

| APS CURRICULUM – ART      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                               | YEARLY OVERVIEW                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                             |
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|                           | Knowledge, Skills and understanding breakdown                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                             |
| YEAR 5 and 6              | Year A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                             |
| National Curriculum Links | Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Printing                                                                                                                                                                                                                                      | Painting                                                                                                                                                                                                                                                                                                                                                                                                                 | Sketchbooks                                                                                                                                                                                                                                                 |
|                           | <ul style="list-style-type: none"><li>• develop the use of graphite, pastel, pens, pencils (a range of different grades), charcoal, chalks, pencil crayons, wax crayons, felt pens, inks to show different tones and textures</li><li>• identify and draw simple objects, and use marks and lines to produce texture</li><li>• organise line, tone, shape, and colour to represent figures and forms in movement</li><li>• show reflection</li><li>• explain why they have chosen specific materials to draw with</li></ul> | <ul style="list-style-type: none"><li>• Print using a number of colours</li><li>• create an accurate print design that meets a given criteria</li><li>• Print onto different materials</li></ul>                                              | <ul style="list-style-type: none"><li>• Create all the colours they need</li><li>• Create mood in their painting</li><li>• Express emotions through painting and sketching</li></ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Make notes in sketchbooks as to how they could develop their work further</li><li>• Use sketchbook to compare and discuss ideas with others</li></ul>                                                               |
| Artist Links              | Use of IT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Collage                                                                                                                                                                                                                                       | 3D/Textiles                                                                                                                                                                                                                                                                                                                                                                                                              | Knowledge                                                                                                                                                                                                                                                   |
|                           | <ul style="list-style-type: none"><li>• Create a piece of work that integrates the use of digital images they have taken</li><li>• Combine graphics and text based on their research</li><li>• Scan images, take digital photos, use software to alter and adapt them, creating work with meaning</li><li>• Create digital images with animation, video and sound to communicate their ideas</li></ul>                                                                                                                      | <ul style="list-style-type: none"><li>• Create collages as a collaboration</li><li>• Cut paper very accurately</li><li>• Overlap images</li><li>• Create mosaics</li><li>• Create montages</li><li>• Choose materials independently</li></ul> | <ul style="list-style-type: none"><li>• Develop sculptural skills using masking tape and newspaper, Modroc, foam board, wire, clay and cardboard.</li><li>• Sculpt clay and other mouldable materials</li><li>• Work with large scale materials (maybe an installation)</li><li>• Use textile and sewing skills as part of a project e.g. hanging, textile book, etc. This could include running stitch, cross</li></ul> | <ul style="list-style-type: none"><li>• Experiment with different styles that artists have used</li><li>• Learn about the work of others by looking at artists’ work in books. The internet, visits to galleries and other sources of information</li></ul> |

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|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                | stitch, backstitch, applique and/or embroidery                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                       |
|                           | Year 6 NOT EDITED YET 2.2.22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |
| National Curriculum Links | Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Printing                                                                                                                                                                                                                       | Painting                                                                                                                                                                                                                                             | Sketch books                                                                                                                                                                                                                                                                                                          |
|                           | <ul style="list-style-type: none"> <li>• develop the use of graphite, pastel, pens, pencils (a range of different grades), charcoal, chalks, pencil crayons, wax crayons, wax resists, felt pens and inks to show different tones and textures</li> <li>• Show facial expressions and body language in their sketches</li> <li>• Explore mark making and colour</li> <li>• Develop experimental drawing skills</li> <li>• Explain why they have chosen specific media</li> <li>• Create drawings inspired by literacy</li> </ul> | <ul style="list-style-type: none"> <li>• Print using at least 4 colours</li> <li>• Create accurate print design</li> <li>• Print onto different materials</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Create any colour they need</li> <li>• Create mood and feeling in their paintings</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Use sketchbooks to express feelings about subjects and describe likes and dislikes</li> <li>• Produce a montage about themselves</li> <li>• Use their sketchbooks to adapt and improve their original ideas</li> <li>• Keep notes about the purpose of their work</li> </ul> |
| Artist Links              | Use of IT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Collage                                                                                                                                                                                                                        | 3D/Textiles                                                                                                                                                                                                                                          | Knowledge                                                                                                                                                                                                                                                                                                             |
|                           | <ul style="list-style-type: none"> <li>• Produce a collection of their work on a slide show</li> <li>• Produce pieces of work that include the integration of digital images they have taken</li> <li>• Combine graphics and text based on their research</li> </ul>                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Draw with scissors to create collages, incorporating mistakes</li> <li>• Build up collages using a variety of textures and paper that the children have created themselves</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form</li> <li>• Sculpt using clay and other mouldable materials</li> <li>• Use early sewing skills to create a project</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with different artists styles</li> <li>• Explain art from other periods of history</li> </ul>                                                                                                                                                                     |

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| YEAR A | <u><b>Typography</b></u><br>Exploring how we can create typography through drawing and design. | <u><b>Making Monotypes</b></u><br>Combine the monotype process with painting and collage. | <u><b>Set Design</b></u><br>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. | <u><b>Mixed Media Land &amp; City Scapes</b></u><br>Explore how artists use a variety of media | <u><b>Architecture: Dream Big or Small?</b></u><br>Explore the responsibilities architects have to | <u><b>Fashion Design</b></u><br>Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. |
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|                    |                                                                                                                                                                                |                                                                                                                       |                                                                                                                                                       | to capture spirit of the place.                                                                                                                              | design us a better world. Make your own architectural model.                                                                               |                                                                                                                                      |
| Supporting Artists |                                                                                                                                                                                |                                                                                                                       |                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                            |                                                                                                                                      |
| YEAR B             | <u>2D Drawing to 3D Making</u><br><br><b>Disciplines:</b><br>Drawing, Sculpture, Graphic Design, Collage, Sketchbooks<br><br><b>Medium:</b><br>Card, Paper, Drawing materials. | <u>Activism</u><br><br><b>Disciplines:</b><br>Printing, Collaging, Drawing<br><br><b>Medium:</b><br>Paper, Pen, Paint | <u>Brave Colour</u><br><br><b>Disciplines:</b><br>Installation Art, Sketchbooks<br><br><b>Medium:</b><br>Paper, Card, Paint, Light (coloured filters) | <u>Exploring Identity</u><br><br><b>Disciplines:</b><br>Collage, Drawing, Sketchbooks<br><br><b>Medium:</b><br>Drawing Materials, Tablet (if digital), Paper | <u>Modelling a Seat</u><br><br><b>Disciplines:</b><br>Design, Making, Drawing, Sketchbooks<br><br><b>Medium:</b><br>Construction Materials | <u>Shadow Puppets</u><br><br><b>Disciplines:</b><br>Making, Drawing, Sketchbooks<br><br><b>Medium: Paper, Construction Materials</b> |
| Supporting Artists | Lubaina Himid, Claire Harrup                                                                                                                                                   | Luba Lukova, Faith Ringgold, Shepard Fairey                                                                           | Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West                                                                                              | Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett                                                                                       | Yinka Ilori                                                                                                                                | Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte                                     |