



St George's Catholic Primary School

Art Curriculum Overview – KS2

We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future

Link Colour Key

Social	Moral	Spiritual	Cultural
--------	-------	-----------	----------

	Year 3	Year 4	Year 5	Year 6
Autumn	<p><i>By the end of Year 3 children should be able to:</i></p> <p><u>Generating Ideas</u> 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</p> <p><u>Making</u> Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p><u>Evaluating</u> Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p> <p><i>By the end of Year 3 children should know:</i></p> <p><u>Knowledge and Skills</u> About and describe the work of some artists, craftspeople, architects and designers Aand be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p><i>By the end of Year 4 children should be able to:</i></p> <p><u>Generating Ideas</u> Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p><u>Making</u> Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for</p> <p><u>Evaluating</u> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><i>By the end of Year 4 children should know:</i></p> <p><u>Knowledge and Skills</u> 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. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p><i>By the end of Year5 children should be able to:</i></p> <p><u>Generating Ideas</u> 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 and recording information</p> <p><u>Making</u> 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) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p> <p><u>Evaluating</u> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><i>By the end of Year 5 children should know:</i></p> <p><u>Knowledge and Skills</u> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. How to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p><i>By the end of Year 6 children should be able to:</i></p> <p><u>Generating Ideas</u> 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. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p><u>Making</u> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finish work</p> <p><u>Evaluating</u> Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p><i>By the end of Year 6 children should know:</i></p> <p><u>Knowledge and Skills</u> How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. About the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>
	Links			

3D Form/Sculpture
Clay Houses
Experiment with different grades of pencil and other implements to draw different forms and shapes.
Create textures with a wide range of drawing implements.
Apply a simple use of pattern and texture in a drawing
Plan, design and make models from observation or imagination
Join clay adequately and construct a simple base for extending and modelling other shapes
Create surface patterns and textures in a malleable material

Painting
Landscapes
Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
Experiment with different grades of pencil and other implements to create lines and marks
Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
Create different effects and textures with paint according to what they need for the task
Mix and use tints and shades
Experiment with ways in which surface detail can be added to drawings.
Draw for a sustained period of time at an appropriate level.

Collage & Textiles
Mark Making with Wool
Use fabrics to create 3D structures.
Use different grades of threads and needles
Experiment with a range of media to overlap and layer creating interesting colours and textures
Collage
Use a range of media to create collages
Use different techniques, colours and textures etc when designing and making pieces of work

Printing
Tile Designs
Create printing blocks by simplifying an initial sketch book idea
Use relief or impressed method
Create prints with three overlays
Work into prints with a range of media e.g. pens, colour pens and paints



St George's Catholic Primary School

Art Curriculum Overview – KS1

We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future

Link Colour Key

Social	Moral	Spiritual	Cultural
--------	-------	-----------	----------

	Year 3	Year 4	Year 5	Year 6
Spring	<p><i>By the end of Year 3 children should be able to:</i></p> <p><u>Generating Ideas</u> 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</p> <p><u>Making</u> Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p><u>Evaluating</u> Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p> <p><i>By the end of Year 3 children should know:</i></p> <p><u>Knowledge and Skills</u> About and describe the work of some artists, craftspeople, architects and designers Aand be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p><i>By the end of Year 4 children should be able to:</i></p> <p><u>Generating Ideas</u> Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p><u>Making</u> Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for</p> <p><u>Evaluating</u> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><i>By the end of Year 4 children should know:</i></p> <p><u>Knowledge and Skills</u> 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. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p><i>By the end of Year5 children should be able to:</i></p> <p><u>Generating Ideas</u> 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 and recording information</p> <p><u>Making</u> 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) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p> <p><u>Evaluating</u> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><i>By the end of Year 5 children should know:</i></p> <p><u>Knowledge and Skills</u> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. How to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p><i>By the end of Year 6 children should be able to:</i></p> <p><u>Generating Ideas</u> 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. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p><u>Making</u> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finish work</p> <p><u>Evaluating</u> Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p><i>By the end of Year 6 children should know:</i></p> <p><u>Knowledge and Skills</u> How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. About the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>
	Links			

Collage & Textiles
Tie Dying
Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
Match the tool to the material
Use collage as a means of collecting ideas and information and building a visual vocabulary
Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent
Develop skills in stitching

Digital Media
Past and Present Portraits and Still Life
Record and collect visual information using digital cameras and video recorders
Present recorded visual images using software e.g. Photostory, PowerPoint
Use a graphics package to create images and effects with;
Lines by controlling the brush tool with increased precision
Changing the type of brush to an appropriate style e.g. charcoal
Create shapes by making selections to cut, duplicate and repeat
Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose

Painting
Exploring Flowers in Art
Develop a painting from a drawing.
Carry out preliminary studies, trying out different media and materials and mixing appropriate colours
Create imaginative work from a variety of sources e.g. observational drawing, themes, music and poetry
Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
Develop close observation skills using a variety of view finders
Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Explore colour mixing and blending techniques with coloured pencils.

Painting
Still Life
Mix and match colours to create atmosphere and light effects
Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Colour
Be able to identify primary secondary, complementary and contrasting colours
Work with complementary colours
Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
Show an awareness of how paintings are created ie. Composition.
Start to develop their own style using tonal contrast and mixed media.



St George's Catholic Primary School

Art Curriculum Overview – KS1

We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future

Link Colour Key

Social

Moral

Spiritual

Cultural

Year 3

Year 4

Year 5

Year 6

Summer

By the end of Year 3 children should be able to:
Generating Ideas
 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
Making
 Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
 Select, and use appropriately, a variety of materials and techniques in order to create their own work.
Evaluating
 Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)

By the end of Year 3 children should know:
Knowledge and Skills
 About and describe the work of some artists, craftspeople, architects and designers
 And be able to explain how to use some of the tools and techniques they have chosen to work with.

By the end of Year 4 children should be able to:
Generating Ideas
 Select and use relevant resources and references to develop their ideas.
 Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
Making
 Investigate the nature and qualities of different materials and processes systematically.
 Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for
Evaluating
 Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

By the end of Year 4 children should know:
Knowledge and Skills
 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.
 About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

By the end of Year 5 children should be able to:
Generating Ideas
 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 and recording information
Making
 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)
 Use their acquired technical expertise to make work which effectively reflects their ideas and intentions
Evaluating
 Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

By the end of Year 5 children should know:
Knowledge and Skills
 Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
 How to describe the processes they are using and how they hope to achieve high quality outcomes

By the end of Year 6 children should be able to:
Generating Ideas
 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. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
Making
 Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques
 Independently select and effectively use relevant processes in order to create successful and finish work
Evaluating
 Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

By the end of Year 6 children should know:
Knowledge and Skills
 How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
 About the technical vocabulary and techniques for modifying the qualities of different materials and processes

Painting
Still Life
 Work on a range of scales e.g. thin brush on small picture etc.
Colour
 Mix colours and know which primary colours make secondary colours
 Use more specific colour language
 Mix and use tints and shades
 Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Printing
Using Materials to Make Prints
 Create printing blocks using a relief or impressed method
 Create repeating patterns
 Print with two colour overlays

Digital Media
Victorian Children's Stories
 Record, collect and store visual information using digital cameras, video recorders.
 Present recorded visual images using software e.g. Photostory, PowerPoint .
 Use a graphics package to create and manipulate new images.
 Be able to Import an image (scanned, retrieved, taken) into a graphics package.
 Understand that a digital image is created by layering .
 Create layered images from original ideas (sketch books etc.)

Sculpture
Wire Figure Sculptures
 Work in a sustained way to create a detailed drawing
 Shape, form, model and construct from observation or imagination
 Use recycled, natural and man-made materials to create sculptures
 Plan a sculpture through drawing and other preparatory work
 Use collage as a means of extending work from initial ideas

Links