St Paul’s CE Primary School **Art** Curriculum

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|  | Techniques Unit 1 | | Techniques Unit 2 | Techniques Unit 3 | | Develop Ideas | Inspiration from the Greats |
| 1W | **Draw**  • Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils | | **Collage**  • Use a combination of materials that are cut,torn and glued.  • Sort and arrange materials.  • Mix materials to create texture. | **Sculpture**  • Use a combination of shapes.  • Include lines and texture.  • Use rolled up paper, straws, paper, card and clay as materials.  • Use techniques such as rolling, cutting,  moulding and carving | | This concept involves understanding how ideas develop through an artistic process.  • Respond to ideas and starting points.  • Explore ideas and collect visual information.  • Explore different methods and materials as ideas develop. | This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.  • Describe the work of notable artists,  artisans and designers.  • Use some of the ideas of artists studied tocreate pieces. |
| 2G | **Painting**  • Use thick and thin brushes.  • Mix primary colours to make secondary.  • Add white to colours to make tints and blackto colours to make tones.  • Create colour wheels. | **Print**  • Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | |
|  | Techniques Unit 1 | Techniques Unit 2 | | | Techniques Unit 3 | Develop Ideas | Inspiration from the Greats |
| 3W | **Draw**  Use different hardnesses of pencils to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct mistakes).  • Use shading to show light and shadow.  • Use hatching and cross hatching to show tone and texture. | **Collage**  • Use a combination of materials that are cut, torn and glued.  • Sort and arrange materials.  • Mix materials to create texture | | | **Sculpture**  • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).  • Include texture that conveys feelings, expression or movement.  • Use clay and other mouldable materials.  • Add materials to provide interesting detail. | • Develop ideas from starting points throughout the curriculum.  • Collect information, sketches and resources.  • Adapt and refine ideas as they progress.  • Explore ideas in a variety of ways.  • Comment on artworks using visual language | This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.  • Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others. |
| 4M | **Painting**  • Use a number of brush techniques using thick  and thin brushes to produce shapes, textures,  patterns and lines.  • Mix colours effectively.  • Use watercolour paint to produce washes for  backgrounds then add detail.  • Experiment with creating mood with colour | | | **Print**  • Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns. |
| 4W |
|  | Techniques Unit1 | Techniques Unit2 | | | Techniques Unit3 | Develop Ideas | Inspiration from the Greats |
| 5B | **Draw**  • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).  • Use a choice of techniques to depict movement, perspective, shadows and reflection.  • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  • Use lines to represent movement | **Collage**  • Mix textures (rough and smooth, plain and patterned).  • Combine visual and tactile qualities.  • Use ceramic mosaic materials and techniques.  ---------------------------------------------Painting  • Sketch (lightly) before painting to combine line and colour.  • Create a colour palette based upon colours observed in the natural or built world.  • Use the qualities of watercolour and acrylic  paints to create visually interesting pieces.  • Combine colours, tones and tints to enhance the mood of a piece.  • Use brush techniques and the qualities of  paint to create texture.  • Develop a personal style of painting, drawing  upon ideas from other artists. | | | **Sculpture**  • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.  • Use tools to carve and add shapes, texture and pattern.  • Combine visual and tactile qualities.  • Use frameworks (such as wire or moulds) to  provide stability and form | This concept involves understanding how ideas develop through an artistic process  • Develop and imaginatively extend ideas from starting points throughout the curriculum.  • Collect information, sketches and resources and present ideas imaginatively in a sketch book.  • Use the qualities of materials to enhance  ideas.  • Spot the potential in unexpected results as  work progresses.  • Comment on artworks with a fluent grasp of visual language. | This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.  • Give details (including own sketches) about the style of some notable artists, artisans and designers.  • Show how the work of those studied was  influential in both society and to other  artists.  • Create original pieces that show a range of influences and styles. |
| 6N | Print  • Build up layers of colours.  • Create an accurate pattern, showing fine detail.  • Use a range of visual elements to reflect the purpose of the work. |