



## Art and Design at West Cornforth Primary School

“Every child is an artist. The problem is how to remain an artist once they grow up.” – Pablo Picasso

Year 1		
Unit	Key Knowledge /Skills	Ongoing Skills
<b>Autumn</b>	<p><b>Printing</b></p> <p>This unit will build on children’s exposure to printing in Reception. Previously children were able to freely experiment with printing in the craft area. Children will look at the work of Andy Warhol and his use of colour. Children will then use a range of materials and colours to further experiment with printing creating repetition, pattern, texture and shape. Children will then end the unit by evaluating their work on printing and the different resources they have used.</p> <p>Skills</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <ul style="list-style-type: none"> <li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• Make rubbings.</li> <li>• Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<p><b>Exploring and developing ideas</b></p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>
<b>Spring Sculpture</b>	<p>This links to the science topic of materials. Use recycled materials to build a sculpture. This will be the first-time children have to research an artist (Michelle Reader or of choice) and then plan a sculpture before making it. Once children have made their sculpture they will have to evaluate and identify how they could improve their work as well as linking their final piece to the artist we have studied.</p> <p>Skills</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <ul style="list-style-type: none"> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials.</li> </ul> <p>Explore shape and form.</p>	<p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>• Identify what they might change in their current work or develop in their future work.</li> </ul>
<b>Summer 1 Drawing and Painting</b>	<p><b>Drawing and Painting Landscapes</b></p> <p>This unit links to the geography topic and involves drawing and painting a landscape. Children will have the opportunity during this unit to use resources they might not have accessed in art before such as oil pastels and crayon. Children will experiment with these resources and create multiple land scape drawings. At the end of the unit children will evaluate the resources they have used and link their work to our artists</p> <p>Skills</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades • using different types of paint. • Create different textures e.g. use of sawdust</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Begin to explore the use of line, shape and colour</li> </ul>
<b>Summer 2 Textiles/collage</b>	<p><b>Textiles/ collage</b></p> <p>Use the theme of plants to practise and use collage techniques</p> <p>Skills</p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material.</p> <ul style="list-style-type: none"> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</li> </ul>	



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Year 2		
Unit	Key Knowledge /Skills	Ongoing Skills
<b>Painting and drawing</b>	<p>Children will build on their drawing and painting skills from previous years and previous studies of artists. In this unit children will develop the range of materials used to draw and paint with. They will use the same technique of Pointillism and study the work of Georges Seurat throughout the unit. By the end of the topic children will be able to select the materials and tools they feel is best to create their own pointillism artwork. They will begin to think about how they could improve their own artwork</p> <ul style="list-style-type: none"> <li>• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<p><b>Exploring and developing ideas</b> Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p>
<b>Painting</b>	<p>This unit will build on landscapes work from Year 1 and will focus on the work of Monet. The children will observe his garden and cityscapes paintings, viewing the same viewpoint painted at different times of the day/ year to explore colour tones and shading. They will share their thoughts on his most famous artworks. The children will create their own interpretation of Monet’s art. In their final piece can mix their own colours and use shading to create to create their own artwork. The children will continue to develop their evaluation skills from Autumn term to make their own suggestions on improvements to their final piece.</p> <p>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.</p>	<p><b>Evaluating and developing work</b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook</p>
<b>Sculpture/ Collage</b>	<p>Natural materials The children will be able to develop their knowledge of sculpture gained in Year 1 with recycled materials. The work of Andy Goldsworthy. This is the first time that the children will have considered natural materials and artwork in the outdoor environment. The children will create colleges with natural materials they have collected. They will continue to develop their evaluating skills and improve on their initial design.</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>• Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills.</li> </ul>	<p><b>Drawing</b> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • 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.</p>



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Year 3		
Unit	Key Knowledge /Skills	Ongoing Skills
<b>Painting – Watercolours</b>	<p>In this unit the children will be focusing on developing their understanding of painting through the use of watercolour. They may not have had the opportunity to use watercolour before this so they will compare it to the painting work that they have already completed in Year 2 using poster paint. They will further develop their technique for holding the brushes and for selecting the most appropriate brush size for the area they are painting. They will look at what a ‘wash’ is and how watercolours change depending on the amount of water added to them. They will look at varying the shade of one colour as well as mixing water colours to create a bleeding effect on the page. They will also look at using charcoal. Painting can link to their history topic of The Stone Age both through the use of cave paintings and charcoal.</p> <p>Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • to explore pattern and shape, creating designs for printing.</p>	<p><b>Exploring and developing idea</b>            Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<b>Drawing and Sketching – Pencil</b>	<p>In this unit the children will focus on the artwork related to Ancient Egypt This unit will build upon the skills that they have developed in Year 2 where they used a range of materials to draw. The children will be introduced to the different gradings of pencils and how these gradings affect the thickness and darkness of the pencil marks on a page. They will develop a sketching technique which focuses on small light strokes. They will be able to test the effectiveness of their sketching technique by testing how well it rubs out – a good technique should rub out without leaving a mark.</p> <p>Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p><b>Evaluating and developing work</b>            Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook.</p>
<b>Sculpture/ 3D form</b>	<p>Sculpture In this unit children will develop their skills of working with clay to create a sculpture. This work will build upon the sculpture work done in Years 1 and 2 where the children created sculptures using recycled materials. It will build upon their understanding of shape, size and representation. This unit will introduce them to the medium of clay. They will continue to develop their ability to look critically and evaluatively at pieces of artwork and be able to say what they like and dislike. They will begin to justify their opinions with reasons using the key vocabulary learned so far. They will be introduced to the different tools that they can use to shape and mould the clay as well as ways of joining pieces of clay together. This unit will link to the Geography topic on” What makes the North East Special?” and will focus on Anthony Gormley.</p> <p>• Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models.</p>	



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Year 4		
Unit	Key Knowledge /Skills	Ongoing Skills
<b>Drawing (Pencil) and Collage</b>	<p>In this unit the children will focus on their sketches of local buildings and structures. This unit will build upon the skills that they have developed in Year 1 when they focused on sketching and drawing landscapes. The children will be introduced to the different methods of adding detail to their sketches including hatching, contour hatching, crosshatching, random hatching, stippling and ink wash. They will also focus on developing their drawing of structure by adding texture to their work. They will be able to test the effectiveness of their sketching technique by testing how well it rubs out – a good technique should rub out without leaving a mark. This unit will have strong Geography and History links as pupils study “<b>Marching through Durham</b>”.</p> <p><i>Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.</i></p>	<p><b>Exploring and developing ideas</b>            Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<b>Sculpture</b>	<p>In this unit children will develop their skills of working with clay to create a sculpture. This work will build upon the sculpture work done in Years 1 and 2 where the children created sculptures using recycled materials. It will also build upon the skills in Year 3 when the pupils previously shaped and modelled clay. This unit will continue the pupil's development using the medium of clay and through this a number of different sculptors from around the world both past and present. They will continue to develop their ability to look critically and evaluatively at pieces of artwork and be able to say what they like and dislike. They will justify their opinions with reasons using the key vocabulary learned so far. Pupils will learn to accurately manipulate clay by using a range of techniques including: creating holes and hollows, pulling and pinching, smoothing out the clay with fingers and scratching details with tools. This unit will use other times as a stimulus for artwork. There will be a specific historical focus linked to work on Italy and the Romans.</p> <p><i>Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.</i></p>	<p><b>Evaluating and developing work</b>            Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further</p>
<b>Collage</b>	<p>This unit on collage links to the geography topic “What happens when the land meets the sea?” The children will gather information using a range of artists focusing on seascapes to research, plan, develop and collage work related to this. Suggested artists are Turner and KATSUSHIKA HOKUSAI.</p> <p><i>Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist.</i></p>	



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Year 5		
Unit	Key Knowledge /Skills	Ongoing Skills
<b>Sculpture</b>	<p>Recycled art Pupils will continue to refine their sculpting skills from year 1 and 2 using recycled materials. Pupils can draw on their knowledge of sculpting using clay from previous years by improvising ways to join materials together. Pupils will be researching, exploring and critiquing the artwork from “Fantastic Places around the World”. Pupils will analyse and comment on their own and work of others in order to develop methods and approaches to their own artwork. Pupils will begin to use perspective in both abstract and real-life art by planning, experimenting and evaluating their artwork.</p> <p>Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work.</p>	<p><b>Exploring and developing ideas</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<b>Drawing and sketching</b>	<p>Mayans (Dan Pyle- modern day charcoal artist) This unit of works builds on the work that children have covered in Year 3 and 4 where they have learnt about sketching and drawing using pencils. This unit will develop the skills that children have already learnt in the context of a new medium, charcoal. The children will explore how they can blend, smudge and create images with charcoal and develop an understanding of the skills they need to use in order to produce a detailed sketch. They will look in detail at the work of Dan Pyle who is a modern-day charcoal artist and develop an understanding of how he works so effectively with charcoal to produce a desired outcome. Children will then apply their skills to produce a detailed sketch of a Mayan temple. This will link to the children’s learning in history.</p> <p>Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p><b>Evaluating and developing work</b></p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.</p>
<b>Painting</b>	<p>Norman Cornish. The children will be focusing on developing their understanding of painting through the use of brush strokes to create texture and effect. This unit will build on the work that children completed in Year 3 when they worked with watercolours. They will refine and develop their technique for selecting, holding and using a range of brushes to create a desired effect. They will study and critique the work of local artist Norman Cornish and design and produce their own version of one of his most iconic images. This links to the history topic on Tommy Armstrong.</p> <p>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.</p>	



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Year 6		
Unit	Key Knowledge /Skills	Ongoing Skills
<b>Drawing</b>	<p>Pencil line drawing – Sketch book in the style of Charles Darwin</p> <p>In this unit, pupils will develop their drawing skills from all previous years by refining their shading, cross-hatching, line and blending in one piece of art. Pupils will have opportunities to develop these skills in isolation and then begin to pull them together. Pupils will evaluate which technique is most appropriate for different elements of their design. Afterward researching famous drawings by Charles Darwin, pupils will be choosing a building to focus their main piece of artwork on. Pupils will refine their work by experimenting with different techniques and shapes before eventually completing a finished piece.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>	<p><b>Exploring and developing ideas</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<b>Collage</b>	<p>Look at the art work of Frida Kahlo – Queen of the selfie. (Care to make sure chosen material is age appropriate)</p> <p>Use sketch books to collect a range of ideas about the style of her work. Think about y own selfies or photos (or artwork!). How do pupils express their feelings? Use a selfie app to create a Frida-esque picture of each pupil. Add the extra elements using collage techniques. Create a selfie that reveals their mood and shows what matters to them, etc. Use final images to create a class collage. Reflection on art and Frida-- how does art reflect life? what can we gain by viewing art and learning about the artists? How might this impact the images we choose to put into the public (selfies, pics online, etc.)? Relate to online safety.</p> <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>	<p><b>Evaluating and developing work</b></p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.</p>
<b>Sculpture</b>	<p><b>Related to science topic of light and shadow</b></p> <p>Pupils will be able to apply their knowledge of materials and light in science by manipulating materials in different ways to create a desired shadow effect. Pupils will explore how sculptures create shadows and how some materials create opaque, solid and transparent shapes. Pupils will analyse and comment on their own and work of others in order to develop methods and approaches to their own artwork. Pupils will begin to use perspective in both abstract and real-life art by planning, experimenting and evaluating their artwork.</p> <p>Mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>	