Wraysbury Primary School Curriculum Overview : Art and Design

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | Offered as part of daily ‘Continuous Provision’– following children’s interests  Children are encouraged to discuss and explain the processes that they have used | | | | | |
| **Focus Teaching** | | | | | |
| Experimenting with a range of materials and tools | Drawing – shape and line | 3D model making | Using different media | Painting and Observational Drawing | Printing |
| Year 1 |  | Formal Elements of Art:  Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water. | Art and Design Skills:  Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour |  |  | Landscapes using different media:  Experimenting with different art materials to create texture. |
| Year 2 | Art and Design Skills:  Design, drawing, craft, painting and art appreciation: replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, working with clay and experimenting with brush strokes. |  |  | Sculpture and Mixed Media:  Sculpture, pop art, drawing to portray emotions and taking inspiration from the works of Roy Lichtenstein. | Formal Elements of Art:  Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings. |  |
| Year 3 | Art and Design Skills (2 + 3)  creating puppets, drawing from observation, learning the difference between a tint and a shade  Formal Elements:  Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark |  | Prehistoric Art:  Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past |  |  | Craft:  Creating mood boards as inspiration, learning to tie-dye, weaving and sewing to create a range of effects using fabric |
| Year 4 | Formal Elements of Art:  Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing ‘flip’ patterns and recreating a famous geometric pattern. |  |  | Sculpture:  Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages. |  | Art and Design skills:  Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a ‘curator’ |
| Year 5 | Art and Design Skills (1 + 2)  expanding on an observational drawing | Art and Design skills (3)  Design  Formal Elements of Art: Architecture  Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect. |  | Every Picture Tells a Story:  Exploring the meaning behind art – analyse the work of Banksy; making symmetry prints inspired by Rorschach, telling a story using emojis, re-enacting a poignant war scene and taking inspiration from ceramic artist Odundo.  Art and Design skills (4) Drawing: Picture the Poet |  | Design for a Purpose  Designing to a given criteria; developing design ideas for a room interior, a coat of arms and a product to fit a given name  Art and Design skills (6) learning about how artists work |
| Year 6 | Photography:  Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.  Art and Design Skills  (1) Sketch books  (2) Painting Impressionism | Art and Design Skills:  (3 and 4) Zentangle Patterns | Make my Voice Heard:  Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message |  | Still Life:  Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box |  |