

Art Programme of Study

Year 1

Unit 1A Self-portrait. Self-portrait

Self portrait in a role

Associated language:

- lines, eg thin, bold, faint, wavy, broken
- colours, eg bright, dull, light, dark
- colour mixing, eg thick, thin, watery, blending bright and dull and light and dark colours
- shapes, eg long, oval, curvy
- textures, eg smooth, crinkly, rough
- composition in a drawing or painting, eg arranging, visual qualities

Outcomes-

- identify differences in ways that children are represented in art
- identify ways in which artists represent themselves and suggest reasons for this
- identify aspects of one self-portrait and say what they think and feel about it
- identify ways in which children in the class are similar to and different from each other
- suggest ideas about how to represent themselves
- experiment with and use drawing media and techniques to create a range of visual effects
- record self-portraits from observation, working on different scales
- comment on differences in others' work
- plan, compose and make a self-portrait painting
- use descriptive and expressive vocabulary to talk about their portrait work
- identify the successful parts of their painting and explain why they think these parts are successful
- identify what they might like to change or improve

Unit 1B Investigating materials

Collage of a scene

Associated language:

- materials, eg natural, made, recycled
- types of textile and fabric, eg velvet, net, lace, satin
- visual qualities, eg colour, form, texture
- tactile qualities, eg flexible, soft, shiny, smooth, coarse, texture
- weaving materials, eg fleece, fibre, thread, natural and made materials
- weaving, eg loom, warp, weft, shuttle

Outcomes -

- experiment with papers and fabrics and create different effects
- identify and describe textures, colours and patterns in textiles
- describe their feelings about a fabric they like
- sort fabrics by colours and textures and describe their ideas and feelings about them
- investigate the technique of weaving
- use found natural and made materials in weaving, showing understanding of colour and texture
- experiment with cold dyes and water-based paint to develop colour
- explain how they are making their weaving
- identify parts they like and say what they find interesting about the colour and texture they have created and how it makes them feel
- identify what they would like to develop in future work

Unit 1C What is sculpture?

Create a sculpture of a favourite place

Associated language:

- natural materials, eg grasses, bark, pebbles, rushes, leaves
- made materials, eg fabric, card, clay tiles, plastic
- reclaimed materials, eg made for one purpose and used again for another purpose

- visual qualities, eg shape, form, colour
- tactile qualities, eg hard, soft, rough, smooth, bumpy, rigid, pliable
- materials and processes, eg sculptor, sculpture, carving, modelling, casting, constructing

Outcomes –

- identify the materials used in sculpture
- make comments about the work, showing understanding of why these materials are used
- record visual and other information
- identify colours, textures, smells and sounds in the environment and describe their feelings
- describe differences in surfaces and textures
- recreate natural and made materials into a collage
- make a sculpture using natural and made materials
- explain how they are making their sculpture
- identify parts that they like and say what they find interesting about the shapes, forms and textures they have created
- identify what they would like to develop in future work

Sketching skills

Colour neatly following lines carefully. Make a variety of lines of different colours, thickness and shape eg. Thin, bold, wavy, broken, dots, long, oval, curvy, squiggles using different media. Observational drawing using a mirror – draw what you see not what you think you see. Record your observations of arrangements and representations.

Painting skills

Name primary and secondary colours. Use thick/thin brushes to create variety of strokes. Experiment with tone – dark and light, bright, dull. Colour mixing. Blend colours. Wax and wash effect.

Paint in the style of.....

Hall displays

Twice a year – May, November

Year 2

Unit 2A Picture this!

Photographic story board with written story

Associated language:

- visual images, eg photograph, picture, illustration, painting, collage, sequence
- design, eg plan, outline, shape
- illustration, eg illuminated, pictured, decorated, drawn, illustrators
- style and size of letterforms
- layouts and arrangement
- collage, eg combining, overlapping, layering
- print, eg monoprint, press print

Outcomes –

- frame and record an interesting viewpoint in a drawing and a photograph
- identify similarities and differences between the drawing and the photograph
- comment on differences in the messages given by part of an image compared with messages from the whole image
- visualise the whole of an image from a given part
- make drawings and paintings using the visual clues from given images
- create a storyboard for an event or an issue in their lives
- record a key moment from their story in a photograph
- identify what they wanted to show in their work and why
- explain how they created certain effects
- identify what might change in their current work or what they might develop in future work

Unit 2B Mother Nature

Collage

Associated language:

- lines and marks, eg lines, dots, squiggles, patches

- shapes in nature, eg long, thin, rounded, regular, symmetrical, flowing
- colour in nature, eg colours of the seasons, earth colours, colours of corn
- textures and surfaces in nature, eg smooth, prickly, shiny, furry
- collage, eg combining, overlapping, layering, pleating, wrinkling, stitching, applique, molas

Outcomes -

- collect and group natural objects and make a visually attractive display
- identify visual and tactile qualities that appeal to them, select a viewpoint and say why they find it interesting
- say what they think they will show in their designs
- record observations of line, shape, colour and texture
- experiment with fabrics, threads and other materials to create a fabric collage
- use a range of techniques in their work
- describe the visual qualities of their work
- explain how they created certain effects
- identify what they might change in their current work or develop in future work
- comment on differences in designs

Unit 2C Can buildings speak?

Section of a group relief mural focusing on shape

Associated language:

- skills of observation and recording, eg viewpoint, viewfinder, drawing, camera, photograph
- visual qualities, eg shape, pattern, decoration, natural, mathematical shapes, patterns, symmetry
- tactile qualities, eg malleable, form, three-dimensional, relief (raised surface)
- buildings and their purposes, eg public, private, place of worship, leisure, learning
- features of buildings, eg materials, surfaces, doorways, window sills, slates, tiles, mural
- materials and processes, eg frottage (rubblings), print making, clay, modelling

Outcomes -

- print shapes and patterns
- explain what surfaces their prints and patterns might represent
- identify differences in shapes, patterns and decoration in buildings and relate these to the purpose of the building
- record in words and drawings information about a building in the local area
- describe how the inside and outside of the building made them feel
- describe and record the visual qualities of shape, pattern and decoration they can see and remember
- share ideas about how a large-scale work might look
- use their observations and experiences of local buildings to help them design a panel that emphasises shape, pattern and decoration
- work collaboratively to create a relief panel by exploring and using a variety of materials and techniques
- discuss **and** agree how the work will be displayed
- identify successes and suggest improvements

Sketching skills

Use shading to show shadow and to create realism in observational drawing of people and objects. Experiment with dark/ light pencil marks – lines, dots, squiggles and patches to create texture. Experiment with variety of media eg. charcoal, pastel, chalk. To record the effects of light and dark on simple objects. Viewpoint, viewfinder, symmetry

Painting skills

Create colours to link natural and made objects by paint mixing. Use variety of paints and inks. Find out what happens when you mix colour with black or white. Colours of nature – seasons, elements. Experiment with texture.

Paint in the style of....

Hall displays

Twice a year – May, November

Year 3

Unit 3A. Portraying relationships

Double portrait painting accompanied by written explanation of relationship

Associated language:

- relationships
- composing images, eg background, composition, figures, pose, expression, character
- mixed media
- related or contrasting colours

Outcomes –

- compare and comment on different ideas, methods and approaches to group portrait work
- suggest ideas about why the images were made and what they show about the people in them
- say what they think and feel about the images
- record first-hand observations of figures in different poses
- make a composition showing the relationship between the two figures
- explore how paint can be applied to represent the qualities of the people and objects
- identify what is most effective in their own and others' work and suggest improvements
- compare and comment on their own and others' portrait work
- create a collaborative picture combining a number of figures in a group composition
- work in a group to agree a plan for their composition
- organise and combine shapes, colours, patterns and textures, using mixed media

Unit 3B. Investigating pattern

A printed pattern using transformed shape

Associated language:

- printing skills, eg stencil print, stippling, block print, roller, printing ink, calico, hessian
- visual and tactile elements, eg geometric shapes, space, symmetry, identical, reflective, rotate, translation, pattern, repeat, motif

Outcomes –

- identify simple shapes and those based on animals, plant forms or other objects
- describe different ways that patterns are made
- identify materials and techniques and how these are used in patterns
- explore ways of making and creating their own patterns
- experiment with stencilling and block-printing techniques
- consider the development of their work at each stage
- make a two-colour printed pattern
- identify the similarities and differences between their own and other children's work
- suggest different purposes for their work and where it might be used

Unit 3C. Can we change places?

A large sculpture for a specific area of school

Associated language:

- public and private buildings and spaces, eg architecture, architect, town planner, environment, enhance, detract, viewpoint
- sculpture, eg maquette, sculptor, designer
- personal and public opinion

Outcomes –

- identify ways in which the environment influences our lives and how we feel
- suggest how art has been used to improve a place
- build up a portfolio or sketchbook of visual and other information
- develop their ideas for a sculpture for the chosen site
- explore the visual and tactile qualities of found materials and objects
- experiment with and make imaginative use of materials and objects
- investigate and use appropriate ways of fixing and joining to create an assemblage that suits their intention
- compare and comment on their own and others' work
- take account of others' views to help them improve their work

Sketching skills

Become more proficient with pencil skills eg. cross-hatch, small lines for shading, swirls and spirals. Create light and dark effects with same medium. Indicate volume eg. bold/sensitive, angled/curved, soft/ hard. Outline. Develop use of shading. Tone and lighting in viewpoints and angles. Profile.

Vocabulary - Pattern, rotate, translation, identical, repeat, motif, background, composition, pose, expression, character.

Painting skills

Colour relationship -use cold/warm colours to create effect. Relating or contrasting colours.

To identify the effects of colour to reflect how we feel. Consider the background.

Stippling.

Paint in the style of....

Hall displays

Twice a year – May, November

Year 4

Unit 4A. Viewpoints

Video of a dream scene accompanied by a narrative and print of a particular scheme

Associated language:

- surfaces and textures of building materials, eg polished, matt, weathered, irregular
- tone and lighting
- viewpoints and angles
- figurative and abstract images
- monochrome and multi-coloured print
- relief print, collograph (card block print)

Outcomes -

- compare and comment on how visual and other effects are used to convey ideas and feelings in moving images
- record ideas about their own experiences in different ways
- record observations and ideas about the built environment
- make an annotated visual plan for their work
- experiment with photographic or film-making techniques to suit their intentions
- select one image and develop a design for a print
- make a series of prints, exploring overprinting and colour combinations
- modify and improve their designs using what they have learnt from the study of other artists
- modify and improve their prints by acquiring technical control and using this to produce visually interesting images

Unit 4B. Take a seat

A series of sketches showing chair design through the ages with appropriate written commentary

Associated language:

- parts of a chair, eg leg, seat, back, backrest
- types of chair, eg office, dentist, settee, throne
- design of chairs, eg shape, structure, function
- construction of chairs, eg individual, hand-made, mass produced
- constructing a model, eg card construction, model, maquette

Outcomes –

- identify the parts of the chair and their purposes
- identify different types of chair and the materials used
- comment on how the form of chairs is related to the purposes
- comment on how materials are used in making chairs
- explore ideas for a design to represent a character or event
- record and collect visual and other information to inform their ideas for designs
- adapt and improve their sketchbook work
- use their sketchbook drawings to inform their design either to construct a scale model of a chair to represent their chosen character or event, or adapt and decorate a chair to represent their chosen character or event

- make decisions about how the chair is decorated to reflect their chosen character
- identify the success of the design and what they think is interesting about it

Unit 4C. Journeys

A mixed composition depicting a journey accompanied by a written description of the work using 'technical language'

Associated language:

- journeys and how to represent them, eg lines, pattern, texture, colour, signs, symbols
- visual forms, eg aerial photography, maps and diagrams, structures, mazes
- viewpoints, eg aerial, birds-eye view, as the crow flies
- materials and processes, eg painting, collage, print making, mixed media

Outcomes -

- describe places, events and journeys they have experienced
- identify different ways of representing objects and features related to maps and journeys
- explore how lines can be used to create patterns
- design their own signs and symbols to represent objects, events or people
- describe and explain the signs and symbols they make
- comment on similarities and differences in their own and others' ideas and preparatory work
- represent in diagrammatic form and as a decorative piece, a real or imagined journey
- combine different techniques in their work
- select materials and processes and organise and combine these in their work
- experiment with visual and tactile qualities
- explain their choice of content, form, materials and technique
- identify similarities and differences between their own and others' work

Sketching skills

Select most suitable drawing materials. Use shading to add interesting effects using different grades of pencils.

Vocabulary – viewpoint, perspective, tone and lighting. Outline, profile, birds eye-view, aerial, as the crow flies. Figurative/ abstract.

Painting skills

Experiment with colours to create a mood. Create colours by colour mixing to represent images in natural and made world.

Vocabulary - Monochrome and multi-coloured, tone, lighting.

Paint in the style of....

Hall displays

Twice a year – May, November

Year 5

Unit 5A. Objects and meanings

Create a still life painting accompanied by a biography of a favourite still life painter

Associated language:

- still life
- natural and made forms
- viewpoint, viewfinder
- composition, arrangement
- 'family of colours', eg blues and purples
- contrasts, differences

Outcomes –

- collect, sort and group a collection of visually interesting objects
- arrange objects to create a visually interesting composition for a still-life painting
- make a number of small studies that explore different ideas
- compare and comment on ideas, methods and approaches used in still-life paintings
- identify similarities and differences in others' work
- make a still-life painting, using methods and techniques to communicate their ideas and meanings
- consider their work at each stage and adapt and improve it

- compare and comment on the still-life paintings of others and make comparisons with their own work

Unit 5B. Containers

A personalised container accompanied by report on it's design and making process

Associated language:

- containers, eg urn, vessel, basket
- source material, eg design, abstraction, geometric, traditional
- visual and tactile elements, eg shape, form, space, pattern, line
- techniques, eg coiling, slabbing, weaving, assembling

Outcomes –

- suggest ideas for what a container might be
- identify qualities of form, materials and methods, and say what they think and feel about them
- select observations, ideas and experiences to use in their work
- collect and record visual and other information in a sketchbook
- explore ideas for designs
- create interesting three-dimensional forms
- elaborate three-dimensional forms in interesting ways
- practise using clay modelling techniques
- create and decorate a clay container form
- adapt their work as it progresses, taking account of their own and others' ideas
- identify aspects of their work that are successful and those they might develop further

Unit 5C. Talking textiles

Group fabric design depicting a story

Associated language:

- visual and tactile qualities, eg shiny, scaly
- drawing skills, eg outline, mark making
- making skills, eg glueing, stitching
- composition, eg arrangement of shapes, colours, lines, background, foreground

Outcomes –

- identify and comment on the content, ideas and ways that stories are communicated visually
- draw what they imagine when they read the story
- compare their work with the work of a book illustrator
- make decisions about how to work individually or in a group and complete a piece of art work
- make experimental pieces to show the effects of different ideas and techniques
- make a collaborative textile work that tells a story
- talk about their finished work and how and why it was made
- identify the differences between their work and the work of others
- make changes in their work where needed

Sketching skills

Communicate movement. Include shadows and reflections. Combine different materials to create effects. Choose appropriate technique to convey meaning. Develop own style of drawing and shading.

Vocabulary – shape, form, space, pattern, still life, abstract, geometric, traditional, background, viewpoint, viewfinder, perspective, composition, arrangement. Outline/ profile.

Painting skills

Develop own style. Indicate texture through paint mix or brush technique. Begin to show 3D effect by learning to shade with darker or lighter tones of paint.

Vocabulary- lightness, shade, contrast, faded, expressive, glowing, dark, families of colours, contrast, difference
Paint in the style of.....

Hall displays

Twice a year – May, November

Year 6

Unit 6A. People in action

A scene depicting movement from a play

Associated language:

- the ways in which movement is shown in visual form, eg in film, animated cartoons, cartoon sequences
- movement, eg action, repetition, sequence, drift, dynamic, flowing, motion, rhythm, shifting, forceful
- human form, eg pose, position, gesture, open/closed shape
- facial expression, eg expressive, contorted, exhausted, joyous
- change, eg alter, convert, reorganise, transform, vary
- lines and shapes, eg border, expressive, boundary, contour, edge, outline, profile, silhouette
- tone, eg lightness, shade, contrast
- colour, eg brilliant, glowing, dark, faded, expressive
- representation, eg depict, portray, figurative, abstract
- montage, eg cutting and piecing together from photographs and other materials

Outcomes -

- visualise and demonstrate a sequence of action
- make drawings to record figure shapes
- compare and comment on the ideas, methods and approaches of others
- record the ways in which visual effects can be used to show movement
- experiment with techniques and annotate their work
- adapt the working methods of artists and photographers for their own purposes
- review, adapt and develop their work as it progresses
- experiment with different methods and techniques
- select and match materials and processes in order to communicate their own ideas about figures and forms in movement
- answer key questions to review the effectiveness of their own work
- compare their work with others' work as part of the process of evaluation
- adapt their work as needed

Unit 6B. What a performance

Headwear for a character from a traditional play

Associated language:

- headwear and costumes designed for different purposes, eg for the theatre, carnival, celebration
- expressive words and language, eg in songs, stories and poetry
- making skills, eg knot, tie, fringe, fold
- textile techniques, eg applique, quilting
- forces, eg weight, balance, movement

Outcomes –

- explain that people celebrate in different ways for a variety of reasons
- identify a variety of ways in which people communicate ideas and feelings through what they wear
- identify how art, craft and design can be used for different purposes
- suggest ideas and contribute to a design brief for their work
- work in a group to develop ideas for a piece of headwear for a character
- select appropriate visual and other information to help them develop ideas for their designs
- make studies of headwear, including colour, texture and pattern
- make a three-dimensional form as the basis for their headwear
- work cooperatively in groups and use materials and techniques to express their ideas
- decorate the headwear to communicate ideas and meanings about the character they wish to portray
- comment on ideas, methods and approaches
- make thoughtful changes to improve their work

Unit 6C. A sense of place

A city landscape painting

Associated language:

- landscape, eg viewpoint, perspective, foreground, background
- architecture, eg scale, enlarge
- visual elements, eg relative size, colour, texture, pattern, detail, form
- materials and processes, eg acrylic paint, slab, mould, slip, impressed and incised pattern and texture

Outcomes –

- identify what they have seen in the environment and explain what they think and feel about the environment
- record a variety of features in landscapes and/or on buildings
- record aspects of the environment showing understanding of relative size, distance, shape and texture
- identify different ideas and approaches and say what they think and feel about them
- record details of the approaches of different artists to inform their own work
- develop one or more of their sketches to make a large composition that records their ideas about the environment
- select and use an approach, methods and techniques
- create a large painting based on their observations and experiences of the environment
- compare and comment on their ideas, methods and approaches and how these relate to the purpose of the work
- adapt and improve their work to realise their intentions

Sketching skills

Increase skills in techniques and application of tone to achieve depth.

Consider composition and balance in images. To link movement with lines eg. slow, fast, jerky. Should be proficient with shading to create 3D effect.

Vocabulary – outline, profile, silhouette, viewpoint, perspective, relative size, movement, balance, foreground, background, landscape, architecture.

Painting skills

Combine colours to create tints, tones and shade. Add black or white to create shading/ 3D effect. Opposite and toning colours to create different effects in composition. Create texture through paint mix or brush techniques.

Paint in the style of.....

Hall displays

Twice a year – May, November