



St. Edward's
Catholic Primary School



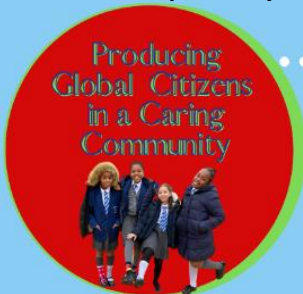
Curriculum Intent

Art & Design



We are learning that our art and design skills and talents are unique, different in many ways and these are differences to be celebrated.

We are learning to think for ourselves and form judgements and opinions about historical and contemporary artists.



We are learning how art positively impacts our lives and environment, causing us to question, develop appreciation and marvel at all cultures from around our world.

We are learning to make our learning journeys as interactive and creative as possible. In IT there are opportunities to expand drawing and painting skills using technology. In RE there are opportunities to explore and appreciate religious art



We are learning to appreciate and include new technological gadgets or methods and photographs, ideas to showcase art to the wider community and beyond.



'Following Christ we reach our goals'



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Art and Design Curriculum

TOPICS

Year 1 Portraits of the Queen / Painting colours

Year 2 Famous Buildings / Texture Creature

Year 3 Identity / Patterns

Year 4 Cartooning / Pottery

Year 5
Landscapes / Royal Buildings

Year 6
Street Art / Surrealism

EYFS

Expressive Arts and Design (EAD)

Autumn: Autumn colours/ Fireworks / The Nativity

Spring: Still life / Spring colours / The Easter story

Summer: Handa's Surprise / The Gruffalo / **Explore Eric Carle / Mondrian**

YEAR 1

<p>Year 1</p>	<p>Autumn ARTS WEEK</p>	<p>Spring <u>Portraits of the Queen</u> Artists: Jodie Clarke and Bradley Theodore</p> <ul style="list-style-type: none"> +Experiment with a variety of media +Control the types of mark making experiences with a range of media +Observe shapes from observations and draw them +Investigate by drawing light and dark lines +Verbally evaluate their own work 	<p>Summer <u>Painting colours</u> Artists: Kandinsky</p> <ul style="list-style-type: none"> + Identification of the primary colours + colours mixing +Explore the effects of different brushes and tools +Use textured paint +Make links between their own work and Kandinsky's patterns
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YEAR 2

Year 2	Autumn	Spring	Summer
	ARTS WEEK	<u>Famous Buildings</u> Artist: John Virtue +Draw with a range of hard and soft materials. +Draw on different surfaces with a range of media e.g cardboard, tracing paper, fabric, textured paper, wallpaper, leaves etc. + use simple graphics package to create images and effects with lines. +Analyse and evaluate the work of John Virtue using the language of art and design. +compare his work to that of another artist focusing on building with an alternative style.	<u>Texture Creatures</u> Artist: Aboriginal Art + explore print and repetitive pattern +effects of layering +work on different scales +Select and use textured paper or fabric for an image +Explore the tone using light and dark patterns +Pupils to make links between their work and the work of + explore the techniques used in aboriginal art. +Describe the similarities and differences between two pieces of work. +make links between their own work and that of the artist.

YEAR 3

Year 3	Autumn	Spring	Summer
	ARTS WEEK	<u>Identity</u> Artists: Sonia Boyce + Explore the children's roots +Experiment with collage through layering and tearing and overlapping. +Experiment with montage through computing +To create a sketchbook to record their observations. + To use sketchbooks to review and revisit ideas. +Evaluate their work using the language of art. +Mix and use tints and shades. +Learn about techniques of Sonia Boyce. +Analyse a work of art by Sonia Boyce.	<u>Patterns</u> Artists: William Morris Educational Visit- William Morris Gallery in Walthamstow +Use printing to create repeating patterns. +Experiments with different painting effects such as blocking in colour. +Mix colours and know which primary colours make secondary colours. +Explore the work of William Morris. +To create sketchbook to record their observations. +To use sketchbooks to review and revisit Ideas. +Critique his work at the William Morris Gallery.





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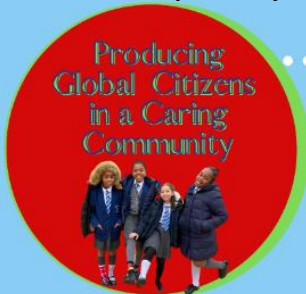
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Yr 4 Cartooning / Pottery

Yr 5 Landscapes / Royal Buildings

Yr 6 Street Art / Surrealism

EYFS

Expressive Arts and Design (EAD)

- + Explores what happens when they mix colours
- + Experiments to create different textures
- + Understands that different media can be combined to create new effects

Summer: Explore Eric Carle / Mondrian

YEAR 4

Year 4	Autumn ARTS WEEK	<p>Spring <u>Cartooning</u> Artists: Walt Disney</p> <ul style="list-style-type: none"> + Focus on building of ideas in a sketchbook. + Use the sketchbooks to review and develop ideas. + Experiment with different grades of pencil and other implements to create lines and marks. + Explore shading techniques + Apply shading techniques to their figures. + Discover what is a caricature is. + Develop the technique of drawing caricatures. 	<p>Summer <u>Pottery</u> Artists: Gillian Lowndes</p> <ul style="list-style-type: none"> + Explore the work of an artist and the techniques they use- Gillian Lowndes. + To create sketchbooks to record their observations + To use sketchbooks to review and revisit ideas + Practice using clay tools to create different effects + create surface patterns and textures in malleable materials. + Experiment with and use Papier Mache to create a 3D object, + Evaluate their work using the language of art.
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YEAR 5

Year 5	Autumn	Spring <u>London Landscapes</u>	Summer <u>Royal Buildings</u>
	ARTS WEEK	<p>Artist: Herbert Mason Atkinson Grimshaw. Additional- John Virtue</p> <p>+ Learn the techniques and artist style of Herbert Mason (photographer) and Atkinson Grimshaw (painter) + Understand the historical importance of painting. + Evaluate and analyse a piece of artwork by Herbert Mason + Link his landscapes to others in WW2. Compare similarities and differences. + Develop an awareness of composition, scale and proportion in their painting. + To use sketchbook to record their observations. + To use sketchbooks to review and revisit ideas. + Mix and match colours to develop atmosphere and light e.g. use of watercolours + Develop an awareness of composition, scale and proportion. + Mix and match colours to develop atmosphere or light effects. + Pupils evaluate their linking it to that of Herbert Mason or Atkinson Grimshaw. (Use a range of mediums watercolours, acrylic, chalk, charcoal, black fine line pens)</p>	<p>Artist: Sir William Whitfield (architect)</p> <p>+ Study Queen Victoria's most frequent residences of Balmoral and Windsor Castle, St James' Palace, Buckingham Palace.</p> <p>+ Explore Richmond House Whithall (rival to Buckingham Palace)</p> <p>+ Learn about the architect Sir William Whitfield.</p> <p>+ To use sketchbooks to record their observations.</p> <p>+ To use sketchbooks to review and revisit ideas.</p> <p>+ Use different media to create difference marks, lines, patterns and shape a within a drawing.</p> <p>+ Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>+ Explore colour mixing techniques with coloured pencils.</p> <p>+ pupils to evaluate their work using the language of art.</p>

YEAR 6

Year 6	Autumn	Spring <u>Street Art</u>	Summer <u>Surrealism</u>
	ARTS WEEK	<p>Artist: Banksy</p> <p>+ View and critique street art in London + Take photographs of street art and /or street buildings to turn into street art. + Store images and present them using software. + To create sketchbook to record their observations. + To use sketchbooks to review and revisit ideas. + Work into prints with a range of media e.g. pens, paints, colour. + Create prints with multiple layers. + Experiment with relief printing using etching + pupils to make links between their work and the work of Banksy.</p>	<p>Artists: Dali and Magritte</p> <p>+ To know great Surrealism artists in history (Dali, Picasso and Magritte).</p> <p>+ To discuss and compare techniques used by Surrealist artists. + To create sketchbooks to record their observations.</p> <p>+ To use sketchbooks to review and revisit ideas. + Pupils to make links between their work and the work of Picasso, Dali and Magritte. + To create a finalised portrait.</p>

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