



**St Mary's Catholic Primary School**  
*Living and Learning Together – Shining in our Faith*



## ART & DESIGN CURRICULUM PLAN

| N / R / Y1     | Autumn                                                              | Spring                                                                    | Summer                                                                                  |
|----------------|---------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Cycle A</b> | <b>PATTERN</b><br><br>Patterns in nature / camouflage / symmetry    | <b>COLLAGE</b><br><br>Artist examples:<br>Henri Matisse / Georgia O'Keefe | <b>ARTIST STUDY</b><br>Surrealism<br><br>Joan Miro                                      |
| <b>Cycle B</b> | <b>COLOUR</b><br><br>Colour mixing / shades / warm and cool colours | <b>ARTIST STUDY</b><br>Cubism<br><br>Pablo Picasso                        | <b>PRINTING</b><br><br>Artist examples:<br>Pop art by Roy Lichtenstein / aboriginal art |

| Y2/3           | Autumn                                                                    | Spring                                                                                   | Summer                                                   |
|----------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Cycle A</b> | <b>PATTERN</b><br><br>Artist examples:<br>Piet Mondrian / Zentangle style | <b>SCULPTURE – Nature</b><br><br>Artist examples:<br>Barbara Hepworth / Andy Goldsworthy | <b>ARTIST STUDY</b><br>Mixed styles<br><br>Paul Klee     |
| <b>Cycle B</b> | <b>COLOUR</b><br><br>Artist examples:<br>Kandinsky / Jackson Pollock      | <b>PRINTING</b><br><br>Artist examples:<br>Orla Kiely / aboriginal art                   | <b>ARTIST STUDY</b><br>Impressionism<br><br>Claude Monet |

| Y4/5/6         | Autumn                                                                                | Spring                                                                 | Summer                                             |
|----------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------|
| <b>Cycle A</b> | PATTERN<br><br>Artist examples:<br>Kustav Klimt / Zentangle style                     | COLLAGE<br><br>Artist examples:<br>Kara Walker / Robert Rauschenberg   | ARTIST STUDY<br>Conceptual art<br><br>Yayoi Kusama |
| <b>Cycle B</b> | OBSERVATION / NATURE<br><br>Artist examples:<br>Miranda Lloyd                         | SCULPTURE<br><br>Artist examples:<br>Anthony Gormley                   | ARTIST STUDY<br>Expressionism<br><br>Van Gogh      |
| <b>Cycle C</b> | COLOUR & PATTERN<br><br>Artist examples:<br>Graffiti - Keith Haring / Georgia O'Keefe | PRINTING BLOCKS<br><br>Artist examples:<br>William Morris / Orla Kiely | ARTIST STUDY<br>Pop Art<br><br>Andy Warhol         |

# Art and design programmes of study: key stages 1 and 2

## National curriculum in England

### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.

### Key stage 2

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.