



St. Mary's R.C. Primary School

Learn and Grow Together in Christ

Art Curriculum Overview					
Rational	<p>Our Art and Craft curriculum at St Mary's is designed to develop knowledge and skills that are progressive, enabling children to strengthen both critical thinking and problem solving skills. The process of creating art gives children choices and urges them to make decisions – a crucial skill that translates into all other aspects of life.</p> <p>Art stimulates both sides of the brain increasing the capacity for memory, attention and concentration. It introduces children to new vocabulary and concepts and generates memories and images which enrich their intellect and imagination. Children also improve and acquire social skills; their self-esteem is promoted and Art gives children a way to express themselves and their ideas.</p> <p>Through Art, children will build a progressive skill set enabling them to be persistent and consistent.</p>				
Approach	<p>Our Art and Design curriculum at St. Mary's follows a six/seven session structured plan; and throughout the children's Art education at their rime at our school, the children's skills through each strand are progressive and build upon prior learning, showing a clear development and comprehensive knowledge developing mastery. Mastery enables children to spend greater time going into depth about Art as opposed to racing through the things that all children should know.</p>				
SEND	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in art and design and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.</p>				
Values	Kindness	Tolerance	Friendship	Aiming High	Positivity
Concepts Craft and Design permeates through all concepts taught each term.	Drawing		Painting and Mixed Media		Sculpture and 3D
<p>Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.</p>					



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Year 1 Curriculum	Autumn	Spring	Summer
<p>Topic Titles and Knowledge Outcomes</p>	<p><u>Drawing:</u> Make your mark On completion of the unit, pupils will know ...</p> <p><u>Formal elements:</u></p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.</p> <p>Texture: That texture means 'what something feels like'. Different marks can be used to represent the textures of</p>	<p><u>Painting and mixed media:</u> Colour splash On completion of the unit, pupils will know ...</p> <p><u>Formal elements:</u></p> <p>Colour: Know that the primary colours are red, yellow and blue. Know primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple</p> <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Tone: Know that there are many different shades (or 'hues') of the same colour.</p>	<p><u>Sculpture and 3D:</u> Paper play On completion of the unit, pupils will know ...</p> <p><u>Formal elements:</u></p> <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture.</p> <p>Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures.</p>



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	<p>objects.</p> <p>Texture: Different drawing tools make different marks.</p> <p>Knowledge of artists: Artists choose materials that suit what they want to make.</p>	<p>Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Making skills: How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people.</p>	<p>How to decide the best way to glue something.</p> <p>How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>
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		Knowledge of Artists: An artist is someone who creates.	
Lesson Sequence	L1 – Do I know how to create different types of lines? L2 – Can I explore line and mark making to draw water? L3 – Can I draw with different media? L4 – Can I develop an understanding of mark making? L5 – Can I apply an understanding of drawing materials and mark making to draw from observation? L6- Assess and Evaluate.	L1 – Making colours. Can I investigate how to mix secondary colours? L2 – Painting with colour. Can I apply knowledge of colour mixing when painting? L3 – Printing with paint. Can I explore colour when printing? L4 – Exploring colour mixing. Can I experiment with paint mixing to make a range of secondary colours? L5 – Clarice Cliff plates. Can I apply their painting skills when working in the style of an artist? L6: Assess and Evaluate.	L1 – Tube towers. Can I roll paper to make 3D structures? L2 – 3D drawings. Can I shape paper to make a 3D drawing? L3 – Tree of life. Can I apply paper-shaping skills to make an imaginative sculpture? L4 – Giant spider model part 1 Can I work collaboratively to plan and create a sculpture? L5 – Giant spider model part 2 Can I apply painting skills when working in 3D? L6: Assess and Evaluate.
Knowledge Capture Task	Assessment – Art and Design Y1: Drawing quiz.	Assessment – Art and Design Y1: Painting and mixed media quiz.	Assessment – Art and Design Y1: Sculpture and 3D quiz.
NC Art and Design	Please see the document attached showing National Curriculum links across the Art topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		



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Cross Curricular Links	Music Science: Animals, including humans Mathematics: Geometry – properties of shapes	Mathematics: Number – number and place value.	Mathematics: Geometry – properties of shapes Science: Animals, including humans
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		
Year 2 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	<u>Drawing:</u> Telling a story On completion of the unit, pupils will know ... <u>Formal Elements:</u> Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.	<u>Painting and mixed media:</u> Life in colour On completion of the unit, pupils will know ... <u>Formal Elements:</u> Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form:	<u>Sculpture and 3D:</u> Clay Houses On completion of the unit, pupils will know ... <u>Formal Elements:</u> Form: Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes.



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	<p>Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Making skills: How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. how to use different materials and marks to replicate texture. How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. How to use marks and lines to show expression on faces. How to make a concertina book. How to use drawing to tell a story. How to use charcoal to avoid</p>	<p>That 'composition' means how things are arranged on the page.</p> <p>Shape: Collage materials can be shaped to represent shapes in an image.</p> <p>Pattern: Patterns can be used to add detail to an artwork.</p> <p>Texture: Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.</p> <p>Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p>	<p>Making skills: How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p>
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	<p>snapping and to achieve different types of lines. How to use drawing pens.</p> <p>Knowledge of artists: Illustrators use drawn lines to show how characters feel.</p> <p>Evaluating and analysing: People use art to tell stories. People make art for fun. People make art to help others understand something.</p>	<p>Making skills: How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage. How to choose and shape collage materials eg cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance/improve it.</p> <p>Knowledge of artists: Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract.</p>	
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		<p>Artists try out different combinations of collage materials to create the effect they want.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to help others understand something.</p>	
Lesson Sequence	<p>L1 – Charcoal mark making. Can I develop a range of mark making techniques?</p> <p>L2- Creating texture. Can I explore and experiment with mark-making to create textures?</p> <p>L3 – My toy story. Can I develop my observational drawing?</p> <p>L4 – Creating characters. Do I understand how to apply expressions to illustrate a character?</p> <p>L5 – Tell a story. Can I develop illustrations to tell a story?</p> <p>L6= Assessment and Evaluate</p>	<p>L1 –Colour magic. Can I develop knowledge of colour mixing?</p> <p>L2 –Texture hunt. Do I know how texture can be created with paint?</p> <p>L3 –Making textures. Can I use paint to explore texture and pattern?</p> <p>L4 –Collage creation. Can I compose a collage, choosing and arranging materials for effect?</p> <p>L5 –Developing detail, evaluate and improve artwork.</p> <p>L6- Assessment and Evaluate</p>	<p>L1 – Exploring clay. Can I use my hands as a tool to shape clay?</p> <p>L2 – Pinch pots. Can I shape a pinch pot and join clay shapes as decoration?</p> <p>L3 – Applying skills in clay. Can I use impressing and joining techniques to decorate a clay tile?</p> <p>L4 – Designing a tile. Can I use drawing to plan the features of a 3D model?</p> <p>L5 – House tiles. Can I make a 3D clay tile from a drawn design?</p> <p>L6- Assessment and Evaluate</p>



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Knowledge Capture Task	Assessment – Art and Design Y2: Drawing quiz.	Assessment – Art and Design Y2: Painting and mixed media quiz.	Assessment – Art and Design Y2: Sculpture and 3D quiz
NC Art and Design	Please see the document attached showing National Curriculum links across the Art topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	Mathematics: Geometry – properties of shapes English: Reading – comprehension		Design and technology: Design, Make
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 3 Curriculum	Autumn	Spring	Summer
Topic Title and Knowledge Outcomes	<u>Drawing:</u> Growing Artists On completion of the unit, pupils will know ... <u>Formal Elements:</u>	<u>Painting and mixed media:</u> Prehistoric Painting On completion of the unit, pupils will know ... <u>Formal Elements:</u>	<u>Sculpture and 3D:</u> Abstract Shape On completion of the unit, pupils will know ... <u>Formal Elements:</u>



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	<p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern: Surface rubbings can be used to add or make patterns.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Tone: That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction,</p>	<p>Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Making skills: How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface. How to paint on a rough surface. How to make a negative and positive image.</p>	<p>Colour: Using light and dark colours next to each other creates contrast.</p> <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.</p> <p>Shape: Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.</p> <p>Making skills: How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing.</p>
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	<p>blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Making skills: How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively.</p>	<p>How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials. How to create different textures using different parts of a brush. How to use colour mixing to make natural colours.</p> <p>Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed. People make art in more than one way.</p>	<p>How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping. How to add surface detail to a sculpture using colour or texture. Display sculpture.</p> <p>Knowledge of artists: Artists make decisions about how their work will be displayed.</p> <p>Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.</p>
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	<p>Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.</p> <p>Evaluating and analysing: People use art to help explain or teach things. People make art to explore big ideas, like death or nature.</p>	<p>Evaluating and analysing: People use art to help explain or teach things. People make art to explore big ideas, like death or nature.</p>	
<p>Lesson Sequence</p>	<p>L1 – See like an artist. Can I recognise how artists use shape in drawing? L2 – Shading. Do I understand how to create tone in drawing by shading? L3 – Texture pictures. Do I understand how texture can be created and used to make art? L4 – Botanical drawing. Can I apply observational drawing skills to create detailed studies?</p>	<p>L1- Exploring prehistoric art. Can I apply an understanding of prehistoric man-made art? L2- Charcoal animals. Do I understand and use scale to enlarge drawings in a different medium? L3- Prehistoric palette. Can I explore how natural products produce pigments to make different colours? L4- Painting on the cave wall. Can I select and apply a range of painting techniques?</p>	<p>L1- From 2D to 3D. Can I develop ideas for 3D work through drawing and visualisation in 2D? L2- Soap sculptures. Can I use more complex techniques to shape materials? L3- Working with wire. Can I explore how shapes can be formed and joined in wire? L4-- Shadow sculpture. Can I consider the effect of how sculpture is displayed? L5- Recycle and recreate. Can I choose and join a variety of materials to make sculpture? L6- Assessment and Evaluate</p>



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	L5 – Abstract flowers. Can I explore composition and scale to create abstract drawings? L6- Assessment and Evaluate	L5- Hands on a cave wall. Can I apply painting skills when creating a collaborative artwork? L6-Assessment and Evaluate	
Knowledge Capture Task	Assessment – Art and Design Y3: Drawing quiz.	Assessment – Art and Design Y3: Painting and mixed media quiz.	Assessment – Art and Design Y3: Sculpture and 3D quiz
National Curriculum End Points	Please see the document attached showing National Curriculum links across the Art topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	Mathematics: Geometry – properties of shapes Science: Light, Plants	History- The Stone Age Mathematics: Geometry – properties of shapes	
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 4 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	Drawing: Power Prints	Painting and mixed media: Light and Dark	Sculpture and 3D: Mega Materials
	On completion of the unit, pupils	On completion of the unit, pupils	On completion of the unit, pupils



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	<p>will know ... <u>Formal Elements:</u></p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Making skills: How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other.</p>	<p>will know ... <u>Formal Elements:</u></p> <p>Colour: Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p>Form: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.</p> <p>Making skills: How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting.</p>	<p>will know ... <u>Formal Elements:</u></p> <p>Form: Simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>Making skills: How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to use their arm to draw 3D objects on a large scale. How to sculpt soap from a drawn design. How to smooth the surface of soap using water when carving. How to join wire to make shapes by twisting and looping pieces together. How to create a neat line in the wire by cutting and twisting the end onto the main piece. How to use a range of materials to make 3D artwork, e.g. manipulate light to</p>
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	<p>How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint.</p> <p>Knowledge of artists: Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Evaluating and analysing:</p>	<p>How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p> <p>Knowledge of artists: Art can communicate powerful statements about right and wrong.</p>	<p>make shadow sculpture, use recycled materials to make 3D artwork. How to try out different ways to display a 3D piece and choose the most effective.</p> <p>Knowledge of artists: Art can communicate powerful statements about right and wrong. Artists can choose particular materials to communicate a message.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artists make work to explore right and wrong and to communicate their own beliefs. Art is influenced by the time and place it was made, and this affects how people interpret it.</p>
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	Artists evaluate what they make, and talking about art is one way to do this.		Artists may hide messages or meaning in their work.
Lesson Sequence	<p>L1 –3D pencil drawings. Can I draw using tone to create a 3D effect?</p> <p>L2 –Sense of proportion. Can I explore proportion and tone when drawing?</p> <p>L3 –Drawing with scissors. Can I plan a composition for a mixed-media drawing?</p> <p>L4 –Wax resist. Can I use shading techniques to create pattern and contrast?</p> <p>L5 –Power prints. Can I work collaboratively to develop drawings into prints?</p> <p>L6- Assessment and Evaluate</p>	<p>L1-Tints and shades. Can I understand how to darken or lighten a colour when mixing paint?</p> <p>L2- Three dimensions Can I use tints and shades to give a three-dimensional effect when painting?</p> <p>L3- Painting techniques. Can I explore how paint can create very different effects?</p> <p>L4- Composition Can I consider proportion and composition when planning a still life painting?</p> <p>L5- Still life Can I apply knowledge of colour mixing and painting techniques to create a finished piece?</p> <p>L6- Assessment and Evaluate</p>	<p>L1- Structural shapes Can I join 2D shapes to make 3D structures?</p> <p>L2- Constructing in 3D Can I join materials in different ways when working in 3D?</p> <p>L3- Seeing space Can I develop ideas for 3D artwork?</p> <p>L4- Abstract sculpture Can I apply knowledge of sculpture when working in 3D?</p> <p>L5- Surface decoration Can I evaluate and improve an artwork?</p> <p>L6- Assessment and Evaluate</p>
Knowledge Capture Task	Assessment – Art and Design Y4: Drawing quiz.	Assessment – Art and Design Y4: Painting and mixed media quiz.	Assessment – Art and Design Y4: Sculpture and 3D quiz
NC Art and Design	Please see the document attached showing National Curriculum links across the Art topics.		



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Cross Curricular Links		Science: Light	Design and technology: Technical knowledge Mathematics: Geometry – properties of shapes
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 5 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	<p>Drawing: I need space.</p> <p>On completion of the unit, pupils will know ...</p> <p>Formal Elements:</p> <p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by artists to control what the viewer looks at</p>	<p>Painting and mixed media: Portraits</p> <p>On completion of the unit, pupils will know ...</p> <p>Formal Elements:</p> <p>Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Pattern:</p>	<p>Sculpture and 3D: Interactive Installation</p> <p>On completion of the unit, pupils will know ...</p> <p>Formal Elements:</p> <p>Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork change the effect of the piece.</p>



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	<p>within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Texture: How to create texture on different materials.</p> <p>Making skills: To know what print effects different materials, make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Tone: Tone can help show the foreground and background in an artwork.</p> <p>Making skills: How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect.</p>	<p>Making skills: How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them, for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs.</p>
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	<p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials, for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them, for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials, for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Evaluating and analysing: Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>
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Lesson Sequence	<p>L1 – Space imagery Can I explore the purpose and effect of imagery? L2 – Drawing decisions Can I understand and explore decision making in creative processes? L3 – Teis Albers Can I develop drawn ideas through printmaking? L4 – A vision of the future Can I test and develop ideas using sketchbooks? L5 – Revisiting ideas Can I apply an understanding of drawing processes to revisit and improve ideas? L6- Assessment and Evaluate</p>	<p>L1 – Poem portrait Can I explore how a drawing can be developed? L2 – Developing drawings Can I combine materials for effect? L3 – Self-portraits Can I identify the features of self-portraits? L4 – Changing faces Can I develop ideas towards an outcome by experimenting with materials and techniques? L5 – Mixed-media portraits Can I apply knowledge and skills to create a mixed media self-portrait? L6- Assessment and Evaluate</p>	<p>L1 – What is installation art? Can I identify and compare features of art installations? L2 – Space and scale Can I investigate the effect of space and scale when creating 3D art? L3 – Everyday amazing Can I problem-solve when constructing 3D artworks? L4 – Creative concepts Can I plan an installation that communicates an idea? L5 – Viewer experience Can I apply their knowledge of installation art and develop ideas into a finished piece? L6- Assessment and Evaluate</p>
Knowledge Capture Task	<p>Assessment – Art and Design Y5: Drawing quiz.</p>	<p>Assessment – Art and Design Y5: Painting and mixed media quiz.</p>	<p>Assessment – Art and Design Y5: Sculpture and 3D quiz</p>
NC Art and Design Links	<p>Please see the document attached showing National Curriculum links across the Art topics.</p>		
Possible endpoints and support for the least able	<p>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.</p>		
Cross Curricular Links	Science:	English: Handwriting and presentation	



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	Earth and space	Computing	
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 6 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	<p>Drawing: Make my voice heard.</p> <p>On completion of the unit, pupils will know ...</p> <p>Formal Elements:</p> <p>Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form:</p>	<p>Painting and mixed media: Artist Study.</p> <p>On completion of the unit, pupils will know ...</p> <p>Formal Elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern:</p>	<p>Sculpture and 3D: Making Memories.</p> <p>On completion of the unit, pupils will know ...</p> <p>Formal Elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional artwork.</p> <p>Shape:</p>



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	<p>The surface textures created by different materials can help suggest form in two-dimensional artwork.</p> <p>Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>Making skills: To know gestural and expressive ways to make marks. To know the effects different materials, make. To know the effects created when drawing on different surfaces. How to use symbolism to create imagery. How to combine imagery into unique compositions.</p>	<p>Pattern can be created in many ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Texture: Applying thick layers of paint to a surface is called impasto and is used by artists such as Claude Monet to describe texture.</p> <p>Making skills: How to use sketchbooks to research and present information. How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist. How to use different methods to analyse artwork such as drama, discussion and questioning.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest.</p>	<p>How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills: How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms.</p>
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	<p>How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with.</p> <p>How to use charcoal to create chiaroscuro effects.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it.</p>	<p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.</p>	<p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences.</p>
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	<p>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>-</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art to reflect on their unique characteristics.</p> <p>People can have varying ideas about the value of art.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>		<p>Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art to reflect on their unique characteristics.</p>
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<p>Lesson Sequence</p>	<p>L1 –Experimental mark making Can I explore expressive drawing techniques? L2 –Symbolic imagery Can I consider how symbolism in art can convey meaning? L3 –Chiaroscuro Can I apply understanding of the drawing technique chiaroscuro? L4 –Street art Can I evaluate the context and intention of street art? L5 –Powerful imagery Can I apply an understanding of impact and effect to create a powerful image? L6- Assessment and Evaluate.</p>	<p>L1 –David Hockney Do I understand how to analyse a famous painting? L2 –Paula Rego – The Dance Do I understand how to find meaning in painting? L3 –John Singer Sargent – The Front Line Can I apply drama techniques to explore the meaning of a painting? L4 –Lesson 4: Fiona Rae Can I apply interpretation skills to analyse and respond to an abstract painting? L5 –Lubaina Himid Do I understand how art can tell stories or portray messages? L6-Research and planning Can I develop starting points for creative outcomes? L7-Making art! Can I demonstrate an understanding of painting techniques to make personal choices?</p>	<p>L1 –Exploring self Can I analyse how art can explore the concept of self? L2 –Relief sculptures Can I explore sculptural techniques? L3 –Memory Museum Can I use creative experience to develop ideas and plan a sculpture? L4 –Memory sculpture Can I apply an understanding of materials and techniques to work in 3D? L5 –Complete and reflect Can I problem solve, evaluate and refine artwork to achieve a chosen outcome? L6- Assessment and Evaluate.</p>
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Knowledge Capture Task	Assessment – Art and Design Y6: Drawing quiz.	Due to the length of the unit, children will be continually assessing and evaluating their pieces and their knowledge, throughout each lesson. Assessment – Art and Design Y6: Painting and mixed media quiz.	Assessment – Art and Design Y6: Sculpture and 3D quiz
NC Art and Design Links	Please see the document attached showing National Curriculum links across the Art topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links			
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		