



TELFORD JUNIOR SCHOOL – ART AND DESIGN CURRICULUM



KEY CONCEPTS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Develop Ideas</p>	<p>TOPIC: <u>Plants</u></p> <p>Use sketchbooks to record ideas.</p> <p>Explore ideas from first-hand observations.</p> <p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Adapt and refine ideas.</p> <p>TOPIC: <u>Mousehole Cat</u> <u>Roman Mosaics</u></p> <p>Explore ideas from first-hand observations.</p> <p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Adapt and refine ideas.</p>	<p>TOPIC: <u>Colour - Romero Britto</u></p> <p>Use sketchbooks to record ideas with explanation of their learning and work.</p> <p>Explore ideas using a variety of starting points/initial inspiration.</p> <p>Adapt and refine ideas of their own work and with constructive criticism in others work.</p> <p>TOPIC: <u>Mayan - Pattern and Printmaking</u></p> <p>Use sketchbooks to record ideas with explanation of their learning and work.</p> <p>Explore ideas using a variety of starting points/initial inspiration.</p> <p>Question and observe a variety of starting points,</p>	<p>TOPIC: <u>Hans Holbein – Portraits</u> <u>Islamic Art</u></p> <p>Review and revisit ideas in their sketchbooks.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p> <p>Use digital technology as sources for developing ideas.</p> <p>TOPIC: Lowry</p> <p>Review and revisit ideas in their sketchbooks.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p> <p>Use digital technology as sources for developing ideas.</p>	<p>TOPIC: <u>Street Art – Stencils – Banksy and Keith Haring</u></p> <p>Review and revisit ideas in their sketchbooks and use their sketchbook work to inform their future pieces of artwork.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p> <p>Use digital technology and other mediums as sources for developing ideas e.g. art books, magazines, newspapers, gallery websites.</p>



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	<p><u>TOPIC:</u> <u>Spanish Artists</u> <u>Tartan</u></p> <p>Explore ideas from first-hand observations.</p> <p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Adapt and refine ideas.</p>	<p>and make comments on them.</p> <p>Adapt and refine ideas of their own work and with constructive criticism in others work.</p> <p><u>TOPIC:</u> <u>Human Body – Julian Opie and Henry Moore</u> <u>Habitats – Henri Rousseau</u></p> <p>Use sketchbooks to record ideas with explanation of their learning and work.</p> <p>Explore ideas using a variety of starting points/initial inspiration.</p> <p>Question and observe a variety of starting points, and make comments on them.</p> <p>Adapt and refine ideas of their own work and with constructive criticism in others work.</p>	<p><u>TOPIC: Ancient Egypt</u></p> <p>Review and revisit ideas in their sketchbooks.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p>	<p><u>TOPIC:</u> <u>The Caribbean – Pastels and silhouettes – Patterns – Textiles</u></p> <p>Review and revisit ideas in their sketchbooks and use their sketchbook work to inform their future pieces of artwork.</p> <p>Think critically about their art and design work, and the work of their peers.</p> <p>Use a range of mediums as sources for developing ideas.</p> <p><u>TOPIC: Ancient Greece – Greek pottery</u> <u>China – Ming pottery – Willow patterns – Chinese Calligraphy</u></p> <p>Review and revisit ideas in their sketchbooks and use their sketchbook work to inform their future pieces of artwork.</p>
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				<p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work, and the work of their peers.</p> <p>Use digital technology and other mediums as sources for developing ideas e.g. art books, magazines, newspapers, gallery websites.</p>
Master Techniques	<p><u>TOPIC:</u> <u>Plants</u></p> <p><u>Drawing</u> Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Begin to use shading to show light and shadow effects.</p> <p>Show an awareness of space when drawing.</p> <p>To draw using close observations.</p>	<p><u>TOPIC:</u> <u>Colour - Romero Britto</u></p> <p><u>Painting</u> Mix colour with increasing confidence building on previous knowledge.</p> <p>Begin to explore complimentary colours, including adding white and black to change the tint or shade.</p>	<p><u>TOPIC:</u> <u>Hans Holbein – Portraits</u> <u>Islamic Art</u></p> <p><u>Drawing</u> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p><u>Collage (Hans Holbein Digital Art)</u> Add collage to a painted or printed background.</p> <p>Create and arrange accurate patterns.</p>	<p><u>TOPIC:</u> <u>Street Art – Stencils – Banksy and Keith Haring</u></p> <p>Create a colour palette, demonstrating mixing techniques.</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p> <p>Choose and use different brush types according to the effect they wish to create.</p>



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	<p><u>Painting</u> Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p> <p><u>Sculpture</u> Cut, make and combine shapes to create recognizable forms.</p> <p>Add materials to the sculpture to create detail.</p> <p><u>TOPIC:</u> <u>Mousehole Cat</u> <u>Roman Mosaic</u></p> <p><u>Painting (Mousehole Cat)</u></p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p>	<p><u>TOPIC:</u> <u>Mayan - Pattern and Printmaking</u></p> <p><u>Printing</u> Use several colours to layer in a print.</p> <p>Replicate and develop patterns from observations.</p> <p>Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc.</p> <p>Make repeated patterns with precision.</p> <p><u>TOPIC:</u> <u>Human Body – Julian Opie and Henry Moore</u> <u>Habitats - Henri Rousseau</u></p> <p><u>Drawing (Henry Moore)</u> Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Use develop confidence in shade showing light and shadow effects.</p>	<p>Use a range of mixed media.</p> <p>Plan and design a collage.</p> <p><u>Textiles (Islamic Art)</u> Add decoration to create effect.</p> <p><u>TOPIC: Lowry</u></p> <p><u>Drawing</u> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict movement and perspective in drawings.</p> <p>Use a variety of tools and select the most appropriate.</p> <p><u>Painting</u> Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p>	<p>Use a variety of tools and select the most appropriate – can the children select something to suit their topic of drawing e.g. choosing marker pens instead of crayon to create bolder/vivid colours for graffiti artwork.</p> <p><u>TOPIC:</u> <u>The Caribbean – Pastels and silhouettes – Patterns - Textiles</u></p> <p>YEAR 6 SELECT WHICH MEDIUM TO USE FOR THIS TOPIC e.g. oil pastels</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict movement and perspective in drawings, experimenting with different ways of doing this.</p> <p>Use a variety of tools and select the most appropriate – can the children select something to suit their topic</p>
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	<p>Create different textures and effects with paint.</p> <p><u>Collage (Roman Mosaics)</u> Select colours and materials to create effect, giving a reason for their choice.</p> <p>Refine work as they go to ensure precision; cut and tear with accuracy.</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><u>Printing</u> Replicate patterns from observations; make printing blocks.</p> <p>Make repeated patterns with precision</p> <p><u>TOPIC: Spanish Artists Tartan</u></p> <p><u>Drawing (Spanish Artists)</u></p>	<p>Use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>Show an awareness of space, scale and distance when drawing.</p> <p><u>Sculpture (Julian Opie)</u> Develop cutting, making and combine shapes to create recognisable forms.</p> <p>Use clay and other malleable materials and practise joining techniques; including scoring, blending and slip.</p> <p><u>Textiles (Pencil Cases DT)</u> Sew with straight stitches to create patterns and surface decorations.</p> <p>Apply decoration such as beads, buttons, sequins, feathers etc. using sewing skills or glue.</p> <p>Changing and modifying threads and fabrics by knotting, fraying, fringing,</p>	<p><u>TOPIC: Ancient Egypt</u></p> <p><u>Drawing</u> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p><u>Sculpture</u> Plan and design a sculpture.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p><u>Printing</u> Design and create printing blocks/tiles.</p> <p>Create and arrange accurate patterns.</p>	<p>of drawing e.g. choosing marker pens instead of crayon to create bolder/vivid colours for graffiti artwork.</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Add decoration to create effect.</p> <p>Explore different ways of adding decoration e.g. gluing, sewing, plaiting, weaving.</p> <p><u>TOPIC: Ancient Greece – Greek pottery</u> <u>China – Ming pottery – Willow patterns – Chinese Calligraphy</u></p> <p>Plan and design a sculpture.</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p>
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	<p>Use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>Show an awareness of space when drawing.</p> <p>To draw using close observations.</p> <p><u>Collage (Tartan)</u> Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><u>Textiles (Tartan)</u> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>	<p>pulling threads, twisting or plaiting.</p> <p><u>Collage (Habitats – Henri Rousseau)</u> Select colours and materials to create effect, based on the suitability of the colour, shape, texture and pattern suiting the purpose. giving reasons for their choices.</p> <p>Refine work as they go to ensure precision;</p> <p>Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc.</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, overlay, mosaic and montage.</p>		<p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p>
<p>Work of Other Artists</p>	<p><u>TOPIC:</u> <u>Plants - Ambrosius Bosschaert, Claude Monet, Gustav Klimt, Vincent Van Gogh, Guiseppe Arcimboldo, Piet Mondrian, Henri Rousseau, Tom Piper, Georgia O'Keefe</u></p>	<p><u>TOPIC:</u> <u>Colour - Romero Britto</u></p> <p>Use inspiration from a variety of famous artists to replicate a piece of work,</p>	<p><u>TOPIC:</u> <u>Hans Holbein – Portraits Islamic Art</u></p> <p>Give detailed observations about notable artists',</p>	<p><u>TOPIC:</u> <u>Street Art – Stencils – Banksy and Keith Haring</u></p> <p>Give detailed observations about notable artists',</p>



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	<p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p><u>TOPIC:</u> <u>Mousehole Cat – Nicola Bayley</u></p> <p>Use inspiration from famous artists to replicate a piece of work.</p> <p><u>Roman Mosaics</u></p> <p><u>TOPIC: Spanish Artists</u> Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable</p>	<p>adapting parts of it to their own style.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p><u>TOPIC:</u> <u>Mayan - Pattern and Printmaking</u></p> <p>Use inspiration from a variety of famous artists to replicate a piece of work, adapting parts of it to their own style.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p>	<p>artisans’ and designers’ work.</p> <p>Offer facts about notable artists’, artisans’ and designers’ lives.</p> <p><u>TOPIC: Lowry</u> Give detailed observations about notable artists’, artisans’ and designers’ work.</p> <p>Offer facts about notable artists’, artisans’ and designers’ lives.</p> <p><u>TOPIC: Ancient Egypt</u></p>	<p>artisans’ and designers’ work.</p> <p>Offer facts about notable artists’, artisans’ and designers’ lives.</p> <p><u>TOPIC:</u> <u>The Caribbean – Pastels and silhouettes – Patterns - Textiles</u></p> <p>Give detailed observations about notable artists’, artisans’ and designers’ work.</p> <p>Offer facts about notable artists’, artisans’ and designers’ lives.</p> <p><u>TOPIC:</u> <u>Ancient Greece – Greek pottery</u> <u>China – Ming pottery – Willow patterns – Chinese Calligraphy</u></p> <p>Give detailed observations about notable artists’, artisans’ and designers’ work.</p>
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	<p>artists and refer to techniques and effect.</p> <p><u>Tartan</u></p>	<p>TOPIC: <u>Human Body – Julian Opie and Henry Moore</u></p> <p>Use inspiration from a variety of famous artists to replicate a piece of work, adapting parts of it to their own style.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p>		
Vocabulary progression				
Educational visits and visitors:				
Year 3 – Compton Verney – Stone Age cave drawings				