

**Barlows Primary School**  
**ART AND DESIGN CURRICULUM**  
**Content**  
**Key Stage 1 and 2**

*Barlows Primary School*



*"To Give of our Best"*

**2017-2018**

# Barlows Primary School

## Curriculum Content -Year 1

### ART AND DESIGN CURRICULUM

The content for Year 1 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p style="text-align: center;"><u>PRINTING/COLLAGE</u></p> <p><b>Artist: Matisse, Frank Stella, Jeanie Baker &amp; Cath Kidston</b></p> <ul style="list-style-type: none"> <li>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</li> <li>Build repeating patterns and recognise pattern in the environment.</li> <li>Create simple printing blocks with press print.</li> <li>Design more repetitive patterns.</li> <li>Take simple prints i.e. mono -printing.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Make rubbings to collect textures and patterns.</li> <li>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>Arrange and glue materials to different backgrounds.</li> <li>Sort and group materials for different purposes e.g. colour texture.</li> <li>Fold, crumple, tear and overlap papers.</li> <li>Work on different scales.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Collect, sort, name match colours appropriate for an image.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Create and arrange shapes appropriately.</li> </ul> <p><b>Texture</b></p> <p>Create, select and use textured paper for an image.</p>	<p style="text-align: center;"><u>3D ART - SCULPTURE</u></p> <p><b>Artist: Joan Miro, Alexander Calder &amp; Anthony Caro</b></p> <ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>Explore sculpture with a range of malleable media.</li> <li>Understand the safety and basic care of materials and tools.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>Use simple 2-D shapes to create a 3-D form.</li> </ul>	<p style="text-align: center;"><u>PAINTING</u></p> <p><b>Artist: Archimboldo</b></p> <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Identify primary and secondary colours by name.</li> <li>Mix primary shades and tones.</li> <li>Mix secondary colours.</li> </ul>
<p><b><u>DRAWING - ALL TERMS</u></b></p> <p><b>Artists - Picasso &amp; Miro</b></p> <ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels</li> <li>Control the types of marks made with the range of media.</li> </ul> <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>Name, match and draw lines/marks from observations.</li> <li>Invent new lines</li> <li>Draw on different surfaces with a range of media.</li> </ul> <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>Observe and draw shapes from observations.</li> <li>Draw shapes in between objects.</li> <li>Invent new shapes.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul> <p><b>Texture</b></p> <p>Investigate textures by describing, naming, rubbing, copying.</p>		

# Barlows Primary School

## Curriculum Content -Year 2

### ART AND DESIGN CURRICULUM

The content for Year 2 is detailed below:

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b><u>PRINTING/TEXTILES</u></b> Artist: Kimmy Cantrell, David Hockney & Orla Kiely	<b><u>PAINTING</u></b> Artist: Georgia O'Keeffe, Monet & Mondrian	<b><u>3D ART - SCULPTURE</u></b> Artist: Nick Parks & Walt Disney (Pixar)
<ul style="list-style-type: none"> <li>• Make simple marks on rollers and printing palettes.</li> <li>• Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> <li>• Create simple printing blocks with press print.</li> <li>• Design more repetitive patterns.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Experiment with overprinting motifs and colour.</li> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Cut and shape fabric using scissors/snips.</li> <li>• Apply shapes with glue or by stitching.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Create cords and plaits for decoration.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>• Name different types of paint and their properties.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Mix primary shades and tones. (use throughout work as opposed to stand alone)</li> <li>• Mix secondary colours. (use throughout work as opposed to stand alone)</li> <li>• Name different types of paint and their properties.</li> </ul> <p><b>Texture</b></p> <p>Create textured paint by adding sand, plaster.</p>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>• Explore sculpture with a range of malleable media.</li> <li>• Manipulate malleable materials for a purpose, e.g. pot, tile.</li> <li>• Understand the safety and basic care of materials and tools.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Use simple 2-D shapes to create a 3-D form.</li> </ul> <p><b>Texture</b></p> <p>Change the surface of a malleable material e.g. build a textured tile</p>
<p><b><u>DRAWING - ALL TERMS</u></b> <b>Artists - Kandinsky &amp; Bridget Riley</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>• Control the types of marks made with the range of media.</li> </ul> <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>• Name, match and draw lines/marks from observations.</li> <li>• Invent new lines</li> <li>• Draw on different surfaces with a range of media.</li> </ul> <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>• Observe and draw shapes from observations.</li> <li>• Draw shapes in between objects.</li> <li>• Invent new shapes.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul> <p><b>Texture</b></p> <p>Investigate textures by describing, naming, rubbing, copying.</p>		

# Barlows Primary School

## Curriculum Content -Year 3

### ART AND DESIGN CURRICULUM

The content for Year 3 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p style="text-align: center;"><b><u>PRINTING/TEXTILES</u></b></p> <p><b>Artists: Rob Ryan, Andy Warhol &amp; Hokusai</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns. Print with two colour overlays</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Match the tool to the material.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with paste resist/'batik'.</li> </ul>	<p style="text-align: center;"><b><u>PAINTING/PRINTING</u></b></p> <p><b>Artists: Rene Magritte &amp; Paul Klee</b></p> <ul style="list-style-type: none"> <li>• Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours.</li> <li>• Use more specific colour language.</li> <li>• Mix and use tints and shades.</li> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns.</li> <li>• Print with two colour overlays.</li> </ul>	<p style="text-align: center;"><b><u>3D ART - PAPIER MACHE</u></b></p> <p><b>Artists: Antony Gormley, Saulo Moreno &amp; Dan Reeder</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination.</li> <li>• Use papier mache to create a simple 3D object.</li> </ul>
<p><b><u>DRAWING - ALL TERMS</u></b></p> <p><b>ARTISTS - Albrecht Durer, Gauguin &amp; Doug Hyde</b></p> <ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Use journals to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> </ul> <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Apply tone in a drawing in a simple way</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul>		

# Barlows Primary School

## Curriculum Content -Year 4

### ART AND DESIGN CURRICULUM

The content for Year 4 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b><u>PRINTING/COLLAGÉ</u></b> <b>Artists: Derek Gores &amp; Sir Peter Blake</b>	<b><u>3D ART</u></b> <b>Artists: Seurat, Bradley Hart, Paul Signac &amp; Samuraijose</b>	<b><u>PAINTING</u></b> <b>Artists: Vincent Van Gogh, Turner &amp; Leonid Afremov</b>
<ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns. Print with two colour overlays</li> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination.</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>• Create surface patterns and textures in a malleable material</li> </ul>	<ul style="list-style-type: none"> <li>• Create different effects and textures with paint according to what they need for the task.</li> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Work on a range of scales e.g. thin brush on small picture etc.</li> <li>• Mix colours and know which primary colours make secondary colours.</li> <li>• Use more specific colour language.</li> <li>• Mix and use tints and shades.</li> </ul>
<b><u>DRAWING - ALL TERMS</u></b> <b>ARTISTS - Cézanne &amp; Rembrandt</b>		
<ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Use journals to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> </ul> <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements to create lines and marks</li> </ul> <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li> </ul>		

# Barlows Primary School

## Curriculum Content -Year 5

### ART AND DESIGN CURRICULUM

The content for Year 5 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b><u>3D ART</u></b> Artists: Robert Bradford, Bernard Leach, Peggy Bjerkan & Dale Chilhuly	<b><u>PAINTING</u></b> Artists: Keith Haring, Salvador Dali & Various Space Artists from Star Wars etc	<b><u>TEXTILES/PRINTING</u></b> Artists: William Morris & Lucienne Day
<ul style="list-style-type: none"> <li>Shape, form, model and construct from observation or imagination.</li> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay including slabs, coils, slips, etc</li> </ul>	<ul style="list-style-type: none"> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needles.</li> <li>Experiment with batik techniques.</li> <li>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul> <ul style="list-style-type: none"> <li>Create printing blocks by simplifying an initial journal idea.</li> <li>Use relief or impressed method.</li> <li>Create prints with three overlays.</li> <li>Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>
<p><b><u>DRAWING - ALL TERMS</u></b></p> <p><b>ARTISTS - Leonardo Da Vinci &amp; Roy Lichtenstein</b></p> <ul style="list-style-type: none"> <li>Work from a variety of sources including observation, photographs and digital images.</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop close observation skills using a variety of view finders.</li> <li>Use a journal to collect and develop ideas.</li> <li>Identify artists who have worked in a similar way to their own work.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>Explore colour mixing and blending techniques with coloured pencils.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>Begin to use simple perspective in their work using a single focal point and horizon. .</li> <li>Show an awareness of how paintings are created i.e. Composition.</li> </ul>		

# Barlows Primary School

## Curriculum Content -Year 6

### ART AND DESIGN CURRICULUM

The content for Year 6 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b><u>PAINTING</u></b> <b>Artists: John Constable, Paul Nash &amp; Henri Rousseau</b>	<b><u>COLLAGE</u></b> <b>Artists: Richard Hamilton &amp; Hannah Hoch</b>	<b><u>3D ART</u></b> <b>Artists: Hundertwasser &amp; Gaudi</b>
<ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Be able to identify and work with complementary and contrasting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Shape, form, model and construct from observation or imagination.</li> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay including slabs, coils, slips, etc.</li> <li>Produce intricate patterns and textures in a malleable media.</li> </ul>
<p><b><u>DRAWING - ALL TERMS</u></b> <b><u>Artist: Pierre-Yves Riveau, LS Lowry &amp; MC Escher</u></b></p> <ul style="list-style-type: none"> <li>Work from a variety of sources including observation, photographs and digital images.</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop close observation skills using a variety of view finders.</li> <li>Use a journal to collect and develop ideas.</li> <li>Identify artists who have worked in a similar way to their own work.</li> </ul> <p><b><u>Lines, Marks, Tone, Form and Texture</u></b></p> <ul style="list-style-type: none"> <li>Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul> <p><b><u>Perspective and Composition</u></b></p> <ul style="list-style-type: none"> <li>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>Show an awareness of how paintings are created i.e. Composition.</li> </ul>		