

# Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus two annual Art Weeks



RECEPTION	AUTUMN 1 and 2	SPRING 1 and 2	SUMMER 1 and 2
Theme	<ul style="list-style-type: none"> <li>- This is Me (drawing and painting self-portraits)</li> <li>- Our Garden (painting and collage sunflowers from our garden)</li> <li>- Autumn (natural sculptures)</li> <li>- Festivals (sculpture - clay divas; Christmas collage)</li> </ul>	<ul style="list-style-type: none"> <li>- Seasons (painting and mixed-media)</li> <li>- Minibeasts (sculpture using malleable materials; collage; drawing and painting)</li> </ul>	<ul style="list-style-type: none"> <li>- All Around (junk models of local buildings)</li> <li>- Patterns! (rubblings and printing)</li> <li>- In and Out (large-scale weaving)</li> </ul>
Artists	Helen Oxenbury Vincent Van Gogh Andy Goldsworthy traditional potters (India)	Georgia O'Keefe Eric Carle Henri Matisse	local architects traditional weavers
Learning Objectives	<ul style="list-style-type: none"> <li>- I can make artwork to show my thoughts and feelings.</li> <li>- I can use the things I see around me and my imagination to make art.</li> <li>- I can use materials and tools safely.</li> <li>- I can use my senses to explore different mark-making and painting materials.</li> <li>- I can make simple drawings of myself and the things around me.</li> <li>- I can mix two colours to make a different colour.</li> <li>- I can use my senses to explore different collage and modelling materials.</li> <li>- I can make patterns using materials around me.</li> <li>- I can explore what happens when I mix different materials.</li> <li>- I can talk about the work of an artist.</li> <li>- I can talk about my artwork and how I created it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make artwork to show my thoughts and feelings.</li> <li>- I can use the things I see around me and my imagination to make art.</li> <li>- I can use materials and tools safely.</li> <li>- I can use my senses to explore different mark-making and painting materials.</li> <li>- I can make simple drawings of the things around me.</li> <li>- I can mix two colours to make a different colour.</li> <li>- I can use my senses to explore different collage and modelling materials.</li> <li>- I can explore what happens when I mix different materials.</li> <li>- I can talk about the work of an artist.</li> <li>- I can talk about my artwork and how I created it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make artwork to show my thoughts and feelings.</li> <li>- I can use the things I see around me and my imagination to make art.</li> <li>- I can use materials and tools safely.</li> <li>- I can use my senses to explore different mark-making and painting materials.</li> <li>- I can mix two colours to make a different colour.</li> <li>- I can use my senses to explore different printing and modelling materials.</li> <li>- I can make patterns using materials around me.</li> <li>- I can explore what happens when I mix different materials.</li> <li>- I can talk about the work of an artist.</li> <li>- I can talk about my artwork and how I created it.</li> </ul>
Key Vocabulary	line, shape, space, colour, <b>texture, pattern</b> , draw, colour, paint, mix, <b>blend, primary colours, light, dark, collage</b> , cut, tear, glue, <b>design, mould</b> , poster paint, chalk, <b>pastel</b> , clay, <b>material</b>	line, shape, space, colour, <b>texture, pattern</b> , draw, colour, paint, mix, <b>blend, primary colours, light, dark, collage</b> , cut, tear, glue, <b>design, mould</b> , poster paint, chalk, <b>pastel</b> , clay, <b>material, model</b>	line, shape, space, colour, <b>texture, pattern</b> , draw, colour, paint, mix, <b>blend, primary colours, light, dark, collage</b> , cut, tear, glue, <b>design, mould</b> , poster paint, chalk, <b>pastel</b> , clay, <b>material, model, junk model, weave</b>

# Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus two annual Art Weeks



YEAR 1	AUTUMN 1 or 2	SPRING 1 or 2	SUMMER 1 or 2
Topic	<b>Drawing and Painting</b> (line and shape)	<b>Printing and Weaving</b>  <i>(link to science materials topic)</i>	<b>Sculpture</b> (junk modelling) <i>(link to English unit)</i>
Artists	Vincent Van Gogh Aboriginal artists	Orla Kiely textile designers from Asia	contemporary craft makers e.g. Makaon
Learning Objectives	<ul style="list-style-type: none"> <li>- I can show my ideas, thoughts and feelings in my artwork.</li> <li>- I can draw the shapes I can see.</li> <li>- I can use different types of line in my drawings and paintings.</li> <li>- I can colour or paint within the lines.</li> <li>- I can mix primary colours to make secondary colours.</li> <li>- I can paint using brushstrokes.</li> <li>- I can talk about the work of different artists.</li> <li>- I can explain what I like and don't like about my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- I can show my ideas, thoughts and feelings in my artwork.</li> <li>- I can print onto paper and fabric with different objects.</li> <li>- I can press, roll, rub and stamp to make prints.</li> <li>- I can create a repeating pattern in print.</li> <li>- I can use weaving to create a pattern.</li> <li>- I can talk about the work of different artists.</li> <li>- I can explain what I like and don't like about my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- I can show my ideas, thoughts and feelings in my artwork.</li> <li>- I can cut, stick and mould to make a sculpture.</li> <li>- I can talk about the work of different artists.</li> <li>- I can mix primary colours to make secondary colours.</li> <li>- I can use a computer program to create a picture.</li> <li>- I can explain what I like and don't like about my artwork.</li> </ul>
Key Vocabulary	line, shape, <b>straight, curved, wavy, zig-zag, dotted, spiral</b> , short, long, <b>thin, thick</b> , light, dark, <b>outline, pattern, texture, space, primary colours, secondary colours, warm/cool colours, mix, blend, brushstrokes, direction, flick, dab</b>	print, press, roll, rub, stamp, <b>repeating pattern, space, motif, printing block, printing roller, block printing, fabric</b>	<b>sculpture, model, solid, 3D</b> , cut, stick, <b>attach, mould, bend, twist, junk-modelling, papier mache</b>

# Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus two annual Art Weeks



YEAR 2	AUTUMN 1 or 2	SPRING 1 or 2	SUMMER 1 or 2
Topic	<b>Sculpture</b> (clay dragon eye) <i>(link to English unit)</i>	<b>Collage and Painting</b>  <i>(link to history Great Fire of London topic/Art Week theme)</i>	<b>Drawing</b> (colour, pattern and tone)
Artists	Barbara Hepworth	Lauren Child Mark Hearld	M C Escher Ernst Haeckel
Learning Objectives	<ul style="list-style-type: none"> <li>- I can use my senses, memory and imagination to create art.</li> <li>- I can use pinching, rolling, moulding and carving to create a clay sculpture.</li> <li>- I can join pieces of clay by blending.</li> <li>- I can use digital images to create a pic collage.</li> <li>- I can talk about how artists have used colour, pattern and texture in their work.</li> <li>- I can talk about my own work and suggest how I could improve it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use my senses, memory and imagination to create art.</li> <li>- I can use thick and thin brushes to paint.</li> <li>- I can add white to colours to make tints.</li> <li>- I can add black to paint to make shades.</li> <li>- I can create a background by using a colour wash.</li> <li>- I can cut, tear, arrange and glue materials to make a collage.</li> <li>- I can add texture to my collage.</li> <li>- I can talk about how artists have used colour, pattern, texture and tone in their work.</li> <li>- I can talk about my own work and suggest how I could improve it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use my senses, memory and imagination to create art.</li> <li>- I can use different drawing materials and grades of pencil to draw and colour.</li> <li>- I am starting to show light and shadow in my drawings.</li> <li>- I can show pattern and texture in my drawings.</li> <li>- I can use different tools on a computer program to create a picture.</li> <li>- I can talk about how artists have used colour, pattern, texture and tone in their work.</li> <li>- I can talk about my own work and suggest how I could improve it.</li> </ul>
Key Vocabulary	<b>sculpture, design, pattern, pinch, roll, coil, mould, carve, attach, blend, detail</b>	primary colours, <b>secondary colours</b> , colour wheel, brushstrokes, <b>tint, shade, background, horizon, background wash, blend</b> <b>texture</b> , rough, smooth, cut, tear, glue, <b>overlap</b>	<b>sketch, pressure</b> , light, dark, <b>tone, shade (v)</b> , blend, <b>smudge, a shade (n)</b> , tint, pattern, <b>texture</b> , pastel, oil pastel, charcoal

# Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus two annual Art Weeks



YEAR 3	AUTUMN 1 or 2	SPRING 1 or 2	SUMMER 1 or 2
Topic	<b>Mixed Media</b> (cave art) <i>(link to history Stone Age topic)</i>	<b>Drawing and Painting</b> (Portraits)	<b>Collage/Mosaic</b>  <i>(link to history Romans topic)</i>
Artists	cave painters from history	Leonardo Da Vinci Frida Kahlo Pablo Picasso	Antoni Gaudi
Learning Objectives	<ul style="list-style-type: none"> <li>- I can use a sketch book to explore ideas.</li> <li>- I can sketch using light lines.</li> <li>- I can use shading to show tone.</li> <li>- I can show tones with different drawing materials.</li> <li>- I can mix a range of colours (including brown), tints and shades.</li> <li>- I can use a range of brushes and tools to create different effects in painting.</li> <li>- I can identify and copy some of the techniques used by different artists.</li> <li>- I can discuss my artwork and make changes to it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketch book to explore ideas.</li> <li>- I can sketch using light lines.</li> <li>- I can use guidelines when drawing faces. - I can use shading to show tone.</li> <li>- I can show tones with different drawing materials.</li> <li>- I can mix a range of colours (including brown), tints and shades.</li> <li>- I can identify and copy some of the techniques used by different artists.</li> <li>- I can discuss my artwork and make changes to it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketch book to explore ideas.</li> <li>- I can choose and arrange collage materials to create interesting effects.</li> <li>- I can use techniques such as overlapping, layering, tessellation or mosaic in my collage.</li> <li>- I can create a Pic Collage combining images and text.</li> <li>- I can identify and copy some of the techniques used by different artists.</li> <li>- I can discuss my artwork and make changes to it.</li> </ul>
Key Vocabulary	light pressure, sketch, blend, smudge, <b>gradual shading, control</b> , secondary colours, <b>earth colours, complementary colours</b> , tint, shade, tone, foreground, background, watercolours, soft pastels, charcoal.	light pressure, sketch, blend, smudge, <b>gradual shading, control</b> , secondary colours, <b>skin tone</b> , tint, shade, tone, <b>contrast, feature</b> , expression, <b>Cubism</b>	collage, <b>mosaic</b> , texture, <b>surface</b> , pattern, <b>tessellate</b> , overlap, <b>overlay, layering</b>

## Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus two annual Art Weeks



YEAR 4	AUTUMN 1 or 2	SPRING 1 or 2	SUMMER 1 or 2
Topic	<b>Sculpture</b> (clay Canopic Jars) <i>(link to history Egyptians topic)</i>	<b>Textiles</b> (tie-dye/batik) <i>(link to history Anglo Saxons topic)</i>	<b>Drawing and Painting</b> (Still-life)
Artists	Ron Hitchens Wendy Tournay (local artist)	textile designers from Asia	Paul Cezanne Giorgio Morandi
Learning Objectives	<ul style="list-style-type: none"> <li>- I can use a sketch book to adapt my ideas.</li> <li>- I can join pieces of clay using scoring, slip and blending.</li> <li>- I can add pattern and texture to make my sculpture interesting.</li> <li>- I can use techniques used by artists in my own work.</li> <li>- I can suggest and make my own improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketch book to adapt my ideas.</li> <li>- I can use different types of paint to suit my purpose.</li> <li>- I can use tie-dye or batik to create patterns onto fabric.</li> <li>- I can use techniques used by artists in my own work.</li> <li>- I can suggest and make my own improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketch book to adapt my ideas.</li> <li>- I can look for and draw 3D shapes within objects.</li> <li>- I can show proportion in a still life composition.</li> <li>- I can use tone to create a 3D effect.</li> <li>- I can use techniques such as cross-hatching to add tone and texture.</li> <li>- I can confidently mix a range of colours, tints and shades.</li> <li>- I can edit digital photographs and include them in a piece of artwork.</li> <li>- I can use techniques used by artists in my own work.</li> <li>- I can suggest and make my own improvements.</li> </ul>
Key Vocabulary	sculpture, <b>form</b> , design, texture, pattern, detail, carve, mould, <b>score, slip, blend, impress, varnish</b>	<b>tie-dye, batik, resist, harmonising colours</b> , contrast, <b>complementary colours</b> , fabric dye, brusho	3D shapes, <b>hatching, cross-hatching, stippling, scribble technique, form, still-life, composition</b> , overlap, <b>proportion</b> , foreground, background, secondary colours, <b>harmonising colours, complementary colours</b>

# Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus two annual Art Weeks



YEAR 5	AUTUMN 1 or 2	SPRING 1 or 2	SUMMER 1 or 2
Topic	<b>Drawing and Painting</b> (landscapes/cityscapes)	<b>Printing</b>  <i>(link to history Mayan topic)</i>	<b>Sculpture</b> (using frameworks) <i>(link to science animals topic)</i>
Artists	John Constable David Hockney Birmingham architects	Katsushika Hokusai/William Morris Tereza Buskova (local artist) Mayan craft workers	Alberto Giacometti Sophie Dickens
Learning Objectives	<ul style="list-style-type: none"> <li>- I can use a sketch book to extend and refine my ideas.</li> <li>- I can show proportion in my work.</li> <li>- I can show simple perspective in my work.</li> <li>- I can use different shading techniques to show tone or texture.</li> <li>- I can mix colours, tints and shades based on the colours I see around me.</li> <li>- I can experiment with creating moods with paint.</li> <li>- I can paint with precision.</li> <li>- I can use different tones to create depth in painting.</li> <li>- I can draw upon techniques used by artists.</li> <li>- I can adapt my work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketch book to extend and refine my ideas.</li> <li>- I can use different tools to make a printing block.</li> <li>- I can add fine detail to my prints.</li> <li>- I can print a precise repeating pattern.</li> <li>- I can use at least two colours in my print.</li> <li>- I can draw upon techniques used by artists in my own work.</li> <li>- I can adapt my work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketch book to extend and refine my ideas.</li> <li>- I can use a framework to create a sculpture.</li> <li>- I can make my sculpture interesting by adding shapes, textures or intricate patterns.</li> <li>- I can use a computer program to create an animation of my sculpture.</li> <li>- I can draw upon techniques used by artists in my own work.</li> <li>- I can adapt my work as it progresses.</li> </ul>
Key Vocabulary	<b>composition</b> , foreground, <b>middle ground</b> , background, <b>perspective</b> , <b>proportion</b> , <b>scale</b> , form, space, texture, horizon line, <b>vanishing point</b> , <b>parallel lines</b> , <b>depth</b> , <b>hatching</b> , <b>cross-hatching</b> , <b>stippling</b> , <b>scribble technique</b> , tint, shade, tone, complementary colours, harmonising colours	block printing, <b>relief</b> , <b>collagraph</b> , <b>lino print</b> , <b>monoprint</b> , <b>motif</b> , <b>positive image</b> , <b>negative image</b> , pattern, <b>geometric</b> , repeat, reflect, rotate, <b>impress</b> , layer, overlap, <b>overprint</b> , complementary colours	<b>framework</b> , <b>armature</b> , <b>proportion</b> , form, papier mache, Modroc, chicken-wire, acrylic paint, varnish, glaze

# Chad Vale Primary School Curriculum Art and Design Overview

No of timetabled hours per week allocated to this subject: min 7 hours a term plus onel Art Week



YEAR 6	AUTUMN 1 or 2	SPRING 1 or 2	SUMMER 1 or 2
Topic	<b>Drawing and Painting</b> (faces and figures) <i>(link to science evolution topic)</i>	<b>Mixed media</b>  <i>(link to Art Week theme)</i>	<b>Mixed media</b> (backdrops and props for production)
Artists	Julian Opie Banksy	artist of choice	traditional and digital background artists
Learning Objectives	<ul style="list-style-type: none"> <li>- I can use a sketchbook to extend, refine and adapt my ideas.</li> <li>- I can show proportion when drawing figures and faces.</li> <li>- I can use lines to show movement.</li> <li>- I can choose a drawing or painting style suitable for my work.</li> <li>- I can add fine detail to my drawings and paintings.</li> <li>- I can choose different techniques to show tone and texture in my work.</li> <li>- I can mix a wide range of colours, tints and shades, including skin tones.</li> <li>- I can use the language of art and design to discuss my artwork.</li> <li>- I can comment on the effects of the changes I have made to my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketchbook to extend, refine and adapt my ideas.</li> <li>- I can choose the media and techniques suitable for my purpose.</li> <li>- I can choose a drawing or painting style suitable for my work.</li> <li>- I can add fine detail to my artwork.</li> <li>- I can choose different techniques to show tone and texture in my work.</li> <li>- I can mix a wide range of colours, tints and shades, including skin tones.</li> <li>- I can create my own style, drawing upon ideas from other artists.</li> <li>- I can use the language of art and design to discuss my artwork.</li> <li>- I can comment on the effects of the changes I have made to my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a sketchbook to extend, refine and adapt my ideas.</li> <li>- I can choose the media and techniques suitable for my purpose.</li> <li>- I can add fine detail to my artwork.</li> <li>- I can use a computer program to create a detailed digital artwork.</li> <li>- I can use the language of art and design to discuss my artwork.</li> <li>- I can comment on the effects of the changes I have made to my artwork.</li> </ul>
Key Vocabulary	proportion, scale, space, <b>facial expression</b> , tint, shade, <b>depth</b> , secondary colours, <b>tertiary colours</b> , harmonising colours, complementary colours, skin tone, Pop Art	composition, <b>mixed media</b> <i>revisit vocabulary depending on media chosen</i>	<i>revisit vocabulary appropriate to task</i>