

## Curriculum Overview – Art and Design, St Gregory’s Catholic Primary School

Please find an overview of the Art and Design Curriculum below. This is an indication of some of the things your child will be learning in each term.

	Autumn ‘We are Chorley, Lancashire, UK’	Spring ‘All Around the World’	Summer ‘Our Amazing Planet’
Year 1	<p>We look at a range of artists’ self-portraits and describe what we think and feel about their work. We use a range of materials to explore line, texture, colour and shape to create different effects. We learn about primary and secondary colours and how to change the tone of a primary colour using white paint. We look at ourselves in the mirror and observe our different facial features. We use a range of different mediums including pencil, pastel, paint and charcoal to draw these. We also think about the position of our different features on the face, taking particular care of where to place the eyes. We then use these skills to paint our own portraits.</p>	<p>We look at art work of structures and prints by other artists. We decide what we like or dislike about the prints. We look at a range of structures and draw them using a range of mediums including pencil, pastel and charcoal. We look closely at one part of a structure and draw it in detail. We then transfer our drawings onto quick print and create a print of the drawing of our structure. We use a range of colours to create a skyline of our buildings.</p>	<p>We will look at sculptures and structures by other artists and describe what we think and feel about them. We will create our own animal structure considering colour, shape and texture. We will describe some to the art and design techniques that we have used. We will talk about what we like about our own work and that of others.</p>
Year 2	<p>Linked with Geography studies on our locality, we will producing our work from our learning. We will make observational drawings of the classroom and draw to show light and dark. We will investigate texture when exploring our school grounds. An extension to our learning, is to create town scapes of Chorley. Moving on to the design aspect, we will study the Chorley badge and make simple marks using rollers when creating a new badge for school.</p>	<p>Studying aboriginal art, we will respond to photographs and observe what we can see in them. We will then create our own drawings and paintings in the aboriginal style of cross-hatching, symbol marking, naturalistic and dot painting. Finally, we will manipulate malleable materials to make a boomerang.</p>	<p>There are many artists we will research who use the seaside to inspire their works of art, these include: Abigail Mill and Serena Hall. During a visit to the coast, we will create observational drawings of things found at the seaside. We will paint using tools and scrape through the paint to explore texture of sand. We will also create collage of the beach. As we look at plastics in the</p>

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			ocean, we will weave plastic to recycle and modify using fabrics.
Year 3	<p>We focus on the skills of sketching and printing. We experiment with using different grades of pencil to make different lines and marks. We then learn how to use different methods shading and tone to make images appear 3D and add texture to our drawings. We then apply this skill to sketching a WW1 style helmet – focussing first upon how the object looks from different angles, sketching the outlining shape and then adding shading to create a 3D effect.</p> <p>We also experiment with printing using different implements. We focus on perspective and how size changes as an object moves closer or further away. We explore using different sized printing implements to create a poppy field upon which we can layer our sketch.</p>	<p>We focus on the history of fabric and the skill of weaving through history. We start by looking at the early weaving of natural materials to build structures and move onto the use of raw wool to create a yarn. We will create our own yarn and use a simple loom mechanism to weave our own piece of material. We will then stitch this material to create a 3D fabric structure.</p>	<p>We will look at Roman mosaic art and the patterns within this. We will use a range of media to design our own mosaics – starting using an ICT program and developing this idea to create our own printing blocks to create a repeated tile design. Once we have finalised our tile design we will use small tile shapes and mortar to create our own Roman inspired mosaic.</p>
Year 4	<p>We study the artwork L.S.Lowry. We look at the subject matter that inspired him and the techniques he used to convey the mood in his paintings of mills and industrial scenes around the North of England. We look at perspective and vanishing points. We explore how to create a scene of terraced houses using these techniques. After we have sketched from real life and explored how to create an awareness of 3D, we look at Lowry’s colour palette and use a similar</p>	<p>We look at the work of the Impressionist artists in Europe and in particular the work of Max Libermann. We create our own impressionist art using the techniques the impressionists used, selecting ideas for our own work. We will explore some of these techniques using oil pastels. We look at paint, exploring how to add texture by layering and thickening paint. We use the</p>	<p>We will look at Egyptian art, exploring how the symbols and illustrations on tombs were drawn. We use different grades of pencil and charcoal to create our own tomb drawings. We will create our own Egyptian amulet from our imagination using clay thinking about how we join pieces together. We will explore how to create surface patterns on our</p>

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	<p>one to colour our own artwork using watercolours. After this, we use our sketches of Victorian houses to create a repeating pattern of terraced houses using polystyrene printing blocks.</p>	<p>outdoors to inspire a final ‘impressionist’ piece using the techniques we have learnt.</p>	<p>amulet using different tools. We then work with papier-mâché to create a simple 3-D sarcophagus to decorate with our tomb designs.</p>
Year 5	<p>We will observe and evaluate the work of Julian Opie and note key aspects of line, form and colour in his portraits.</p> <p>Children will experiment with complimentary colours and journal their views to collect and develop ideas.</p> <p>Working from a variety of sources using observation skills, children will attempt to imitate and then innovate their own sketches into self-portrait paintings to present a ‘Children of Chorley’ gallery. They will then make observations from their own and other’s work and evaluate our initial targets.</p>	<p>To support and enhance our learning of the Ancient Greeks this term, children will study Ancient Greek pottery from cities such as Athens, Corinth and Sparta.</p> <p>We will explore the roles and purposes of artists, craftspeople and designers from this time and make thoughtful observations about starting points to use in our own work. These will include pottery-painted scenes that give us a historical insight such as myths, battles or sporting competition.</p> <p>Based on these observations, children will experiment with sketches of figures, creatures and repeating patterns associated with this time.</p> <p>Based on their vase forms found in our research, children will shape, form, model and construct 3d sculptures with control. They will use recycled, natural and man-made materials and evaluate their work against the initial success criteria.</p>	<p>In this theme, children will explore abstract painting and create their own abstract paintings for imaginary planet surfaces. Children will investigate abstract painters such as Jackson Pollock, Kandinsky, Jean Miro, and Mark Rothko.</p> <p>They will then research and examine existing images of planet surfaces and make drawings and paintings of all sizes and of different shapes. Paintings can be textured using to create craters and mountains. Ideas can then be extended using digital media to quickly experiment with colour changes and effects.</p> <p>Finally, we will discuss and evaluate how the composition has built up in layers. Does the composition move from a start to a finish?</p>
Year 6	<p>In Year 6 we use Insects to inspire our drawing, experimenting with different techniques like shading and hatching. We mix colours and blend with watercolour and coloured pencils.</p>	<p>We explore the work of artists, craftspeople and designers from different times and cultures.</p> <p>- We study how <i>Wassily Kandinsky made a whole series of paintings based on his reactions to music.</i></p>	<p>This unit explores the theme of camouflage within the natural world. We collect images in our journals and create detailed drawings in dry media</p>

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<p><u>Beside the Seaside</u></p> <p>Within this theme, children can develop their drawing and painting skills and then enrich their ideas into a textile, such as batik or felt-making. We identify artists who have worked in a similar way to our own work. We can compare the work of:</p> <ul style="list-style-type: none"><li>• Naïve Cornish artist Alfred Wallis</li><li>• L.S. Lowry</li><li>• Contemporary artists such as Abigail Mill</li><li>• Traditional artists such as the Impressionists Cezanne and Hokusai.</li></ul> <p>Inspired by our trip to Blackpool and having the opportunity to draw from life experience we make drawings of the sea, seaside and piers using pastels or oil pastels. We develop an awareness of composition, scale and proportion.</p>	<p>- We make drawings in response to music and experiment using a range of pencils, charcoal and chalk, biros and felt pens, pastels and oil pastels.</p> <p><u>Pop Art</u></p> <p>In this unit children are introduced to Pop Art and learn about the work of Andy Warhol and Roy Lichtenstein.</p> <p>We use repeated images of ourselves, and bright colours to create our own Andy Warhol inspired self-portraits using a digital application.</p>	<p>(Pencil) and wet media such as watercolour.</p> <p>-We use journals to experiment with colour to find preferences that will be developed further in a painting. We discuss and consider how positioning of images and composition will be used to add to the theme; how many repeats, how closely positioned.</p> <p>We use a digital app. to import a selected image into a graphics package.</p>
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