. shading, cross hatching and blending within their own work. Start to develop their own style using tonal contrast and mixed media. Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Explore the concept of perspective, developing an awareness of composition, scales and proportion ie foreground, middle ground and background. Experiment with wet and dry media to make different marks, lines, patterns, textures and shapes within drawing.



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	KS1	LKS2	UKS2
Digital Art	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, ipads • Record, collect and store visual information digitally • Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images. 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, ipads • Record, collect and store visual information digitally • Present recorded visual images using software e.g. Photostory, Powerpoint • Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images. 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, ipads • Record, collect and store visual information digitally • Present recorded visual images using software e.g. Photostory, Powerpoint • Use a graphics package to import or create/manipulate images. • Create digital layered images from original ideas in sketchbooks
	KS1	LKS2	UKS2
3D (wire, clay, dough, boxes, newspaper, card, junk, straws)	<ul style="list-style-type: none"> • Explore how 2D can become 3D • Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading • Explore sculpture with a range of malleable and rigid materials, clay, dough, boxes. • Use materials to make objects for a purpose • Work safely with materials and tools • Experiment with constructing and joining recycled, natural and manmade materials. 	<ul style="list-style-type: none"> • Explore how combinations of materials such as wire, paper, fabric, string, card, clay can be transformed into sculpture. • Discover how best to manipulate them (cut, tear, bend, fold) • Explore joining techniques/how to fasten them together. • Plan, design and make models from observation or imagination. • Experiment with constructing and joining recycled, natural and manmade materials. 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation and imagination • Experiment with and combine materials to make a 3D form (sculpt clay, wire or other malleable materials) • Create models on a range of scales. • Include both visual and tactile elements in their work • Plan a sculpture through drawing and other preparatory work . • Develop skills in using clay including slabs, coils, slips etc. • Produce patterns and textures in malleable materials.



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	KS1	LKS2	UKS2
<p>Painting (brushes, fingers, sponges) (on different surfaces fabric, card, sand paper)</p>	<ul style="list-style-type: none"> • Choose to use thick and thin brushes as appropriate. • Mix paint to create all secondary colours. • Mix paint and match colours to artefacts and objects • Work on different scales. • Explore making different shades and tones by adding black and white. • Create textured paint by adding materials, i.e. sand, sawdust, flour. 	<ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, layering colour, adding depth and distance. • Create different effects and textures with paint • Use language of and mix primary and secondary colours and use tints and shades. • Experiment with shading and blending to create mood and feeling with colours 	<ul style="list-style-type: none"> • Develop a painting from a drawing. • Experiment with different media and materials for painting. • Create texture using acrylic paints. • Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. • Mix and match colours to create atmosphere and light effects • Identify, mix and use primary, secondary, complimentary and contrasting colours. • Explain why they have chosen specific paint techniques.
	KS1	LKS2	UKS2
<p>Printing (natural/made objects, clay, plasticine, blocks, string, sponges)</p>	<ul style="list-style-type: none"> • Print with a range of found objects as tools • Take simple prints i.e. mono-printing • Explore printing with soft objects for texture. • Discover the notion of negative and positive • Design and build repeating patterns • Create simple printing blocks for press print 	<ul style="list-style-type: none"> • Create printing blocks using relief or impressed method • Develop mono-printing techniques using relief or impressed (positive/negative) method and carbon paper. • Create repeating patterns • Print with two colour overlays. 	<ul style="list-style-type: none"> • Develop techniques relief or impressed method (positive/negative) with lino and cutters. • Experiment with overprinting motifs and colour. • Print onto different coloured and textured surfaces.



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	KS1	LKS2	UKS2
Mixed media	<ul style="list-style-type: none"> Choose fabrics/threads based on colour, texture and shape Cut and shape fabric using scissors/snips Apply shapes with glue or stitching Apply decoration using beads, buttons, feathers etc Apply colour with printing, dipping, fabric crayons Create fabrics by weaving materials, i.e. grass through twigs. 	<ul style="list-style-type: none"> Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining. 	<ul style="list-style-type: none"> Use fabrics to create 3D structures/ Experiment with a range of media to overlap and layer creating textures, effects and colours.
	KS1	LKS2	UKS2
Collage (fabric, tissue, crepe, cellophane, magazines, newspaper)	<ul style="list-style-type: none"> Explore cutting, tearing paper and card to create different shapes. Experiment with arranging materials in different ways/shapes Explore folding, crumpling, tearing different materials. Explain why they have chosen different materials. 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Explore using various medias (newspaper, photocopies, crepe paper, magazines) as backgrounds. Use collage as a means of collecting ideas Select colours and materials to create effect, giving reasons for their choices. 	<ul style="list-style-type: none"> Add collage to a printed or painted background Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work Use collage as a means of extending work from initial ideas



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Long term plan for Key Stages 1 & 2			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	Painting	Printing	Collage
Key vocabulary	Paint, primary colours, secondary colours, brush, size, type, thick, thin, tint, shade, mix, predict	Print, press, stamp, pattern, monoprint, texture, positive, negative, printing block	Collage, materials, fabric, paper, card, crepe paper, tissue paper, magazine, sort, arrange, shapes, crumple, tear, cut, fold, scrunch, texture
Key knowledge	<p>To know that primary colours are red, yellow and blue.</p> <p>To know how secondary colours are made.</p> <p>To know you can alter colour by adding white and black.</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary.</p>	<p>To know how to create a print with a variety of objects.</p> <p>To know what a repeating pattern is.</p> <p>To know how to create a printing block</p> <p>To know some key artists and their techniques.</p> <p>To know and use technical vocabulary.</p>	<p>To know how to cut with increasing control.</p> <p>To know you can combine a variety of materials which have been cut or torn.</p> <p>To know how to create different textures</p> <p>To know some key artists and their techniques.</p> <p>To know and use technical vocabulary.</p>
Key skills	<ul style="list-style-type: none"> Choose to use thick and thin brushes as appropriate. Mix primary colour paint to discover secondary colours. Add white and black to alter tints and shades Mix paint and match colours to artefacts and objects Work on different scales. Create textured paint by adding materials, i.e. sand, sawdust, flour. 	<ul style="list-style-type: none"> Print with a range of found objects as tools Take simple prints i.e. mono-printing Explore printing with soft objects for texture. Discover the notion of negative and positive Design and build repeating patterns Create simple printing blocks for press print 	<ul style="list-style-type: none"> Explore cutting, tearing paper and card to create different shapes. Experiment with arranging materials in different ways/shapes Explore folding, crumpling, tearing different materials. Explain why they have chosen different materials.
Suggested artists	Paul Klee Piet Mondrian	Xgaoc'o X'are	Henri Matisse Eric Carle



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Year 2	Drawing	Digital art	3D
Key vocabulary	draw, pencil, crayon, charcoal, mood, colour, line, thick, thin, shape, tone, light, dark, pattern,	Digital image, line, colour, shape, space	2D to 3D, materials, product, manipulate, tools, clay, dough, paper, card, roll, knead, shape, cut, technique, form, texture, experiment, create
Key knowledge	<p>To know how to use lines to represent objects.</p> <p>To know how to draw lines of different shapes and thickness with a range of materials.</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>	<p>To know you can use technology purposefully to create.</p> <p>To know you can use a computer programme to recreate an artistic style.</p> <p>To use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p>	<p>To understand the difference between 2D and 3D shapes</p> <p>To know you can use a variety of natural, recycled and manufactured materials for sculpting.</p> <p>To know how to change the shape of malleable materials.</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>
Key skills	<ul style="list-style-type: none"> Experiment with and control marks made with different media: pencils, crayons, pastels, felt tips, charcoal, chalks Explore drawing on different surfaces. Lines name, match and draw lines/marks from observations, invent new lines in drawings. Shape Observe and draw shapes. Invent new shapes. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<p>Make and edit shapes to create a piece of art.</p> <p>Explore a range of tools in a computer programme to reproduce a style of art.</p>	<ul style="list-style-type: none"> Explore how 2D can become 3D Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading Explore sculpture with a range of malleable and rigid materials, clay, dough, boxes. Use materials to make objects for a purpose Work safely with materials and tools <p>Experiment with constructing and joining recycled, natural and manmade materials.</p>
Suggested artists	Stephen Wiltshire Rob Dunlavey	Kandinsky Harold Cohen	Darryl Wakelam Anthony Gormley



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Year 3	Digital Art	Drawing	3D
Key vocabulary	Digital source, visual information, graphics, visual images, graphics package, line, shape, colour, shade, space	draw, pencil, crayon, charcoal, mood, colour, line, thick, thin, shape, form, tone, light, dark, grade, pattern, texture, oil pastels, chalk pastels, shadow, shade, space, proportion, scale	materials, product, manipulate, tools, clay, dough, paper, card, pop-up, wire, roll, knead, mould, shape, cut, technique, form, texture, experiment, create, review, revisit, improve, surface patterns, join, construct, modelling,
Key knowledge	<p>To know you can use technology purposefully to create.</p> <p>To know you can use a computer programme to recreate an artistic style.</p> <p>To use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p>	<p>To know how shading can show light and shadow effects with a range of materials</p> <p>To know how to add pattern and texture.</p> <p>To know what observation and proportion mean.</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>	<p>To know how to combine a range of materials to create shapes.</p> <p>To know how to add to a sculpture to create detail</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>
Key skills	<ul style="list-style-type: none"> • Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images. • Make and edit shapes to create a piece of art. • Explore a range of tools in a computer programme to reproduce a style of art. • Change the shade of a colour and shapes of images for effect • Use a range of skills to create a piece of art 	<ul style="list-style-type: none"> • Draw for a sustained periods of time. • Use a sketchbook to collect and develop ideas from a range of sources • Experiment with marks and lines with a wide range of implements charcoal, chalk, different grades of pencil, crayon, ball point pens, marker pens, soft/oil pastels. • texture and pattern use dots and lines to explore pattern and texture. • Line Use different grades of pencils to explore lines and marks. • Form and shape observe and draw shapes, explore objects having a third dimension. 	<ul style="list-style-type: none"> • Explore how combinations of materials such as wire, paper, fabric, string, card, clay can be transformed into sculpture. • Discover how best to manipulate them (cut, tear, bend, fold) • Explore joining techniques/how to fasten them together. • Plan, design and make models from observation or imagination. • Experiment with constructing and joining recycled, natural and manmade materials.



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		<ul style="list-style-type: none"> • Tone experiment with different grades of pencil to create shadow and shade and draw the effect of light. • Show an awareness of space when drawing, including space and proportion. • Work on a variety of scales. 	
Suggested artists	Michelle Reader Frank Stella/Charles Mcgee	Stone age cave art images Quinten Blake	James Faure Walker
Year 4	Collage	Printing	Painting
Key vocabulary	Background, collage, overlap, layer, texture, effect	Printing block, primary colour, secondary colour, printing ink, polystyrene, roller, press, overlay	Paint, feeling, mood, mix, primary secondary colours, background, wash, experiment, effects, texture, watercolour, base, tints, shading, blending,
Key knowledge	<p>To know how to select colours and materials for effect.</p> <p>To know a range of techniques</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>	<p>To know how to use more than one colour to layer a print</p> <p>To know about different printing techniques</p> <p>To know how to create a repeating pattern</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>	<p>To know how to use paint to create warm and cool coolers.</p> <p>To use colours to generate mood and feeling, form and light.</p> <p>To know the effects of different brushes</p> <p>To know some key artists and their techniques</p> <p>To know and use technical vocabulary</p>
Key skills	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Explore using various medias (newspaper, photocopies, crepe paper, magazines) as 	<ul style="list-style-type: none"> • Create printing blocks using relief or impressed method • Develop mono-printing techniques using relief or impressed (positive/negative) method and carbon paper. • Create repeating patterns from observation 	<ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, layering colour, adding depth and distance. • Create different effects and textures with paint



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	<p>backgrounds.</p> <ul style="list-style-type: none"> Use collage as a means of collecting ideas <p>Select colours and materials to create effect, giving reasons for their choices</p>	<p>Print with two colour overlays.</p>	<ul style="list-style-type: none"> Explore making different shades and tones by adding black and white. Use language of and mix primary and secondary colours and use tints and shades. Experiment with shading and blending to create mood and feeling with colours. Use different brush techniques to create shape, textures, patterns and lines
Suggested artists	<p>Gaudi Roman mosaic images</p>	<p>William Morris</p>	<p>Ted Harrison Frank Bowling</p>
Year 5	Digital Art	3D	Painting
Key vocabulary	<p>Digital source, visual information, graphics, visual images, graphics package</p>	<p>materials, product, observations, manipulate, tools, clay, slabs, coils, slips, dough, paper, card, wire, roll, knead, shape, cut, technique, form, texture, experiment, create, review, revisit, improve, design technique, intricate patterns, join, construct, modelling, sculpture, abstract, biomorphic</p>	<p>Paint, acrylic, texture, watercolours, tools, mood, background, foreground, light effects, atmosphere, sketch materials, own style, imagination, sponging, stippling, sgraffito, impasto, blending</p>
Key knowledge	<ul style="list-style-type: none"> To know how to use technology to create artworks with a sense of understanding of space, shape, colour, line and pattern; To know you can investigate and use a range of art mediums and tools with more control, including digital drawing. To know how to explore and use photography, digital imaging and 	<ul style="list-style-type: none"> To know how to plan and design a sculpture. To know how to use tools and materials to carve, add shape, add texture and pattern. To know how to cut and join different materials (using wire, coils, slabs and slips) To know some key artists and their techniques 	<ul style="list-style-type: none"> To know how to create a colour palette, demonstrating mixing techniques. To know how you can use a range of paint (watercolours, acrylics, oil paints) to create visually interesting pieces. To know some key artists and their techniques



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	design tools with purpose and control for self-expression.	<ul style="list-style-type: none"> To know and use technical vocabulary 	<ul style="list-style-type: none"> To know and use technical vocabulary
Key skills	<ul style="list-style-type: none"> creating artworks with a sense of understanding of space, shape, colour, line and pattern. investigating and using a range of art mediums and tools with more control, including digital drawing. exploring and using photography, digital imaging and design tools with purpose 	<ul style="list-style-type: none"> Shape, form, model and construct from observation and imagination. Create 3D sculptures with clay and other materials. Experiment with and combine materials to make a 3D form (sculpt clay, wire or other malleable materials) Create models on a range of scales. Include both visual and tactile elements in their work Plan a sculpture through drawing and other preparatory work . Develop skills in using clay including slabs, coils, slips etc. Produce patterns and textures in malleable materials. 	<ul style="list-style-type: none"> Experiment with different media and materials for painting. Create texture using acrylic paints. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. Mix and match colours to create atmosphere and light effects Identify, mix and use primary, secondary, complimentary and contrasting colours.
Suggested artists	Andy Warhol	Henry Moore Alberto Giacometti	Georgia O'keeffe Paul Cezanne
Year 6	Collage	Drawing	Printing
Key vocabulary	Painted, drawn, printed background, range of media, tone, shape , pattern, mood, emotion, tactile, overlay, accuracy, detail	draw, pencil, crayon, charcoal, mood, colour, line, thick, thin, shape, form, tone, light, dark, grade, pattern, texture, oil pastels, chalk pastels, shadow, shade, reflection, space, proportion, scale, observation crosshatching, hatching, blending, composition, movement, impression, technique, background, middle ground, fore ground, depth	Impressed technique, print, ink, rotate design, materials, lino, cutters, overlay



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<p>Key knowledge</p>	<ul style="list-style-type: none"> To know how to add a collage to a painted or printed background. To create and arrange patterns and textures. To know how to use a range of mixed media. To know how to plan and design a collage. To know some key artists and their techniques To know and use technical vocabulary 	<ul style="list-style-type: none"> To know how to use a variety of techniques to add effects, eg shadows, reflection, hatching and cross-hatching To know how to depict perspective. To know how to use a variety of tools and select the most appropriate. To know some key artists and their techniques To know and use technical vocabulary 	<ul style="list-style-type: none"> To know how to design and create printing blocks/tiles. To know how to develop techniques in mono, block and relief printing. To know how to create and arrange patterns. To know some key artists and their techniques To know and use technical vocabulary
<p>Key skills</p>	<ul style="list-style-type: none"> Add collage to a printed or painted background Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work <p>Use collage as a means of extending work from initial ideas</p>	<ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, with a range of materials. Use different techniques for different purposes i.e. shading, cross hatching and blending within their own work. Start to develop their own style using tonal contrast and mixed media. Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people. 	<ul style="list-style-type: none"> Develop techniques relief or impressed method (positive/negative) with lino and cutters. Experiment with overprinting motifs and colour. <p>Print onto different coloured and textured surfaces.</p>



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		<ul style="list-style-type: none"> • Explore the concept of perspective, developing an awareness of composition, scales and proportion ie foreground, middle ground and background. • Experiment with wet and dry media to make different marks, lines, patterns, textures and shapes within drawing 	
Suggested artists	Claire Young	Frida Kahlo Banksy	James Green
Impact	By the time children leave St John’s Catholic Primary School, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other’s work		
Expected outcomes by the end of KS2	Knowledge	Skills	Vocabulary
	As a year 6 artist, transitioning to secondary school, we aspire that pupils will have gained knowledge and understanding of different skills, materials and tools to explore and be creative. Plus, have a knowledge of significant artists, craftspeople, architects and designers from a variety of cultures	We aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in ‘artist’ means.	The children will be using and understanding richer technical vocabulary associated with art.