



# St Thomas More Primary School

## Art and Design Whole School Overview



### KS1 National Curriculum

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.

### KS1 Personalised Curriculum

During KS1 children build on the skills and knowledge they gained in the Early Years through a range of topics covering 2D and 3D artwork. They will learn about a sculptor and a painter, as well as a genre of artwork and have the opportunity to create their own pieces inspired by these. This lays the foundation for further study in KS2 where they will encounter more artists and styles from around the world as well as improving and mastering a range of skills and techniques.

### Year 1 Personalised Curriculum

Autumn	Spring	Summer
<p><b>Colour Creations</b></p> <ul style="list-style-type: none"> <li>• To be able to identify colours and the objects that are associated with them.</li> <li>• To be able to mix primary colours to create secondary colours.</li> <li>• To be able to create light and dark shades of colour.</li> <li>• To research Kandinsky's use of colour.</li> <li>• To be able to produce art based on the work of Kandinsky.</li> </ul>	<p><b>Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>• To learn about the work of Andy Goldsworthy.</li> <li>• To sort items by material and colour.</li> <li>• To use a variety of materials to create paths and walls.</li> <li>• To select materials and make spirals or circles.</li> <li>• To manipulate materials when creating sculptures.</li> <li>• To use reflections in art work.</li> </ul> <p>This topic is taught during the sprint term when there is the greatest chance of snow to recreate some of Goldsworthy's snow sculptures.</p>	<p><b>Paper Art</b></p> <ul style="list-style-type: none"> <li>• To explore different types of paper used in art.</li> <li>• To be able to use paper to create a collage.</li> <li>• To be able to work with tissue paper to create a piece of artwork.</li> <li>• To be able to use paper to create beads.</li> <li>• To be able to use papier mâché to create a sculpture.</li> <li>• To be able to create sculptures from paper.</li> </ul>

### Year 2 Personalised Curriculum



## St Thomas More Primary School Art and Design Whole School Overview



Autumn	Spring	Summer
<p style="text-align: center;"><b>Australian Aboriginal Art</b></p> <ul style="list-style-type: none"> <li>To create pictures using the Australian Aboriginal style of cross-hatching.</li> <li>To incorporate Australian Aboriginal symbols into pictures.</li> <li>To create paintings using the x-ray or naturalistic style of Indigenous Australian art.</li> <li>To create paintings using the Indigenous Australian dot style.</li> <li>To use a variety of techniques and skills to create and decorate boomerangs.</li> <li>To use a variety of techniques and skills to create rainsticks.</li> </ul>	<p style="text-align: center;"><b>Vincent Van Gogh</b></p> <ul style="list-style-type: none"> <li>To learn about the life and work of van Gogh, then experiment with creating lines and patterns like those seen in some of his work.</li> <li>To study van Gogh's 'Sunflowers' series and use colours and lines to create shade and tint.</li> <li>To study 'Starry Night', focussing on the impression of movement, then practise sketching techniques for creating a sense of movement.</li> <li>To develop sketching techniques, drawing objects from more than one perspective.</li> <li>To use lines and colour to create portraits in the style of Van Gogh.</li> </ul>	<p style="text-align: center;"><b>Pentecost Art</b></p> <ul style="list-style-type: none"> <li>To research various artists' depictions of flames, wind and the Holy Spirit during Pentecost.</li> <li>To experiment with a variety of mediums to create representations of wind.</li> <li>To experiment with a variety of mediums to create the effect of flames.</li> <li>To use mixed media to create a background scene.</li> <li>To use a variety of resources to create a 3-D picture.</li> </ul> <p style="color: blue; font-size: small;">This topic links with RE - the Come and See topic of Holidays and Holydays (Y1) / Spread the Word (Y2) which is taught at the start of the Summer Term.</p>
<b>KS2 National Curriculum</b>		
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>		
<b>KS2 Personalised Curriculum</b>		
<p>In KS2 children will encounter a wide range of artists, sculptors, designers and architects, including one topic per year (3-5) focused on a specific artist to allow an in depth knowledge and exploration of these artists. This builds on the topics covered during the early years and KS1 as children are widening their knowledge and understanding of the arts. Wherever the topics can be embedded as part of the wider curriculum, this has been noted to allow children to create links in their learning and create a more meaningful learning experience. However, some topics are more suited to being taught as</p>		



St Thomas More Primary School  
Art and Design Whole School Overview



discrete lessons. There are increasing opportunities to refine the skills and techniques learned earlier in the curriculum as well as introducing new skills such as perspective in drawing.

Year 3 Personalised Curriculum		
Autumn	Spring	Summer
<p><b>At the Pantomime</b></p> <ul style="list-style-type: none"> <li>To explore design features of a pantomime.</li> <li>To be able to design a set for a particular pantomime scene.</li> <li>To be able to create a model set, including flats, for a pantomime based on a design.</li> <li>To be able to design costumes for pantomime characters.</li> <li>To be able to design a costume accessory to help portray a particular character.</li> <li>To be able to design a poster to advertise a particular pantomime.</li> </ul> <p>This topic could be taught in the lead up to or after the whole school panto visit. It could include a backstage visit to the Gala and/or an interview with a character from the Panto.</p>	<p><b>Emily Ward</b></p> <ul style="list-style-type: none"> <li>To understand about the life of the artist Emily Ward.</li> <li>To explore and use the skills and techniques used by Emily Ward.</li> <li>To explore our own local inspiration for art.</li> <li>To use our imaginations and skills to design and sketch our own pieces of art.</li> <li>To paint our designs in the style of Emily Ward.</li> </ul> <p>This topic explores the life and work of a modern, local artist who began painting as a way of improving her own well-being (links with PSHCE/ Children’s mental health week - celebrated in February). Trips to local landmarks to gather inspiration for our own pieces of art.</p>	<p><b>Indian Art</b></p> <ul style="list-style-type: none"> <li>To explore the history and styles of Indian painting.</li> <li>To explore the art displayed during the Indian elephant festival and create their own decorated paper elephant.</li> <li>To explore and create symmetrical Mehndi patterns.</li> <li>To explore Indian block-printing and the ways in which intricate carved patterns are traditionally used to decorate fabric.</li> <li>To explore and create rangoli patterns.</li> </ul>
Year 4 Personalised Curriculum		
Autumn	Spring	Summer
<p><b>Andy Warhol</b></p> <ul style="list-style-type: none"> <li>To find out who Andy Warhol was and explore the Pop art movement.</li> <li>To be able to use Warhol’s blotted line technique to create artwork.</li> </ul>	<p><b>Chinese Art</b></p> <ul style="list-style-type: none"> <li>To explore a variety of artworks from different periods in Chinese history and identify common themes, colours and techniques, as well as being challenged to order artworks chronologically.</li> </ul>	<p><b>Jewellery Designers</b></p> <ul style="list-style-type: none"> <li>To explore the colours, designs and materials of jewellery from early civilisations and think about why different pieces were worn.</li> </ul>



## St Thomas More Primary School Art and Design Whole School Overview



<ul style="list-style-type: none"> <li>• To explore and recreate Warhol's 'Campbell's Soup' artwork.</li> <li>• To explore Warhol's portraits of celebrities.</li> <li>• To be able to create a self-portrait in the style of Andy Warhol.</li> <li>• To be able to use objects of popular culture to create Pop art.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out about the cultural significance of the dragon and look at a variety of examples of dragons in Chinese art. Then create our own dragon artwork.</li> <li>• To find out about the Four Gentlemen and learn how to use brushstrokes to paint bamboo, plum blossoms, orchids and chrysanthemum in the traditional Chinese style.</li> <li>• To find out about and replicate Chinese calligraphy.</li> <li>• To find out about the Terracotta Army and draw a warrior, focusing on shading.</li> <li>• To create a warrior out of clay.</li> </ul> <p style="color: blue;">The first two lessons could be taught to coincide with Chinese New Year as a 'hook' to spark excitement for the topic.</p>	<ul style="list-style-type: none"> <li>• To investigate gemstones used in jewellery.</li> <li>• To explore Tiffany &amp; Co. jewellery (including designs created for men).</li> <li>• To explore Bulgari Jewellery and create a chunky bracelet inspired by Bulgari.</li> <li>• To explore Van Cleef and Arpels jewellery and create a felt brooch/pin badge.</li> </ul>
<b>Year 5 Personalised Curriculum</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b>Cityscapes</b></p> <ul style="list-style-type: none"> <li>• To explore the role of an architect, and research a range of famous buildings and structures from around the UK.</li> <li>• To explore the architecture of Sir Christopher Wren and look in detail at the architecture and design of St Paul's Cathedral.</li> <li>• To consider and compare architectural features of a range of buildings around the UK (e.g. Conwy Castle on the north</li> </ul>	<p style="text-align: center;"><b>Gustav Klimt</b></p> <ul style="list-style-type: none"> <li>• To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt.</li> <li>• To use symbolic imagery in the style of Gustav Klimt's 'Beethoven Frieze' (1902) in works of art that share ideas, or tell a story.</li> <li>• To study some famous Klimt pieces from his 'Golden Period' and consider how he</li> </ul>	<p style="text-align: center;"><b>Art Illusions</b></p> <ul style="list-style-type: none"> <li>• To explore how artists create perspective in their work through a vanishing point, horizon lines and construction lines.</li> <li>• To consider how 17th century Dutch painters started to apply the rules of perspective to create realistic interiors and use vanishing points to create a realistic interiors.</li> </ul>



## St Thomas More Primary School Art and Design Whole School Overview



<p>coast of Wales, the Royal Liver Building in Liverpool or the Convention Centre in Dublin).</p> <ul style="list-style-type: none"> <li>To consider and compare a range of buildings and structures in the North East (e.g. the Sage in Gateshead, Durham Cathedral, the Tyne Bridge, Prebends bridge).</li> <li>To be able to design a building or structure for a particular purpose, thinking about colour, line, shape and features.</li> </ul> <p><i>This links with the Geography topic being taught at the same time - The United Kingdom.</i></p>	<p>was influenced by illuminated manuscripts.</p> <ul style="list-style-type: none"> <li>To create 'gilded' picture frames.</li> <li>To develop techniques used to create natural textures such as those in Klimt's landscape paintings.</li> <li>To look at paintings done by Klimt in his later life, identifying symbolism used to depict life and death.</li> <li>To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt. Then either produce their own works of art where death is personified, or make collages inspired by Klimt's work (depending on cohort of children).</li> </ul>	<ul style="list-style-type: none"> <li>To explore how artists use foreshortening to give perspective, particularly in comic books.</li> <li>To explore how artists use trompe l'oeil to create illusions.</li> <li>To look at blivets, impossible triangles and never-ending staircases, and plan how they could incorporate these into their own artwork.</li> <li>To create their own optical artwork.</li> </ul>
<b>Year 6 Personalised Curriculum</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b>In Flanders Fields</b></p> <ul style="list-style-type: none"> <li>To explore and discuss the work of WWI artists.</li> <li>To recreate artwork in the style of Paul Nash.</li> <li>To understand the power and use of propaganda art.</li> <li>To understand how dazzle camouflage was used in WWI to protect ships from torpedo attacks.</li> <li>To create an artwork inspired by the poem 'In Flanders Fields'.</li> </ul> <p><i>This topic links with the History topic being taught at the same time - WW1.</i></p>	<p style="text-align: center;"><b>Express Yourself</b></p> <ul style="list-style-type: none"> <li>To explore how clothing can be used express ourselves.</li> <li>To observe and draw different facial expressions.</li> <li>To explore how lines and fonts can express ideas by looking at the words of Keith Haring.</li> <li>To create calligram portraits of themselves to express their personalities.</li> <li>To explore the artwork of Picasso, Kandinsky and Munch and discover how colour can express the emotions, thoughts and opinions of an artist.</li> </ul>	<p style="text-align: center;"><b>Street Art</b></p> <ul style="list-style-type: none"> <li>Through sketching, to develop ideas and techniques for artwork comprising stylised graffiti lettering.</li> <li>Through sketching, to develop ideas for improving a public space (locally or in the school grounds) with street art.</li> <li>To express ideas through a satirical work of art designed for public spaces.</li> <li>To respond to images of stencil street art by Banksy and develop techniques for creating stencils.</li> <li>To create street art using paint and brushes to 'stipple' paint through stencil designs.</li> </ul>



St Thomas More Primary School  
Art and Design Whole School Overview



	<ul style="list-style-type: none"><li>• To create an emotion wheel using colour and shapes.</li><li>• To study the artwork of Chuck Close and explore his techniques to create a self-portrait using fingerprints and/or the grid method.</li></ul> <p>This topic could be taught as an art focus week alongside other activities during Children's mental health week, which is usually celebrated in February.</p>	
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