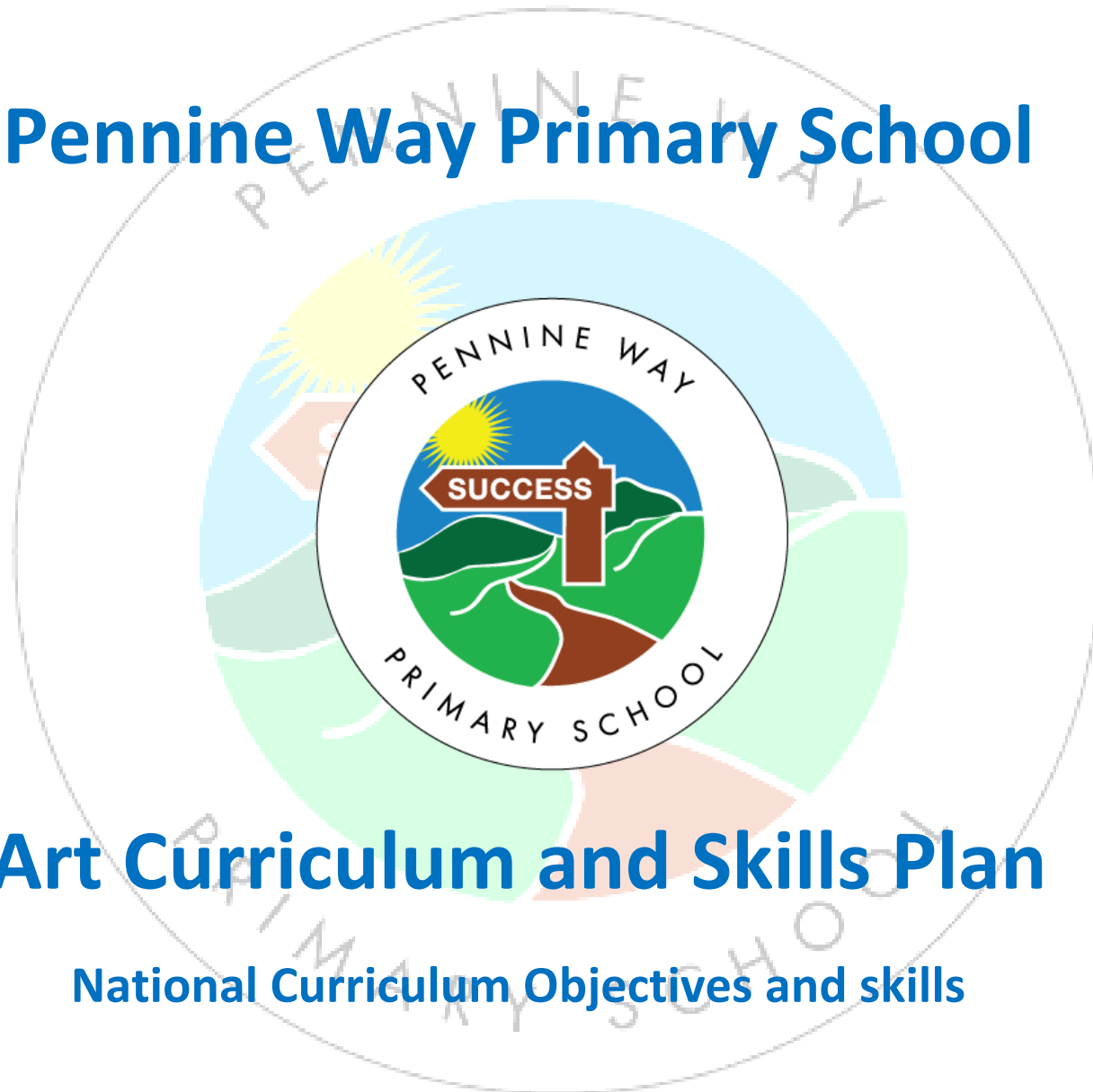


Pennine Way Primary School



Art Curriculum and Skills Plan

National Curriculum Objectives and skills

Art and Design curriculum at Pennine Way

Our Art and Design curriculum encourages free thinking, creativity and enjoyment where individuality and personal experience brings us closer together. Our skills become energised as we explore art for a variety of reasons, in a variety of contexts. How will you express your thoughts and feelings? Will you use collage, drawing, painting, printing or sculpture? And who will light that flame of inspiration? Monet, Van Gogh, Kandinsky, Warhol, Picasso. It's your world, your canvas, so create the one you want.

Art and Design Recovery Curriculum focus

Critical content for our recovery curriculum in Art and Design has been evaluated and our priority is on based around lost content and critical content needed for progression and links between concepts to be made.

In Key Stage 1, the priority for the children is their experience in manipulating tools and equipment. This is to develop and embed children's fine and gross motor skills in handling a range of tools. Priority is given where skills or knowledge are identified as core learning and stepping stones needed for progression or links between concepts. For example, in Year 1 the children need to be able to explore mark making with different brushes before they can use different types of brushes for different purposes in Year 3.

In Key Stage 2, children need to have a secure depth and mastery knowledge of different artistic methods, techniques, media and materials. For example, for children to be able to select their own media for a purpose in drawing they must have had experience in using different types of media.

Specific skills identified as critical content and being essential building blocks for each child's progression in their art and design curriculum have been **highlighted**.

| Art National Curriculum Expectations Year 1 | | | Year 1 | | |
|---|-------|--|--------|-----|-----|
| | | | Aut | Spr | Sum |
| To use a range of materials creatively to design and make products. | | | | | |
| To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | | | | | |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | | | | | |
| To 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. | | | | | |
| Painting | A1.1 | <i>Use a variety of tools to spread paint, e.g. straws, sticks, sponges, brushes.</i> | | | |
| | A1.2 | <i>Explore mark making – thick brushes, foam brushes, sponge brushes.</i> | | | |
| | A1.3 | <i>Develop awareness of primary colours and how they are used to create secondary colours.</i> | | | |
| | A1.4 | Produce a painting in the style of Paul Klee. | | | |
| | A1.5 | Design a painting in the style of a Cumbrian glass maker. | | | |
| | A1.6 | Paint a stained glass window. | | | |
| Printing | A1.7 | Use printing techniques to create artwork in the style of Paul Klee. | | | |
| | A1.8 | <i>Extended repeating patterns of two colours.</i> | | | |
| | A1.9 | Explore and recreate patterns with an extended range of objects. | | | |
| Collage | A1.10 | Handle a range of different materials. | | | |
| | A1.11 | <i>Select sort, cut and tear a range of materials.</i> | | | |
| | A1.12 | Begin to develop skills in overlapping and overlaying materials. | | | |
| | A1.13 | Develop awareness of contrasting textures and colour. | | | |
| Famous Artist and Craft Makers | A1.14 | <i>Describe what an Artist is.</i> | | | |
| | A1.15 | Give a basic fact about the work of Paul Klee. | | | |
| | A1.16 | Evaluate the work of Cumbrian glass painters. | | | |
| | A1.17 | Describe the differences and similarities between pieces of work including that of my own. | | | |

| Art National Curriculum Expectations Year 2 | | | Year 2 | | |
|---|-------|---|--------|-----|-----|
| | | | Aut | Spr | Sum |
| To use a range of materials creatively to design and make products. | | | | | |
| To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | | | | | |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | | | | | |
| To 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. | | | | | |
| Painting | A2.1 | <i>Experiments with colour- use primary colours to independently mix secondary colours.</i> | | | |
| | A2.2 | Creates patterns with increasingly intricate tools and paintbrushes. | | | |
| | A2.3 | Use colour and marks to express mood in the style of Wassily Kandinsky. | | | |
| | A2.4 | <i>Represents things observed, remembered or imagined.</i> | | | |
| Drawing | A2.5 | Making marks, signs and symbols on different types of paper. | | | |
| | A2.6 | Using lines to represent objects seen, remembered and imagined- simple maps in the style of Henry Beck. | | | |
| | A2.7 | <i>Compare light and dark using different grades of pencil.</i> | | | |
| | A2.8 | <i>Uses line and shade to represent things, see, remembered or observed.</i> | | | |
| | A2.9 | Explore light and dark shades using different media (sketching pencils and charcoal). | | | |
| | A2.10 | <i>Explore line, pattern, form and space using different media (sketching pencils and charcoal).</i> | | | |
| Sculpture | A2.11 | Design a 3d sculpture. | | | |
| | A2.12 | <i>Create textured surfaces using ridged and plastic materials.</i> | | | |
| | A2.13 | Uses stimuli to create simple 2D and 3D shapes and images using tools and materials. | | | |
| | A2.14 | Uses junk modelling materials to create a sculpture. | | | |
| Famous Artist and Designer | A2.15 | <i>Name a famous Artist.</i> | | | |
| | A2.16 | Give at least 2 facts about the work of Wassily Kandinsky. | | | |
| | A2.17 | Evaluate the work of Cumbrian sculptors. | | | |
| | A2.18 | <i>Describe the differences and similarities between pieces of work including my own.</i> | | | |

| Art National Curriculum Expectations Year 3 | | | Year 3 | | |
|--|-------|--|--------|-----|-----|
| | | | Aut | Spr | Sum |
| To create sketch books to record their observations and use them to review and revisit ideas. | | | | | |
| To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | | | | | |
| To know about great artists, architects and designers in history. | | | | | |
| Painting | A3.1 | Represents things observed, remembered or imagined, using colour/tools. | | | |
| | A3.2 | Explores the effect on paint of adding water, glue, sand, sawdust. | | | |
| | A3.3 | <i>Mix own secondary colours from primary colours with increasing independence and consistency.</i> | | | |
| | A3.4 | <i>Introduces different types of brushes for specific purposes.</i> | | | |
| | A3.5 | Produce a landscape painting in the style of Claude Monet. | | | |
| Collage | A3.6 | Produce a landscape collage. | | | |
| | A3.7 | <i>Use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</i> | | | |
| | A3.8 | Use collage as a means of collecting ideas and information and building a visual vocabulary. | | | |
| Drawing | A3.9 | Draw familiar objects from different viewpoints. | | | |
| | A3.10 | <i>Use line, shade and perspective to represent things seen, remembered or imagined.</i> | | | |
| | A3.11 | <i>Experiment with line, shades, texture, form and space.</i> | | | |
| Sculpture | A3.12 | Use paper mache to create a Faberge egg. | | | |
| | A3.13 | <i>Begin to look at colour and pattern in 3D structures</i> , transferring the knowledge to their own work in the style of the Faberge Eggs. | | | |
| | A3.14 | Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour. | | | |
| | A3.15 | Looks at 3D work from a variety of genres and cultures and develops own response through experimentation. | | | |
| Famous Artist and Designer | A3.16 | Analyse and evaluate the work of Claude Monet. | | | |
| | A3.17 | Analyse and evaluate Faberge Eggs and the designer's skills and techniques used. | | | |

| Art National Curriculum Expectations Year 4 | | | Year 4 | | |
|--|-------|---|--------|-----|-----|
| | | | Aut | Spr | Sum |
| To create sketch books to record their observations and use them to review and revisit ideas. | | | | | |
| To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | | | | | |
| To know about great artists, architects and designers in history. | | | | | |
| Painting | A4.1 | <i>Mix paints confidently to create secondary colours with the addition of black and white and other hues. Discusses warm and cool colours.</i> | | | |
| | A4.2 | <i>Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes.</i> | | | |
| | A4.3 | Uses different methods, colour and a variety of tools and techniques to express mood to create a painting in the style of Vincent Van Gogh. | | | |
| Drawing | A4.4 | <i>Uses a range of materials to improve line, shading and perspective in drawings.</i> | | | |
| | A4.5 | Selects appropriate media and techniques to achieve a specific outcome. | | | |
| | A4.6 | Create an observational drawing of a building in the style of Gaudi. | | | |
| | A4.7 | Use a view finder to focus in on a specific part of a building and draw in detail. | | | |
| Printing | A4.8 | <i>Create printing blocks using relief methods using a range of materials.</i> | | | |
| | A4.9 | Create printing blocks using impressed methods- using clay. | | | |
| | A4.10 | Create prints with two and three overlays. | | | |
| Famous Artist and Architect | A4.11 | <i>Analyse and evaluate</i> the architectural work of Gaudi. | | | |
| | A4.12 | Analyse and evaluate the work of Vincent Van Gogh. | | | |

| Art National Curriculum Expectations Year 5 | | | Year 5 | | |
|--|-------|---|--------|-----|-----|
| | | | Aut | Spr | Sum |
| To create sketch books to record their observations and use them to review and revisit ideas. | | | | | |
| To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | | | | | |
| To know about great artists, architects and designers in history. | | | | | |
| Painting | A5.1 | Uses techniques, colours, tools and effects to represent things seen, remembered or imagined. | | | |
| | A5.2 | <i>Mix colours independently to create a range of tints, tones and shades.</i> | | | |
| | A5.3 | Begin to investigate symbols, shapes, form and composition. | | | |
| | A5.4 | Create an abstract painting in the style of Pablo Picasso. | | | |
| Collage | A5.5 | Use collage to create images in the style of Picasso. | | | |
| | A5.6 | Add collage to a painted, printed or drawn background. | | | |
| | A5.7 | <i>Use a range of media to create collages.</i> | | | |
| | A5.8 | <i>Use different techniques, colours and textures etc when designing and making pieces of work.</i> | | | |
| | A5.9 | Use collage as a means of extending work from initial ideas. | | | |
| Sculpture | A5.10 | Create a clay model of a Greek pot. | | | |
| | A5.11 | <i>Shape, form, model and construct from observation or imagination.</i> | | | |
| | A5.12 | <i>Join clay adequately and construct a simple base for extending and modelling other shapes.</i> | | | |
| | A5.13 | Produce intricate patterns and textures in a malleable media. | | | |
| Printing | A5.14 | Create a wallpaper design using a repeating pattern. | | | |
| | A5.15 | <i>Create prints with overlays.</i> | | | |
| | A5.16 | Create a print in the style of William Morris. | | | |
| Famous Artist and Designer | A5.17 | <i>Analyse and evaluate</i> the work of Pablo Picasso and give key facts about his artistic style and work. | | | |
| | A5.18 | Analyse and evaluate the work of designer William Morris and give key facts about the style of his work. | | | |

| Art National Curriculum Expectations Year 6 | | | Year 6 | | |
|--|-------|--|--------|-----|-----|
| | | | Aut | Spr | Sum |
| To create sketch books to record their observations and use them to review and revisit ideas. | | | | | |
| To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | | | | | |
| To know about great artists, architects and designers in history. | | | | | |
| Painting | A6.1 | Explores the effect of light and colour, texture and tone on natural and man-made objects. | | | |
| | A6.2 | Famous artists with a range of styles to master art techniques from KS2. | | | |
| | A6.3 | Investigates more complex symbols, shapes, form and composition. | | | |
| | A6.4 | <i>Independently select or mix paints for specific effects, including creating a range of tints, tones and shades.</i> | | | |
| | A6.5 | Create a painting in the style of Andy Warhol. | | | |
| Drawing | A6.6 | Selects appropriate media and techniques to achieve a specific outcome. | | | |
| | A6.7 | Builds up drawings and images of whole or parts of items using various techniques, e.g. relief, impressed. | | | |
| | A6.8 | <i>Produce increasingly accurate drawing using line, shades and perspective.</i> | | | |
| | A6.9 | Use charcoal to create increasingly accurate drawings. | | | |
| Sculpture | A6.10 | Evaluate the work of Norman Foster. | | | |
| | A6.11 | Plan a sculpture through drawing and other preparatory work in the style of Norman Foster. | | | |
| | A6.12 | Create a 3D clay sculpture in the style of architect Norman Foster. | | | |
| | A6.13 | <i>Develop skills in using clay inc. slabs, coils, slips</i> | | | |
| | A6.14 | Produce increasingly intricate patterns and textures in a malleable media | | | |
| Printing | A6.15 | Use printing techniques to create a painting in the style of Andy Warhol. | | | |
| | A6.16 | <i>Create prints using a range of media e.g. pens, colour pens and paints.</i> | | | |
| Famous Artist and Architect | A6.17 | <i>Analyse and evaluate</i> the work of Andy Warhol and describe in detail some key facts. | | | |
| | A6.18 | Analyse and evaluate the work of the architect Norman Foster and discuss in detail some key facts. | | | |