

**Beaconsfield Primary School
Year 1 Art & Design Curriculum**

	Autumn 1	Spring 1	Summer
Year 1	<p>Self-Portraits - Mark-making, Foil Sculpture <i>(Links to Science/Computing)</i></p> <p>ARTIST STUDY: Van Gogh, Albrecht Durer</p> <ul style="list-style-type: none"> • Pupils should be taught to appreciate the self-portraits of other artists and each other. • Pupils should be taught to use <u>drawing</u>, <u>painting</u> and <u>sculpture</u> (<i>foil</i>) to develop and share their ideas, experiences and imagination. • Pupils are to use techniques in using colours (including colour mixing), patterns, texture, line, shape, form and space. 	<p>Dinosaurs - Chalk/Collage/Salt dough dinosaur bones/fossils) <i>(Links to Science)</i></p> <ul style="list-style-type: none"> • Pupils should be taught to use a range of materials creatively to design and make products. • Pupils should be taught how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Pupils should be taught 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>Nature in Art ARTIST STUDY - Andy Goldsworthy & Van Gogh's 'Sunflowers'. <i>(Links to Science/History (Seaside topic))</i></p> <ul style="list-style-type: none"> • Pupils should be taught to use a range of materials creatively to design and make products. • Pupils should be taught how to use drawing, painting and sculpture (transient art) to develop and share their ideas, experiences and imagination. • Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Pupils should be taught 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>English Curriculum Links</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Talking through/Presenting ideas. • Group/whole class discussion. <p>Reading</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • making inferences on the basis of what is being said and done. <p>Writing</p> <ul style="list-style-type: none"> • Composing sentences (artist biographies, writing up research, evaluations etc.) • Developing spelling through writing activities. 	<p>Maths Curriculum Links</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: > lengths and heights [for example, long/short, longer/shorter, tall/short, double/half • recognise and use language relating to dates, • recognise and name common 2-D and 3-D shapes. • describe position, direction and movement • describe position, direction and movement, including whole, half, quarter and three-quarter turns 		

**Beaconsfield Primary School
Year 2 Art & Design Curriculum**

	Autumn 2	Spring 1	Summer 1
Year 2	<p>'Hot and Cold' - Use of colour <i>(Links to Geography)</i> ARTIST STUDY: Camille Pissaro, Paul Klee</p> <ul style="list-style-type: none"> • Pupils should be able to make varied shades of different colours. • Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should be taught to develop a wide range of art techniques. Eg. collage in using patterns, texture, line, shape, form and space. 	<p>The Great Fire of London <i>(Links to History)</i> ARTIST STUDY: TBC</p> <ul style="list-style-type: none"> • Pupils should be taught to use a range of materials creatively to design and make products. • Pupils should be taught to develop a wide range of art and design technology techniques in using colours, patterns, texture, line, shape, form and space. • Pupils should be taught about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>People and Portraits - Mark-making & Sculpture <i>(Links to History)</i> ARTIST STUDY - Leonardo Da Vinci/People Sculptures</p> <ul style="list-style-type: none"> • Pupils should produce creative work, exploring their ideas and recording their experiences. • Pupils should become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Pupils should evaluate and analyse creative works using the language of art, craft and design. • Pupils should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Pupils should be using of materials creatively to design and make products . • Pupils should drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Pupils should know 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.

Beaconsfield Primary School – Art & Design

English Curriculum Links

Speaking and Listening

- Talking through/Presenting ideas.
- Group/whole class discussion.

Reading

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- making inferences on the basis of what is being said and done.

Writing

- Composing sentences (artist biographies, writing up research, evaluations etc.)
- Developing spelling through writing activities.

Maths Curriculum Links

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes.
- Identify and describe lines of symmetry.
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and full turn.

**Beaconsfield Primary School
Year 3 Art & Design Curriculum**

	Autumn 1	Spring 1	Summer 2
Year 3	<p>Sketching & painting <i>(Links with History)</i></p> <p>Painting, sketching & modelling</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (for example, mod-rock, making their own paint etc) 	<p>'Urban Landscape' (Local Art and Architecture) See teachingideas.co.uk for ideas <i>(Links with History)</i></p> <p>Sketching/Painting/Sculpture</p> <p>Artist Study: L.S. Lowry</p> <ul style="list-style-type: none"> • Pupils must continue to create a sketch books to record their observations and use them to revisit their ideas. • Pupils can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Pupils should learn about great artists, architects and designers in history. 	<p>Cuban Street Art <i>(Links with Geography)</i></p> <ul style="list-style-type: none"> • Pupils must continue to create a sketch books to record their observations and use them to revisit their ideas. • Pupils can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Pupils should learn about great artists, architects and designers in history.
	<p>English Curriculum Links</p> <p>Reading</p> <ul style="list-style-type: none"> • Comprehension activities based on their research findings. • Understanding text. <p>Writing</p> <p>Pupils could write instructions for how to make their DT projects/a recount of how they made their final pieces.</p>		<p>Maths Curriculum Links</p> <ul style="list-style-type: none"> • Measure - Measuring materials accurately and doubling, halving, scaling measurements where appropriate. • measure, compare, add and subtract: lengths (m/cm/mm). • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Recognise that angles are a property of shape or a description of a turn. • Draw 2-D shapes and make 3-D shapes using modelling materials; • Measure the perimeter of simple 2-D shapes.

**Beaconsfield Primary School
Year 4 Art & Design Curriculum**

Year 4	Autumn 1	Spring 1	Summer 2
	<p>Roman Mosaics <i>(links to History)</i> ARTIST STUDY: The Romans/Islamic mosaics/Sandy Schimmel</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (eg. mosaics) 	<p>Illustration/Representing Narratives <i>(Link to Literacy - Krindlekrax/Charlotte's Web)</i> ARTIST STUDY: Gary Hovland/Garth Williams/Quentin Blake)</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (eg. mosaics) 	<p>Objects and Meanings (Still-life) (See QCA) <i>(Cross-curricular)</i> ARTIST STUDY Kelf, Pissaro, Matiss</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (eg. mosaics)
<p>English Curriculum Links</p> <p>Reading</p> <ul style="list-style-type: none"> • Comprehension activities based on their research findings. • Understanding text. <p>Writing</p> <p>Pupils could write instructions for how to make their DT projects/a recount of how they made their final pieces.</p>		<p>Maths Curriculum Links</p> <ul style="list-style-type: none"> • Measure - Measuring materials accurately and doubling, halving, scaling measurements where appropriate, estimate measures. • identify lines of symmetry in 2-D shapes presented in different orientations • measure, compare, add and subtract: lengths (m/cm/mm). • Identify shapes in different orientations and describe them. • Recognise that angles are a property of shape or a description of a turn. • Measure the perimeter of simple 2-D shapes using squares. 	

**Beaconsfield Primary School
Year 5 Art & Design Curriculum**

	Autumn 1	Spring 2	Summer 1
Year 5	<p>WW1 <i>(links to History)</i> Poppies (Mark-making & Modelling) ARTIST STUDY: IMPRESSIONISM Monet (Poppies near Argenteuil), Cezanne, Van Gogh)</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should learn about great artists in history. • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (eg. Water colours, chalks, sculpture) 	<p>Landscapes (Horizon & Perspective) <i>(Links to Geography)</i> ARTIST STUDY: Cezanne, Claude Lorrain</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should learn about great artists in history. • Pupils should 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 improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. 	<p>The Victorians <i>(links to History)</i> Silhouettes and decorating paper ARTIST STUDY: William Morris (pattern)</p> <ul style="list-style-type: none"> • Pupils must begin to create a sketch books to record their observations and use them to revisit their ideas. • Pupils should learn about great artists in history. • Pupils should 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 improve their mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques (printing, marbling, paper craft).
	<p>English Curriculum Links</p> <ul style="list-style-type: none"> • Selecting and using appropriate information gathered from research of artists and designers. • Writing for different audiences. • Using organisational devices in their writing eg. Headings and bullet points. • Articulating and presenting their ideas in a group. 		<p>Maths Curriculum Links</p> <ul style="list-style-type: none"> • Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling. • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°)

**Beaconsfield Primary School
Year 6 Art & Design Curriculum**

	Autumn	Spring 1	Summer
Year 6	<p>Pop-Art Printing (engraved tiles and raised printing with string) <i>(Links with Computing)</i></p> <p>ARTIST STUDY: Andy Warhole/Roy Lichtenstein</p> <ul style="list-style-type: none"> • Pupils should learn about great artists in history. • Pupils must begin to create a sketch book to record their observations and use them to revisit their ideas. • Pupils should be taught to develop their techniques (engraving & raised printing), including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 	<p>Shang Dynasty Art & Architecture Clay Sculpture <i>(Links to History)</i></p> <ul style="list-style-type: none"> • Pupils must continue to add to their sketch books to record their observations and use them to revisit their ideas. • Pupils should be taught to develop their techniques, (clay supported with an inner structure), 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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for clay, carving] 	<p>Ancient Greece Pattern/Combining Media (Art & Drama) <i>(Links to History)</i></p> <p><i>Activities could contribute to an end-of-unit 'Greek Day'.</i></p> <ul style="list-style-type: none"> • Pupils must continue to add to their sketch books to record their observations and use them to revisit their ideas. • Pupils should learn about great architects and designers in history. • Pupils should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, charcoal, papier mache and textiles].
<p>English Curriculum Links</p> <ul style="list-style-type: none"> • Writing biographies for artists/designers. • Researching reference texts to support the design process. • Presenting points of view/ideas to a group/whole class. • Selecting appropriate information from longer research texts. 		<p>Maths Curriculum Links</p> <ul style="list-style-type: none"> • Use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	

Links to the UN Convention on the Rights of the Child

Article 2 – Without discrimination

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 – Respect for the views of the child.

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 28 – A right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 – Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 – Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.