



Pinfold Primary Overview of the Art and Design Curriculum with NC and LCC learning objectives, skills and knowledge: 2019-2023

| Year Group   | Autumn   | Spring                   | Summer              |
|--|--|--------------------------|---------------------|
| Whole school topic   | Home sweet home  | Survival and Exploration | Going for Gold      |
| Art areas (Linking with Y1 and 2)  | Self-portraits and families<br>Human body- drawing, mark making, painting-lines  | Painting, mixing colours | Collage and texture |
| <p><b>Characteristics of Effective Learning:</b> This area will be taught keeping the unique child in mind and by teaching using these characteristics (see pages 4-7 of the Development Matters document 2012):</p> <p>Playing and Exploring: engagement<br/>Active Learning: motivation<br/>Creating and thinking critically: thinking</p> |  |                          |                     |
| Area and Aspects   | <b>Expressive arts and design:</b> Exploring and using media and materials and Being Imaginative   |                          |                     |
|  | <b>Physical development:</b> Moving and handling   |                          |                     |
|  | <b>Expressive arts and design:</b> Exploring and using media and materials 30-50m  |                          |                     |
|  | <p>Children will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>• understand that they can use lines to enclose a space and then begin to use these shapes to represent objects</li> <li>• begin to be interested in and describe the texture of things</li> <li>• use various construction materials; to stack boxes horizontally and vertically and enclose spaces</li> <li>• join construction pieces together to build and balance</li> <li>• realise tools can be used for a purpose; experiment with paint</li> <li>• explore and experiment with different media creating different effects.</li> </ul> <p>Children will be involved in making playdough and various other doughs/baking. They will get a chance to explore the dough and learn about adding texture, smells and colour. Children will use clay. They will be able to explore it but will also be taught how to roll it into a ball using their hands, how to flatten, using their fingers and roll into sausages/worms. They will notice all the changes.</p> |                          |                     |
|  | <b>Expressive arts and design:</b> Being Imaginative 30-50m  |                          |                     |
|  | <p>Children will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• develop forms of expression</li> <li>• notice what an adult does then do it spontaneously when an adult is not there</li> <li>• use a available resources to create props for role-play</li> </ul>  |                          |                     |



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|  | <ul style="list-style-type: none"> <li>captures experiences and responses with a range of media, such as music, dance and paint and other materials</li> </ul>  |
|  | <b>Physical Development: Moving and Handling 30-50m</b>   |
|  | Children will: <ul style="list-style-type: none"> <li>draw lines and circles using gross motor movements</li> <li>use one handed tools such as scissors, eg snip paper with scissors</li> <li>hold pencil with thumb and finger no longer using hand grasp</li> <li>hold pencil with thumb and finger and good control</li> </ul>   |
| Reception/<br>EYFS<br>Development<br>matters | <b>Expressive arts and design: Exploring and using media and materials 40-60m and ELGs</b>  |
|  | Children will be taught how to mix colours, primary to secondary and how to add white to make it lighter and black to darken.<br>They will: <ul style="list-style-type: none"> <li>understand that different media can be combined to create new effects; manipulate materials to achieve a planned effect</li> <li>construct with a purpose in mind, using a variety of resources; use simple tools and techniques competently and appropriately</li> <li>select appropriate resources and adapts work where necessary; select tools and techniques needed to shape, assemble and join the materials they are using.</li> <li>be taught how to fix junk using flaps, slots, paper fasteners, tape and different types of glue.</li> <li>be shown how to create patterns, texture and join pieces of playdough to create something.</li> <li>use clay.</li> <li>Be taught how to create a pinch pot and a coil pot.</li> <li><i>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> </ul> |
|  | <b>Expressive arts and design: Being Imaginative 40-60m, ELG's (by the end of Reception children will be able to)</b>   |
|  | Children will be given the opportunity to: <ul style="list-style-type: none"> <li>Create simple representations of events, people, and objects</li> <li>Choose particular colours for a purpose</li> <li>Use what they have learned about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and stories</li> <li><i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></li> </ul>   |
|  | <b>Physical Development: Moving and Handling</b>  |
|  | Children will:  |



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|             | <ul style="list-style-type: none"> <li>• Use simple tools to effect changes to materials</li> <li>• Handling tools with increasing control and safely</li> <li>• Show a preference for a dominant hand</li> <li>• Begin to use anticlockwise movements and retrace vertical lines</li> <li>• Begin to form recognisable letters, most of which are correctly formed</li> <li>• Show good control and coordination</li> <li>• Handle tools and equipment effectively, including pencils</li> <li>• <i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></li> </ul> |  |   |   |
| Key stage 1 | <b>Produce creative work, exploring their ideas and recording their experiences</b>  | <b>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</b>  | <b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b>   | <b>Evaluate and analyse creative works using the language of art, craft and design</b>  |
| Year 1      | <ul style="list-style-type: none"> <li>▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</li> <li>▶ Beginning to work creatively e.g. with a range of media on different scales.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>▶ Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul>                            | <ul style="list-style-type: none"> <li>▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</li> <li>▶ Talk about the features they like in their own work and in the work of others.</li> <li>▶ Talk about what they might change in their own work.</li> </ul> |
| Year 2      | <ul style="list-style-type: none"> <li>▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</li> <li>▶ Show confidence in working creatively e.g. with a range of media on different scales.</li> </ul> |  | <ul style="list-style-type: none"> <li>create different effects, e.g. cross hatching with felt tip pens.</li> <li>▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</li> <li>▶ Adapt and make changes to their work and the tools they use as it develops.</li> <li>▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</li> </ul> |
| <b>Exploring and Developing Ideas</b>  |   | <b>Evaluating and Developing Work</b>  |  |   |
| <ul style="list-style-type: none"> <li>▪ Record and explore ideas from first hand observations.</li> <li>▪ Ask and answer questions about the starting points for their work.</li> <li>▪ Develop their ideas - try things out, change their minds.</li> <li>▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ Review what they and others have done and say what they think and feel about it.</li> <li>▪ Identify what they might change in their current work or develop in future work.</li> </ul> |  |   |
| <b>Drawing</b>   |   |  |  |   |
| <ul style="list-style-type: none"> <li>▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>▪ Control the types of marks made with the range of media.</li> </ul>  | <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>▪ Name, match and draw lines/marks from observations.</li> <li>▪ Invent new lines.</li> <li>▪ Draw on different surfaces with a range of media.</li> </ul>   | <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>▪ Observe and draw shapes from observations.</li> <li>▪ Draw shapes in between objects.</li> <li>▪ Invent new shapes.</li> </ul>                             | <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul>   | <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ Investigate textures by describing, naming, rubbing, copying.</li> </ul>   |
| <b>Topic</b>   | <b>Home Sweet Home</b>  |  | <b>Go With the Flow</b>  | <b>Save the Planet</b>  |
| Year 1 and 2   | Van Gogh, Modigliani, Picasso- Home and family portraits  | Human body- sculpting Alberto Giacometti, Henry Moore  | Painting   | Textiles: banner for Olympics   |
| Year 1 and 2 knowledge   |   | <ul style="list-style-type: none"> <li>▶ Use a variety of tools and techniques including different brush sizes and types.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Match and sort fabrics and threads for colour, texture, length, size and shape.</li> </ul>  |   |



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| <p><b>skills</b></p>   | <ul style="list-style-type: none"> <li>▶ Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>▶ Explore sculpture with a range of malleable media.</li> <li>▶ Manipulate malleable materials for a purpose, e.g. pot, tile.</li> <li>▶ Understand the safety and basic care of materials and tools.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>▶ Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>▶ Use simple 2-D shapes to create a 3-D form.</li> </ul> <p><b>Texture</b></p> <p>Change the surface of a malleable material e.g. build a textured tile.</p> | <ul style="list-style-type: none"> <li>▶ Mix and match colours to artefacts and objects.</li> <li>▶ Work on different scales.</li> <li>▶ Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>▶ Name different types of paint and their properties.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▶ Identify primary and secondary colours by name.</li> <li>▶ Mix primary shades and tones.</li> <li>▶ Mix secondary colours.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▶ Create textured paint by adding sand, plaster.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>▶ Cut and shape fabric using scissors/snips.</li> <li>▶ Apply shapes with glue or by stitching.</li> <li>▶ Apply decoration using beads, buttons, feathers etc.</li> <li>▶ Create cords and plaits for decoration.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▶ Apply colour with printing, dipping, fabric crayons.</li> <li>▶ Create and use dyes i.e. onion skins, tea, coffee.</li> </ul> <p><b>Texture</b></p> <p>Create fabrics by weaving materials i.e. grass through twigs.</p> |  |
| <p><b>Key Stage 2</b></p>                                    | <p><b>Home Sweet Home</b></p>  | <p><b>Go With the Flow</b></p>   | <p><b>Save the Planet</b></p>   |  |
| <p><b>Y3 and 4</b></p>                                       | <p><b>Produce creative work, exploring their ideas and recording their experiences</b></p>   | <p><b>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</b></p>   | <p><b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b></p>  | <p><b>Evaluate and analyse creative works using the language of art, craft and design</b></p>  |
| <p><b>By the end of year 3 children will be able to:</b></p> | <ul style="list-style-type: none"> <li>▶ Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li> <li>▶ Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li> <li>▶ Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li> <li>▶ Show confidence and independence when working creatively e.g. with a range of media on different scales.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</li> <li>▶ Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li> <li>▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</li> </ul> |



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| <p>By the end of the year 4 children will be able to:</p>  | <ul style="list-style-type: none"> <li>▶ Investigate different starting points for their work, and choose which idea to develop further.</li> <li>▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>▶ Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>▶ Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Understand the historical and / or cultural significance of the work of a chosen artist / art form.</li> </ul>                                 | <p>a design into a printing block.</p> <ul style="list-style-type: none"> <li>▶ Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>▶ Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> <li>▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul> |
| <p><b>These skills will be happening all the time ( and through other subjects)</b></p>  |   |  |  |   |
| <p><b>Exploring and Developing Ideas</b></p>   |   | <p><b>Evaluating and Developing Work</b></p>   |  |   |
| <ul style="list-style-type: none"> <li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.</li> <li>▪ Annotate work in journal.</li> </ul> |  |   |
| <p style="text-align: center;"><b>Drawing</b></p>  |   |  |  |   |
| <ul style="list-style-type: none"> <li>▪ Experiment with ways in which surface detail can be added to drawings.</li> <li>▪ Use journals to collect and record visual information from different sources.</li> </ul>  | <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>▪ Experiment with different grades of pencil and other</li> </ul>  | <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>▪ Begin to show an awareness of objects having a third dimension.</li> </ul>  | <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>▪ Apply tone in a drawing in a simple way.</li> </ul>  | <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ Create textures with a wide range of drawing implements.</li> <li>▪ Apply a simple use of pattern and texture in a drawing.</li> </ul>   |



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| <ul style="list-style-type: none"> <li>Draw for a sustained period of time at an appropriate level.</li> </ul> | <ul style="list-style-type: none"> <li>implements to create lines and marks.</li> </ul>   |  |  |  |
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| Topic  | Victorians- William Morris  | Vikings  | Rivers   | Environment  |
| Year 3<br>Year 4   | Printing <ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method.</li> <li>Create repeating patterns.</li> </ul> Print with two colour overlays.   | <ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination.</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use papier mache to create a simple 3D object.</li> </ul> | Painting <ul style="list-style-type: none"> <li>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Work on a range of scales e.g. thin brush on small picture etc.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> </ul> <b>Colour</b> <ul style="list-style-type: none"> <li>Mix colours and know which primary colours make secondary colours.</li> <li>Use more specific colour language.</li> </ul> Mix and use tints and shades. | Collage <ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> |
| Y5 and Y6  | Produce creative work, exploring their ideas and recording their experiences  | Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms   | 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  |
| Year 5   | <ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and</li> </ul> | <ul style="list-style-type: none"> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> </ul>   | <ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> </ul>   | <ul style="list-style-type: none"> <li>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> </ul>   |



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|  | <p>annotate these in order to aid the development of their ideas.</p> <ul style="list-style-type: none"> <li>▶ Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>▶ Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>▶ Use sketch book /'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>   |
| <p><b>Year 6</b></p>   | <ul style="list-style-type: none"> <li>▶ Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>▶ Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>▶ Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>                | <ul style="list-style-type: none"> <li>▶ Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> <li>▶ Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> <li>▶ Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>▶ Annotations reflect their critical evaluations and development of ideas.</li> <li>▶ Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul> |
| <p><b>Exploring and Developing Ideas</b></p>   |  | <p><b>Evaluating and Developing Work</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> |  | <ul style="list-style-type: none"> <li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.</li> <li>▪ Annotate work in a journal.</li> </ul> |   |  |



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| <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>   |  |   |  |   |
| <b>Drawing</b>   |  |   |  |   |
| <ul style="list-style-type: none"> <li>Work from a variety of sources including observation, photographs and digital images.</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop close observation skills using a variety of view finders.</li> <li>Use a journal to collect and develop ideas.</li> <li>Identify artists who have worked in a similar way to their own work.</li> </ul> |  | <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>Explore colour mixing and blending techniques with coloured pencils.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul> |  | <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>Show an awareness of how paintings are created i.e. Composition.</li> </ul> |
| <b>Topic</b>   | <b>Victorians- William Morris</b>  | <b>Vikings</b>  | <b>Rivers</b>  | <b>Environment</b>  |
| <b>Year 5</b>  | Create printing blocks by simplifying an initial journal idea.   | <sup>3D</sup><br><ul style="list-style-type: none"> <li>Shape, form, model and construct from observation or imagination.</li> </ul>  | <ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> </ul>   | <ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background.</li> </ul>  |
| <b>Year 6</b>  | <ul style="list-style-type: none"> <li>Use relief or impressed method.</li> <li>Create prints with three overlays.</li> </ul> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p> | <ul style="list-style-type: none"> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay including slabs, coils, slips, etc.</li> <li>Produce intricate patterns and textures in a malleable media.</li> </ul>   | <ul style="list-style-type: none"> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects.</li> </ul> <p>Be able to identify and work with complementary and contrasting colours.</p> | <ul style="list-style-type: none"> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul>   |



**Pinfold Primary Overview of the Art and Design Curriculum with NC and LCC learning objectives, skills and knowledge: 2019-2023**