

St Joseph's Catholic School Art / Design and Design Technology Curriculum

Year 1	Mark making	Moving Pictures	Winterscapes	Animal Sculpture	Investigating Colour	Transport
<p>Food Technology termly</p> <p>Fruit salad</p> <p>Prepping vegetables grown on the school grounds</p>	<ul style="list-style-type: none"> • Drawing and blending in variety of contexts. • Looking at width, pressure, shading <p>Skills-Drawing with a variety of materials- pencil, charcoal, paint and oil pastels</p> <p>Learning how to use different marks in their drawing, dots, lines, with pencils and colours.</p> <ul style="list-style-type: none"> • Using charcoals and oil pastels. • Learning how to hold paint brushes correctly and use to create pictures. • Learning about colours. 	<ul style="list-style-type: none"> • To design purposeful, appealing products for themselves and other users based on design criteria. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, and joining] • Explore and evaluate our own designs. <p>Skill: Mechanisms Use paper and card to design and make a picture with moveable features.</p> <ul style="list-style-type: none"> • Build structures • Explore and use mechanisms [for example, levers, sliders, push and pull], in their products. 	<ul style="list-style-type: none"> • Creating seasonal landscape paintings in a variety of contexts. • Looking at perceptive. <p>Skills-Drawing with a variety of materials- pencil, charcoal, paint and oil pastels</p> <p>Learning how to blend paints to create secondary colours.</p> <p>Beginning to use mixed medium within a single picture</p> <p>use different marks in their drawing, dots, lines, with pencils and colours.</p> <p>Investigate Pointillism and</p> <ul style="list-style-type: none"> • Combining pastels, pencils and paint • Learning how to hold paint brushes 	<p>Sculptures: Clay/printing Children create natural and clay sculptures.</p> <ul style="list-style-type: none"> • To create sculptures, develop and share their ideas, experiences and imagination. • To create a clay sculpture. <p>Skill: Sculpture Introduction</p> <ul style="list-style-type: none"> • Children can use clay to add pressure, create dots and lines. • Children can make a 3D sculpture. 	<p>Children explore using paper in different ways. They investigate how to make colour with natural materials and use tie-dye.</p> <ul style="list-style-type: none"> • To investigate how to use materials in different ways. • To use a range of materials creatively to design and make products. <p>Develop a wide range of art and design techniques in using colour, pattern, texture, Children create tie-dye t-shirts.</p> <p>Skill: Understanding of Material</p> <ul style="list-style-type: none"> • Children focus on manipulating different materials, paper, paint, fabric. • Children learn to twist, tye, cut, plait and scrunch both paper and fabrics. 	<p>Design purposeful, appealing products for themselves and other users based on design criteria.</p> <ul style="list-style-type: none"> • To develop their ideas through talking, drawing, templates. • To evaluate and explore their designs against their criteria. • To build structures, exploring how they can be made stronger, stiffer and more stable • To explore and use mechanisms [for example, wheels] in their products. <p>Skill: Moving Mechanics</p> <ul style="list-style-type: none"> • Use recycled boxes to design and make a vehicle to safely transport an egg. • Children are to make the basic structure of a car, creating a chassis using wood.

			correctly and use to create pictures. • Learning about colour mixing		Printing styles and use of colour from African cultures including Ndebele Patterns	• Children are to begin to learn how to use a saw safely to make the bottom of the car. • Children use PVA glue to join materials together successfully.
Key Vocabulary and Focus Artists	portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing Pablo Picasso Jackson Pollock	moving pictures, mechanisms, push, pull, sliders, cut, join.	sketch, blend, wavy, straight lines, texture, colour mixing Van Gogh Seurat	sculpture, natural, 3-D, flat, pressure, join, smooth, mould Donatello Michelangelo Rodin Brancusi	twist, cut, plait, scrunch, fabric, tie-dye, change, texture, fabric. Esther Mahlangu	vehicle, transport, mechanism, wheel, explore, designs, evaluate, make.

Year 2	Portraits	Monster Puppets	Mother Nature Designer	Victorian seaside	Colour and Illusion Art	Transport
Termly Food technology projects Pizza	<ul style="list-style-type: none"> • Drawing portraits in and variety of contexts. • Looking at perceptive. <p>Skills-Drawing with a variety of materials- pencil, charcoal, paint and oil pastels</p> <p>Learning how to use different marks in their</p>	<p>Design purposeful, appealing products for themselves and other users based on design criteria.</p> <p>To develop their ideas through talking, drawing, templates.</p> <p>To make by using a range of tools and equipment to perform practical</p>	<p>Looking at patterns in nature. Looking at William Morris, Monet and Georgia O'Keefe paintings.</p> <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour and pattern. • To look at the work of a range of artists, craft makers and designers, describing 	<p>Buildings Children look at perspective and how to draw buildings.</p> <ul style="list-style-type: none"> • Looking at perceptive and shapes in images. • Children draw buildings, looking at shape and form. <p>To use drawing, painting to share their ideas,</p>	<p>Explore optical illusions colour imagery</p> <p>Look at illusions in nature and art</p> <ul style="list-style-type: none"> • Explore perceptions in art <p>Develop and continue existing patterns.</p> <ul style="list-style-type: none"> • Explore mazes as a way to support optical illusions 	<ul style="list-style-type: none"> • Design purposeful, appealing products for themselves and other users based on design criteria. • To develop their ideas through talking, drawing, templates. • To evaluate and explore their designs against their criteria. • To build structures, exploring how they can be made

	<p>drawing, dots, lines, with pencils and colours.</p> <ul style="list-style-type: none"> • Using charcoals and oil pastels. • Learning how to hold paint brushes correctly and use to create pictures. • Learning about colours. 	<p>tasks [for example, cutting, and joining through sewing]</p> <p>To evaluate and explore their designs.</p> <p>Skill: Sewing-Running stitch</p> <ul style="list-style-type: none"> • Use textiles and sewing to design and make the puppet of a character in a traditional tale. <p>Children's first experience of sewing and joining materials using thread.</p>	<p>the differences and similarities between different practices, making links to their own work.</p> <p>Skill: Patterns in Nature</p> <ul style="list-style-type: none"> • Focus on creating patterns in nature. Big focus on linking and comparing to artists. • Children observe and study nature resources – how can they include this in their work. Children make observational drawings. • To know and identify the techniques that artists have used. • Compare own art work to artists. • Introduce and teach the children what a collage is. • Children learn how to link materials together, overlaying them. • Children explore what material will be best suited for the collage (how will they construct) 	<p>experiences and imagination</p> <p>Skills-Drawing with a variety of materials – consolidating from Year 1 – charcoal, pencil and pens.</p> <ul style="list-style-type: none"> • Learning how to use different marks in their drawing, dots, lines, pencils. • Drawing with a variety of pens. Using charcoals, learning how to smudge and blend together to make a final piece. 	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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>Skills Drawing with a variety of materials</p> <ul style="list-style-type: none"> • Learning different techniques to create optical illusions • Use collage to explore and create colourful illusion art 	<p>stronger, stiffer and more stable</p> <ul style="list-style-type: none"> • To explore and use mechanisms [for example, wheels] in their products. <p>Skill: Moving Mechanics</p> <ul style="list-style-type: none"> • Use recycled boxes to design and make a vehicle to safely transport an egg. • Children are to make the basic structure of a car, creating a chassis using wood. • Children are to begin to learn how to use a saw safely to make the bottom of the car. • Children use PVA glue to join materials together successfully. <p>Vehicle, transport, mechanism, wheel, explore, designs, evaluate, make.</p>
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Key Vocabulary and Focal Artists	Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing Laurence S Lowry Pablo Picasso Van Gogh Kehinde Wiley	Puppet, sew, stitch, running stitch, join, design, make, evaluate,	shade, acrylic, poster watercolour, artefact, motif wash, Georgia O'Keefe William Morris	Smudge, blend, materials, charcoal, pencil, pattern, lines, perspective	abstract illusion Optical art, maze; 3-d patterns, collage, overlap, overlay, construct, pattern, join Henri Matisse Bridget Riley Alma Thomas	
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Year 3	Packaging	Shadow Puppets	Still Life	Celtic art in iron and bronze age	Investigating Pattern	British insects
Termly Food technology projects	<ul style="list-style-type: none"> Design functional, appealing products that are fit for purpose, aimed at particular individuals or groups Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> Select and use a wide range of materials, including construction materials. Begin to understand structure and strength and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Skill: Structure</p>	<ul style="list-style-type: none"> Children look at how to make a still life and complete observational drawings. Sketch books to record their observations and use them to review and revisit idea. To improve their mastery of art and design techniques, including drawing, painting [pencil, charcoal, paint, clay] <p>Skills-</p>	<ul style="list-style-type: none"> Children are to learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, sculpture. <p>Skill: - Clay</p> <ul style="list-style-type: none"> Make a 3-D sculpture using a variety of materials and compare – clay and paper mâché. <p>Children are to focus on comparing sculptures with artists, alongside their own design.</p>	<ul style="list-style-type: none"> Learn about impact (role/purpose) of printing Experiment with ways in which surface detail can be added to drawings. <p>Use sketchbooks to collect and record information from different sources.</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Apply simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Children are to learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, painting. Children are taught to develop their techniques, including their control and their use of materials. <p>Skill: Children study how to make recycled materials into art.</p> <ul style="list-style-type: none"> Focus on structure <p>Planning observational</p>

	<p>Skill: Designing packaging</p> <ul style="list-style-type: none"> • Learning about food packaging, looking at purpose, sustainability and the environment. <p>Children build nets and make packaging for a purpose.</p>	<ul style="list-style-type: none"> • Use card, foam and other materials to design and make a puppet. 	<ul style="list-style-type: none"> • Drawing with a variety of materials – children are to focus on drawing still life using oil pastels and pens – focus is on shading. <p>Learn how to shade correctly, using cross hatch technique.</p>	Clay from around the world	<p>Create printing blocks using a relief or impress method.</p> <p>Create repeating patterns</p> <p>Print with two colour overlays.</p>	drawings should include drawings in pen and paint.
Key Vocabulary and Focal Artists	packaging, review, environment, recycle, net, structure, plastic, purpose.	join, structure, stable	<p>Primary colours, Secondary colours, Warm colours, Cold colours, Colour mixing, Strokes, Tint Colour wash Lighter/darker Water colour blending</p> <p>Henri Matisse Chardin</p>	designers, clay, paper mâché, sculpture	<p>repeat texture, roller overlay,</p> <p>William Morris Gustav Klimt</p>	recycle, natural, observational

Year 4	Storybooks	Egyptian Art	Fish and Printing	Roman Mosaic	Masks and Costume	Building Detectives
Termly Food technology projects	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit 	<ul style="list-style-type: none"> • Research and discuss artists who use Egyptian influence, Egyptian clothing, pendants and hieroglyphics. 	<ul style="list-style-type: none"> • Children learn what abstract art is and make their own piece. 	<ul style="list-style-type: none"> • Explore ideas to improve mastery of art and design techniques (printing). 	<ul style="list-style-type: none"> • Children look at a variety of costumes, hats, masks and theatre costumes. • Children look and 	<ul style="list-style-type: none"> • Children learn how to use scaling for a person. Children learn how to draw bridges.

	<p>for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> •Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the project. Explore and develop ideas as they progress using visual language. • Sketch lightly to develop ideas • Create and combine shapes to create recognizable forms. <p>Use mouldable materials to create a final piece.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting [pencil, charcoal, paint, clay] <p>Skill: Drawing comparing similarities and differences between artists and their chosen form.</p> <ul style="list-style-type: none"> • Focus on mixing colour and using paint. <p>Children create the same abstract painting in oil pastels.</p> <ul style="list-style-type: none"> • Using different paint thickness for a desired effect. <p>– children focus on painting</p>	<ul style="list-style-type: none"> • Know the significance of mosaics in Roman art. • Can generate a repeating mosaic style pattern of coloured squares on a grid. <p>Print a neat repeating border design with good technique.</p> <ul style="list-style-type: none"> • Evaluate and analyse their work and that of others. • Make informed choices on colour and design based on prior knowledge and experience. <p>Design and finish printing a large scale mosaic style picture.</p>	<p>learn how to make their own mask.</p> <ul style="list-style-type: none"> • Children are to learn about great artists, architects and designers in history. <p>Children are to make and design their own hats for a story character.</p> <p>Skill: Costume design</p> <ul style="list-style-type: none"> • Cross hatching colouring <p>Creating a piece of art for a purpose.</p> <p>Hats for different occasions, hats for fashion, hats for carnival</p>	<ul style="list-style-type: none"> • Context - focus on the architecture of different building and their inspiration. • Children are to learn about great artists, architects and designers in history. • Children are to design a school building based on structures that they have seen and studied. <p>Skill: Structure/scaling</p> <ul style="list-style-type: none"> • Developing drawing with pen – free flowing/broken/hard/faint lines. • Creating their own structure for a purpose <p>Modern architects of Shard/Gherkin</p>
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	<p>stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Skill: Paper mechanisms – pop, slide, pull origami</p>					
Key Vocabulary and Focal Artists		<p>form, shape, texture, sketch, expressive, proportion, traditional, abstract, modern calico, sculpting</p> <p>Alaa Awad</p>	<p>abstract, style, medium, secondary colours, pastels, effect stations Kandinsky Mondrian Fernand Leger paintings</p>	<p>tesserae, mosaic, Antoni Gaudi Famous Roman mosaics</p>	<p>cloth, fray, taffeta, organdie, poplin, tweed, embellished, manipulated, embroidered, warp, weft, replicate, soft sculpture</p> <p>Coco Chanel Vivienne Westwood</p>	<p>Casa Batllo Gaudi Norman Foster Robert Venturi</p>

Year 5	Viking art	Mechanical Machines	Bayeux tapestry	Portraying Relationships	Alpine plants and animals	Building Bridges
Cooking Termly	<ul style="list-style-type: none"> • Describe some of the main features of Viking art • Recognise the style of Viking patterns 	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, products that are fit for purpose. 	<ul style="list-style-type: none"> • Children look and learn about how tapestries are used to express a message/story. 	<ul style="list-style-type: none"> • Children are to learn how to draw people in proportion. 	<ul style="list-style-type: none"> • Children learn about the style impression and explore this with paint. • Improve their mastery of art and 	<ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

<ul style="list-style-type: none"> • Discuss and comment on examples of animals in Viking art • Incorporate Viking knots and patterns into a picture of a Viking animal <p>Use different techniques to add shading to an outline sketch a portrait that is proportionally correct</p> <ul style="list-style-type: none"> • Use various shading techniques to create light and shade in a portrait Develop a design for a Viking longboat • Use a range of simple tools to construct your design • Evaluate your design for strengths and weaknesses <p>Skills</p> <ul style="list-style-type: none"> • Measure, mark and cut square section wood, strip wood and dowel accurately to 1cm 	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Skill: Mechanisms</p> <ul style="list-style-type: none"> • Use wood, card and other materials to design and make a moving toy. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<ul style="list-style-type: none"> • To study great artists and designers in history. • To improve and begin to master a variety of skills, including sewing. <p>Skill: Textiles</p> <ul style="list-style-type: none"> • Learning how to create a tapestry piece using different types of joining and sewing. • Children will learn how to quilt, weave, layer, thread, stitch and join. • To study artists over time and observe how art has changed. • Developing understanding of quilting, sewing, weaving <p>famous tapestries</p>	<ul style="list-style-type: none"> • Focus on observational drawings, developing proportion. • To master using a variety of materials such as charcoal and oil pastels. • Children to draw a picture to show relationships between two people. <p>Skill: Drawing</p> <ul style="list-style-type: none"> • Using pencil to create hard and soft lines using pastels and paint. • To understand how to add shading • Exploring paintings, which portray relationships and compare artists and techniques. 	<p>design techniques, including drawing, painting.</p> <ul style="list-style-type: none"> • Painting a landscape in the style of an artist. <p>Skill: Painting techniques</p> <ul style="list-style-type: none"> • Creating and adding layers with paint to add detail. • To create and study key artists, creating their own artist copies. 	<ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Skill: Structure</p> <ul style="list-style-type: none"> • Use the knowledge of science (forces) to make bridges with the correct structure to hold certain weight. • To investigate how to create different style bridges such as a truss, arch and suspension bridge. • Design and make a bridge for a purpose.
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Key Vocabulary and Focal Artists	Nordic, Celtic, Illuminated, Letters longship, proportionate	pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality	Tapestry, quilt, weave, layer, thread, stitch and join, textiles, design, techniques, scale. Bayeux Tapestry	proportion, scaling, tone, subject, composition, position, relationship, sketch, hard and soft lines Mary Cassatt Frida Kahlo Hans Holbein Thomas Gainsborough	strokes, dots, impressionism, tones, landscapes, reflect, shading, artist copy, influence, style Monet, Renoir, Cezanne Van Gogh	bridge, structure, stability, stable, firm, beam, arch, suspension, weight, bend Isambard Kingdom Brunel Thomas Telford
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Year 6	In Flanders Field WW1	Design and Technology: Environment sculptures	Fairground rides	Street art	People in action	Maya masks
Cooking Termly	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To take inspiration from other artists and poetry to plan and create a World War 2 art piece 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, painting. Children are taught to develop their techniques, including their control and their use of materials. <p>Skill: Children study how to make recycled materials into art.</p> <ul style="list-style-type: none"> Focus on structure <p>Planning observational drawings should include drawings in pen and paint.</p> <p>Focus Artist:</p>	<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems 	<ul style="list-style-type: none"> Children learn how to portray movement in drawings. To continue mastering pencil skills, studying shades. Children are to study movements and how this can be translated into pictures. <p>Skill: Proportion</p>	<ul style="list-style-type: none"> Children learn how to draw landscapes. Focus on observational drawings, developing perspective. <p>To create sketch books to record their observations and use them to review and revisit Ideas.</p> <p>Skill:</p>	<ul style="list-style-type: none"> Make Sculptures following a basic plan using sculptures by known artists/ from cultures/ history as a starting point with a particular focus on form, shape, pattern, texture, colour, emotion or mood. <p>Skills</p> <ul style="list-style-type: none"> Draw using a variety of pencils/inks- shade/

			<p>in their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>• Skill: All skills combine elements from previous projects to design and make a model of a moving fairground ride</p>	<ul style="list-style-type: none"> • Pencil sketching, consolidating shading. • Mastering hard and soft lines. • Consolidating colour mixing using a colour wheel • Portraying movement in drawing. 	<ul style="list-style-type: none"> • Developing perspective drawings, creating 3D effects. • To develop landscapes and build on what they have previously drawn. 	<p>tones/ range of lines/ light/ composition/ perspective.</p> <ul style="list-style-type: none"> • Experiment with expressions- changing mouth/ eyebrows to show what happens. • Model small balls of clay/ plasticene into mask shape- add blend for features/ add detail using tools for texture. • Draw design of own mask- make card mock up- to practise adding features.
Key Vocabulary and Focal Artists	<p>WW1 WW2, war, artists, Paul Nash, Paul McRae, poppies, paintings, Propaganda</p> <p>Paul Nash Eric Ravilious,</p>	<p>recycle, natural, observational, Modroc, man-made material, plaster, bandage, paper mâché, smoother, better finish, smoothing, joining, finishing, manipulate, form, irreversible, texture, detail, twisting, rolling, Christ the Redeemer, Totem Poles, modern</p> <p>Michelle Reader Paul Landowski, Frederic Auguste Bartholdi</p>	<p>cam, axel, rotation, rotate, handle, mechanism, sustainability, gears, motor, battery, electrical, structure, firm, join, glue, mend, adapt, review, design</p>	<p>gesture, movement, proportion, line, tone, shade, expressions, figure, form, colour, shades, montage, collage, tints</p> <p>Keith Harding Andy Warhol Banksy</p>	<p>nature, man-made, viewfinder, proportion, landscape, perspective, object, scale, enlarge, observational</p> <p>David Hockney Jean-Baptiste-Camille</p>	<p>Shading, hatching, Blending, softening tonal contrast, form sculpture, modelling layering, malleable modroc</p>

