

Gosford Park Primary School

Art and Design Curriculum

Time table

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	ART	Textiles DT	ART	Levers / sliders DT	ART	DT - Food
Year 2	DT - Structures	ART	DT - FOOD	ART	ART	
Year 3	ART	DT Linkages Levers	DT - FOOD	ART	ART	DT Cams
Year 4	ART	DT	ART	DT FOOD	DT	ART
Year 5	DT FOOD	DT Structures	ART	ART	DT Pulleys	ART
Year 6	DT Electrical	ART	DT Computer	ART	DT Food	ART

Gosford Park Primary School

Art and Design Curriculum

Coverage						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Sketching Painting enclosed spaces	Sketching and Printing Stamp printing	Sketching / painting and 3D Clay flowers - joining	Painting and Printing Body Portraits Relief printing	Sketching Seascapes and Relief collage painting (Mixed media)	Sketching and painting Perspectives in Sketching and life	
Sketching and collage / painting Pop Art	Multi-Media	Sketching and Painting Landscape (impressionism)	Sketching and Painting Landscape Pointillism	Sketching collage – Mixed media self-portraits (modern)	3D Layering Papier Machie (Tissue paper designs / landscapes)	
Sketching and 3D Sculpture Natural resources and clay art on trees	Sketching and Painting Landscape	Sketching Abstract Textiles- Tie dye Weaving	3D Sketching / painting and creating 3D sculpture - clay	Printing Textiles Fabric designers	Gosford Gallery Art Project	
Artists to be studied						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A	Yayoi Kusama (Modern Japanese) Queenie McKenzie (Modern Australian) Orla Keily	Karen Eastman (USA) Bridget Riley	Georgia O'Keefe (American)	Jack Vetriano (Whole body portraits) Egyptian Art Degas	William Turner	Caneletto (Italian) (Venice, The Grand Canal) Banksy (different perspectives on life)
SP	Raphael Andy Warhol (USA) John Willams	Kerry Darlington	Van Gogh (Netherlands) (cottage Garden, starry night)	Seurat (French) vs Monet (French)(compare paint application)	Portrait Artists: Francis Bacon Picasso (Spanish) Leonardo Da Vinci (Italian) Gaudi (focus on his use of colour)	Henri Rousseau (French) (Exotic landscape and Tiger)
S	Andy Goldsworth Graham Jones (Coventry tree art – Gosford pupil)	John Constable	Kandinsky (Russian)	Henry Moore and Barbara Hepworth Rachael Gadsden (Disabled British artist –	William Morris Charles Rennie Mackintosh Various Batik artists	Mayan Art

Gosford Park Primary School

Art and Design Curriculum

	design)			draws movement Olympics / FIFA) Bridget Riley (Fall by)		
Drawing						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Materials: Chalk, pastels, oil pastels			Materials: Charcoal, ink			
Hold a pencil with a tripod grip for control	Know how to use HB, 3B, 3H to make light and dark lines and shaded areas	Vary the hold of pencil to vary the intensity of the mark (further back, held lightly = rough sketch)	The transition between light and dark is gradual	Use a range of dry media (pencil / charcoal and pastels) experimenting for which approach creates a desired effect	Know how to create perspective by using knowledge of Vanishing point, horizontal, vertical and diagonal straight lines	
Draw simple outlines of objects / features	Know how to press hard for a clear, strong outline	Make marks with dry media that show the direction of movement or growth (grass grows vertically upwards, sky is left to right, leaves are circular)	Shade from dark to light to dark to create curved surfaces for a 3D effect	To create a sense of movement through sweeping mark making	To sketch by mapping out directional lines and identifiable shapes before adding detail.	
	Shade inside shapes – keeping inside the lines. Use finger as a guide to help stay inside the lines / slow down towards the line			To exaggerate features of a face to portray character / emotion		
Draw objects by using knowledge of prepositions to locate objects accurately– on, behind, next to, in front, under	Know how to press lightly to make a lighter mark	Use smudge 'b' pencils / charcoal / pastels to create shade or curves	Shade from light to dark to light to create a a 3D peak effect (e.g. clothing pleats)	To use mark making to create different tones.	Sketch with wet ink, varying marks to create tone.	
	Create thin lines Create thick lines					Draw several diagonal lines in one direction with a second layer of diagonal lines in the opposing direction – Know this is called cross hatching
Know that the eyes are level with ears on a portrait	Draw so that the background and foreground touch		To use the size of the head to determine the portion of the body			
To draw vertical lines and	Size of the object in the foreground are		To sketch by using circular movements to create different shades.			

Gosford Park Primary School

Art and Design Curriculum

horizontal lines to place features of the face accurately	proportional to the objects in the background	Use cross hatching for shaded areas, darker areas and areas with movement			
Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ready mixed colour, block water colours	Mixing pallets	Water pencils, different sized brushes, water colour pallets	Inks		
Hold a paintbrush with a tripod grip for control	Add white to a colour to make a tint Add black to a colour make a shade	Use water pencils and paint to blend from one colour to another	Know that by adding different amounts of grey to a colour, creates different tones	Know that each primary colour can be 'warm' and 'cold' depending on the mixing/tint/tone or shade used	Know how to use a colour wheel to select harmonizing colours
Know the names of the primary colours – Red, Yellow and Blue. Know that you cannot make these colours by mixing	Gradually increase the quantity of white make the tint lighter Gradually increase the quantity of black to increase to make the shade darker	Know how to shade by pressing harder / lighter on a water colour pencil	Mix accurate skin tones using a base colour and different amounts of grey	Create a colour pallet to reflect a cold atmosphere	Use dry painting techniques to highlight brush strokes in painting
			Know monochrome means – one colour represented in different intensities. Apply this knowledge	Create a colour pallet to reflect a warm atmosphere	
Know how to make the secondary colours of orange, green and purple	Keep the paint within an intended area without crossing over the lines Know how to wipe off excess paint	Know how to shade by increasing shade (black) or tint (white) Know how to use cloth or paper to absorb excess	To name and make the tertiary colours	To know that by adding water to water based paints or directly on the paper, the paint will bleed / blend / run for effect	Use dry medium (kitchen towel) to absorb paint to add texture
			To know how to change all primary, secondary and tertiary colours into tint, tones and shade		

Gosford Park Primary School

Art and Design Curriculum

To fill a large area with a consistent thickness of paint		water from a brush	Select a paint brush width for an intended purpose (including alternative tools to paint)	ink directly on to fabric, the paint will bleed / blend / run for effect	
	Know how to clean a brush to avoid colour contamination	Know that thick brushes are good for large areas and small brushes are good for outlines and detail – uses as directed	Ensure layers of paint dry before painting adjacent colours to ensure 'paint bleed' is avoided	To add texture to paint (sand / shavings etc) for a desired effect	

Gosford Park Primary School

Art and Design Curriculum

Collage

KS1 (yr1)	KS1 (Yr2)	KS2 (yr 5)
Select / rip appropriately sized paper	To layer dry media (pastels / oil pastels) on top of paint to add texture	Place materials to create a sense of movement / shape
Cover a designated area with collage paper (no gaps unless intended)	Layer ripped cardboard to create shapes (before painting)	Vary the tones / shades of colour within a blocked area (face)
	To layer dry media (pastels / oil pastels) on top of paint to define outline	To layer different materials for a desired effect (fabric / paper / cardboard / tissue paper / cellophane)
	Combine paint / cut out collage	
	Embellish paintings with textures using paper / card / wool	

Printing

KS1 (yr2)	KS2 (yr 4)
Make a simple block stamp	Create a relief print block Create different textures by varying the depth of the relief
To create a repeated pattern	Use a roller to spread paint evenly on the relief stamp
Vary print by changing the tone of the paint	Create a series of relief prints to build up depth in the print (Layer on layer)
Combine two block prints within the same design	

Gosford Park Primary School

Art and Design Curriculum

Textiles

Textiles	
KS1 (yr3)	KS2 (yr 5)
To systematically weave above and below to create a simple weave	Know what batik is and how the cooled wax repels ink
To alternate each strand of weave – above and below / below and above	Use melted wax on areas that will remain untouched
To vary the materials used to create textures	Create a running stitch
Know how to dye cloth	Create a cross stitch
Wrap string around sections of cloth that they want to stay white – know that the dye cannot be absorbed in these areas	Use different stitches to embellish their art work

3D

KS1 (yr1)	KS1 (yr 3)	KS2 (yr 4)	KS2 (yr 6)
Select natural resources for different textures	Roll clay to a 5mm depth (not too thin)	Use rub hands together to create long sausage shapes – apply consistent pressure to create evenly sized sausages	Know how to layer papier machie to create textures
Layer natural resources to create depth	Use clay tools to cut / stamp and make marks	Layer clay to create a 3D structure (coil pot)	Use rolled paper / cardboard to create depth (securing effectively)
To combine different natural resources (leaves, stones, bark) to create shapes	Use slip to join pieces of clay together	Blend layers to create smooth sides	Know how to use paper machie to smooth areas from 3d to flat
To represent keyparts of a face in clay – press, place, push,	To use hands to mould a ‘thumb pot’	Experiment with a wide range of tools (sponges/ bristles/ different thicknesses of sharp tools / rope)	Use modrock - know how to use water to hydrate the modrock and apply to a flat surface
		Mould clay to create a human (abstract) form	To vary the textures of the modrock – Layer, fold, sculpt etc

Gosford Park Primary School

Art and Design Curriculum

Evaluation

<u>Y1</u>	<u>Yr2</u>	<u>Yr3</u>	<u>Yr4</u>	<u>Yr5</u>	<u>Yr6</u>
Orally make factual comments about the work of artists Objects / colours / size	Orally make comparisons about the size of objects / shades of colour etc within the same piece of work	Describe how a piece of art makes you feel or reminds you of something	Evaluate artists work by commenting on techniques used to make marks / colour and textures	Use precise language when evaluating techniques used by others (artists and peers) e.g. transparent, layered, blended, tint, tones, etc	Review different artists / designers work, making comments about similarities and differences between the techniques used / effect achieved and own work.
Orally state what you like or dislike about a piece of work (others)	Orally state what you like or dislike about own and others work	Make factual comments about the resources / media been used in own and artists work	Make annotations about decisions or thoughts (during discovery stage)		
				Make precise annotations about decisions on the use of techniques using subject specific language	Make suggestions about changes needed to make improvements – Subject specific language