

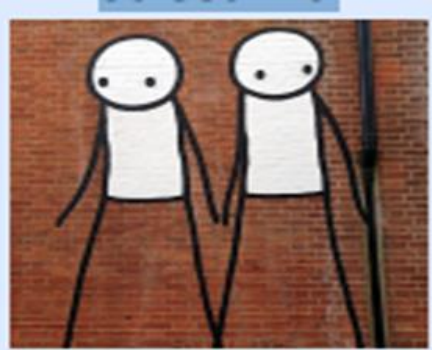



Curriculum Overview: Art Cycle B

Art at Corpus Christi Catholic Primary

"It took me four years to paint like Raphael, but a lifetime to paint like a child." Pablo Picasso

National Curriculum Programmes of Study and EYFS Framework

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Development Matters 4-5 Years: Explore, use & refine a variety of artistic effects to express their ideas and feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create pictures/collages using a range of techniques. Create collaboratively, sharing ideas, resources and skills</p> <p>ELG 16a: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>ELG 16b: Share their creations, explaining the process they have used</p> <p>ELG 16c: Make use of props and materials when role playing characters in narratives and stories.</p>	<p>1.To use a range of materials creatively to design and make products</p> <p>2.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>4.To learn 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</p>	<p>1. To create sketch books to record their observations and use them to review and revisit ideas</p> <p>2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>3. To learn about great artists, architects and designers in history</p>				

Year Group	Reception			
	Autumn 1 Art	Spring 1 Art	Summer 1 Art	Outdoor Learning
	Drawing & Printing	Painting & Collage	Sculpture	Mixed Media
	Artist in focus: Stik	Artist in focus: Wassily Kandinsky	Artist in focus: Ugo Rondinone	Artist in focus: Hanoch Piven
	 <p>Outcomes: Monoprint</p>	 <p>Outcomes: Geometric collage</p>	 <p>Outcome: Clay and recycled material sculpture</p>	 <p>Outcome: inspired figure</p>

Substantive Knowledge - Reception

- Recognise that their ideas can be expressed in art work
- Create freely to record their ideas
- Recognise some key art works and artists

Procedural knowledge

Visual Literacy

- Know that art comes in many forms
- Know that artists have different styles

Generate Ideas

- Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work





Create

- Work in a playful, exploratory way

<ul style="list-style-type: none"> • Demonstrate preferences for a particular artist or art form 	<ul style="list-style-type: none"> • Use a range of materials to craft, build and join • Show interest in the work of others • Copy the work of others 	
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper mache
<ul style="list-style-type: none"> • Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels • Experiment with line, patterns, dots, and colour • Observe and draw from real life using lines and patterns • Draw freely and with pleasure 	<ul style="list-style-type: none"> • To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes • Name colours; begin to mix primary colours to make others. • Begin to paint 'in the style of key artists 	<ul style="list-style-type: none"> • Know that we can make several copies of the same picture; experiment with the relief method • Design and build repeated patterns 	<ul style="list-style-type: none"> • Begin to explore different textiles; undertake some simple textile weaving and decoration • Begin to experiment with a range of tools and joins – e.g. cut, and glue material • Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea 	<ul style="list-style-type: none"> • Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching • Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials

Year Group	Autumn	Spring	Summer	Outdoor Learning Module
1	<p>Drawing & Printing</p> <p>Artist in focus: Keith Haring</p>  <p>Outcomes: Figure drawing, Relief print</p>	<p>Painting & Collage</p> <p>Artist in focus: Meghan Coyle</p>  <p>Outcomes: Experimental Collage</p>	<p>Sculpture</p> <p>Artist in focus: Joan Miro</p>  <p>Outcome: Clay form</p>	<p>Mixed Media</p> <p>Artist in focus: Alexander Calder</p>  <p>Outcome: Kinetic mobile</p>

Substantive Knowledge – Year 1

- Recognise that ideas can be expressed in artwork
- Create and explore with an open mind
- Use contextual knowledge as a stimulus for creativity
- Create original outcomes

Procedural knowledge

Visual Literacy

- Reflect upon the artists' work, and share your response verbally ("I liked...")
- Know how to recognise and describe some simple characteristics of

Generate Ideas

- Try out a range of materials and processes
- Show interest in the work of others
- Know the names of some of the tools, techniques and the formal

Create





- Work in a playful, exploratory way, responding to a simple brief

different kinds of art, craft and design	elements (colours, shapes, etc.) that they use	
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper mache
<ul style="list-style-type: none"> • Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk • Experiment with line, shape, pattern and colour • Observe and draw landscapes, patterns and anatomy • Use a sketchbook to gather and develop ideas 	<ul style="list-style-type: none"> • Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes • Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints • Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques 	<ul style="list-style-type: none"> • Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing • Design and build repeated patterns • Use a sketchbook for practising skills and recording knowledge 	<ul style="list-style-type: none"> • Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons • Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot • Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea 	<ul style="list-style-type: none"> • Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot • Construct with recycled, natural and man-made materials • Use a sketchbook for practising skills and planning a design

	• Use a sketchbook to gather and develop ideas		• Use a sketchbook for practising skills and recording knowledge	
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Year Group	Autumn	Spring	Summer	Outdoor Learning Module
2	Drawing & Printing Artist in focus: Bridget Riley  Outcomes: Collagraph print	Painting & Collage Artist in focus: Yayoi Kusama  Outcomes: Collage	Sculpture Ceramics: Yayoi Kusama  Outcome: Clay Pinch Pot	Mixed Media Artist in focus: Ptolemy Mann  Outcome: Contemporary painting

Substantive Knowledge – Year 2

- Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others
- Try out different activities and make sensible choices about what to do next
- Use sketchbooks to record ideas and experiences
- Create original, knowledge informed outcomes

Procedural knowledge

Visual Literacy

Generate Ideas





Create

<ul style="list-style-type: none"> • Reflect upon the artists' work, and share your response verbally ("I liked...") • Understand artists take their inspiration from around them, collecting and transforming • Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times 	<ul style="list-style-type: none"> • Deliberately choose to use particular techniques • Develop and exercise some care and control over the range of materials they use – for instance, they do not accept the first mark but seek to refine and improve 	<ul style="list-style-type: none"> • Create with a variety of materials to make an outcome which responds to a loose brief.
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper mache
<ul style="list-style-type: none"> • Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk • Experiment with line, shape, pattern and colour • Observe and draw landscapes, patterns and anatomy • Use a sketchbook to gather and develop 	<ul style="list-style-type: none"> • Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes • Name colours, mix and match colours to objects; begin to experiment with black 	<ul style="list-style-type: none"> • Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing • Design and build repeated patterns • Use a sketchbook for practising skills and recording knowledge 	<ul style="list-style-type: none"> • Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons • Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot • Make collages using different media – e.g. 	<ul style="list-style-type: none"> • Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot • Construct with recycled, natural and man-made materials

ideas	and white to make shades and tints • Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques • Use a sketchbook to gather and develop ideas		fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea • Use a sketchbook for practising skills and recording knowledge	• Use a sketchbook for practising skills and planning a design
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Year Group	Autumn	Spring	Summer	Outdoor Learning Module
3	Drawing & Printing	Painting & Collage	Sculpture	Mixed Media
	Artist in focus: Andy Warhol  Outcomes: Artist in focus: Andy Warhol Still Life composition Digital print	Artist in focus: Henri Matisse  Outcomes: Self -portrait	Ceramics: Art of Ancient Civilisations: Roman Pottery  Outcome: coil Pot	Textile Art: Artist in focus: Matty Bovan  Outcome: Collaborative textile installation

Substantive Knowledge – Year 3

- Gather and review information, references and resources related to their ideas and intentions
- Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

Procedural knowledge

Visual Literacy

- Know about and describe the work of some artists, craftspeople, architects and designers

Generate Ideas

- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.

Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief





<ul style="list-style-type: none"> • Reflect upon the artists' work, and share your response verbally (“I liked... I didn't understand... it reminded me of...”) • To understand that visual artists look to other artforms for inspiration • Understand artists often collaborate on projects, bringing different skills together • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work 		
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper Mache
<ul style="list-style-type: none"> • Experiment with different grades of pencil; explain choices about use of media • Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and 	<ul style="list-style-type: none"> • Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening 	<ul style="list-style-type: none"> • Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering • Design patterns of increasing complexity, 	<ul style="list-style-type: none"> • Develop different techniques – e.g. weaving, fabric crayons, embroidery, applique • Develop skills in stitching, cutting and joining 	<ul style="list-style-type: none"> • Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief

<p>draw the effect of light</p> <ul style="list-style-type: none"> • Use scale and proportion to draw anatomy increasingly accurately, articular bodies and faces of people • Use a sketchbook to research, collect and record 	<p>paint, scratching, dotting and splashing</p> <ul style="list-style-type: none"> • Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint • Work confidently on different scales • Use a sketchbook to research, collect and record 	<p>exploring pattern & shape</p> <ul style="list-style-type: none"> • Use a sketchbook for recording and developing print ideas 	<ul style="list-style-type: none"> • Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper • Collect, refine and alter ideas 	<p>tile; construct a simple clay base for modelling other shapes; build a functional form</p> <ul style="list-style-type: none"> • Cut and join wood with support; make a simple paper Mache object using wire or assembled found materials • Plan and design in a sketchbook; make models
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Year Group	Autumn	Spring	Summer	Outdoor Learning Module
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4	Drawing & Printing	Painting & Collage	Sculpture	Mixed Media
	<p>Artist in focus: William Morris</p>  <p>Outcomes: Morris inspired wallpaper Takati-zome (flower) print</p>	<p>Artist in focus: Giuseppe Arcimboldo</p>  <p>Outcomes: Kanga painting Self collage</p>	<p>Artist in focus: Ruth Asawa</p>  <p>Outcome: Suspended wire forms</p>	<p>Photography: Surrealism Artist in focus: Dora Maar</p>  <p>Outcome: Surrealist photography</p>

Substantive Knowledge – Year 4

- Select and use relevant resources and references to develop their ideas
- Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

Procedural knowledge

Visual Literacy

- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
- Reflect upon the artists' work, and share your response verbally ("I

Generate Ideas

- Investigate the nature and qualities of different materials and processes systematically

Create





- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Apply the technical skills they are learning to improve the quality

<p>liked... I didn't understand... it reminded me of... It links to...").</p> <ul style="list-style-type: none"> • Understand artists often collaborate on projects, bringing different skills together • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work 		<p>of their work. (for instance, in painting they select and use different brushes for different purposes)</p>
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper Mache
<ul style="list-style-type: none"> • Experiment with different grades of pencil; explain choices about use of media • Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light 	<ul style="list-style-type: none"> • Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing 	<ul style="list-style-type: none"> • Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering • Design patterns of increasing complexity, exploring pattern & shape 	<ul style="list-style-type: none"> • Develop different techniques – e.g. weaving, fabric crayons, embroidery, applique • Develop skills in stitching, cutting and joining • Experiment with overlapping and layering in collages, using a range of 	<ul style="list-style-type: none"> • Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for

<ul style="list-style-type: none"> • Use scale and proportion to draw anatomy increasingly accurately, articular bodies and faces of people • Use a sketchbook to research, collect and record 	<ul style="list-style-type: none"> • Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint • Work confidently on different scales • Use a sketchbook to research, collect and record 	<ul style="list-style-type: none"> • Use a sketchbook for recording and developing print ideas 	<p>media – e.g. fabric, plastic, tissue, magazines, crepe paper</p> <ul style="list-style-type: none"> • Collect, refine and alter ideas 	<p>modelling other shapes; build a functional form</p> <ul style="list-style-type: none"> • Cut and join wood with support; make a simple paper Mache object using wire or assembled found materials • Plan and design in a sketchbook; make models
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Year Group	Autumn	Spring	Summer	Outdoor Learning Module
5	<p>Drawing & Printing</p> <p>Artist in Focus: Edvard Munch</p>  <p>Outcomes: Etching Printing</p>	<p>Painting & Collage</p> <p>Artist in focus: Derek Gores</p>  <p>Outcomes: Digital collage</p>	<p>Sculpture</p> <p>Artist in focus: Yinka Shonibare</p>  <p>Outcome: papier mache form</p>	<p>Mixed Media</p> <p>Artist in focus: Sheila Hicks</p>  <p>Outcome: Transient art</p>

Substantive Knowledge – Year 5

- Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
- Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others
- Understand that artwork is made for a purpose

Procedural knowledge





Visual Literacy	Generate Ideas	Create
<ul style="list-style-type: none"> • Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...") • Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning • Deconstruct and discuss an original 	<ul style="list-style-type: none"> • Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) 	<ul style="list-style-type: none"> • Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions

artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work		
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper Mache
<ul style="list-style-type: none"> • Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people) • Draw effect of light on people and objects from different directions and develop the concept of perspective • Produce increasingly accurate drawings of people, 	<ul style="list-style-type: none"> • Test media and materials before independently employing a range of effects, including texture with sand/sawdust • Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and 	<ul style="list-style-type: none"> • Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks • Design complex patterns, including using repetition and symmetry • Use a sketchbook for recording, developing & evaluating print ideas 	<ul style="list-style-type: none"> • Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, including tie die • Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning • Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more 	<ul style="list-style-type: none"> • Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips • Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster

landscapes and a range of other 3D objects • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media	colour, texture and tone on natural and manmade objects • Create imaginative work from a variety of sources and show an awareness of painting composition • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media		layers of found materials to build complexity to collage • Collect, refine, adapt, extend and evaluate ideas	• Plan, design, make and adapt models; evaluate other sculptures
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Year Group	Autumn	Spring	Summer	Outdoor Learning Module
6	Drawing & Printing Artist in focus: Grayson Perry  Outcomes: Layered monoprint	Painting & Collage Artist in focus: Romare Bearden  Outcomes: Collage based on Local Environment	Sculpture Artist in focus: Alberto Giacometti  Outcome: clay form installation	Mixed Media Photography: Artist in focus: Jenny Holzer  Outcome: Digital Truisms

Substantive Knowledge – Year 6

- Independently develop a range of ideas which show curiosity, imagination and originality
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others, making links and comparisons
- Understand that artwork is made for a purpose and has a specific audience

Procedural knowledge

Visual Literacy	Generate Ideas	Create
<ul style="list-style-type: none"> • How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts • Reflect upon the artists' work, and share your response verbally (“I liked... I didn't understand... it reminded me of... It links to...”) • Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' 	<ul style="list-style-type: none"> • Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 	<ul style="list-style-type: none"> • Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. • Independently select and use relevant processes in order to create successful work.

<p>own creative response to the work</p> <p>visual notes in a sketchbook to help consolidate and own the learning</p> <ul style="list-style-type: none"> • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work 		
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Disciplinary Knowledge

Drawing	Painting	Printing	Mixed Media Including collage and textiles	3D Form Clay, dough, boxes, wire, paper Mache
<ul style="list-style-type: none"> • Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people) • Draw effect of light on people and objects from different directions and develop the 	<ul style="list-style-type: none"> • Test media and materials before independently employing a range of effects, including texture with sand/sawdust • Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently 	<ul style="list-style-type: none"> • Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks • Design complex patterns, including using repetition and symmetry • Use a sketchbook for recording, developing & evaluating print ideas 	<ul style="list-style-type: none"> • Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, including tie die • Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning • Use a wide variety of media to independently create a collage, including overlapping and layering; 	<ul style="list-style-type: none"> • Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips • Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and

<p>concept of perspective</p> <ul style="list-style-type: none"> • Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media 	<p>using black and white; show the effect of light and colour, texture and tone on natural and manmade objects</p> <ul style="list-style-type: none"> • Create imaginative work from a variety of sources and show an awareness of painting composition • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media 		<p>select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage</p> <ul style="list-style-type: none"> • Collect, refine, adapt, extend and evaluate ideas 	<p>make a model using plaster</p> <ul style="list-style-type: none"> • Plan, design, make and adapt models; evaluate other sculptures
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