



**Curriculum Subject Coverage – Deerhurst and Apperley
C of E Primary School - Subject Art and Design 2021-22**
Learning and living as children of God
(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
<p><i>KS1 Education Recovery July 2021 document</i> Opportunities for:</p> <ul style="list-style-type: none"> <i>pupils' skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.</i> 						
<p>EYFS New profile 2021</p>	<p>Early Learning Goal: Physical Development <u>Fine Motor Skills</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing <p>Early Learning Goals: Expressive Arts and Design <u>Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used 					
<p>Y1 Y2</p>	<p>Textiles - Print</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Use a range of materials creatively to design and make products</p>	<p>Sketching and painting Great fire of London Montage inspired by the artist Pablo Picasso</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Line form and Space</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - link to digital media Artists</p> <p>About the work of a range of artists, craft makers and</p>			



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	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Learn 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.</p> <p>Artist Henry Matisse and Jackson Pollock</p>		<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn 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.</p>		<p>designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artist Theophilus:</p>	
<ul style="list-style-type: none"> • KS2 Education Recovery July 2021 document: • leaders should prioritise securing depth and mastery of pupils’ practical knowledge, such as different artistic methods, techniques, media and materials. Securing this knowledge allows pupils to communicate, record and create. • It remains important that pupils have significant time for deliberate practice, re-encountering the core knowledge in different contexts and with growing complexity to develop mastery (for example, drawing with pencil, ink and wire). • The emphasis on practical knowledge should encompass multiple applications, for example, drawing representationally, drawing expressively and drawing unconventionally. • Focusing pupils’ attention on the multiple forms in which art exists will help to secure their knowledge of the subject’s breadth and diversity. Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative final outcome (all planned topics were covered including in Home Learning Spring 2021) 						
<p>Y3</p> <p>Y4</p>	<p>Print</p> <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>Paint using mixed media - Andy Warhol</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.</p>		<p>Mosaic Art - Emma Biggs</p> <p>To use a range of materials creatively to design and make products</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	



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	<p>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.</p> <p>Print</p> <p>Replicate patterns observed in natural or built environments.</p> <ul style="list-style-type: none"> • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Line and form Colour</p> <p>Great artists, architects and designers in history.</p> <p>Using ink and paper printing templates</p>		<p>different practices and disciplines, and making links to their own work.</p> <p>Use sketch books to record observations/review/revisit Roman architecture and mosaic</p> <p>Great artists, architects and designers in history.</p> <p>Mosaic artist - Emma Biggs http://www.emmabiggsmosaic.net/</p>
Y5 Y6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas, • Improve their mastery of art and design techniques including . . . <i>see below</i> • About great artists, architects and designers in history . . . <i>see below</i> 		
	<p><u>Watercolour Painting</u></p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. 	<p><u>Drawing (Street Art)</u></p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form • Mask makers of the ancient Maya <p>Task: final outcome to create a papier mache mask in the style of a Maya ceremonial mask</p>



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	<ul style="list-style-type: none">• Combine colours, tones and tints to enhance the mood of a piece.• Use brush techniques and the qualities of paint to create texture.• Develop a personal style of painting, drawing upon ideas from other artists.• David Hockney• Tasks: final outcome to create a watercolour landscape in the style of David Hockney	<p>impressionistic).</p> <ul style="list-style-type: none">• Use lines to represent movement.• Banksy <p>Task: final outcome to create an outdoor mural in the style of a chosen street artist</p>	
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