



Curriculum Coverage: Art & Design

				ARE at the end of the year
Year 1	Autumn	Spring	Summer	
Skills	<p>Use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts.</p> <p>Use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts.</p> <p>Describe what they think or feel about their own and others' work.</p> <p>Name the primary colours.</p>	<p>Respond to ideas.</p> <p>Use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts.</p> <p>Use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts.</p> <p>Describe what they think or feel about their own and others' work.</p> <p>Ask sensible questions about a piece of art.</p> <p>Name the primary colours.</p>	<p>Use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts.</p> <p>Describe what they think or feel about their own and others' work.</p>	<ol style="list-style-type: none"> 1. respond to ideas. 2. use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. 3. use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts. 4. describe what they think or feel about their own and others' work. 5. ask sensible questions about a piece of art. 6. name the primary colours.
Topics	Self portraits	Still life paintings	Making puppets	



Year 2	Autumn	Spring	Summer	
Skills	Investigate visual and tactile elements: <ul style="list-style-type: none">Natural sculpturesDrawingPaintingCollage	Investigate materials and processes: <ul style="list-style-type: none">Origami water liliesWater colour paint	Describe feelings about their own and others' work. Respond to ideas. Nature drawings. Drawing. Pointillism painting techniques.	<ol style="list-style-type: none">respond to and explore ideas.investigate and use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts.investigate and use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts.describe what they think or feel about their own and others' work (including that of significant artists), making suggestions to improve.comment on differences between pieces of art.name the primary and secondary colours.aware of different grades of pencil for drawing.
Topics	Fire of London Still Life	Changing materials	Pointillism Picasso	



Year 3	Autumn 1	Autumn 2	Summer	
<p>Skills</p>	<p>Explore ideas and collect visual and other information for their work (eg by sketching). record their ideas, marks, experiments and examples in a sketch book. Using ideas from the points above, design and make images / artefacts for different purposes. Is aware of different grades of pencil for drawing and can use them effectively.</p>	<p>Investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Record their ideas, marks, experiments and examples in a sketch book. Describe what they think or feel about their own and others' work (including that of artists), and adapt and improve their own. Comment on similarities and differences between pieces of art, including art from different periods and cultures.</p>	<p>Describe what they think or feel about their own and others' work (including that of artists), and adapt and improve their own. Comment on similarities and differences between pieces of art, including art from different periods and cultures. Record their ideas, marks, experiments and examples in a sketch book. Investigate visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and design.</p>	<ul style="list-style-type: none"> • explore ideas and collect visual and other information for their work (eg by sketching). • investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. • investigate visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and design. • record their ideas, marks, experiments and examples in a sketch book. • Using ideas from the points above, design and make images / artefacts for different purposes. • describe what they think or feel about their own and others' work (including that of artists), and adapt and improve their own. • comment on similarities and differences between pieces of art, including art from different periods and cultures. • is aware of different grades of pencil for drawing and can use them effectively.
<p>Topics</p>	<p>Sketching</p>	<p>European artists</p>	<p>Water colours</p>	



Year 4	Autumn	Spring	Summer	
<p>Skills</p>	<p>Explore ideas and collect visual and other information to help them develop their work (eg by sketching). Combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Describe what they think or feel about their own and others' work (including that of artists and designers), and adapt and improve their own. Comment on similarities and differences between pieces of art, including art from different periods and cultures. Is aware of different grades of pencil for drawing and know when to use them.</p>	<p>Explore ideas and collect visual and other information to help them develop their work (eg by sketching). Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Describe what they think or feel about their own and others' work (including that of artists and designers), and adapt and improve their own. Comment on similarities and differences between pieces of art, including art from different periods and cultures.</p>	<p>Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Describe what they think or feel about their own and others' work (including that of artists and designers), and adapt and improve their own. Comment on similarities and differences between pieces of art, including art from different periods and cultures.</p>	<ol style="list-style-type: none"> 1. explore ideas and collect visual and other information to help them develop their work (eg by sketching). 2. Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. 3. combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. 4. record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. 5. Using ideas from the points above, design and make images / artefacts for different purposes. 6. describe what they think or feel about their own and others' work (including that of artists and designers), and adapt and improve their own. 7. comment on similarities and differences between pieces of art, including art from different periods and cultures. 8. is aware of different grades of pencil for drawing and know when to use them.
<p>Topics</p>	<p>Landscape /Weather</p>	<p>Artists around the World</p>	<p>Animal Art</p>	



Year 5	Autumn	Spring	Summer	
<p>Skills</p>	<p>Explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles). Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Using ideas from the points above, design and make images / artefacts for different purposes. Adapt and improve their own work to realise their intentions. Comment on similarities and differences between pieces of art, including art from different periods and cultures. Show some awareness of design in the world around them eg architecture, graphic design.</p>	<p>Explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles). Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Using ideas from the points above, design and make images / artefacts for different purposes. Adapt and improve their own work to realise their intentions.</p>	<p>Explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles). Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Using ideas from the points above, design and make images / artefacts for different purposes. Adapt and improve their own work to realise their intentions. Show some awareness of design in the world around them eg architecture, graphic design</p>	<ol style="list-style-type: none"> 1. explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles). 2. showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. 3. combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. 4. record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. 5. Using ideas from the points above, design and make images / artefacts for different purposes. 6. adapt and improve their own work to realise their intentions. 7. comment on similarities and differences between pieces of art, including art from different periods and cultures. 8. show some awareness of design in the world around them eg architecture, graphic design.
<p>Topics</p>	<p>Highwayman Watercolours A sense of place Victorian decoupage Prayer Days Black History Month</p>	<p>Easter Watercolours Prayer Days</p>	<p>Spanish Architects/Painters linked to Foreign languages Prayer Days</p>	



Year 6	Autumn	Spring	Summer	
<p>Skills</p>	<p>Explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles). Combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Using ideas from the points above, design and make images / artefacts for different purposes. Adapt and improve their own work to realise their intentions.</p>	<p>Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Using ideas from the points above, design and make images / artefacts for different purposes. Adapt and improve their own work to realise their intentions. Comment on similarities and differences between pieces of art, including art from different periods and cultures.</p>	<p>Showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. Record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. Adapt and improve their own work to realise their intentions. Comment on similarities and differences between pieces of art, including art from different periods and cultures</p>	<ol style="list-style-type: none"> 1. explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles). 2. showing increasing knowledge, confidence and experiences, investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts. 3. combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions. 4. record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do. 5. Using ideas from the points above, design and make images / artefacts for different purposes.
<p>Topics</p>	<p>WWII Figure Drawing</p>	<p>Greeks Clay Work</p>	<p>Landscapes</p>	<ol style="list-style-type: none"> 6. adapt and improve their own work to realise their intentions. 7. comment on similarities and differences between pieces of art, including art from different periods and cultures. 8. show increasing awareness of art and design in the world around them eg architecture, graphic design.