


St. Joseph's R.C. Primary School

'Through love and service, with Jesus in our hearts and heads, we can achieve anything.'



	Foundation Stage		Key Stage One		Key Stage Two			
	In the EYFS Art and Design is taught through the expressive arts. Pupils are taught how to create collaboratively, sharing ideas, resources and skills. In addition, they should return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, pupils are to learn about the work of a range of artists, craft makers and designers		Pupils should be taught to use a range of materials creatively to design and make products. Where appropriate, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They should be given the opportunity to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. In addition, pupils are 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.		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should also be taught to create sketch books to record their observations and use them to review and revisit ideas 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]. Further develop their knowledge about great artists, architects and designers in history.			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term								
	Topic	What makes me special? Bringing nursery rhymes to life!	Toys - how have toys changed over time?	To Infinity and Beyond - how has space travel changed in living memory?	Let's Rock! - how did people live in the Stone, Bronze and Iron Ages?	Meet the Greeks - why should we thank the Ancient Greeks?	That's Settled - who were the Anglo-Saxons?	Vicious Vikings - why did the Vikings invade Britain and how successful were they?
	Art and Design skills and Concepts Progression	In this unit, the children will: Create collaboratively, sharing ideas, resources and skills. Artist study- Kandinsky	In this unit, the children will:	In this unit, the children will:	In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. -Use a range of drawing tools with control and dexterity applying teacher guidance. -Draw on prior knowledge of larger brushes for backgrounds and thinner for more detail whilst being introduced to different types of brushes for specific purposes. - Represent things observed remembered or imagined using colour and selecting appropriate brushes	In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. - Apply their experience of materials and processes, including drawing, developing their control of tools and techniques - Identify and assemble appropriate materials in line with their design to make a new form or structure. -Design with a particular purpose or character in mind.	In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. - Select and use contrasting colours -Combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work -Use size and proportion, foreground background perspective -embellish a surface using a variety of techniques including drawing, painting and printing.	In this unit, the children will:

	Topic	What are our seasons and celebrations?	A Trip Around Town - how has our town of Heywood changed over time?	Adventure is out there! - how has transport changed over	Healthy Me - how does my body work?	Lighting it up!	Mapping it out!	Gadgets Galore - how did electricity change the world?
	Art and Design skills and Concepts Progression	<p>In this unit, the children will: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Artist study- Jackson Pollock Mondrian</p>	<p>In this unit, the children will: -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. -Hold and use drawing skills such as pencils and crayons using them with dexterity and control to investigate marks and represent observations, memories and ideas with purpose and intent.</p> <p>Artist study- Vincent Van Gogh</p>				<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. - Draw on previous sketching painting and colour mixing to create art with line form shape mood and texture. - investigate and combine visual and tactile qualities of materials and processes. -Apply their experience of materials and processes, developing their control of tools and techniques -Use a variety of methods and approaches to communicate ideas</p> <p>Artist study- Peter Thorpe (links to Science)</p>	
Spring Term	Topic	What could be in this egg?	Houses and Homes - how is my home different to my grandparents when they were children?	Fire, Fire! How did the Great Fire of London change our capital forever?	Ancient Civilisations - where did the first civilisations appear?	Rotten Romans? - why were the Romans so successful and were they all rotten?	Marvellous Mayans - why do we remember the Maya?	World War II and the Home front - what was life like during WWII?
	Art and Design skills and Concepts Progression	<p>In this unit, the children will: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>					<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Select and use contrasting colours and textures in stitching and weaving. -Combine visual and tactile qualities of materials and processes and to match these</p>	<p>In this unit, the children will: - Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. - Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p>

							<p>qualities to the purpose of the work</p> <ul style="list-style-type: none"> -Use size and proportion, foreground background perspective -Embellish a surface using a variety of techniques including drawing, painting and printing. <p>Artist study- Henri Rousseau</p>	
	Topic	Which is the smallest minibeast?	Comparison Study Go Wild! Christopher Columbus and Robert Falcon Scott - how have voyages of discovery changed over time?	Let it grow - how do living things grow and change over time?	Rainforests - what's so special about the rainforests?	Water Worlds - how did water travel change the world?	Marvellous Mayans - why do we remember the Maya?	WWII - why was winning the Battle of Britain so important? improve their mastery of art and design techniques, including drawing, painting About designers in history
	Art and Design skills and Concepts Progression	<p>In this unit, the children will: Further explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Local artist- Hugh Templeton</p>	<p>In this unit, the children will: -Use pencils to create lines of different thickness in drawings. - Name some of the primary and secondary colours. - Select and use different brushes to explore and make marks of different thicknesses. - Spread and apply paint to make a background using wider brushes and thinner brushes for content. - Describe what can be seen and give an opinion about the work of an artist.</p> <p>Artist Study- Seurat</p>	<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. -Select, sort and modify materials according to colour shape and texture</p> <p>Based on the text, 'The Frog Prince.'</p>	<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. - Use a range of drawing tools with control and dexterity applying teacher guidance. -Understand how artists use warm and cool colour when mixing paint to express a mood in a work of art. -Draw on prior knowledge of larger brushes for backgrounds and thinner for more detail whilst being introduced to different types of brushes for specific purposes. - Represent things observed remembered or imagined using colour and selecting appropriate brushes</p>	<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. -Use drawing to design and arrange research. - draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy and fluency. -Use colour mixing techniques previously learned and can explore the effect on paint of adding water, glue, sand and sawdust. -Use colour line, shape and form to convey a mood or atmosphere</p> <p>Artist Study: Monet</p>	<p>In this unit, the children will:</p>	<p>In this unit, the children will:</p>
Summer Term	Topic	Is everyone good in the land of fairy tales?	Food glorious food - healthy diet, healthy mind, means healthy me.	At the seaside - how have British holidays changed over time?	Ancient Egypt - how much did the Ancient Egyptians achieve?	Angry Earth - what links mountains, volcanoes and earthquakes?	Change in Monarchy - how did the ruling Monarchs influence change in Britain?	Crime and Punishment - how has this aspect of social history changed over time?
	Art and Design skills and Concepts Progression	<p>In this unit, the children will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>In this unit, the children will:</p>	<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -Understand and value of the work of other</p>	<p>In this unit, the children will: -Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. - Understand and value</p>	<p>In this unit, the children will:</p>	<p>In this unit, the children will:</p>	<p>In this unit, the children will:</p>

		Share their creations, explaining the process they have used;		artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. - Use a range of materials and processes when constructing art work.	of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -Use photography and IT skills to support and create art. -Explore and create patterns and textures with an extended range of materials supplied			
	Topic	How can we keep ourselves healthy?	Meet the Victorians - what was life like for children in England during the Victorian period?	Forest Fun - why are plants important to us all?	A Country Study— North America (Canada)	Remarkable Railways - how did the railways transform Rochdale, Heywood and beyond?	Changing Britain - how has life changed in Modern Britain?	Moving on - when and why do we experience transition in our lives?
	Art and Design skills and Concepts Progression	<p>In this unit, the children will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>	<p>In this unit, the children will:</p> <p>-Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative.</p> <p>-Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p> <p>- Hold and use drawing skills such as pencils and crayons using them with dexterity and control to investigate marks and represent observations, memories and ideas with purpose and intent.</p> <p>- Show how people feel in paintings and drawings.</p> <p>-Use pencils to create lines of different thickness in drawings.</p> <p>- Select and use different brushes to explore and make marks of different thicknesses.</p> <p>- Spread and apply paint to make a background using wider brushes and thinner brushes for content.</p> <p>- Describe what can be seen and give an opinion about the work of an artist</p> <p>Artist study- Lowry</p>	<p>In this unit, the children will:</p> <p>-Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative.</p> <p>-Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p> <p>-Use photography and IT skills to support and create art.</p> <p>-Use a range of materials and processes when constructing art work.</p> <p>Artist study- Georgia O'Keeffe and Andy Goldsworthy</p>	<p>In this unit, the children will:</p> <p>-Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative.</p> <p>-Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p> <p>-Use photography and IT skills to support and create art.</p> <p>-Explore and create patterns and textures with an extended range of materials supplied</p>	<p>In this unit, the children will:</p> <p>-Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative.</p> <p>-Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p> <p>-Use photography and IT skills to support and create art.</p> <p>-Investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas about a journey</p> <p>-use the natural and town environment as a stimulus for mixed media work to convey meaning.</p> <p>Artist study- J.M.W. Turner</p>	<p>In this unit, the children will:</p> <p>-Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative.</p> <p>-Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p> <p>-Use photography and IT skills to support and create art.</p> <p>-Select appropriate media and techniques to achieve a specific outcome.</p> <p>-Select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.</p> <p>-Create different effects using a variety of tools such as dots scratches splashes and application of paint layers.</p> <p>-Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</p>	<p>In this unit, the children will:</p> <p>-Use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative.</p> <p>-Understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.</p> <p>-Use photography and IT skills to support and create art.</p> <p>-Use a grid to upscale art sketches</p> <p>- Develop their perspective drawing skills.</p> <p>-Use studies gathered from observation to help plan and realise paintings, using thumbnail sketches and paint techniques</p> <p>Artist study- Stanley Chow</p>