St Peter's Roman Catholic Primary School

Learning Journey for Art and Design

Cycle A

Autumn- Changes
Painting

EYFS/KS1- Focus Artist- Kandinsky and Pollock (Abstract/Expressionism)

EYFS
During this topic the children will:
- Explore colour and how colour can be changed.
- Explore what happens when colours are mixed.
- Mix colours using red, blue and yellow to make green, purple, orange, pink and brown.
- Give names to colours.

Year 1
During this topic the children will:
- Name different types of paint and their properties.
- Mix primary shades and tones and name.
- Mix secondary colours and name.
- Add white and black to make tones.

Year 2
During this topic the children will:
- Name different types of paint and their properties.
- Explore primary and secondary colours on a colour wheel.
- Add white and black to make tones.
- Add background colours with a wash.

KS2- Focus Artists- Pablo Picasso (Cubism) Salvador Dali (Surrealism), Warhol (Pop Art), Banksy (Graffiti)

Year 3 and 4
During this topic the children will:
- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades with accuracy and to create mood/expression (year 4).
- Create washes with watercolours for backgrounds.

Year 5 and 6
During this topic the children will:
- Develop a painting from a drawing.
- Use acrylic paint.
- Mix and match colours to create atmosphere and light effects.
- Be able to identify and work with complementary and contrasting colours.

Spring- Let's Explore
Collage/Printing

EYFS/KS1- Focus Artist- Matisse- 'The Snail.'

EYFS
During this topic the children will:
- Manipulates materials for a planned effect.
- Collage a range of fabrics.
- Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth.

Year 1
During this topic the children will:
- Arrange and glue materials to different background.
- Collect, sort, match colours appropriate for an image.
- Create and arrange shapes appropriately.

Year 2
During this topic the children will:
- Arrange and glue materials to different backgrounds.
- Collect, sort, match colours appropriate for an image.
- Create and arrange shapes appropriately.
- Sort and group materials for different purposes e.g. colour, texture.

KS2- Focus Artists- Glen Alps- Collagraph (Cl4-5) Keith Haring/Gustav Klimt- Investigating Patterns- Stencils (Cl3)

Year 3 and 4
During this topic the children will:
- Know what translation and rotation means.
- Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string.
- Print with two colour overlays.

In year 4 children will achieve the above and additionally:
- Create printing blocks using a relief or impressed method developed from a drawing.

Year 5 and 6
During this topic the children will:
- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Build up layers of prints for a desired effect.

Summer- Rainforests
Textiles

EYFS/KS1- Focus Artist A History of Puppetry Art in Britain

EYFS
During this topic the children will:
- Match and sort fabrics and threads to colour, texture, length, size and shape.
- Handle and manipulate materials such as threads, cottons, wool, raffia, grass.
- Deconstruct cloths and threads.
- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Year 1 and 2
During this topic the children will:
- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Create fabrics by weaving materials i.e. grass through twigs.

In year 2 children will achieve the above and additionally:
- Apply decoration using beads, buttons, feathers etc.
- Apply colour with printing, dip dyeing, fabric crayons.

KS2- Focus Artist Renate Müller

Year 3 and 4
During this topic the children will:
- 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.
- Colour fabrics.

In Year 4 children will achieve the above and additionally:
- Use applique techniques.

Year 5 and 6
During this topic the children will:
- Use different grades of threads and needles.
- Experiment with batik or felt techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Learning Journey for Art and Design

Cycle B

Autumn- Heroes and Villains 3D Sculptures

EYFS/KS1- Various Focus Artists including Michelle Reader

EYFS

During this topic the children will:

- Know about similarities and differences among materials/ art.
- Manipulate materials for a planned effect.
- Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners.
- Join simple found forms together.

Year 1

During this topic the children will:

- Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal.
- Experiment with constructing and joining recycled, natural and man-made materials.

Year 2

During this topic the children will:

- Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal, thumb pot.
- Experiment with constructing and joining recycled, natural, and man-made materials.
- Use simple 2-D shapes to create a 3D form.

KS2- Focus Artists- Anthony Gormley (Cl3) and Amedeo Modigliani (Cl4&5)

Year 3 and 4

During this topic the children will:

- What third dimension means.
- Use clay/papier mâché to create simple 3D objects.

Year 5 and 6

During this topic the children will:

- The impact of art on a nation's culture or identity.
- Use recycled, natural and man-made materials to create sculptures.
- Develop skills in using clay incl. slabs, coils, slips, etc.

In year 6 children will achieve the above and additionally:

- Follow and refine their own plans.

Spring- God's Wonderful World Printing

EYFS/KS1- Focus Artist- Orla Kiely

EYFS

During this topic the children will:

- Using tools competently and appropriately.
- Experiment with printing using hands, feet and fingers.
- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.

Year 1

During this topic the children will:

- Understand the safety and basic care of materials and tools.
- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Take simple prints i.e. mono printing.
- Create simple printing blocks with press print and plasticine.

Year 2

During this topic the children will:

- Understand the safety and basic care of materials and tools.
- Create simple printing blocks with press print.

KS2- Focus Artist- William Morris- Impressed block print

Year 3 and 4

During this topic the children will:

- Know what translation and rotation means.
- Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string.
- Print with two colour overlays.

In year 4 children will achieve the above and additionally:

- Create printing blocks using a relief or impressed method developed from a drawing.

Year 5 and 6

During this topic the children will:

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Build up layers of prints for a desired effect.

Summer- People Past and Present Drawing

EYFS/KS1- Focus Artists- Picasso and Warhol

EYFS

During this topic the children will:

- Begin to explain what a portrait is.
- Create simple representations of people.
- Experiment with a variety of media.
- Look closely at similarities, differences, patterns and change.
- Experiment with mark making in different materials.

Year 1

During this topic the children will:

- Explain what a portrait is.
- Observe and draw people/objects.
- Begin to explore different mark-making with a variety of media.
- Draw lines of different shapes and thickness and select from 2 different grades of pencil.

Year 2

During this topic the children will:

- Observe and draw people/objects with greater detail.
- Show better control and draw for longer period.
- Draw lines of different shapes and thickness and select from 3 different grades of pencil.
- Explore hatching and cross-hatching.
- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

KS2- Focus Artists- Da Vinci and Van Gogh

Year 3 and 4

During this topic the children will:

- Understand what third dimension means.
- Draw for a sustained period and on different scales.
- Observe greater detail in portraits.
- Make marks and lines with a wide range of drawing implements.
- Experiment with different grades of pencil and other implements- Combine 2 or more in work.
- Use media to achieve variations in tone and shading.
- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.

In year 4 children will achieve the above and additionally:

- Bring more independence in choosing media.
- Experiment with greater control how surface detail can be added to drawings.
- Create more detailed textures with a wide range of drawing implements and experiment layering media.

Year 5 and 6

During this topic the children will:

- Draw on different scales.
- Be confident to learn from mistakes.
- Work in a sustained and independent way.
- Start to develop their own style using tonal contrast and hatching.
- Develop close observation skills- view finders.
- Begin to develop an awareness of composition, scale and proportion.

In year 6 children will achieve the above and additionally:

- Combine wet and dry media.
- Continue to master observational details.
- Begin to use simple perspective in their work using a single focal point and horizon.

Learning Journey for Art and Design

Cycle C

Autumn- Houses and Homes
Painting

EYFS/KS1 Focus Artist
Paul Horton

EYFS
During this topic the children will:
- Explore colour and how colour can be changed.
- Explore what happens when colours are mixed.
- Mix colours using red, blue and yellow to make green, purple, orange, pink and brown.
- Give names to colours.

Year 1
During this topic the children will:
- Name different types of paint and their properties.
- Mix primary shades and tones and name.
- Mix secondary colours and name.
- Add white and black to make tones.

Year 2
During this topic the children will:
- Name different types of paint and their properties.
- Explore primary and secondary colours on a colour wheel.
- Add white and black to make tones.
- Add background colours with a wash.

KS2- Focus Artist
L. S Lowry

Year 3 and 4
During this topic the children will:
- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades with accuracy and to create mood/expression (year 4).
- Create washes with watercolours for backgrounds.

Year 5 and 6
During this topic the children will:
- Develop a painting from a drawing.
- Use acrylic paint.
- Mix and match colours to create atmosphere and light effects.
- Be able to identify and work with complementary and contrasting colours.

Spring- Food, Glorious Food
Collage

EYFS/KS1 Focus Artist-
Megan Coyle

EYFS
During this topic the children will:
- Manipulates materials for a planned effect.
- Collage a range of fabrics.
- Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth.

Year 1
During this topic the children will:
- Arrange and glue materials to different background.
- Collect, sort, match colours appropriate for an image.
- Create and arrange shapes appropriately.

Year 2
During this topic the children will:
- Arrange and glue materials to different backgrounds.
- Collect, sort, match colours appropriate for an image.
- Create and arrange shapes appropriately.
- Sort and group materials for different purposes e.g. colour, texture.

KS2- Focus Artist
Arcimboldo

Year 3 and 4
During this topic the children will:
- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

In Year 4 children will achieve the above and additionally:
- Mix collage with other media.

Year 5 and 6
During this topic the children will:
- Use a range of media to create collages.
- Add collage to a painted, printed or drawn background.

In year 6 children will achieve the above and additionally:
- Adapt, extend and justify their work.

Summer- Games and Sports
3D Sculptures

EYFS/KS1 Focus Artist
Andy Goldsworthy

EYFS
During this topic the children will:
- Use tools competently and appropriately.
- Manipulate materials for a planned effect.
- Select tools and techniques needed to shape, assemble and join materials they are using.
- Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners.

Year 1
During this topic the children will:
- Understand the safety and basic care of materials and tools.
- Manipulate materials for a planned effect.
- Experiment with constructing and joining recycled, natural and man-made materials.

Year 2
During this topic the children will:
- Understand the safety and basic care of materials and tools.
- Experiment with constructing and joining recycled, natural and man-made materials.
- Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal, thumb pot.

KS2- Focus Artist
Clarice Cliff

Year 3 and 4
During this topic the children will:
- Know what third dimension means.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Or- Use papier mâché to create a simple 3-D object.

Year 5 and 6
During this topic the children will:
- Shape, form, model and construct from observation or imagination.
- Use recycled, natural and man-made materials to create sculptures.
- Develop skills in using clay incl. slabs, coils, slips, etc.

St Peter's Roman Catholic Primary School

Learning Journey for Art and Design

Cycle D

Autumn- Here I am. Drawing

EYFS/KS1- Focus Artists Monet, Van Gogh and Caroline Johnson- local

EYFS

During this topic the children will:

- Create simple representations.
- Experiment with a variety of media- pencils, rubbers, crayons, pastels, chalk, felt tips.
- Draw on different scales and surfaces.
- Look closely at similarities, differences, patterns and change.
- Experiment with mark making and textures.

Year 1

During this topic the children will:

- Observe and draw objects.
- Begin to explore different mark-making with a variety of media- pencils, rubbers, crayons, pastels, chalk, felt tips.
- Draw lines of different shapes and thickness and select from 2 different grades of pencil.
- Draw on different scales.

Year 2

During this topic the children will:

- Observe and draw objects with greater detail.
- Show better control and draw for longer period.
- Draw lines of different shapes and thickness and select from 3 different grades of pencil.
- Explore hatching and cross-hatching.
- Investigate tone- dark/light

KS2- Focus Artists Paul Nash and Walter Nessler

Year 3 and 4

During this topic the children will:

- Understand what third dimension means.
- Draw for a sustained period and on different scales.
- Observe greater detail in pictures.
- Make marks and lines with a wide range of drawing implements.
- Experiment with different grades of pencil and other implements- Combine 2 or more in work.
- Use media to achieve variations in tone and shading.
- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.

In year 4 children will achieve the above and additionally:

- Bring more independence in choosing media.
- Experiment with greater control how surface detail can be added to drawings.
- Create more detailed textures with a wide range of drawing implements and experiment layering media.

Year 5 and 6

During this topic the children will:

- Draw on different scales.
- Be confident to learn from mistakes.
- Work in a sustained and independent way.
- Start to develop their own style using tonal contrast and hatching.
- Develop close observation skills- view finders.
- Begin to develop an awareness of composition, scale and proportion.

In year 6 children will achieve the above and additionally:

- Combine wet and dry media.
- Continue to master observational details.
- Begin to use simple perspective in their work using a single focal point and horizon.

Spring- Cracking Contraptions and Inventions- Printing/Collage

EYFS/KS1- Focus Artist Karen Lederer

EYFS

During this topic the children will:

- Using tools competently and appropriately.
- Experiment with printing using hands, feet and fingers.
- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.

Year 1

During this topic the children will:

- Understand the safety and basic care of materials and tools.
- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Take simple prints i.e. mono printing.
- Create simple printing blocks with press print and plasticine.

Year 2

During this topic the children will:

- Understand the safety and basic care of materials and tools.
- Create simple printing blocks with press print.

KS2- Focus Artist Antoni Gaudi- Mosaics

Year 3 and 4

During this topic the children will:

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

In Year 4 children will achieve the above and additionally:

- Mix collage with other media.

Year 5 and 6

During this topic the children will:

- Use a range of media to create collages.
- Add collage to a painted, printed or drawn background.
- Use ceramic mosaic.

In year 6 children will achieve the above and additionally:

- Adapt, extend and justify their work.

Summer- Let's Go on Safari Textiles

EYFS/KS1- Focus Artist Esther Mahlanghu

EYFS

During this topic the children will:

- Manipulate materials for a planned effect.
- Match and sort fabrics and threads to colour, texture, length, size and shape.
- Handle and manipulate materials such as threads, cottons, wool, raffia, grass.
- Deconstruct cloths and threads.
- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Year 1 and 2

During this topic the children will:

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Create fabrics by weaving materials i.e. grass through twigs.

In year 2 children will achieve the above and additionally:

- Apply decoration using beads, buttons, feathers etc.
- Apply colour with printing, dip dyeing, fabric crayons.

KS2- Focus Artist Yinka Shonibare

Year 3 and 4

During this topic the children will:

- 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.
- Colour fabrics.

In Year 4 children will achieve the above and additionally:

- Use applique techniques.

Year 5 and 6

During this topic the children will:

- Use different grades of threads and needles.
- Experiment with batik or felt techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Digital Art objectives will be taught each year using Camera-iPad, Purple Mash- images software/Computing lessons where applicable.

Learning Journey for Art and Design

Exploring and Developing Ideas Evaluating and Developing Work						
Opportunities for the children to explore and develop their ideas and evaluate their work are embedded into each unit of Art and Design. In KS1 and KS2 the children practise and develop ideas through their art journals and each unit focuses on a specific artist. The progression in these areas is detailed below.						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Represent their own ideas, thoughts and feelings through art and design. • Express themselves effectively. • Use what they have learnt about media and materials in original ways thinking about uses and purposes. • Express and respond to feelings, ideas and experiences. • Know about similarities and differences among materials and types of art e.g. painting, drawing, sculpture, model. • Understands 'who', 'what', 'where' in simple questions e.g. When looking at a painting/sculpture identify what they might change in their current work or develop in future work.	• Record and explore ideas from first hand observation of real objects through drawing, painting and 3-D. • Talk about their ideas and makes choices e.g. chosen tools, materials. • Begin to work creatively with a range of media and on different scales. • Identify what they might change in their current work or develop in future work. • Describe what they think about the work of an artist or craft-maker. Why do they like/dislike it? • Develop the language of art - begin to ask questions about a piece of art – have ideas about what it is about, identify how it has been made.	• Record and explore ideas from first hand observation of real objects through drawing, painting and 3-D. • Talk about their ideas and makes choices e.g. chosen tools, materials. • Work creatively with a range of media and on different scales. • Identify what they might change in their current work or develop in future work. • Describe what they think about the work of an artist or craft-maker and how it can give them ideas. • Develop the language of art - ask questions about a piece of art – have ideas about what it is about, identify how it has been made. • Compare and state preferences and why. • Review what they and others have done and say what they think and feel about it. • Make links with an artist's work.	• Annotate work in a journal. • 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, architects and designers working in different times and cultures. • 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. • Compare the work of different artists. • Make links with an artist's work and their own.	• Annotate work in a journal. • 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, architects, and designers working in different times and cultures. • 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. • Experiment using the ideas and styles of different artists. • Develop further what an artist is trying to express in their work. • Make links with an artist's work and their own.	• Annotate work in a journal. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight. • Adapt their work according to their views and describe how they might develop it further. • Experiment using the ideas and styles of different artists. • Make links with an artist's work and their own. • Understand the impact of art on a nation's culture or identity.	• Annotate work in a journal. • Select and record from first hand observation, experience and imagination and explore ideas for different purposes with increasing control. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight. • Adapt their work according to their views and describe how they might develop it further. • Experiment using the ideas and styles of different artists. • Make links with an artist's work and their own. • Understand the impact of art on a nation's culture or identity.

Learning Journey for Art and Design

Vocabulary: artist, sculptor, colour, pattern, like, dislike	**Vocabulary;** artist, sculptor, colour, pattern, shape, texture	**Vocabulary:** artist, sculptor, textile artist, 3-D, colour, pattern, shape, texture	**Vocabulary:** history of art, periods of art, methods, portrait, landscape	**Vocabulary:** history/periods of art, mood, emotion, express/ion,	**Vocabulary:** Develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background	**Vocabulary:** Develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpretation, composition, foreground, background, perspective

Learning Journey for Art and Design

Art and Design Outcomes for KS1 and KS2

This Learning Journey is based upon the National Curriculum expectations for Art and Design in both Key Stages. At St Peter's our Art and Design Curriculum has been carefully designed to link with the different topic areas in our own 4-year Creative Curriculum plan, allowing the children to deepen their knowledge and understanding in these areas. As well as teaching these specific termly units, Art and Design objectives are also taught across the curriculum in subjects such as RE, English and Topic.

National Curriculum Expectations for Art and Design

KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.

KS2

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 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]
- about great artists, architects and designers in history.

Supporting documents

LPDS Art and Design Progression.
Primary National Curriculum for Art and Design.