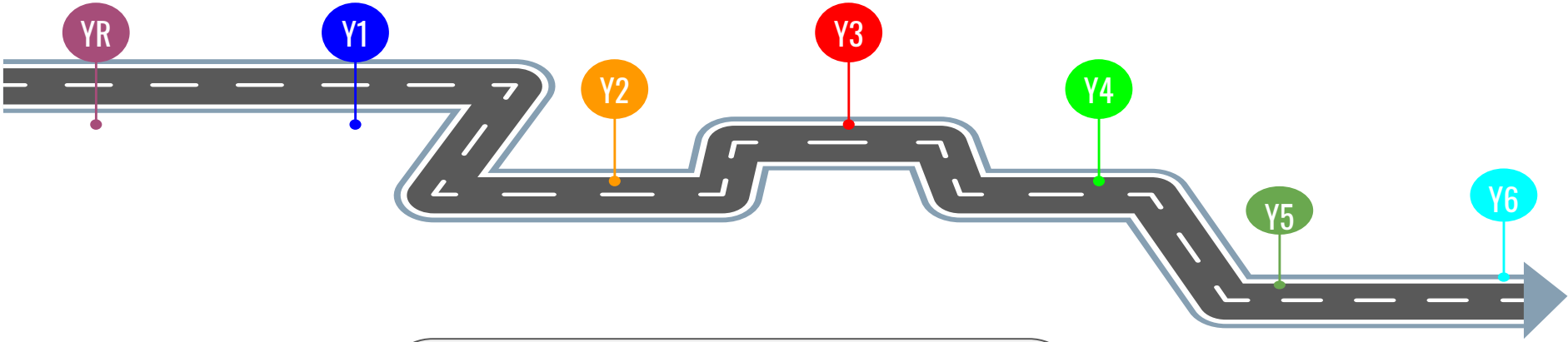
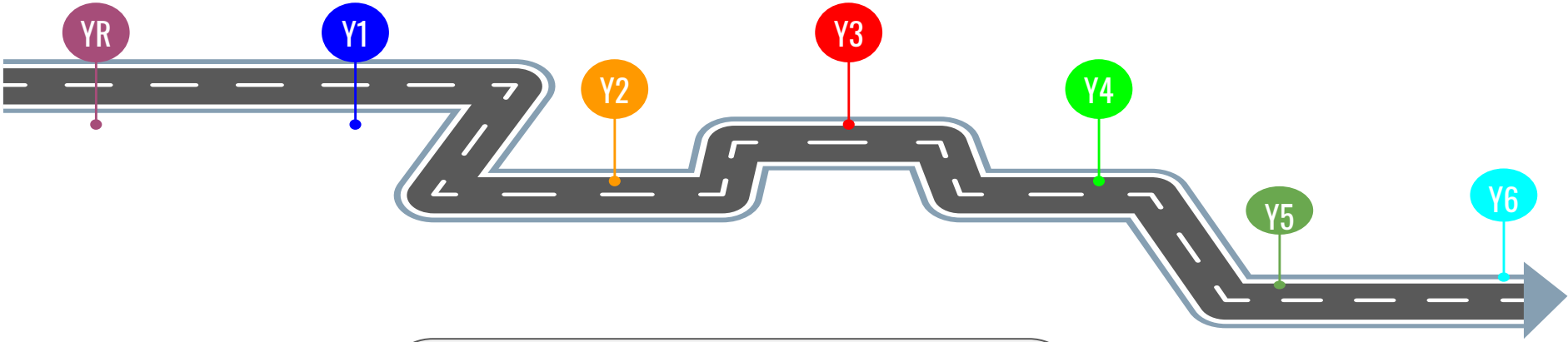
Houghton Primary School: ART & DESIGN



ART & DESIGN

CURRICULUM

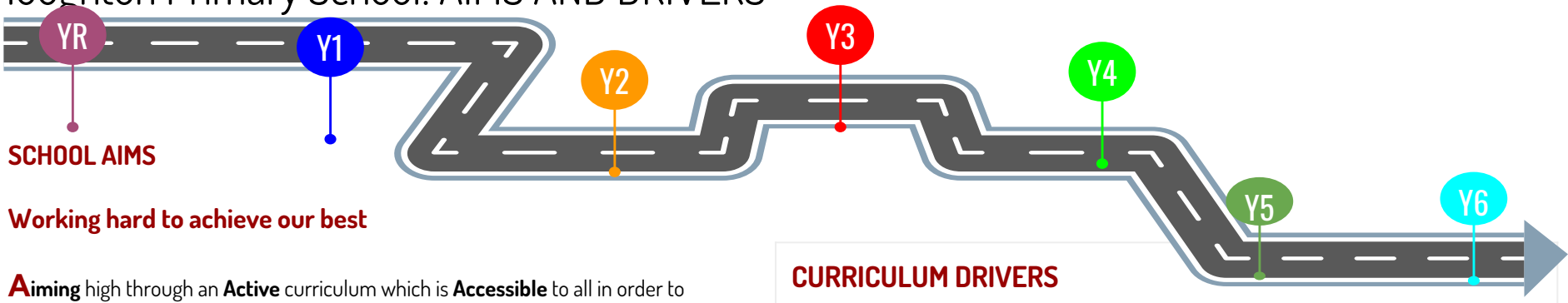
Houghton Primary School: ART & DESIGN



ART & DESIGN CURRICULUM

INTENT

Houghton Primary School: AIMS AND DRIVERS



SCHOOL AIMS

Working hard to achieve our best

Aiming high through an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can

Challenging ourselves within a culture of **Care, Cooperation** and **Community**

Helping each other to achieve within a **Happy, Healthy** and **Hard-working** environment

Inspiring others to be **Independent, Involved** and ever **Improving**

Expecting the very best of ourselves and others and always aiming to be **Excellent** in all that we do

Valuing every individual and providing **Varied** learning experiences

Encouraging everyone through our **Enthusiasm** and **Eagerness** to be our very best

CURRICULUM DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum

Community to develop our wish to be a central part of the local, national and world community

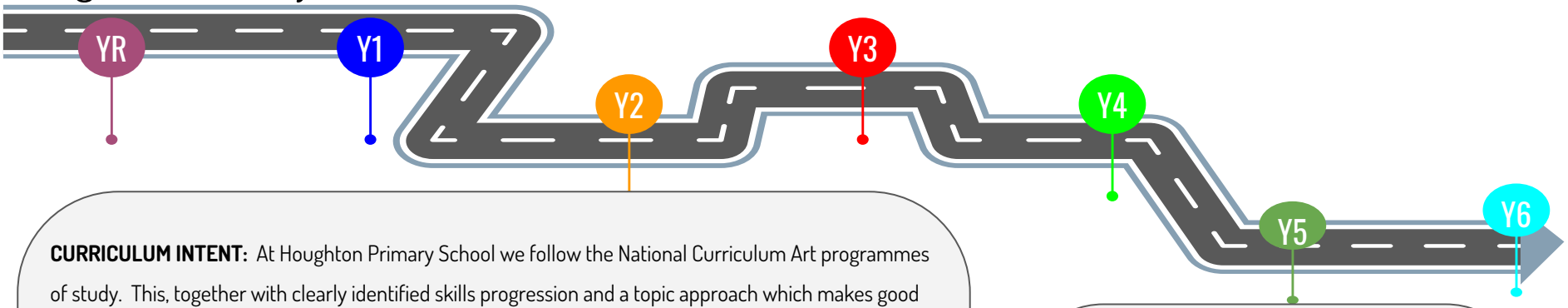
Environment to continue to reinforce that we value the environment and feel passionate about its management

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.

Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!

Enterprise to support our children in developing more independence and the opportunity to show initiative

Houghton Primary School: ART & DESIGN



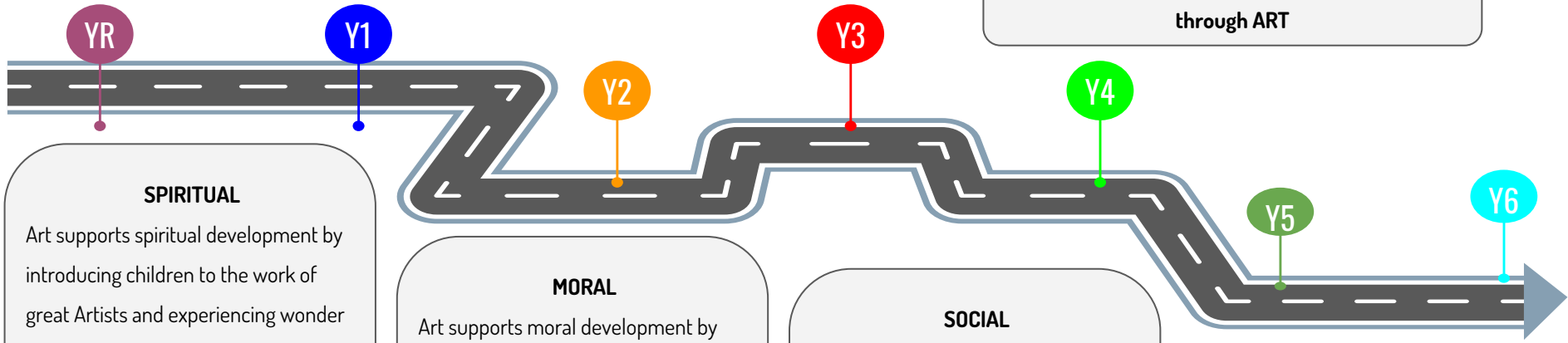
CURRICULUM INTENT: At Houghton Primary School we follow the National Curriculum Art programmes of study. This, together with clearly identified skills progression and a topic approach which makes good connections with other subjects, supports the development of our children's knowledge and understanding within this subject. We follow the National Curriculum Art programmes of study, but aim to develop children's artistic skills through a holistic approach which is influenced by other areas of our curriculum. We have found inspiration in Maths, Geography, Science, History and English. High quality picture books and their illustrators, alongside renowned artists, provide key stimuli for our Art Curriculum. We aim for children to develop key artistic skills while applying, practising and refining using a range of media Our clearly identified skills progression teamed with a topic approach which makes good connections with other subjects, supports the development of our children's knowledge and understanding within this subject.

We take every opportunity to ensure that our school curriculum drivers of oracy, diversity, community, environment and enquiry remain central to our approach for this subject area.

PURPOSE OF STUDY: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Houghton Primary School: ART & DESIGN

Spiritual, Moral, Social and Cultural Development through ART



SPIRITUAL

Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress

MORAL

Art supports moral development by encouraging mutual respect and the consideration for others' work. Children are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self- belief.

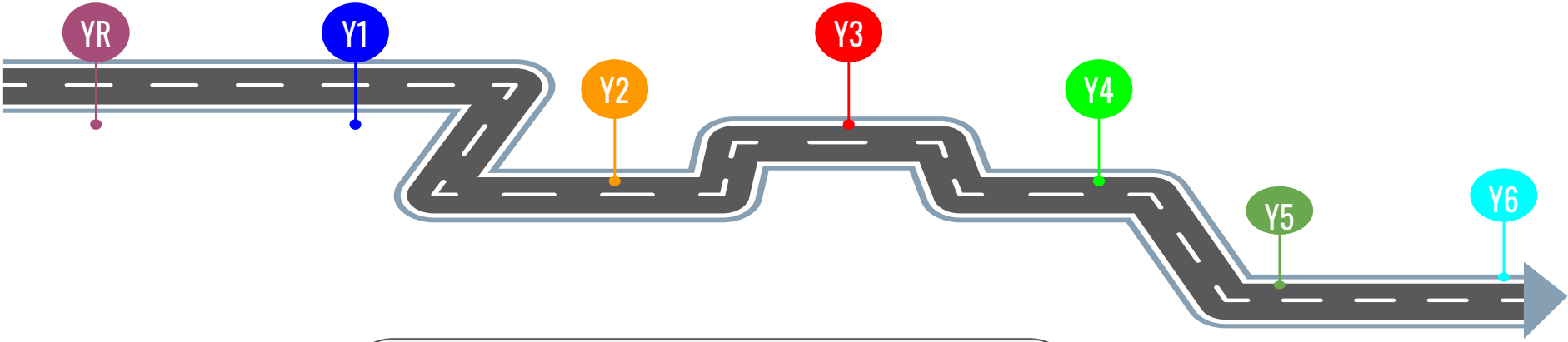
SOCIAL

Art and Design supports social development because children frequently required to work in pairs, groups or teams collaboratively. Children often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.

CULTURAL

Art supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.

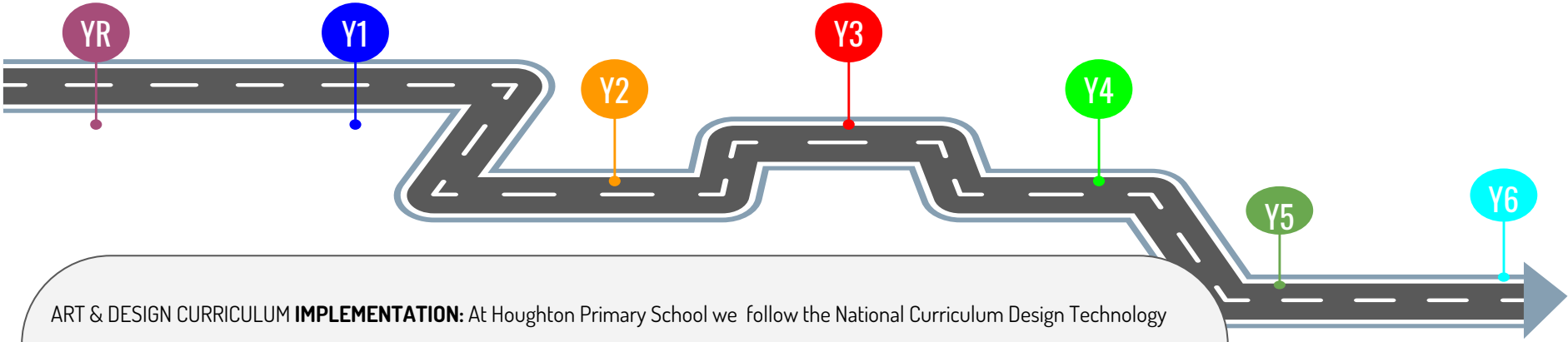
Houghton Primary School: ART & DESIGN



ART & DESIGN CURRICULUM

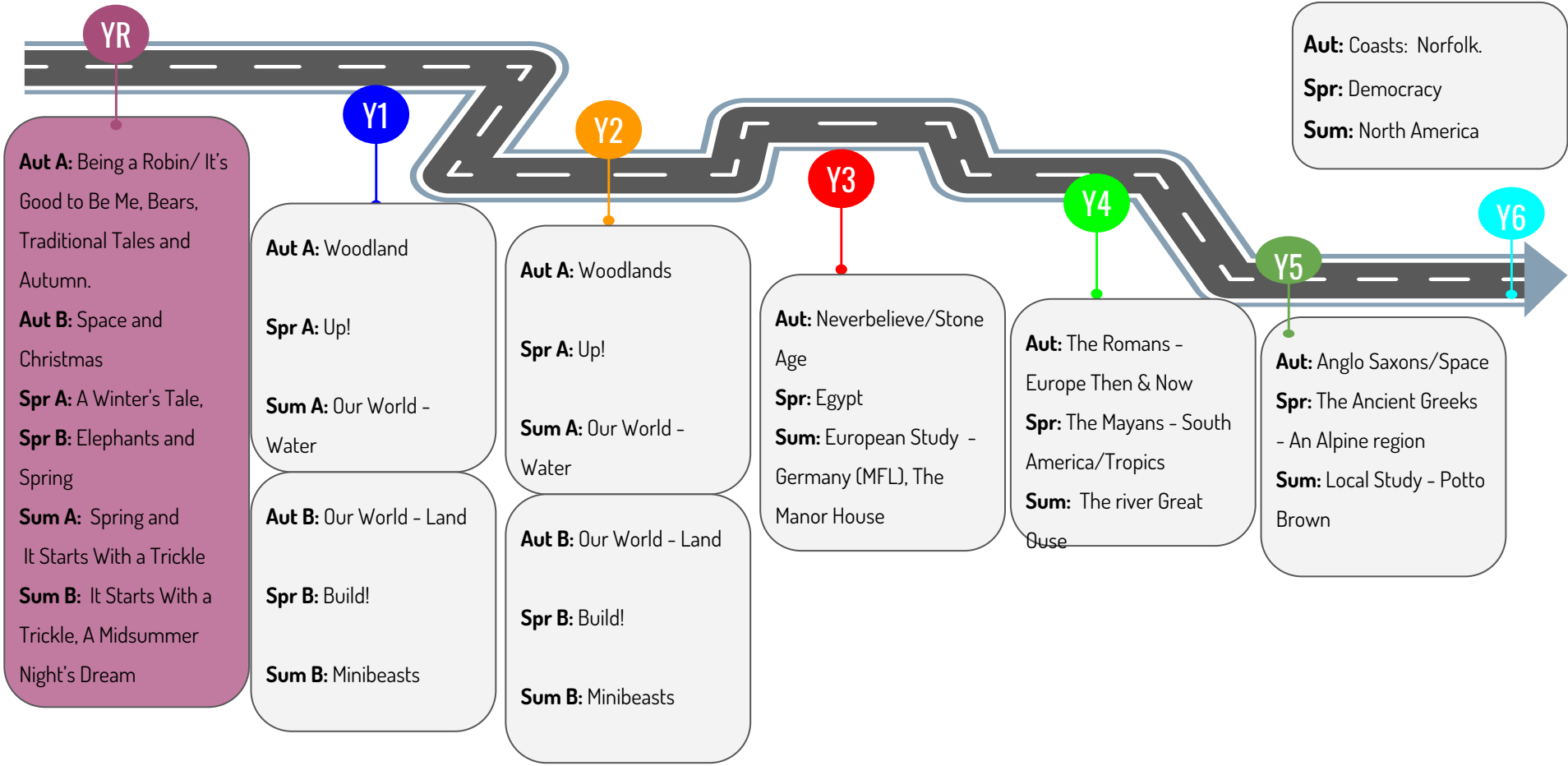
IMPLEMENTATION

Houghton Primary School: ART & DESIGN

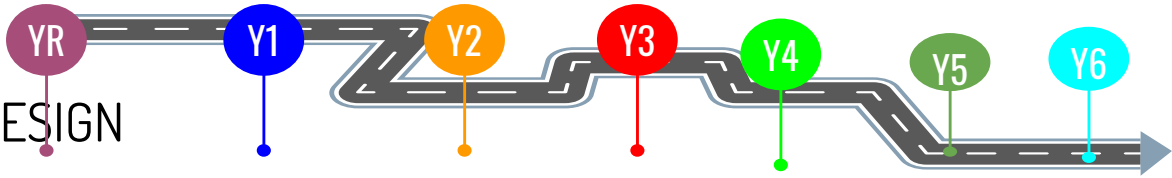


ART & DESIGN CURRICULUM **IMPLEMENTATION:** At Houghton Primary School we follow the National Curriculum Design Technology programmes of study, but aim to develop the children's skills and experiences further by making purposeful, appropriate and fun links to the wider curriculum and to areas of interest to pupils. We aim to give the children a mixture of engaging full design projects and FPTs (Focused Practical Tasks) which combine the teaching of practical skills with knowledge of the design process. Over the course of each year, pupils engage in 3 units of work, at least one of these being focused on cookery and nutrition. These units give our pupils different experiences of product research as well as a wide range of opportunities to build products themselves through making prototypes, testing, designing and evaluating. Evaluation is a key skill which is embedded within each unit. We encourage pupils to take responsibility for their own work, make their own judgments, handle uncertainty and disappointments and adapt their plans in light of reflection, both personal and from their peers. Knowledge and skills are progressively revisited during our children's time in school to ensure their learning is embedded and fully developed. We aim that, over time, pupils will be able to autonomously design, make and evaluate their own projects. To enable this teachers aim to stand back and allow the children the time and space to think and try their own solutions to problems.

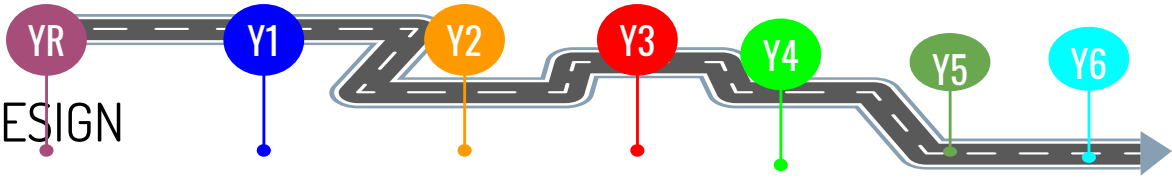
Houghton Primary School: Topics



Houghton Primary School: ART & DESIGN

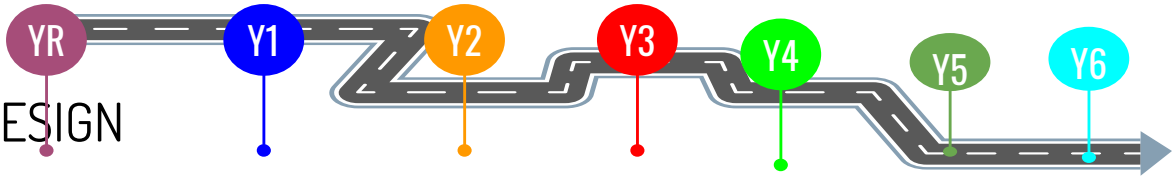


EYFS	Autumn	Spring	Summer
EYFS	**TOPICS:** **1:** Being a Robin/ It's Good to Be Me, Bears, Traditional Tales and Autumn. **2:** Space and Christmas	**TOPICS:** **1**: A Winter's Tale **2:** Elephants and Spring	**TOPICS:** **1**: Spring and It Starts with a Trickle **2:** It Starts with a Trickle, A Midsummer Night's Dream
Media and Technique	Pencil drawings, poster paints, watercolour, pen, charcoal, rubbings, 3-D modelling - lollysticks, clay, printing,	Pencil drawings, poster paints, clay, watercolour, pen, rubbings, 3-D modelling - dough, printing,	Pencil drawings, poster paints, watercolour, pen, wax relief, 3-D modelling - paper, clay, printing
Inspiration and Culture	Faces/portraits Kandinsky's Circles/2-D shapes Number/ numicon Autumn - leaves Space - stars Christmas - poinsettia A Winter's Tale - The Snowman/Polar animals	Tree Keepers book/woodland creatures Signs of Spring Money Elephants, Elmer in the Snow (hot/cold colours) Fruit 2-D shapes - Taj Mahal	Life cycles - Frogs/ Tadpoles Caterpillars/Butterflies Symmetry The Bog Baby book/ bluebells Otters It Starts With a Trickle / The Water Cycle Wind and the Willows, Boats, Miranda the Castaway, Eric Carle A Midsummer Night's Dream/ fairies
Create and Reflect	*Self Portraits - poster paint* *Line Drawings of family members* Numicon *printing* *Potion making, mixtures, playdough* *Pencil drawings* of traditional tales, space facts Leaf *rubbings* *3-D Lolly stick* stars *Observational drawings - watercolour* poinsettia *Clay snowmen* *Charcoal* Polar Bears	*Observational drawings - watercolour* daffodils Clay birds *Pencil drawings* of Coin *rubbings* *3-D modelling/ bread dough* - Elephants *Printing* with fruit, ladybird doubles, numicon Crayons Hot/ Cold coloured Elmers	*Observational drawings - watercolour* bluebells, butterflies Tadpole pictures - bubble painting/ wax relief Clay Bog Babies, Boats 3-D- Paper Bag Otters, Raindrop mobile, Paper plate water cycle, Beanstalk, Fairy Wand *Pencil drawings* of the river, riverbank, water cycle, *Printing* - butterflies Eric Carle sea creatures - *paint, collage* *Painted* pebbles- fairy world



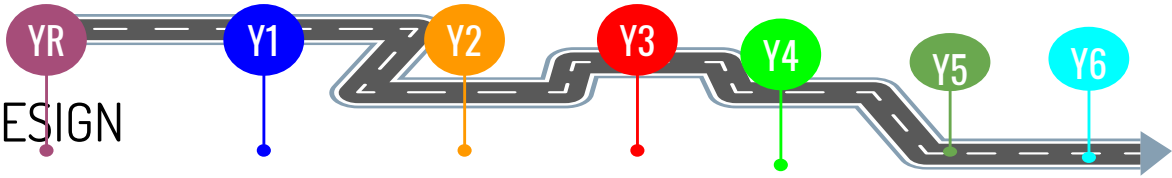
Houghton Primary School: ART & DESIGN

YEAR 1	Autumn	Spring	Summer
Y1 (Topic Cycle A)	**TOPIC: WOODLANDS**	**TOPIC: UP!**	**TOPIC: OUR WORLD - WATER**
Media and Technique	**Collage** - natural materials , **Drawing**- observational: pencil ,wax crayon, **Printing**-use leaves, mix secondary colours, **Form**- clay , natural materials	**Drawing/Observational Drawing** -- pencil, charcoal, chalk on black paper, **Weaving**- paper,, **Painting**- watercolours and fine brushes	**Mixed media**- drawing, collage, colour- pastel and paint, **Form**, colour mixing :, poster paint cardboard, **Drawing**- observing and drawing landscapes
Inspiration and Culture	Leaf Man Lois Ehart, Little Red Mini Grey, Andy Goldsworthy	Early flying machines, Tartan fabric, Spring flowers Little book of Flowers Charlotte Voake, 'The Fall of Icarus' Bruegel	'Home thoughts from Abroad', Observation of Spring branches, Gracie the story of Grace Darling's cat, Darrell Wakelam , Houghton Meadows - meadows and clouds, 'The Haywain' John Constable
Create and Reflect	Collage of plant or animal from story using leaves, Leaf shapes, tree outlines,bark, Create Autumn leaf pattern	Swallows, Discuss favourite part of painting, Reproduce a square	Chaffinch pictures, 3D mod-roc puffin on coastal background Field sketches and observations. Response to photos taken at different times. Reproduce favourite square.
Y1 (Topic Cycle B)	**TOPIC: OUR WORLD - LAND**	**TOPIC: BUILD**	**TOPIC: MINIBEASTS**
Media and Technique	**Collage** - natural materials, **Drawing**- observational: pencil, wax crayon, **Printing**-use leaves, mix secondary colours,	**Drawing/Observational Drawing** - pencil, charcoal, chalk on black paper, **Weaving**- paper, **Painting** - watercolours and fine brushes	**Observational drawing**- pencil, charcoal, chalk on black paper, **Collage**- torn paper **Clay**
Inspiration and Culture	'The Snail and the Whale' Julia Donaldson	Iggy Peck Architect Andrea Beaty, Photographs of famous landmarks Antony Gormley Angel of the North, Tartan fabric, Spring flowers	Footpath Flowers Jonarno Lawson Caterpillar, Butterfly Charlotte Voake 'The Bad - tempered Ladybird' Eric Carle
Create and Reflect	Collage of plant or animal from story using leaves, Landscape Leaf shapes, tree outlines,bark, Create autumn leaf,	Pencil sketches of landmarks, Simple pattern using paper strips of various colours	Create a mythical minibeast from clay and natural materials



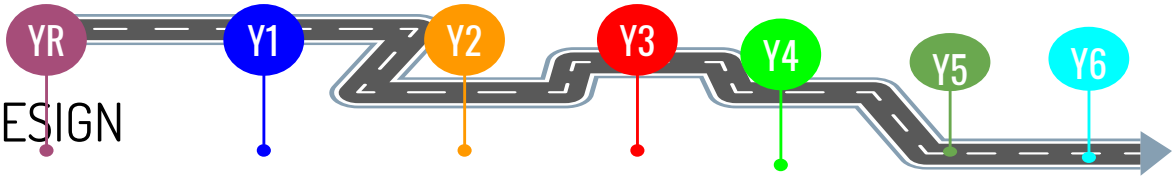
Houghton Primary School: ART & DESIGN

YEAR 2	Autumn	Spring	Summer
Y2 (Topic Cycle A)	**TOPIC: WOODLANDS**	**TOPIC: UP!**	**TOPIC: OUR WORLD – WATER**
Media and Technique	Natural object **collage**, Poster **paint** to create background colour and layer of detail	Powder **paint** to create secondary colours, Poster paint – **draw** and make outline stencil ready to print, **Oil pastel** – add detail	Tones of blue **paint**, using white to lighten, **Pencil** and **watercolour**, **Collage**
Inspiration and Culture	Andy Goldsworthy, Matt Sewell and other paintings of birds	Peter Scott, Bird guides (RSPB, Collins, National Trust etc)	Hokusai – The Great Wave off Kanagawa, Mr Benn – David McKee, Ocean creatures and colours
Create and Reflect	Collage woodland bird/animal using collected natural items. Choose appropriate shapes and colours of materials to create a woodland (leaf) mouse. Create birds using different size brushes	Build up a picture of flying birds over time	Create wave shape and blue tones; add white for detail, Pencil sketches and colours, Create an ocean creature for class artwork
Y2 (Topic Cycle B)	**TOPIC: OUR WORLD – LAND**	**TOPIC: BUILD**	**TOPIC: MINIBEASTS**
Media and Technique	Appropriate **natural materials,** Powder **paint** – mix secondary colours to create a background, **Oil pastels, Mixed collage**	**Pencil** – use of techniques to make marks to add detail, **Powder and poster paint**	**Natural materials, Paint, Pencil, Pastel, Clay**
Inspiration and Culture	Natural world, images of natural collages, World flags, Images and artwork of fish	Photographs of (modern and historical) bridges around the world Photographs of Brunel Tony Ross – identify his work in books, Great Fire of London paintings	'Social media' artists – Jon Foreman, James Brunt, Field guides of UK minibeasts, Lucy Arnold, Natural world, especially habitats
Create and Reflect	Leaf collage of woodland animals Bat stencil pictures, Design own flag based on symbolism of colours, Create an overlapping scale collage of fish	Small pencil sketch of bridges and Brunel, Draw a person in the style of Tony Ross, Mix secondary colours; use orange to create fire; print black silhouette on top to reflect style	Create an outdoor piece of art using natural materials to add details Observational piece of butterfly/ bee/ ladybird etc Make a clay minibeast suited to a particular mini-habitat



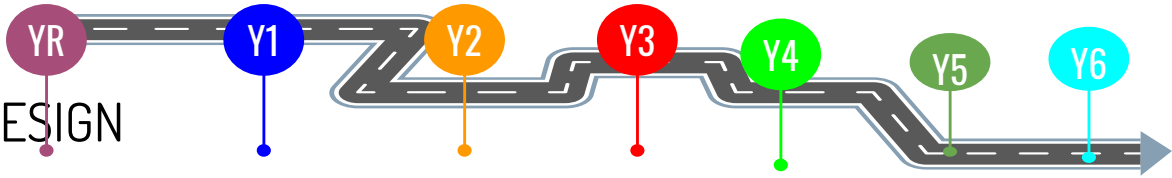
Houghton Primary School: ART & DESIGN

YEAR 3	Autumn	Spring	Summer
	TOPIC: The Stone Age	**TOPIC: The Ancient Egyptians**	**TOPIC: The Manor House**
Media and Technique	Drawing -Use different hardness of pencils to explore mark making. Drawing - Pastels, charcoal. Texture - fabric and stitching	Drawing - Draw accurate drawings of people, focus on faces. Using different hardness of pencils. 3D Form	Colour - powder paints to make colour wheels. Explore brush strokes and techniques to create texture and pattern. Pencil sketches, used as a preparation for painting. 3D Form - Modroc
Inspiration and Culture	Pictures of Owls. Henry Moore. Images of Stone Age cave paintings. Experiment with a variety of media to make own natural paints and tools, charcoal, chalk, (e.g. charred wood from fire and grounded soft stones)	Photographs of faces and features of faces. Ancient Egyptian artefacts	Colours around us. Visit the meadow to look at flowers. Images/pictures of flowers. Georgia O'Keeffe Gustav Klimt
Create and Reflect	Using an Owl outline, explore and fill using different mark making. Observational drawing and then painting of an owl,using mark making to add patterns and details of feathers. Create their own style cave paintings using pastels and earthy tones. Sew fabric together to make Christmas stocking, use a variety of stitches for effect. Link to DT.	Observational drawings of faces, use 4b and 5b pencils to add shading. Canopic jars.	Explore making different greens.. Observational drawings of flowers. Using initial drawings/ sketches, enlarge and paint. Create a 3D image of a flower



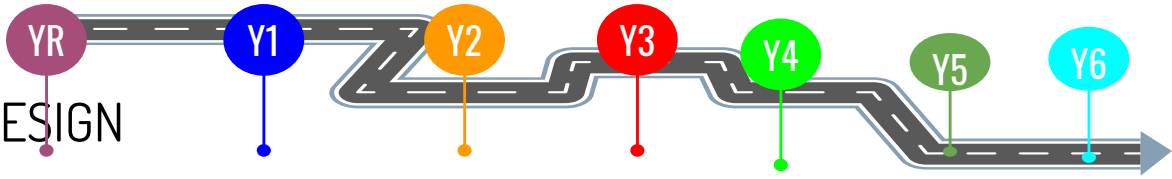
Houghton Primary School: ART & DESIGN

YEAR 4	Autumn	Spring	Summer
	TOPIC: The Romans	**TOPIC: The Mayans**	**TOPIC: The River**
Media and Technique	Mosaic: Printing. Pencil sketches and shading	Weaving: a variety of media Powder / poster paint and pencil sketches.	Painting: Water colours / pastels (wax resistance, tape resist), Digital -photography
Inspiration and Culture	Ancient Roman artefacts Da Vinci- Mona Lisa Vitruvian Man	Weaving: a variety of media Powder / poster paint and pencil sketches.	Visit the river Images photographs of rivers Books including: A River by Marc Martin, Once Upon a Raindrop by James Carter illustrated by Nomoco Artists including: David Hockney, Turner, Kate Bright- photography
Create and Reflect	Collect samples of mosaic design ancient and modern. Design and create own mosaic pieces using some key aspects of Roman design e.g. rotational symmetry. Create sketches and portraits with improving proportionality.	Research the use of weaving as an essential skill of ancient civilisations. Use cardboard looms to create samplers of weaving work. Make own god's eye designs. Pencil and colour sketches; re/ create characters from books and own writing.	Investigate mixing shades of blue and green. Compare and contrast how watery effects are created in art work. Respond personally to artwork with reference to the quality / effect of the water represented. Use different techniques to create the impression of water- movement, depth etc. Experiment creating images with reflections and / or perspective.



Houghton Primary School: ART & DESIGN

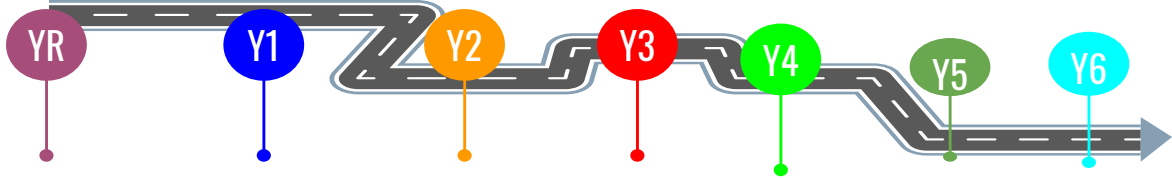
YEAR 5	Autumn	Spring	Summer
	TOPIC: Anglo Saxons/Space	**TOPIC: Ancient Greece**	**TOPIC: The Peak District**
Media and Technique	Painting Colour (ink) explore the use of texture in colour Watercolour and pen drawings. Texture COLLAGE/ Form	Drawing PENCIL (range of sketching pencils) Produce increasingly accurate drawings of people	Printing Design and make relief prints
Inspiration and Culture	Peter Thorpe Abstract artist Photos of the moon Van Gogh's -A starry Night The Iron Man by Ted Hughes Darrel Wakelem	Photographs of people Picasso Joan Miro Julian Opie	William Morris
Create and Reflect	Make own designs based on Abstract space pictures Create textured pictures of the moon. Collaborative Iron Man sculpture.	Reflect on portraits by Picasso, Opie and Miro. Create a self-portrait	Create a relief print based on a William Morris design



Houghton Primary School: ART & DESIGN

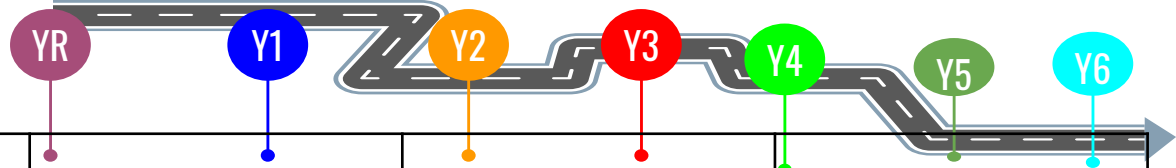
YEAR 6	Autumn	Spring	Summer
	TOPIC: Coasts: Norfolk	**TOPIC: Democracy**	**TOPIC: North America**
Media and Technique	Drawing Use a range of sketching pencils and pastels working on graduated shading Colour- watercolour - blending colours to create the effect of light and shadow	Form and Texture (3D wire work): produce increasingly accurate drawings of people in movement – colour for purposes – colour to express feelings Plan based on observation or imagination using the properties of the media	Printing Explore printing techniques used by various artists Digital Media
Inspiration and Culture	Link to Science learning on light, learn the skills and techniques of showing the effect of light on objects Vintage 1940s tourism posters featuring Norfolk.	Illustrator Armin Greder	Pop Art- Lichtenstein Comic book art. Printing
Create and Reflect	Sketchbook work developing shading skills using different graded pencils and building to blending colours to create shade. Creating own Norfolk based Tourist	Analyse the use of colour within the illustrations of The Island. Produce sketches of the figures in movement and discuss the way power is reflected in the illustrations. Children to produce wire model figures inspired by the characters in The Island.	Explore and familiarise themselves with the art of Lichtenstein. Design and create their own Lichtenstein inspired designs which they then print and produce using digital media/

Houghton Primary School: ART & DESIGN



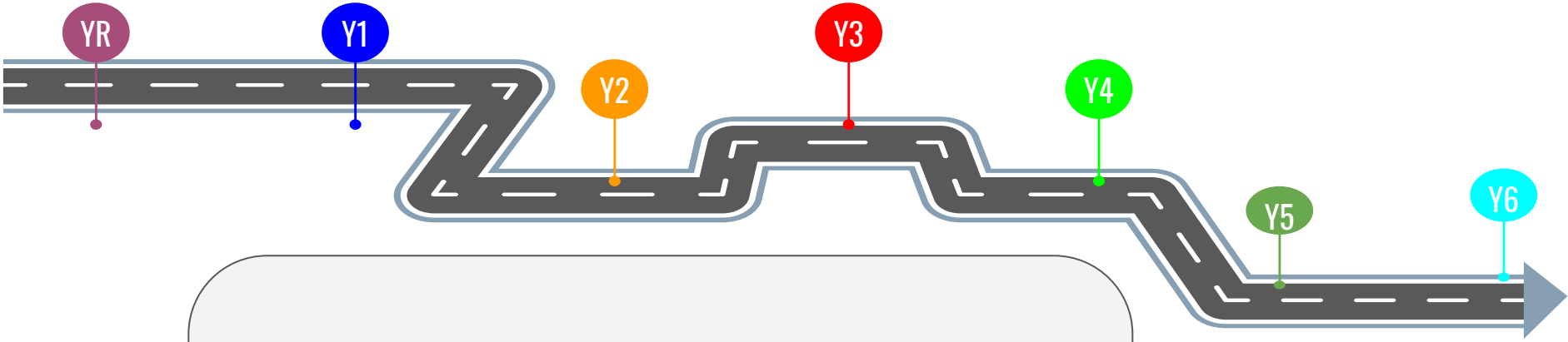
SKILLS PROGRESSION EYFS/KS1	**By the end of EYFS children will be able to...**	**By the end of Year 1 children will be able to...**	**By the end of Year 2 children will be able to...**
Drawing **PENCIL (range of sketching pencils)** **(charcoal, inks, chalk, pastels, ICT software)**	Use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Make accurate drawings of people	Use an extended variety of drawing tools Explore different textures Observe and draw landscapes Observe and use patterns such as dots and lines Observe anatomy (faces, limbs) Draw lines of different sizes and thicknesses	Experiment with tools and surfaces Discuss use of shadows, use of light and dark Sketch to make quick records Colour own work neatly following the lines Show different tones by using coloured pencils
Colour **PAINTS (watercolours and powder)** **PASTELS (oil and chalk)** **(ink, dye, textiles, pencils, crayon)**	Experiment with and use primary colours Name primary colours Mix colours (informally) Name different tools that bring colour Use a range of tools to make coloured marks on paper Use brushes	Name all the colours Mix colours Find collections of colour – Apply colour with a range of tools Use thick and thin brushes Begin to mix primary colours into secondary	Begin to describe colours by objects Mix primary colours to make secondary Make as many tones of one colour as possible (using white) Darken colours without using black
Texture **COLLAGE TEXTILES** **(sand, plaster, stone, papier-mache)**	Handle, manipulate and enjoy using materials Explore sensory experience Make simple collages Make simple weaves	Use weaving to create a pattern Sort, arrange and use a combination of materials that are cut, torn and glued or stitched	Overlapping and overlaying to create effects Mix materials to create texture Use large eyed needles – running stitches Use plaiting
Form **(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, straws, rolled up paper)**	Handle, feel, enjoy and manipulate materials Construct with a purpose Shape, assemble and join	Construct using materials to make known objects for a purpose Begin to explore the processes of carving, pinching, moulding and rolling Make simple joins	Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative technique
Printing **(found materials, fruit/veg, wood blocks, press print, lino, string)**	Make rubbings Print with variety of objects Print with block colours	Create patterns by printing with a growing range of objects Press, roll, rub and stamp to make prints	Use repeating and overlapping shapes Identify the different forms printing takes Mimic print from the environment
Digital Media (paint programmes, photography, video, animation)	Use a wide range of tools, textures, lines, tones, colours and shapes		

Houghton Primary School: ART



SKILLS PROGRESSION KS2	**By the end of Y3 children will be able to...**	**By the end of Y4 children will be able to...**	**By the end of Y5 children will be able to...**	**By the end of Y6 children will be able to...**
Drawing **PENCIL (range of sketching pencils)** **(charcoal, inks, chalk, pastels, ICT software)**	Use different hardness of pencils to show line tone and texture Make close observational drawings Use Initial sketches as a preparation for painting . Draw accurate drawings of people, particularly faces	Use shading to show light and shadow Draw with a sense of scale and proportion Draw accurate drawings of whole people including proportion and placement Create computer generated drawings	Observe textures of objects and use pencil techniques to interpret Produce increasingly accurate drawings of people Explore perspective with lines	Effect of light on objects from different directions looking at reflection/sunlight Iinterpret the texture of a surface Produce increasingly accurate drawings of people in movement Concept of perspective
Colour **PAINTS (watercolours and powder)** **PASTELS (oil and chalk)** **(ink, dye, textiles, pencils, crayon)**	Make colour wheels Use different types of brushes to produce shapes and textures, patterns and lines Begin to use a range of techniques e.g. using dotting,scratching, splashing	Mix colours effectively to create tints, tone, shade Use watercolour paint to produce washes for backgrounds and then add detail	Create a colour palette based upon colours observed in the natural or built world. (hue, tint, tone, shades and mood) – explore the use of texture in colour – colour for purposes Create a colour palette for a particular purpose	Combine colours, tones and tints to enhance the mood of a piece. (hue, tint, tone and shades) Explore the use of texture in colour Colour for purposes Colour to express feelings
Texture **COLLAGE TEXTILES** **(sand, plaster, stone, papier-mache)**	Use smaller eyed needles and finer threads along with more varied stitches Select and arrange materials for striking effect	Weave more intricate patterns Use tessellation, mosaic and montage	Use stories, music, poems as stimuli Select and use materials – embellish work Explore artists using textiles	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale
Form **(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, straws, rolled up paper)**	Create and combine shapes to create recognisable forms (e.g shapes made from nets or solid materials). Add materials to create interesting detail .Experiment with surface patterns / textures . Plan and develop ideas. Discuss own work & work of other sculptors	Plan and develop ideas Experience surface patterns / textures Understanding of different adhesives and methods of construction Aesthetics	Plan and develop ideas – Shape, form, model and join Plan based on observation or imagination Discuss and evaluate own work and that of other sculptors including the properties of media Use tools to carve and add texture	Plan and develop ideas based on shape and form. Plan based on observation or imagination Properties of media
Printing **(found materials, fruit/veg, wood blocks, press print, lino, string)**		Make precise and repeating patterns. Replicare patterns observed in natural or built environments Make printing blocks(e.g from coloured string glued to a block) Modify and adapt prints	Design and make relief prints Layering prints Discuss and evaluate own work and that of others	Build up drawings and images of whole or parts of items using various techniques Explore printing techniques used by various artists
Digital Media (paint programmes, photography, video, animation)	Create images, video and sound recordings and explain why they were created		Enhance digital media by editing (including sound, video, animation, still images and installations)	

Houghton Primary School: ART



ART & DESIGN CURRICULUM **IMPACT:**

Skills and Knowledge Statements

As a result of teaching our Art curriculum what will our children be able to do (skills) and what will they know (knowledge)?

Houghton Primary School: ART

Year R: Skills

YR

AUTUMN TERM

Children working within year group expectations will be able to:

Use a variety of drawing tools DRAWING

Investigate different lines DRAWING

Explore different textures DRAWING

Name primary colours COLOUR

Experiment with and use primary colours COLOUR

Name different tools that bring colour COLOUR

Use a range of tools to make coloured marks on paper COLOUR

SPRING TERM

Children working within year group expectations will be able to:

Use drawing to tell a story DRAWING

Make accurate drawings of people DRAWING

Explore different textures including rubbings

Name primary colours COLOUR

Mix colours (informally) COLOUR

Use brushes COLOUR

Handle, manipulate and enjoy using materials TEXTURE

Make simple collages TEXTURE

SUMMER TERM

Children working within year group expectations will be able to:

Handle, feel, enjoy and manipulate materials FORM

Construct with a purpose FORM

Shape, assemble and join FORM

Make rubbings PRINTING

Print with variety of objects PRINTING

Print with block colours PRINTING

Houghton Primary School: ART

Year R: Knowledge

YR

AUTUMN TERM

By the end of this term children will know:

How to draw basic, observed self-portraits

How to represent family members using lines and paint

How to draw pictures of characters and factual representations from books

That marks and effects can be made with implements other than pencil

That different objects make different prints and these can make patterns

About the distinctive style of Kandinsky

That artwork can hang or stand, not just be flat

How to mix watercolours for observed still life

SPRING TERM

By the end of this term children will know:

How to closely observe, using pencil lines and colours to represent

How a rubbing produces an image of what has been rubbed

That different objects print differently and to evaluate their effectiveness

That dough can be moulded to make different 3-D shapes

How to add details to shaped clay when making birds

SUMMER TERM

By the end of this term children will know:

How to closely observe a variety of Spring and Summer flora and fauna

How to create a wax relief to represent a watery scene

That paper can be used to make a 3-D representation of an otter

How to use pencil to produce observed images of a familiar river environment

About the work of illustrator Eric Carle and to create pictures in his style using paint and other materials

To paint on materials other than paper

Houghton Primary School: ART

Y1

Y1 CYCLE A: SKILLS

AUTUMN TERM A: WOODLANDS

By the end of this term children will be able to:

Observe anatomy (faces, limbs) DRAWING

Use an extended variety of drawing tools DRAWING

Explore different textures DRAWING

Observe and draw landscapes DRAWING

Observe and use patterns such as dots and lines DRAWING

Find collections of colour – Apply colour with a range of tools COLOUR

Create patterns by printing with a growing range of objects PRINTING

Press, roll, rub and stamp to make prints PRINTING

SPRING TERM A: UP!

By the end of this term children will be able to:

Draw lines of different sizes and thicknesses DRAWING

Name all the colours COLOUR

Mix colours COLOUR

Use thick and thin brushes COLOUR

Begin to mix primary colours into secondary COLOUR

Use weaving to create a pattern TEXTURE

Sort, arrange and use a combination of materials that are cut, torn and glued or stitched TEXTURE

SUMMER TERM A: OUR WORLD - WATER

By the end of this term children will be able to:

Observe and draw landscapes DRAWING

Observe and use patterns such as dots and lines DRAWING

Mix colours COLOUR

Construct using materials to make known objects for a purpose FORM

Begin to explore the processes of carving, pinching, moulding and rolling FORM

Houghton Primary School: ART

Y1

Y1 CYCLE A: KNOWLEDGE

AUTUMN TERM A: WOODLANDS

By the end of this term children will know:

About the basic proportion of the human face/body

How to draw their own likeness

To explore textures in the natural environment through leaf/bark rubbing using crayons

About the illustrations of Lois Ehart (Leaf Man) and the ephemeral work of Andy Goldsworthy

About the use of colour to create patterns

How to create patterns, both in the environment and using natural materials to print/make prints

SPRING TERM A: UP!

By the end of this term children will know:

How to use pencil (and charcoal) to create simple effects

How to use drawing techniques to do observational drawings of flying machines

About the distinctive nature of Scottish tartans

To create their own unique tartan

To use watercolour to mix colours of flowers, inspired by illustrator Charlotte Voake

SUMMER TERM A: OUR WORLD - WATER

By the end of this term children will know:

How to create a seascape background using powder paint

How to make and refine a 3-D puffin model using mod-roc/newspaper on their own seascape background

Houghton Primary School: ART

Y1

Y1 CYCLE B: SKILLS

AUTUMN TERM B: OUR WORLD - LAND

By the end of this term children will be able to:

Observe anatomy (faces, limbs) DRAWING

Use an extended variety of drawing tools DRAWING

Explore different textures DRAWING

Observe and draw landscapes DRAWING

Observe and use patterns such as dots and lines DRAWING

Find collections of colour – Apply colour with a range of tools COLOUR

Sort, arrange and use a combination of materials that are cut, torn and glued or stitched TEXTURE

SPRING TERM B: BUILD

By the end of this term children will be able to:

Draw lines of different sizes and thicknesses DRAWING

Explore different textures DRAWING

Observe and use patterns such as dots and lines DRAWING

Mix colours COLOUR

Find collections of colour – Apply colour with a range of tools COLOUR

Use thick and thin brushes COLOUR

SUMMER TERM B: MINIBEASTS

By the end of this term children will be able to:

Construct using materials to make known objects for a purpose FORM

Begin to explore the processes of carving, pinching, moulding and rolling FORM

Make simple joins FORM

Sort, arrange and use a combination of materials that are cut, torn and glued or stitched TEXTURE

Houghton Primary School: ART

Y1

Y1 CYCLE B: KNOWLEDGE

AUTUMN TERM B: OUR WORLD - LAND

By the end of this term children will know:

About the basic proportion of the human face/body

How to draw their own likeness

About the illustrations of Axel Scheffler

How to arrange natural materials to create varied pictures/shapes of land

SPRING TERM : BUILD

By the end of this term children will know:

How to use pencil sketching techniques to create lighter and darker areas on drawings of buildings

About the distinctive illustrating style of David Roberts (Iggy Peck Architect)

How to use torn paper strips to recreate a version of the illustrations

About shades of similar colours by observing Spring flowers, and to mix their own colours (Footpath Flowers)

SUMMER TERM B: MINIBEASTS

By the end of this term children will know:

How to manipulate and join clay to make a designed minibeast

About using natural materials to enhance the aesthetic appeal

How to select colours and arrange materials for a torn paper minibeast, based on The Bad-Tempered Ladybird

Houghton Primary School: ART

Y2

Y2 CYCLE A: SKILLS

AUTUMN TERM A: WOODLANDS

By the end of this term children will be able to:

Overlap and overlay to create effects TEXTURE

Mix materials to create texture TEXTURE

Begin to describe colours by object COLOUR

Mix primary colours to make secondary COLOUR

Make as many tones of one colour as possible (using white) COLOUR

Darken colours without using black COLOUR

SPRING TERM A: UP!

By the end of this term children will be able to:

Sketch to make quick records DRAWING

Discuss use of shadows, use of light and dark DRAWING

Experiment with tools and surfaces DRAWING

Mix primary colours to make secondary COLOUR

Identify the different forms printing takes PRINTING

Mimic print from the environment PRINTING

Use repeating and overlapping shapes PRINTING

SUMMER TERM A: OUR WORLD - WATER

By the end of this term children will be able to:

Make as many tones of one colour as possible (using white) COLOUR

Show different tones by using coloured pencils DRAWING

Colour own work neatly following the lines DRAWING

Use large eyed needles (running stitches) TEXTURE

Use plaiting TEXTURE

Show an awareness of natural and man-made forms FORM

Express their own personal experiences and ideas FORM

Use decorative technique FORM

Use a wide range of tools, textures, lines, tones, colours and shapes DIGITAL MEDIA

Houghton Primary School: ART

Y2

Y2 CYCLE A : KNOWLEDGE

AUTUMN TERM A: WOODLANDS

By the end of this term children will know:

How to use natural materials from the environment to create woodland bird/animal collages

About the ephemeral work of Andy Goldsworthy

How to mix secondary colours to create a background

The style of artist Matt Sewell

Choosing when to lighten and darken colours for effect

How to use oil pastels to create simple block details

SPRING TERM A: UP!

By the end of this term children will know:

How to mix an increasing range and diversity of secondary colours

How to make a stencil print in the shape of a bird

About a range of nature artists, including Sir Peter Scott, through field guides

How to use oil pastels to add finer details to printed birds

How to create a large, shared class picture

How to use sketching techniques to show light, dark and shadows on flying machines

SUMMER TERM A: OUR WORLD - WATER

By the end of this term children will know:

That blue can be changed by adding white

About the work of Hokusai

About the unique style of illustrator David McKee

How to use a needle to do running stitch in order to add observed details to sea creatures

How to create a shared ocean collage

How to design and make a junk modelled sea creature suited to an ocean habitat

Houghton Primary School: ART

Y2

Y2 CYCLE B: SKILLS

AUTUMN TERM B: OUR WORLD - LAND

By the end of this term children will be able to:

Overlap and overlay to create effects TEXTURE

Mix materials to create texture TEXTURE

Begin to describe colours by objects COLOUR

Mix primary colours to make secondary COLOUR

Make as many tones of one colour as possible (using white) COLOUR

Darken colours without using black COLOUR

SPRING TERM B: BUILD

By the end of this term children will be able to:

Discuss use of shadows, use of light and dark DRAWING

Sketch to make quick records DRAWING

Colour own work neatly following the lines DRAWING

Show different tones by using coloured pencils DRAWING

Darken colours without using black COLOUR

SUMMER TERM B: MINIBEASTS

By the end of this term children will be able to:

Experiment with tools and surfaces DRAWING

Show an awareness of natural and man-made forms FORM

Express their own personal experiences and ideas FORM

Use decorative technique FORM

Use a wide range of tools, textures, lines, tones, colours and shapes DIGITAL MEDIA

Shape and form from direct observation (malleable and rigid materials) FORM

Mix primary colours to make secondary COLOUR

Houghton Primary School: ART

Y2

Y2 CYCLE B: KNOWLEDGE

AUTUMN TERM B: OUR WORLD - LAND

By the end of this term children will know:

How to use natural materials to create a collage of a mammal

How to use a variety of synthetic materials to create collages of fish based on scientific drawings

That colours and symbols on flags represent different characteristics, unique to different nations

How to mix primary and secondary colours to create a painting based on a continent

SPRING TERM B: BUILD

By the end of this term children will know:

That using different pencils will result in different effects

That light, dark and texture can be created using a variety of sketching techniques

About the work of Tony Ross and to draw characters in his style

That artists observed and painted the events of The Great Fire of London

SUMMER TERM B: MINIBEASTS

By the end of this term children will know:

About ephemeral art, such as that created by Jon Foreman and James Brunt, and its popularity on the internet.

How to shape clay and add fine details

That nature field guides are created by observational artists

About the close observational work of Lucy Arnold

Houghton Primary School: ART

Y3

Y3 SKILLS

AUTUMN TERM A

By the end of this term children will be able to:

Use different hardness of pencils to show line tone and texture DRAWING

Use Initial sketches as a preparation for painting DRAWING

Use smaller eyed needles and finer threads along with more varied stitches TEXTURE

Select and arrange materials for striking effect TEXTURE

SPRING TERM A

By the end of this term children will be able to:

Draw accurate drawings of people, particularly faces DRAWING

Make close observational drawings DRAWING

Create and combine shapes to create recognisable forms (e.g shapes made from nets or solid materials) FORM

Experiment with surface patterns / textures FORM

Discuss own work & work of other sculptors FORM

SUMMER TERM A

By the end of this term children will be able to:

Make close observational drawings DRAWING

Make colour wheels COLOUR

Use different types of brushes to produce shapes and textures, patterns and lines COLOUR

Begin to use a range of techniques e.g. using dotting,scratching, splashing COLOUR

Add materials to create interesting detail FORM

Plan and develop ideas FORM

Houghton Primary School: ART

Y3

Y3 KNOWLEDGE

AUTUMN TERM Y3

By the end of this term children will know:

How to observe carefully and practise marks to make details on owls

Use brushes and poster colour to fill large areas

About the importance of Art during the Stone Age period and how it tells us about daily life

How paint would have been made during this period and to use natural materials to make own paint for a cave-style painting

How to use needles and 2 or 3 stitches to join and decorate pieces of fabric for a Christmas stocking

SPRING TERM Y3

By the end of this term children will know:

About the proportions of the human face

How different pencils can create different effects - light, dark, shadow

How the Art of the Ancient Egyptians depicted people and how it informs us about daily life

How to make marks for decoration

How to plan and create a canopic jar using clay after looking at images of artefacts.

SUMMER TERM Y3

By the end of this term children will know:

How to use their mark making skills to do observational drawings of flowers

How to create a colour wheel of observed colours of a flower meadow

How to use photographs to paint a flower meadow

About the work of Georgia O'Keeffe

How to enlarge drawings of flowers, replicating the style of O'Keeffe

How to make a 3-D image of a chosen flower using mod-roc

Houghton Primary School: ART

Y4

Y4 SKILLS

AUTUMN TERM

By the end of this term children will be able to:

Draw with a sense of scale and proportion DRAWING

Draw accurate drawings of whole people including proportion and placement DRAWING

Make precise and repeating patterns PRINTING

Replicate patterns observed in natural or built environments PRINTING

Make printing blocks(e.g from coloured string glued to a block) PRINTING

Modify and adapt prints PRINTING

Use tessellation, mosaic and montage TEXTURE

SPRING TERM

By the end of this term children will be able to:

Use shading to show light and shadow DRAWING

Weave more intricate patterns TEXTURE

SUMMER TERM

By the end of this term children will be able to:

Create images, video and sound recordings and explain why they were created DIGITAL MEDIA

Create computer generated drawings DIGITAL MEDIA

Mix colours effectively to create tints, tone, shade COLOUR

Use watercolour paint to produce washes for backgrounds and then add detail COLOUR

Plan and develop ideas FORM

Experience surface patterns / textures FORM

Understanding of different adhesives and methods of construction FORM

Houghton Primary School: ART

Y4

Y4 KNOWLEDGE

AUTUMN TERM Y4

By the end of this term children will know:

About the varied work of painter, scientist and architect: Leonardo Da Vinci

To use Vitruvian Man to clarify understanding of the proportion of humans

About the importance of Art and culture to the Ancient Roman civilisation

How mosaics are created

How to create a modern 'Roman-style' mosaic using recycled materials

Using Roman designs as inspiration, learn how to plan, create and use a printing block to make a repeated pattern, adapting as necessary

SPRING TERM Y4

By the end of this term children will know:

How to use pencil shading techniques to create and replicate characters from stories, using Quentin Blake as inspiration

Why weaving was integral to the Mayan civilisation

Weaving developed into an Art form and designs such as 'God's Eye' are still widely used today, in a variety of cultures

SUMMER TERM Y4

By the end of this term children will know:

How to use a camera to take images of the river and to evaluate different photos of rivers and landscapes.

How water is depicted differently in work by the artist David Hockney.

How to mix shades of blue and green river colours to create water effects

How reflection can be added, and is affected, by water, and to show this in their own paintings.

How David Hockney explores representing water and landscapes in his artwork.

Develop models of water wheels considering non-slip and waterproof textures.

Houghton Primary School: ART

Y5

Y5 SKILLS

AUTUMN TERM

By the end of this term children will be able to:

Explore perspective with lines DRAWING

Create a colour palette based upon colours observed in the natural or built world. (hue, tint, tone, shades and mood) COLOUR

Explore the use of texture in colour COLOUR

Colour for purposes COLOUR

Create a colour palette for a particular purpose COLOUR

Use stories, music, poems as stimuli TEXTURE

Plan and develop ideas – Shape, form, model and join FORM

Plan based on observation or imagination FORM

SPRING TERM

By the end of this term children will be able to:

Explore perspective with lines DRAWING

Observe textures of objects and use pencil techniques to interpret DRAWING

Produce increasingly accurate drawings of people DRAWING

Use stories, music, poems as stimuli TEXTURE

Plan and develop ideas – Shape, form, model and join FORM

Plan based on observation or imagination FORM

SUMMER TERM

By the end of this term children will be able to:

Select and use materials – embellish work TEXTURE

Explore artists using textiles TEXTURE

Discuss and evaluate own work and that of other sculptors including the properties of media FORM

Use tools to carve and add texture FORM

Design and make relief prints PRINTING

Layering prints PRINTING

Discuss and evaluate own work and that of others PRINTING

Houghton Primary School: ART

Y5

Y5 KNOWLEDGE

AUTUMN TERM Y5:

By the end of this term children will know:

About the work of artists who have been inspired by the night sky, and to compare their styles (Peter Thorpe, Van Gogh)

To use photographs of the moon and the work of artists to inspire own painting and pastel work

How to ensure that objects are drawn in perspective to each other in their own work

About the 3-D work of Darrel Wakelm and the 'upcycled' materials that he uses

The process necessary to create a collaborative, class Iron Man sculpture

SPRING TERM Y5:

By the end of this term children will know:

About the necessity to draw objects, including humans, in perspective to one another

How to draw the human form accurately

That some 20th Century artists don't work to a traditional perspective and proportion - Picasso, Joan Miro

How to use and select appropriate pencils for a task

Create a self portrait based on the work of pablo Picasso, Julian Opie or Joan Miro

How to plan and create a mod-rod mask based on those used in Ancient Greek theatre

SUMMER TERM Y5:

By the end of this term children will know:

About the influential work of William Morris

The effect that Morris's work had on the 19th century culture, and how his work is still used today

To create their own printed, relied piece based on the work work of William Morris and the natural fauna of the Peak District

How to use tools to carve clay heads , based on work of sculptors and bust of Potto Brown.

Houghton Primary School: ART

Y6

Y6 SKILLS

AUTUMN TERM

By the end of this term children will be able to:

Effect of light on objects from different directions looking at reflection/sunlight DRAWING

Interpret the texture of a surface DRAWING

Combine colours, tones and tints to enhance the mood of a piece. (hue, tint, tone and shades) COLOUR

Develop experience in embellishing TEXTURE

Work collaboratively on a larger scale TEXTURE

SPRING TERM

By the end of this term children will be able to:

Produce increasingly accurate drawings of people in movement DRAWING

Concept of perspective DRAWING

Combine colours, tones and tints to enhance the mood of a piece. (hue, tint, tone and shades) COLOUR

Colour to express feelings COLOUR

Applies knowledge of different techniques to express feelings COLLAGE /TEXTILES

Plan and develop ideas based on shape and form FORM

Plan based on observation or imagination FORM

Properties of media FORM

SUMMER TERM

By the end of this term children will be able to:

Explore the use of texture in colour COLOUR

Colour for purposes COLOUR

Enhance digital media by editing (including sound, video, animation, still images and installations) DIGITAL MEDIA

Build up drawings and images of whole or parts of items using various techniques PRINTING

Explore printing techniques used by various artists PRINTING

Houghton Primary School: ART

Y6

Y6 KNOWLEDGE

AUTUMN TERM Y6:

By the end of this term children will know:

That different sketching pencils produce different effects

How to use sketching pencils to show different lights

How to use pastels and mix watercolours to vary the mood of a piece of work, and to use the language hue, tint, tone and shade, with particular reference to UK seascapes

That small pieces of collage with embellishment can piece together to make a larger collaborative piece of work

SPRING TERM Y6:

By the end of this term children will know:

About the distinctive work of the illustrator Armin Greder

How Greder uses pencil, pastels and charcoal techniques to create accurate, perspective drawings of people

That the way the human form is portrayed, both in 2-D and 3-D, can express mood and the balance of power

How to make a wire model which portrays mood and emotion, based on their knowledge of the book: The Island

SUMMER TERM Y6:

By the end of this term children will know:

About the distinctive nature of the Pop Artist Roy Lichtenstein and his use of favoured technique (Benday)

That artists can be inspired by different stimuli, including comic book art

How to plan and print their own 'Lichtenstien', inspired by his work

Print their own designs

Use digital media to make Pop Art inspired images.