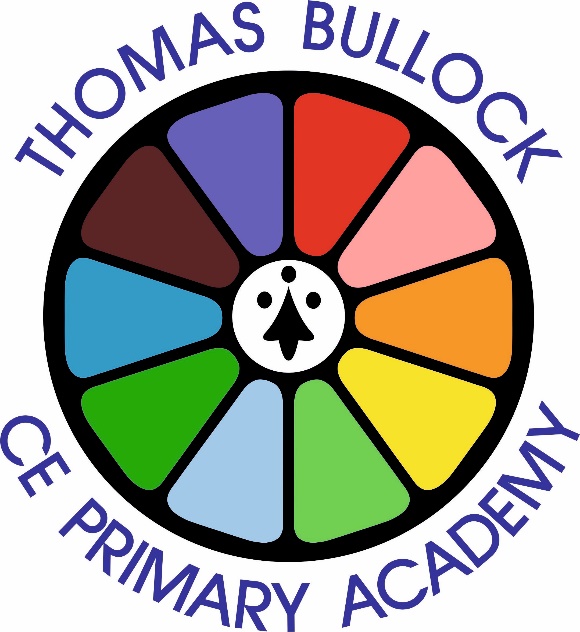
**Thomas Bullock Church of England**

**Primary Academy**



**Art and Design**

**Curriculum**

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| **Art and Design**  Art and Design Units by Key Stage and Year Group | | | | | | | | | | | | | | | | | | | | |
| **Key Stage One** | | | | | | | | | | | | | | | | | | | | |
| Year 1 | | | | | | | | | | Year 2 | | | | | | | | | | |
| Exploring and Developing Ideas | | | | | | | | | | | | | | | | | | | | |
| Evaluating and Developing work | | | | | | | | | | | | | | | | | | | | |
| Drawing | Materials | | | Painting | | | | Collage | | Digital Media | | | Drawing | | | Printing | | | Painting | |
| **Lower Key Stage Two** | | | | | | | | | | | | | | | | | | | | |
| Year 3 | | | | | | | | | | Year 4 | | | | | | | | | | |
| Exploring and Developing Ideas | | | | | | | | | | | | | | | | | | | | |
| Evaluating and Developing work | | | | | | | | | | | | | | | | | | | | |
| Drawing | | Painting | | | | Textiles | | | Sculpting | | | Drawing | | Digital media | | | Printing | | | Collage |
| **Upper Key Stage Two** | | | | | | | | | | | | | | | | | | | | |
| Year 5 | | | | | | | | | | Year 6 | | | | | | | | | | |
| Exploring and Developing Ideas | | | | | | | | | | | | | | | | | | | | |
| Evaluating and Developing work | | | | | | | | | | | | | | | | | | | | |
| Drawing | | | Digital Media | | | | Textiles | | | Drawing | | | | | Painting | | | Sculpture | | |
| **Art and Design**  Key Stage One | | | | | | | | | | | | | | | | | | | | |
| **Exploring and Developing Ideas:**  During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:   * I can record and explore ideas from first hand observations * I can ask and answer questions about the starting points for their work * I can develop their ideas – try things out, change their minds * I can explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities | | | | | | | | | | | | | | | | | | | | |
| **Evaluating and Developing Work:**  During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:   * I can review what they and others have done and say what they think and feel about it. * I can identify what they might change in their current work or develop in future work | | | | | | | | | | | | | | | | | | | | |
| **Year One Program of Study** | | | | | | | | | | | | | | | | | | | | |
| **Drawing** | | | | | **Painting** | | | | | | **Sculpting** | | | | | **Collage** | | | | |
| **Line, shape, texture** | | | | | **Colour & Space** | | | | | | **Texture and Form - (inc. clay)** | | | | | **Colour, shape & Texture** | | | | |
| **Observational Drawing -** | | | | | **Aboriginal Art & Karen McCaffety** | | | | | | **Rachael Whiteread** | | | | | **Matisse** | | | | |
| * Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, chalk. * Control the types of marks I make * Draw on different surfaces with a range of media.   Shape   * Observe and draw shapes from observations   Texture   * Investigate textures by making rubbings | | | | | * Use a variety of tools and techniques including different brush sizes * Mix colours to match colours on artefacts and objects   Colour   * Identify and name primary colours * Mix primary shades and tones | | | | | | * Explore sculpture with a range of malleable media * Understand the safety and basic care of materials and tools   Form   * Experiment with constructing and joining recycled, natural and manmade materials   Texture   * Change the surface of a malleable material e.g. build a textured tile. | | | | | * Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc * Arrange and glue materials to different backgrounds * Sort and group materials for different purposes e.g. colour texture * Fold, crumple, tear and overlap papers * Work on different scales   Colour   * Collect, sort, name match colours appropriate for an image   Shape   * Create and arrange shapes appropriately   Texture   * Create, select and use textured paper for an image | | | | |
| **Art and Design**  Key Stage One | | | | | | | | | | | | | | | | | | | | |
| **Exploring and Developing Ideas:**  During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:   * I can record and explore ideas from first hand observations * I can ask and answer questions about the starting points for their work * I can develop their ideas – try things out, change their minds * I can explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities | | | | | | | | | | | | | | | | | | | | |
| **Evaluating and Developing Work:**  During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:   * I can review what they and others have done and say what they think and feel about it. * I can identify what they might change in their current work or develop in future work | | | | | | | | | | | | | | | | | | | | |
| **Year Two Program of Study** | | | | | | | | | | | | | | | | | | | | |
| **Digital Media** | | | | | **Drawing** | | | | | | **Printing** | | | | | **Painting** | | | | |
| **Recording and Manipulating** | | | | | **Line, Shape and Tone** | | | | | | **Line, Shape and Texture** | | | | | **Colour, shape and texture** | | | | |
|  | | | | | **Georgia O’Keefe** (plants & flowers) | | | | | | (animals patterns) | | | | | **Hokusai** | | | | |
| * Explore ideas using digital sources i.e. internet, CD‐ROMs. * Record visual information using digital cameras, video recorders. * Use a simple graphics package to create images and effects with   Lines   * changing the size of brushes in response to ideas.   Shapes   * using eraser, shape and fill tools. * Colours and Texture using simple filters to manipulate and create images * Use basic selection and cropping tools | | | | | * Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. * Control the types of marks made with the range of media.   Shape   * Observe and draw shapes from observations. * Draw shapes in between objects. * Invent new shapes.   Tone   * Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. | | | | | | * Print with a range of hard and soft materials e.g. corks, pen barrels, sponge * Make simple marks on rollers and printing palettes * Take simple prints i.e. mono ‐printing * Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils * Build repeating patterns and recognise pattern in the environment * Create simple printing blocks with press print * Design more repetitive patterns   Colour   * Experiment with overprinting motifs and colour   Texture   * Make rubbings to collect textures and patterns | | | | | * Use a variety of tools and techniques including different brush sizes and types * Mix and match colours to artefacts and objects * Work on different scales * Experiment with tools and techniques e.g. layering, mixing media, scrapping through * Name different types of paint and their properties   Texture  Create textured paint by adding sand, plaster. | | | | |

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| **Art and Design**  Lower Key Stage Two | | | |
| **Exploring and Developing Ideas:**  During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | | |
| **Evaluating and Developing Work:**  During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:   * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. | | | |
| **Year Three Program of Study** | | | |
| **Drawing** | **Painting** | **Textiles** | **Sculpting / 3D** |
| **Line, Marks and Texture** | **Colour and Texture** | **Weaving, stitching and dyeing** | **Clay and Papier Mache** |
| **Stone Age Cave Paintings** | **Monet** | **African Patterns (**using wax resist) | **African Tribal Art & Picasso** |
| * Experiment with ways in which surface detail can be added to drawings. * Use sketchbooks to collect and record visual information from different sources. * Draw for a sustained period of time at an appropriate level.   Lines and Marks   * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. * Experiment with different grades of pencil and other implements to create lines and marks.   Form and Shape   * Experiment with different grades of pencil and other implements to draw different forms and shapes. * Begin to show an awareness of objects having a third dimension. | * Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects * Work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task.   Colour   * Mix colours and know which primary colours make secondary colours * Use more specific colour language * Mix and use tints and shades | * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects * Match the tool to the material * Develop skills in stitching, cutting and joining * Experiment with paste resist. | * Plan, design and make models from observation or imagination * Join clay adequately and construct a simple base for extending and modelling other shapes * Create surface patterns and textures in a malleable material * Use papier mache to create a simple 3D object. |

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| **Art and Design**  Lower Key Stage Two | | | |
| **Exploring and Developing Ideas:**  During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | | |
| **Evaluating and Developing Work:**  During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:   * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. | | | |
| **Year Four Program of Study** | | | |
| **Drawing** | **Digital Media** | **Printing** | **Collage** |
| **Line, Marks, Form, Shape and Tone** | **Record, collect and edit** | **Block and relief printing** | **Laying, Pattern and Texture** |
| **Observational Drawing** (Plants) **- Henri Rousseau** | **Juan Sanchez Cotan** (food imagery) | **Blexbolex** | **Observational Drawing (Plants) - Henri Rousseau** |
| * Experiment with ways in which surface detail can be added to drawings. * Use sketchbooks to collect and record visual information from different sources. * Draw for a sustained period of time at an appropriate level.   Lines and Marks   * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. * Experiment with different grades of pencil and other implements to create lines and marks.   Form and Shape   * Experiment with different grades of pencil and other implements to draw different forms and shapes. * Begin to show an awareness of objects having a third dimension.   Tone   * Experiment with different grades of pencil and other implements to achieve variations in tone. * Apply tone in a drawing in a simple way. | * Record and collect visual information using digital cameras and video recorders * Present recorded visual images using software e.g. Photostory, PowerPoint * Use a graphics package to create images and effects with;   Lines   * by controlling the brush tool with increased precision * Changing the type of brush to an appropriate style e.g. charcoal * Create shapes by making selections to cut, duplicate and repeat * Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | * Create printing blocks using a relief or impressed method * Create repeating patterns * Print with two colour overlays * One colour screenprinting | * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures * Use collage as a means of collecting ideas and information and building a visual vocabulary |

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| **Art and Design**  Upper Key Stage Two | | |
| **Exploring and Developing Ideas:**  During years 5 and 6, pupils should be taught the following skills through the teaching of the programme of study content:   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | |
| **Evaluating and Developing Work:**  During years 5 and 6, pupils should be taught the following skills through the teaching of the programme of study content:   * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. **Evaluate using artistic language.** * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. | | |
| **Year Five Program of Study** | | |
| **Drawing** | **Textiles** | **Digital Media** |
| **Lines, Marks, Tone, Form and Texture** | **Threadwork** | **Layering** |
| **Henry Moore** | **Mr Finch** | **‘Facing the World’ -David Hockney** |
| * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create a detailed drawing. * Develop close observation skills using a variety of view finders. * Use a sketchbook to collect and develop ideas. * Identify artists who have worked in a similar way to their own work.   Lines, Marks, Tone, Form & Texture   * Use dry media to make different marks, lines, patterns and shapes within a drawing. * Explore colour mixing and blending techniques with coloured pencils. * Use different techniques for different purposes i.e. shading, hatching within their own work. | * Use different grades of threads and needles * Experiment with a range of media to overlap and layer creating interesting colours and textures and effects * Create printing blocks by simplifying an initial sketch book idea * Use relief or impressed method * Create prints with three overlays * Work into prints with a range of media e.g. pens, colour pens and paints | * Record, collect and store visual information using digital cameras, video recorders * Present recorded visual images using software e.g. Photostory, PowerPoint * Use a graphics package to create and manipulate new images * Be able to Import an image (scanned, retrieved, taken) into a graphics package * Understand that a digital image is created by layering * Create layered images from original ideas (sketch books etc.) |

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| **Art and Design**  Upper Key Stage Two | | |
| **Exploring and Developing Ideas:**  During years 5 and 6, pupils should be taught the following skills through the teaching of the programme of study content:   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | |
| **Evaluating and Developing Work:**  During years 5 and 6, pupils should be taught the following skills through the teaching of the programme of study content:   * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. **Evaluate using artistic language.** * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. | | |
| **Year Six Program of Study** | | |
| **Drawing** | **Painting** | **Sculpting /3D** |
| **Line, Marks, Tones, Form and Texture** | **Colour, Perspective and Composition** | **Form and space** |
| **Frida Kahlo** | **Mexican Folk Art Pop Art - Andy Warhol** | **Claus Oldenburg** (ceramics & soft sculpture) |
| * Work from a variety of sources including observation, photographs and digital images. * Use a sketchbook to collect and develop ideas. * Identify artists who have worked in a similar way to their own work.   Lines, Marks, Tone, Form & Texture   * Experiment with wet media to make different marks , lines, patterns, textures and shapes. * Use different techniques for different purposes i.e. shading, hatching within their own work. * Start to develop their own style using tonal contrast and mixed media. | * Develop a painting from a drawing * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music   Colour   * Mix and match colours to create atmosphere and light effects * Be able to identify primary secondary, complementary and contrasting colours * Work with complementary colours   Perspective and Composition   * Show an awareness of how paintings are created ie. Composition. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background | * Shape, form, model and construct from observation or imagination * Use recycled, natural and man‐made materials to create sculptures * Plan a sculpture through drawing and other preparatory work * Develop skills in using clay inc. slabs, coils, slips, etc   Produce intricate patterns and textures in a malleable media |