

St Marys Art Curriculum

Reception

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant early years outcomes for Art are taken from the following area of learning Expressive Art and Design.

A range of opportunities are offered daily during child initiated activities in EYFS using a variety of mediums such as paint, pencils, felt tips, chalk, playdough, air-dry clay and junk modelling materials. Specific skills such as mixing colours, choice of colour for purpose, printing, joining and shaping are developed throughout the year and children are encouraged to participate freely and talk about their creations to self-evaluate.

	Autumn	Spring	Summer
	<u>Self Portraits</u> Drawing, Paper plate portraits, Painting End point: Self-portrait painting	<u>Traditional tales Collage and drawings</u> Endpoint: Traditional tale themed collage using a range of materials	<u>Matisse snail art</u> Endpoint: Matisse inspired snail prints

Infants (Year 1 and 2) Cycle 1

	Autumn	Spring	Summer
CYCLE 1	<p>Portrait</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Draw for a sustained period from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Mix a range of secondary colours, shades and tones. • Use the work of famous artists to generate and develop their own ideas <p>Endpoint: Finished portrait of a friend showing proportion and shape progression</p>	<p>L S Lowry</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons and felt tips, • Begin to explore the use of line, shape and colour • Create textured collages from a variety of media. • Mix a range of secondary colours, shades and tones. • Use the work of famous artists to generate and develop their own ideas <p>Endpoint: Multi media picture in the style of Lowri</p>	<p>Landscapes and Cityscapes</p> <ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Make a simple mosaic. • Use the work of famous artists to generate and develop their own ideas <p>Endpoint: Collaborative drawing of locality – children add circles then lines which they connect and make streets. Finally add animals</p>

Infants (Year 1 and 2) Cycle 2

	Autumn	Spring	Summer
CYCLE 2	<p><u>Colour mixing – Great Fire of London</u></p> <ul style="list-style-type: none"> • Investigate the possibilities of a range of different tools and techniques for painting including the use of different brush sizes and types • To produce simple patterns • Recognise the primary and secondary colours; understand how colours are mixed to create new colours. • To understand the basic processes for mixing colours. • To select and organise shapes to make patterns through simple printing processes • To identify the wide range of patterns that can be achieved from experimenting with paper, card and shape • Use the work of famous artists to generate and develop their own ideas • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. <p>Endpoint: Fire of London scene involving painting and printing</p>	<p><u>Weaving</u></p> <ul style="list-style-type: none"> • Printing use a variety of techniques, inc. weaving, wax or oil resist, appliqué and embroidery. • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips and charcoal. • Create textured collages from a variety of media. • Use a variety of techniques, inc. fabric printing • Design patterns of increasing complexity and repetition. <p>Endpoint: Weaving structure</p>	<p><u>Joan Miro</u></p> <ul style="list-style-type: none"> • Printing using a variety of techniques, inc. relief. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. • Manipulate clay for a variety of purposes to make a sculpture. • Understand the safety and basic care of materials and tools. • Experiment with the visual elements; line, shape, pattern and colour • Use the work of famous artists to generate and develop their own ideas <p>Endpoint: Pattern pressed on to clay and joined together for whole piece.</p>

Lower Juniors (Years 3 and 4)

	Autumn	Spring	Summer
CYCLE 1	<p><u>African Masks</u> African Craftspeople Artist who makes African masks with milk bottles</p> <ul style="list-style-type: none"> • Explore African masks and artists who have created with african masks • Materials and processes for creating masks • Design and create own mask • Compare and evaluate their own and others work <p>Endpoint: An African mask</p>	<p><u>William Morris & printing</u></p> <ul style="list-style-type: none"> • Explore the artwork of William Morris • Observe and draw natural objects • Apply use of pattern and texture in a drawing • Create printing blocks using a relief or impress method • Print with 2 colour overlays • Compare and evaluate their own and others work (TES) <p>Endpoint: William Morris inspired Nature print</p>	<p><u>Roman mosaics</u></p> <ul style="list-style-type: none"> • Understand the historical and cultural significance of mosaics • Explore Roman mosaics and select ideas • Materials and processes for creating mosaics • Create a design for a mosaic • Create a mosaic • Evaluate their own and others work <p>Endpoint: Class mosaic for grotto with religious theme (symbols achieved by combining small mosaic pieces worked on by individuals)</p>
CYCLE 2	<p><u>Hockney</u> Landscape sketches chalks and pastels, digital prints</p> <p>Endpoint: A Hockney inspired digital print – manipulating and combining images of individual children’s work</p>	<p><u>Anglo Saxon Art</u> Exploring use of light and dark</p> <ul style="list-style-type: none"> • Explore Anglo Saxon brooch designs (colours, shapes, symmetry) • Design own Anglo Saxon style brooch. • Create large version and paint making as close to original design as possible • Reduce and stick onto circular card attaching safety pin • Compare and evaluate own work and work of others • Explore Illuminated letters and the Lindisfarne Gospels, <p>Endpoint: An Anglo Saxon Brooch</p>	<p><u>Monet’s River Art</u></p> <ul style="list-style-type: none"> • Explore work of Monet and his use of light and colour to create impressions of the River Thames • The meaning of impressionist in art explore the effect of sunlight on water in the style of Monet • Light and colour to create a Monet inspired impression of an outdoor scene • Paint a picture of the River Thames at sunset in Monet’s impressionist style (HT/TES) <p>Endpoint: A Monet inspired river painting</p>

Upper Juniors Cycle 1

	Autumn	Spring	Summer
CYCLE 1	<p><u>Architectural technical drawings</u> Achieving perspective</p> <p>Endpoint: Architectural technical drawing</p>	<p><u>The Greeks</u> (3D sculpture, clay pots/jewellery) Artists, craftspeople and designers: Ancient Greek sculptors</p> <p>Create a sculpture of a Greek figure</p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc slabs, coils, slips etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence. <p>Endpoint: Modroc Greek figure/sculpture</p>	<p><u>Stanley Spencer Paintings,</u></p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition). <p>Endpoint: Stanley Spencer inspired mural showing a modern day version of the Last Supper (school dinner hall)</p>

Upper Juniors Cycle 2

	Autumn	Spring	Summer
CYCLE 2	<p><u>Perspective</u> Sketching and drawing techniques</p> <p>Endpoint: Drawing of a railway or building showing perspective</p>	<p><u>Seaside art</u> Drawing, layered printing (collage background), 3D form Alfred Wallis and Hokusai</p> <p>Printing skills</p> <ul style="list-style-type: none"> • Poly-blocks, relief, mono and resist printing. • Build up layers and colours/textures. • Organise work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. • Layering prints. • Printing on paper and fabric. <p>3D form skills</p> <ul style="list-style-type: none"> • The different qualities involved in modelling, sculpture and construction. • Using recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Develop and create sculptures and constructions (using withies/sticks, tape and clingfilm). <p>Endpoint: A chine-colle - a collage background with layered printing on top</p>	<p><u>Environment and Community</u> Artists that change the community Enhancing a space in the environment</p> <p>Endpoint: A learning journal (trptych?) of the process of changing an environment</p>