Art & Design Skills two year rolling programme Year A

Caton St Paul's C of E Primary School

2020/2021	Autumn	Spring	Summer
	Dig it	**Bright Sparks**	**What a wonderful World**
Diamond Class	**Festivals** **Printing** • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono –printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. • **Colour** • Experiment with overprinting motifs and colour. • **Texture** • Make rubbings to collect textures and patterns. **Drawing** • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media.	**Eric Carle** **Collage** • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. • **Colour** • Collect, sort, name match colours appropriate for an image. • **Shape** • Create and arrange shapes appropriately. • **Texture** • Create, select and use textured paper for an image.	**Our Brilliant Bay** **Digital Media** • Explore ideas using digital sources i.e. internet, CD-ROMs. • Record visual information using digital cameras, video recorders. • Use a simple graphics package to create images and effects with: • **lines** by changing the size of brushes in response to ideas; • **shapes** using eraser, shape and fill tools; and • **colours and texture** using simple filters to manipulate and create images. • Use basic selection and cropping tools. **Drawing** **Tone** • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
	Throughout the year children will… **Exploring and Developing Ideas** • Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	**Evaluating and Developing Work** • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.	
Cultural capital		Go on a walk and gather natural materials from nature and have a go at creating a collage of natural materials before creating their own final pieces.	Visit the seaside and take lots of photographs using the ipads.
Ruby Class	**Journeys** **Painting** • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties. **Colour** • Identify primary and secondary colours by name. • Mix primary shades and tones. • Mix secondary colours. **Texture**	**Antarctica & pirates** **3D Sculpture** • Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. **Form** • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. **Drawing** **Lines and Marks** • Name, match and draw lines/marks from observations.	**Toys** **Textiles** • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. **Colour** • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. **Texture**

	• Create textured paint by adding sand, plaster. **Texture** • Change the surface of a malleable material e.g. build a textured tile. **Drawing** **Form and Shape** • Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes.	• Invent new lines. • Draw on different surfaces with a range of media.	• Create fabrics by weaving materials i.e. grass through twigs. **Drawing** **Texture** • Investigate textures by describing, naming, rubbing, copying.
	Throughout the year children will… **Exploring and Developing Ideas** • Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		**Evaluating and Developing Work** • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.
Cultural capital	**Compare the work of two artists**		**Have a collection of old and new toys for the children to explore and look at, compare the similarities and differences.**

Topaz Class	**The polar explorers**
	Prints of artic theme scenes
	Digital Media • Record and collect visual information using digital cameras and video recorders.
	• Present recorded visual images using software.
	• Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.
	• Change the type of brush to an appropriate style.
	• Create **shapes** by making selections to cut, duplicate and repeat.
	• Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.
	 Pencil shaded drawings of artic animals
	Drawing • **Form and Shape**
	• Experiment with different grades of pencil and other implements to draw different forms and shapes.
	• Begin to show an awareness of objects having a third dimension.
		Let's go to the jungle
		Children to explore a variety of animal fur patterns,
		Printing • Create printing blocks using a relief or impressed method.
		• Create repeating patterns.
		• Print with two colour overlays.
			What a wonderful world
			Collage • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
			• Use collage as a means of collecting ideas and information and building a visual vocabulary.
			 Drawing **Tone**
			  • Experiment with different grades of pencil and other implements to achieve variations in tone.
			  • Apply tone in a drawing in a simple way.

	Throughout the year children will… **Exploring and Developing Ideas** • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal.
Cultural capital		**Compare the work of two artists that use printing methods**	**Create an gallery of art work made all about our wonderful world.**

Emerald Class	**Painting** • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. **Colour** • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Mix and use tints and shades. **Drawing** • Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level.	**3D sculpture** • 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. • Use papier mache to create a simple 3D object. **Drawing** **Lines and Marks** • 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.	**Textiles** • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. **Drawing** **Texture** • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.

Throughout the year children will…

Exploring and Developing Ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal.

Cultural capital

Sapphire Class	**Ancient Egypt** **Printing** • Create printing blocks by simplifying an initial journal 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. **Drawing** **Perspective and Composition** • Begin to use simple perspective in their work using a single focal point and horizon. • 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 i.e. Composition.	**Southern and central American Art.** **Collage** • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.	**Theme? Our Local Area??** **Digital Media** • Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g. Photo story, Power point. • 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. **Drawing** • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a journal to collect and develop ideas. • Identify artists who have worked in a similar way to their own work.

Throughout the year children will…

Exploring and Developing Ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal.

Cultural capital			Do a village walk to gather ideas about the architecture and different buildings around our area.
Amethyst Class	**Stone Age** **Children to create their own stone age painting using a variety of resources and media such as paints and charcoal.** **Painting** • 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, poetry, music. **Colour** • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colours.	**Mayans** **Children will explore Mayan tribal art work and create their own for their own tribe using the skills such as batik** **Textiles** • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	**The Lost Words** **(FAMOUS WORK OF AN ARTIST linking to sculpture)** **The book the lost words** **Children will create their own natural sculpture.** **3D Sculpture** • 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. • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media. **Create drawing and colour pictures of pieces of John Muir in the book The lost words - by observation, develop their own ideas and pieces in sketch books.** **Drawing** **Lines, Marks, Tone, Form and Texture** • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.
	**Throughout the year children will…** **Exploring and Developing Ideas** • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal.
Cultural capital	Create stone age pebbles and leave them around the local area?	Local textile artist to come and demonstrate different techniques to children.	Complete a local outdoors walk and use our senses to look at the world around them, Display the children's work in a gallery style.

Art & Design Skills two year rolling programme Year B

2021/2022	Autumn	Spring	Summer
	Travel Through Time	**Infinity and Beyond**	**All the Worlds a stage**
Diamond Class	**Ourselves** **Painting** • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties. **Colour** • Identify primary and secondary colours by name. • Mix primary shades and tones. • Mix secondary colours. **Texture** • Create textured paint by adding sand, plaster. **Texture** • Investigate textures by describing, naming, rubbing, copying. **Drawing**	**Space** **3D sculpture** • Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. **Form** • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. **Texture** • Change the surface of a malleable material e.g. build a textured tile. **Drawing** **Form and Shape** • Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes.	**Rainforest** **Textiles** • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. **Colour** • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. **Texture** • Create fabrics by weaving materials i.e. grass through twigs. **Drawing** **Lines and Marks** • Name, match and draw lines/marks from observations. • Invent new lines.
	Throughout the year children will… **Exploring and Developing Ideas** • Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		**Evaluating and Developing Work** • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.
Cultural capital			
Ruby Class	**In the past.** **Digital Media** • Explore ideas using digital sources i.e. internet, CD-ROMs. • Record visual information using digital cameras, video recorders. • Use a simple graphics package to create images and effects with: • **lines** by changing the size of brushes in response to ideas; • **shapes** using eraser, shape and fill tools; and • **colours and texture** using simple filters to manipulate and create images. • Use basic selection and cropping tools.	**Travel** **Collage** • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. • **Colour** • Collect, sort, name match colours appropriate for an image.	**All around the world** **Printing** • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono –printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print.

Cultural capital	**Drawing** **Tone** • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	• **Shape** • Create and arrange shapes appropriately. • **Texture** • Create, select and use textured paper for an image.	• Design more repetitive patterns. • **Colour** • Experiment with overprinting motifs and colour. • **Texture** • Make rubbings to collect textures and patterns. **Drawing** • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.
	Throughout the year children will… **Exploring and Developing Ideas** • Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		**Evaluating and Developing Work** • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.

	This is me	**Space**	**All the worlds a stage**
Topaz Class	**Painting** • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. **Colour** • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Mix and use tints and shades. **Drawing** • Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	**3D sculpture** • 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. • Use papier mache to create a simple 3D object. **Drawing** **Lines and Marks** • 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.	**Textiles** • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. **Drawing** **Texture** • Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
	Throughout the year children will… **Exploring and Developing Ideas** • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal.
Cultural capital			

	North and South Pole	Somewhere to Settle	We are Britain

Emerald Class	**Collage**
	• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
	• Use collage as a means of collecting ideas and information and building a visual vocabulary.
	Tone
	   • Experiment with different grades of pencil and other implements to achieve variations in tone.
	   • Apply tone in a drawing in a simple way.
		Printing
		• Create printing blocks using a relief or impressed method.
		• Create repeating patterns.
		• Print with two colour overlays.
			Digital Media
			• Record and collect visual information using digital cameras and video recorders.
			• Present recorded visual images using software.
			• Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.
			• Change the type of brush to an appropriate style.
			• Create **shapes** by making selections to cut, duplicate and repeat.
			• Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.
			Drawing
			   • **Form and Shape**
			   • Experiment with different grades of pencil and other implements to draw different forms and shapes.
			Begin to show an awareness of objects having a third dimension.

Throughout the year children will…

Exploring and Developing Ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal.

Cultural capital			

	In the City – Lowry	Eastern Europe	Enough for everyone
Sapphire Class	**Painting** • 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, poetry, music. **Colour** • Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.	**Textiles** • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. **Drawing** **Perspective and Composition** • Begin to use simple perspective in their work using a single focal point and horizon. • 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 i.e. Composition.	**3D Sculpture** • 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. • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media.

Throughout the year children will…

Exploring and Developing Ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	**Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal.

Cultural capital			
Amethyst Class	**World War II** Children will build up their own prints from the story using the following skills and techniques? **Printing** • Create printing blocks by simplifying an initial journal 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. Children will use the pictures drawn by the illustrator and author of the book and create their own versions based on ideas collected and observation of the paintings from the book. **Drawing** • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a journal to collect and develop ideas. • Identify artists who have worked in a similar way to their own work.	**The Universe** Create layers of picture collage to create art work based on the planets and the solar system. **Collage** • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.	**Our changing world** Children will create a digital piece of work about the ever-changing world, they could cover global warming or environmental factors. **Digital Media** • Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g. Photo story, Power point. • 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. Children will learn about an artist that creates drawings based on climate change and create their own versions using these skills to create awareness. **Drawing** **Lines, Marks, Tone, Form and Texture** • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.
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Cultural capital			