

Kilby St Mary's C of E (Aided) Primary School

Whole School Art Coverage/Overview



What the National Curriculum says.

Key Stage One	Key Stage Two
<ul style="list-style-type: none">• To use a range of materials creatively to design and make products.• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.	<ul style="list-style-type: none">• Use experiences, other subjects across the curriculum and ideas and inspirations for artwork• To create sketch books to record their observations and use them to review and revisit ideas.• To learn about the great artists, architects and designers in history.• To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay).

Art and Design Skills

Our skills and milestones curriculum is taken from the Chris Quigley Essentials and then linked to our school Art and Design policy and schemes of work.

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express, emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.

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Year Group	Ranges 4-6 /working towards	Early Learning Goal/Working at	
<p>EYFS</p> <p>Exploring Mixed Media (EMM)</p> <p>Taught through continuous provision and weekly challenges.</p>	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	
<p>EYFS</p> <p>Being Imaginative (BI)</p> <p>Taught through continuous provision and weekly challenges.</p>	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 		

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Year 1/2 Cycle A

Autumn:

Focus: Shape

Content: Klee/Mondrian artist study –shape (cubism). Colour mixing – hot and cold colours/ contrasting colours – poster paint, watercolour, chalk/oil pastels.



Milestone ref:

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.
- Use thick and thin brushes.
- Mix primary colours to make secondary (look at/create a colour wheel).
- Add white to colours to make tints and black to colours to make tones.
- Use a combination of shapes.
- Use repeating or overlapping shapes.
- Show pattern and texture by adding dots and lines.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.
- Make tiles out of clay

Spring:

Focus: Landscapes

Content: Rousseau /Lowry Rainforests and buildings- painting techniques – collage, printing.



Milestone ref:

- Explore different methods and materials as ideas develop.
- Mix primary colours to make secondary (look at/create a colour wheel).
- Add white to colours to make tints and black to colours to make tones.
- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.
- Include lines and texture.
- Show pattern and texture by adding dots and lines.
- Join materials using glue and/or a stitch.
- Use dip dye techniques.
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- Use repeating or overlapping shapes.
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Summer

Focus: Sculpture and space

Content: Andy Goldsworthy sculptures – natural materials.



Milestone ref:

- Respond to ideas and starting points.
- Explore different methods and materials as ideas develop.
- Sort and arrange materials.
- Include lines and texture
- Use a combination of shapes. Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Whole School Art Coverage/Overview

<p>Year 1/2 Cycle B</p>	<p>Focus: Line and Pattern Content: Surrealism –Klimt artist study – Drawing, Collage, textured coloured paper pencil/felt tip/poster paint.</p> <div style="text-align: center;">  </div> <p>Milestone ref:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. • Include lines and texture. • Show pattern and texture by adding dots and lines. • Use thick and thin brushes. • Join materials using glue and/or a stitch. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Show pattern and texture by adding dots and lines. • Use repeating or overlapping shapes • Use a combination of shapes. • Include lines and texture. 	<p>Focus: : Portraits Content: proportion and tone - Line drawing/ mixing paints.</p> <div style="text-align: center;">  </div> <p>Milestone ref:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use thick and thin brushes. • Mix primary colours to make secondary (look at/create a colour wheel). • Add white to colours to make tints and black to colours to make tones. • Draw lines of different sizes and thicknesses. • Colour neatly following the lines. • Show different tones by using coloured pencils. • Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<p>Focus: Light/Colour Content: Monet – chalk pastels. Exploring texture and design Sculpture. Weaving and plaiting.</p> <div style="text-align: center;">  </div> <p>Milestone ref:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. • Use weaving to create a pattern. • Use plaiting. • Use dip dye techniques. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
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Whole School Art Coverage/Overview

<p>Year 3/4 Cycle A</p>	<p>Focus: Shape/Pattern Content: William Morris – patterns. Chalk and charcoal street scenes. Victorian patterns using clay. Queen Victoria portraits. Sketching skills. Victorian samplers – sewing.</p>  <p>Milestone ref: Digital media/drawing</p> <ul style="list-style-type: none"> • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Ensure work is precise. • Use clay and other mouldable materials. • Use different hardnesses of pencil to show line, tone and texture. • Annotate sketches and explain and elaborate ideas. • Sketch lightly without using a rubber. • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Shape and stitch materials. • Use basic cross stitch and back stitch. • Replicate patterns in natural or built up environments. • Make precise repeating patterns. • Replicate some of the techniques used by notable artists, artisans and designers. 	<p>Focus: Landscapes Content: William Turner and David Hockney- watercolour landscapes and collages –</p>  <p>Milestone ref: Painting/Drawing</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Select and arrange materials for a striking effect. 	<p>Focus: Sculpture and Space Content: .Henry Moore/Barbara Hepworth</p>  <p>Milestone ref: 3D Sculpture/Drawing</p> <p>Use clay and other mouldable materials.</p> <ul style="list-style-type: none"> • Use coiling, overlapping, tessellation, mosaic and montage. • Create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials. • Add materials to provide interesting detail. • Create weavings. <p>Replicate some of the techniques used by notable artists, artisans and designers.</p>
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Whole School Art Coverage/Overview

	<ul style="list-style-type: none"> • Create original pieces that are influenced by studies of others. <p>Mimic print from the environment e.g. wallpaper (a KS1 milestone).</p>		
<p>Year 3/4 Cycle B</p>	<p>Focus: Line and Pattern Content: Matisse/ Miro – study, create original pieces that are influenced by artists use collage materials to create different shapes.</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Milestone ref: Collage/drawing</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Explore ideas in a variety of ways. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Ensure work is precise. • Replicate some of the techniques used by notable artists, artisans and designers. 	<p>Focus: Proportion and Tone / Portraits Content: Pop Art – Andy Warhol artist study – contrasting colours – felt tips and ICT. Frieda Carlo – Printing using polystyrene, litho/digital printing.</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Milestone ref: Printing/drawing</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Develop ideas from starting points. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Comment on artworks using visual language. • Ensure work is precise. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<p>Focus : Light/Colour Content: Kandinsky– Faith Ringgold Textiles- painting/printing onto fabric/screen printing,. Stone Age cave drawings. Observational drawing of Stone Henge – sketching pencils.</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Milestone ref: Textiles/drawing</p> <ul style="list-style-type: none"> • Colour and print fabrics • Use basic cross stitch and back stitch. • Collect information, sketches and resources. • Explore ideas in a variety of ways. • Select and arrange materials for a striking effect. • Use different hardnesses of pencil to show line, tone and texture. • Annotate sketches and explain and elaborate ideas. • Sketch lightly without using a rubber. • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Use layers of two or more colours.

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<p>Year 5/6 Cycle A</p>	<p>Topic: Shape and Pattern</p> <p>Content:– Ashlie Gorky /Escher</p>  <p>Milestone ref: Collage/Drawing</p> <ul style="list-style-type: none"> • Sketch (lightly)before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use ceramic mosaic materials and techniques. • Use frameworks to provide stability and form. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Show precision in techniques. <p>Combine previously learned techniques to create pieces.</p>	<p>Topic: Landscapes</p> <p>Content:– Local environment, landscapes inspired by John Constable and Paul Cezanne line, tone, shading using various media</p>  <p>Milestone ref: Painting /Drawing</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Comment on artworks with a fluent grasp of visual language. • Develop a personal style of painting, drawing upon ideas from other artists. • Use a variety of techniques to add interesting effects. • Choose a style of drawing suitable for the work. • Use lines to represent movement. • Show precision in techniques. • Combine previously learned techniques to create pieces. • Give details about the style of some notable artists, artisans and designers. 	<p>Topic: Sculpture and Space</p>  <p>Content: Study artists: Hans Arp/ Paul Rodin- Clay, Papier mache vases, clay, paint pen masks, painted plates.</p> <p>Milestone ref: Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real- life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

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		<ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	
<p>Year 5/6 Cycle B</p>	<p>Topic: Line Content: An exploration of the work of Surrealist artist Paul Nash - chalk. His depiction of the battlefields of World War I and II. Digital media. Collage – The Blitz.</p>  <p>Milestone ref: Drawing/Printing</p> <ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language. • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists. • Use a variety of techniques to add interesting effects. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement. • Combine previously learned techniques to create pieces. 	<p>Topic: Proportion and tone Content: Printing. Drawing skills. Study Jean-Michel Basquiat and era of contemporary art. Graffiti artist to internationally acclaimed Neo-Expressionist in just a couple of years.</p>  <p>Milestone ref: Collage/Drawing</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretation. • Use a variety of techniques to add interesting effects. • Choose a style of drawing suitable for the work. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Show precision in techniques. • Combine previously learned techniques to create pieces. 	<p>Topic: Light and Colour Content: Explore abstract art- explore the work of David Mcleod</p>  <p>Milestone ref: Digital media</p> <ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Create a colour palette based upon colours observed in the natural or built world. • Take photographs and make digital images of everyday items • Enhance digital media by editing (including sound, video, animation, still images and installations). • Build up layers of colours. Use duplications • Combine visual and tactile qualities. • Combine previously learned techniques to create pieces. • Give details about the style of some notable artists, artisans and designers.

Whole School Art Coverage/Overview

	<ul style="list-style-type: none">• Give details about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles.		<ul style="list-style-type: none">• Create original pieces that show a range of influences and styles.
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