**Curriculum Overview Art and Design 2024 -2025 Primary**

**Intent - Pupils learn how to use workbooks, discover new materials becoming confident within Art processes and techniques**

The structure and sequence of lessons helps teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. We intend children to have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. All children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a curriculum offering skills progression, knowledge progression and giving children the opportunity to ask questions and demonstrate their skills in a variety of ways. We aim to offer the chance for children to develop their emotional expression through art, to enhance their personal, social and emotional development.

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 1 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | Colour Theory  Pencil Skills | Self Portraits | Investigating  Sculpture 3D | | Sculpture | | Language of Art  Painting | | Using art language |
| Key New Knowledge | Develop Self Portraits  Understanding  How symmetry is used  Artist Study  Romero Britto  Pencil colour blending. | Continued  Artist study used to create  Mixed Media Collage  Self Portraits in style of Romero Britto  Using colour explaining choices | Barbara Hepworth  Introduction to sculpture and styles  Research  Develop knowledge  How to make a 3D sculpture | | Air Drying Clay  How to use 3D materials correctly  How to work with clay, safely layering and building.  Design and make  Pot, imprint shapes into. | | Investigating Van Gogh  Starry night  How paint layered to create desired result.  Experimenting with paints and colours. | | Creating own interpretation of Starry Night in alternative style  Demonstrate a good understanding of colour range  How work can build up gradually |
| Assessment | How pupil responded to colour and showed good understanding in self-portrait project | | Understanding of 3D form, how they researched and investigated materials. | | | | Use of art language. Artist knowledge and interpretation of artwork. | | |

**KEY STAGE 1 Year 1 CURRICULUM OVERVIEW 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 2 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | Pencil skills | Self Portraits | Colours shape and texture | | Colour Shape and Texture  3D | | Pattern Design  Artist research | | Printmaking and Painting |
| Key New Knowledge | Colour Theory  How colour works  Practice mixing  Self Portraits  Research Frida Kahlo  Tone, shade and texture  Working with a mirror | continued  Mexico Frida  Day of the dead  Colour use and mixing brought into project  Understanding theme Day of the Dead | Flowers inspired by Georgia O’Keefe  How artists work used to inspire.  Work book development.  Shapes, layering and texture | | Painting  Under the sea  Building up shapes to create a scene  How to draw considering perspective.  3D fish made from recycled bottles | | Beartriz Milhazes  Pattern artist  What is pattern  How do we create patterns?  Research theme in workbooks and then create own pattern. | | Pattern Design  Continued  Printing with polystyrene block  1 colour print  Understanding how block printing works. |
| Assessment | How pencil, shading skills developed, colour, tone and texture. Self-portraits and Day of the dead work assessed how used processes and techniques learnt. | | Colour shape and texture understood and how artists use within work. How used to develop a project shown in finished pieces bringing in 3D elements. Painting shows maturity and understanding of mixing colours. | | | | Pattern and printing processes show understanding with pupils explaining how they created their finished pattern. | | |

**KEY STAGE 1 Year 2 CURRICULUM OVERVIEW 2024-25**

**KEY STAGE 1 Year 3 CURRICULUM OVERVIEW 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 3 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | Warm up pencil skills | Portraits  Continued | Painting and printing | | Printing | | 3D Sculpture  Photography | | Landscapes and 3D drawing |
| Key New Knowledge | Colour Theory  Revisited    Self Portraits  Artist study Arcimboldo  Learning about drawing, shading and mark making. | Portrait development  Continued  Seasonal work  Bonfire night  Halloween  School play scenery | Artist study Patrick Caulfield  How artists of the past have used painting and print in their work.  Create a painting of a still life | | Colour print techniques  Inspired by PC  How prints work 1 colour and if work well 2 colour prints. | | Artist study Alberto Giacometti  Photography  How wire and clay can be mixed together | | Introduction into how we can use perspective within 3D drawing.  Photography  local environment  Perspective drawing how it works. |
| Assessment | Pencil skills blending, shading tone and texture shows development. How used in portraits and seasonal projects. | | How developing research skills and using within their own work. Final paintings and prints show design journey. | | | | Research using photography to create 3D sculptures how it informed and what did they learn. | | |

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 4 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | Revisit core skills  Pencil skills, how to tone and shade. | Portraits  Artist research | Textiles  Pattern | | Textiles  Weaving | | Environments  Geography  Landscapes | | Environments  Photography |
| Key New Knowledge | Yearly self portraits  Self-portraits using mirror  How we draw what we see and not what we think we see!  Blending pencils | In style of  Picasso  Cubism Portraits  Colour Theory, how we use colour  Seasonal work  Bonfire night  Halloween  School play scenery | print  Repeated pattern    Islamic art  Mathematical art  How to design an Islamic inspired pattern using mathematical grids. Cross curricular. | | Artist research Annie Albers  How shapes and patterns used within work.  Creating a weave using paper and materials. | | Hot air balloons in choice of location  Landscapes  Cross-curricular theme.  Research birds eye views around the world. | | Local art  Street art  Photography how we use in our art work  Collage and Printing  How to create a print using mono printing. |
| Assessment | How a mirror used to build up features reflecting on how they did and what they learnt. How Cubism took all the rules of symmetry and changed, how did pupils show understanding and diversity in their approach?  Using workbooks introduced to build up diary of design ideas. | | Textiles in 2 different styles, one traditional and the other contemporary. How they chose their materials and created to contrasting pieces to show understanding of textiles.  Workbook assessed | | | | Cross-curricular themes within environments. How photography and research of photos around world used within work to create an understanding of landscapes and environments. Two pieces that complement each other in different styles and mediums. | | |

**KEY STAGE 2 Year 4 CURRICULUM OVERVIEW 2024-2025**

**KEY STAGE 2 Year 5 CURRICULUM OVERVIEW 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage  Mixed Media | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 5 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | Revisit core skills  Shading Tone and Texture/ Colour Theory | Elizabethan portraits.  Collage  Painting  Mixed Media | Landscapes Perspective drawing  Photography | | Landscapes  Painting | | Recycling in art 3D | | 3D project  Model Making |
| Key New Knowledge | Yearly self portraits  Self-portraits using mirror  Spinning Colour wheel – cross curricular science  How we mix colour using paints | Study history and how portraits were painted in past.  History and art  Elizabethan  The Tudors  Mixed media piece using fabrics and paints. | Eye line  Street drawing  One point perspective  Photography of local streets  Mono Printing | | The Amazon  Artist study Rousseau  Painting and colour mixing  Layering background and foreground. | | WW2 Planes and Tanks  Badges  Recycling used to build models.  How to construct models. | | Continue summer 1  Model making and construction  Designing to making understanding. |
| Assessment | Development and understanding of the face should now be maturing. Look at how pupils have developed symmetry and facial features. Research of artists from past, how they use the knowledge to inform their Elizabethan portraits. Colour studies and mixing colour should show in colour choices. | | Landscape understanding how to set out using perspective and how to build up layers. Pupils should be able to explain materials they used, how they created their landscapes.  Understanding of perspective and artists.  Workbooks assessed to see how using to support project work. | | | | Term project from design to collecting materials to recycle to making of WW2 models. Should be planned, discussed evaluated as they progress. Outcomes show preparation displayed with to assess journey.  Workbook assessed. | | |

**KEY STAGE 2 Year 6 CURRICULUM OVERVIEW 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 6 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | Detailing pencil skills.  Understanding core skills | Collage and painting | Perspective  Work books | | Landscapes and printing. | | Sculpture  The Mayans | | Textiles  The Aztecs |
| Key New Knowledge | Yearly self portraits  Self-portraits using mirror  Research pop art portraits create pop art personal portrait piece  Use of colour  Reverse acetates process | Mixed media  Artist research Richard Hamilton  Roy Lichtenstein  How artists can influence interpretation.  Research used to inform final piece. | Artist study Stephen Wiltshire  Perspective drawing 2 point  More complex perspective, work through in stages. Practice in workbooks before main piece | | Local environment continued  Perspective learning how to expand a theme to different materials.  Liverpool architecture | | Around the world  Make a mood board to support work.  Research sculpture and the Mayans  Materials to use for sculptures recycled  Reflect theme in final piece | | Around the world art  Print  Weave  Fabric  The Aztecs research.  Create a textile piece inspired by the Aztecs. |
| Assessment | Development of work within workbooks. Showing clear understanding of how portrait work developed. How they use work to inform alternative way of working in collage and paint. | | Understanding the work of Stephen Wiltshire written piece and research. Work with 2 point perspective development and how used in architecture project. | | | | Around the world. Showing an understanding of art around the world how we can research and develop ideas. Using colour, tone texture, mixed media. Pupils discuss design decisions and what they have learnt. | | |

**IMPACT**

**KS1**

1. To use a range of materials creatively to design and make products

2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

3.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

4. 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.

**KS2**

1. To create sketch books to record their observations and use them to review and revisit ideas

2. 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] 3. To learn about great artists, architects and designers in history

**Primary yearly portraits** – Yearly portraits give pupils a piece of work they can reflect on/ compare and set standard for following year. The portraits become more detailed / complex as they mature style and artist inspiration research. Finished pieces are stored with most pupils having several portraits to show development by end of primary. Portraits can be done with a variety of materials and techniques to create diversity in Portrait also elements involved, symmetry, measuring, science of colour, history of portraits promote understanding of how cross curricular Art can be. Sectional more detailed pencil work is encouraged by KS2 with greater understanding of detailed studies. Portraits are continued in Secondary KS3 resulting in detailed understanding of Portraits ready for GCSE at KS4