National Curriculum Subject Content

Pupils should be taught:

- to use a range of materials creatively to design and make products **1**
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination **2**
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **3**
- 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.**4**

Year	Autumn Architect- Gaudi	Spring Designer-Mary Quant	Summer Artist-Van Gogh
1	**Printing** **Print with sponges , vegetables and fruit** **Print onto paper and textile** **Design their own printing block** **Create a repeating pattern** **3D** **Add texture by using tools.** **Make different kinds of shapes.** **Cut , roll and coil materials such as clay , dough or plasticine.** Collage Cut and tear paper and card for their collages Gather and sort the materials they will need. **Use of IT** Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture **Knowledge** Describe what they can see and like in the work of another artist/craft maker/designer Ask sensible questions about a piece of art	Drawing Draw using pencil and crayons Draw lines of different shapes and thickness, using 2 different grades of pencil **Printing** **Print with sponges , vegetables and fruit** **Print onto paper and textile** **Design their own printing block** **Create a repeating pattern** Textiles Sort threads and fabrics Group fabrics and threads by colour and texture Weave with fabric and thread **Collage** Cut and tear paper and card for their collages **Use of IT** Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture **Knowledge** Describe what they can see and like in the work of another artist/craft maker/designer Ask sensible questions about a piece of art	**Drawing** Communicate something about themselves in their drawing Create moods in their drawings **Painting** Communicate something about themselves in their painting Create moods in their paintings Choose to use thick and thin brushes as appropriate Paint a picture of something they can see Name the primary and secondary colours **3D** **Add texture by using tools.** **Use of IT** Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture Describe what they can see and like in the work of another artist/craft maker/designer Ask sensible questions about a piece of art
	Autumn Architect-Barbara Hepworth	**Spring Designer- Victoria Beckham**	**Summer Artist-Monet**
2	**3D/textiles** **Make a clay pot** **Join two finger pots together Add** **line and shape to their work Join** **fabric using glue** **Sew fabrics together** **Create part of a class patchwork** **Sketch books** Begin to demonstrate their ideas through photographs and in their sketch books Set out their ideas, using 'annotation' in their sketch books Keep notes in their sketch books as to how they have changed their work **Use of IT** Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Take different photographs of themselves displaying different moods Change their photographic images on a computer **Knowledge** Link colours to natural and man – made objects Say how other artist / craft maker / designer have used colour, pattern and shape Create a piece of work in response to another artists work	**Drawing** Use three different grades of pencil in their drawing (4B, 8B, HB) Show patterns and texture in their drawings **Printing** Create a print using pressing, rolling, rubbing and stamping Create a print like a designer **3D/textiles** Join fabric using glue Sew fabrics together Create part of a class patchwork **Use of IT** Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Take different photographs of themselves displaying different moods Change their photographic images on a computer **Sketch books** Begin to demonstrate their ideas through photographs and in their sketch books Set out their ideas, using 'annotation' in their sketch books Keep notes in their sketch books as to how they have changed their work **Knowledge** Link colours to natural and man – made objects Say how other artist / craft maker / designer have used colour, pattern and shape Create a piece of work in response to another artists work	**Drawing** Use charcoal, pencil and pastels Create different tones using light and dark Use a viewfinder to focus on a specific part of an artefact before drawing it **Painting** Mix paint to create all the secondary colours Mix and match colours , predict outcomes Mix their own brown Make tints by adding white Make tones by adding black **Sketch books** Begin to demonstrate their ideas through photographs and in their sketch books Set out their ideas, using 'annotation' in their sketch books Keep notes in their sketch books as to how they have changed their work **Collage** Create individual and group collages Use different kinds of materials on their collage and explain why they have chosen them **Use of IT** Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Take different photographs of themselves displaying different moods Change their photographic images on a computer **Knowledge** Link colours to natural and man – made objects Say how other artist / craft maker / designer have used colour, pattern and shape Create a piece of work in response to another artists work

Drawing	Painting	Printing	Textiles	3D	Collage	Use of IT	Knowledge