



St. Anthony's Catholic Primary School Art & Design

coverage

Year group	Autumn	Spring	Summer
Year 1	<p><u>Spirals</u> <u>Artist: Molly Haslund</u> Children will begin to explore mark-making. They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation.</p>	<p><u>Simple printmaking</u> Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make "plates" by making impressions in plasticine, and then by using printing foam. They explore how they can build up images by creating multiples.</p>	<p><u>Making birds</u> <u>Artists: Andrea Butler.</u> Children develop their understanding of sculpture and build their making skills and are encouraged to take creative risks by using experimental mark-making with a variety of media. Children explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure.</p>
Key vocabulary	<p><i>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Graphite, Chalk, Pen, Drawing Surface, Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern</i></p>	<p><i>Print, Press, Pressure, Primary colours, secondary colours, shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Collage, Printmaker, Relief print, Plasticine, Pattern</i></p>	<p><i>Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Pastel, Oil Pastel, Observation, Blending, Texture, Fold, Tear, Crumple, Collage, Sculpture, Structure, Collaboration</i></p>
Year 2	<p><u>Explore and draw</u> <u>Artists: Rosie James, Alice Fox</u> Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this topic encourage children to begin to develop hand-eye coordination through slow and paced looking. Children are encouraged to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks.</p>	<p><u>Expressive painting</u> <u>Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</u> Children are introduced to artists who use paint and colour to create exciting gestural and abstract work. They explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work.</p>	<p><u>Monoprint</u> <u>Artists: Xgaoc'o X'are, Leonardo Di Vinci</u> Children are introduced to mono print. They explore the work of an artist who uses mono print in his own work, and are introduced to a simple mono print technique. Children are encouraged to take creative risks and use drawing as a way to playfully invent and create narratives.</p>

Words in red have been taught in Art lessons previously.

<p>Key Vocabulary</p>	<p>Explore, Collect, Present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Pressure, Line, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape.</p>	<p>Gesture, Mark making, Intention, Exploration, Reaction, Response, Impression, Colour, Life, Shape, Form, Texture, Line, Primary colours, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Imagine, Still Life, Rhythm, Composition, Positive shapes, Negative shapes</p>	<p>Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Pastels, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours, Pattern, Sequence, Picture, Image</p>
<p>Year 3</p>	<p><u>Gestural drawing with Charcoal</u> <u>Artists: Heather Hansen, Laura McKendry, Edgar Degas</u> Children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation -instead they use the qualities of the medium to work in dynamic ways.</p>	<p><u>Cloth thread and paint</u> <u>Artists: Alice Kettle, Hannah Rae</u> Children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes. Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds</p>	<p><u>Telling stories through drawing and making</u> <u>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</u> Children are enabled to make sculptural equivalents of characters from film and literature. The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.</p>
<p>Key vocabulary</p>	<p>Charcoal, Gestural, Expressive, Mark Making, Sweeping, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Positive & Negative Shapes, Silhouette, Lighting, Shadow, Atmosphere, Narrative, Movement, Photograph, Composition, Focus,</p>	<p>Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash</p>	<p>Explore, Experiment, Respond Response, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Modroc, Clay, Construct, Model, Character, Personality Photograph, Lighting, Composition, Focus, Intention,</p>
<p>Year 4</p>	<p><u>Storytelling through drawing</u> <u>Artists: Laura Carlin, Shaun Tan</u> Children explore how we can create sequenced imagery to share and tell stories. They are introduced to two artists: one an illustrator and the other a graphic novelist and author. They explore the creation of an accordion book - inspired by a piece of literature, thinking about how we can use</p>	<p><u>Exploring still life</u> <u>Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</u> Children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical</p>	<p><u>The Art of display</u> Children begin to think about two very important aspects of making art: context and presentation. They learn how the way art is presented will influence the way people see the work. Pupils discover and question the role of the "plinth" in sculpture. They explore how other artists use the idea of</p>

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	drawing in an illustrative or even fine art sense to tell stories.	objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.	"plinth" to make work and create their own mini-gallery.
Key vocabulary	<i>Illustration, Inspiration, Interpretation, Original Source, Graphic Novel, Illustrator, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative</i>	<i>Still Life, Genre, Traditional, Contemporary, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</i>	<i>Plinth, Context, Display, Presentation, Viewpoint, Figurative, Clay, 3d Sketches, Empathy, Position, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition</i>
Year 5	<p><u>Typography and maps</u> <u>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</u></p> <p>Children are introduced to typography design and they explore how they can create their own fonts and designs. They explore how we can use visual letters and other elements to help convey ideas and emotions. Children then go on to create their own visual and three dimensional maps.</p>	<p><u>Mixed media land and cityscapes</u> <u>Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</u></p> <p>Children are introduced to the idea that artists don't just work in studios - instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.</p>	<p><u>Architecture</u> <u>Artists: Shoreditch Sketcher</u></p> <p>Children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps both? Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. They then go on to build their own architectural model.</p>
Key vocabulary	<i>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact' Pictorial Maps, Identity, Symbols,</i>	<i>Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format</i>	<i>Domestic Architecture, Aspirational, Visionary, Environmental, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location, Design through Making, Model, Maquette,</i>
Year 6	<p><u>2D drawing to 3D making</u> <u>Artists: Lubaina Himid, Claire Harrup</u></p> <p>Children explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.</p>	<p><u>Activism</u> <u>Artists: Luba Lukova, Faith Ringgold, Shepard Fairey</u></p> <p>Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We</p>	<p><u>Identity</u> <u>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</u></p> <p>Children are introduced to artists who explore their identity within their art.</p>

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	Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece - a 3D dog.	start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. They then make posters or zines, using using collage, print and drawing.	Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.
Key vocabulary	<i>2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance</i>	<i>Activism, Voice, Message, Community, Poster, Zine, Screenprinting</i>	<i>Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical</i>

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