

## Perryfields Primary PRU Curriculum Overview

### Art and Design

Due to us having mixed age classes we operate a two year cycle with our curriculum. This ensures that over time all the pupils get a full entitlement. We ensure coverage, sequencing and progression by using the Kapow scheme of work, as well as including application of our art skills and knowledge in other subjects and via significant studies.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



**Classes 1 and 2: Cycle 1**

	<b>Autumn 1 London's Burning</b>	<b>Autumn 2 The Great War</b>	<b>Spring 1 Poles Apart</b>	<b>Spring 2 Get out of my swamp</b>	<b>Summer 1 School Days</b>	<b>Summer 2 Journey through Europe</b>
<b>Topic Theme</b>	<b>Formal elements of art Shape, line and colour</b>		<b>Landscapes using different media</b>	<b>Sculptures and collages</b>		<b>Art and design skills</b>
<b>Objectives</b>	<p>Understand what abstract art is</p> <p>Know that abstract art uses a lot of shapes</p> <p>Create a piece of abstract art based on Beatriz Milhazes – colours, shapes, circles, ovals etc</p> <p>Describe the lines in the work of an artist and in my own work</p> <p>Experiment with different resources to create lines</p>		<p>Identify the key features of a landscape</p> <p>Cutting complex shapes using scissors</p> <p>Drawing lines to represent the horizon line and the sea</p> <p>Composing a beach scene using shapes provided and imagination</p> <p>Explore different textures</p>	<p>Sketch a pattern from observations, using lines, curls and circles</p> <p>Use moulding clay/plasticine to create a sculpture</p> <p>Use etching tools to create an even and regular pattern from clay</p> <p>Draw a design of a creature</p> <p>Create a 3D model of a creature</p> <p>Join recycled materials to make</p>		<p>To understand that sketchbooks are for developing ideas and trying things out</p> <p>To explore colour when printing</p> <p>Experiment with paint mixing to make a range of secondary colours</p> <p>To use two different printing techniques to make a print related to topic</p> <p>To draw with different media</p>

	<p>Use the work of Bridget Riley to create different types of lines using pencil and chalk</p> <p>Use different materials and lines to make different types of marks, reflecting what is heard in music</p> <p>Add plants and creatures to bring art to life</p> <p>Evaluate own art and the work of others using the learnt language</p> <p>Use the work of Zaria Forman explore line and mark making to draw water</p> <p>Identify primary colours and how secondary colours can be mixed</p>		<p>Identify different textures in a scene</p> <p>Find appropriate materials to create different textures and apply appropriate textures to a well known painting</p> <p>To paint using different tints and shades</p> <p>Use different tints and shades to create a tonal representation of the sea and sky</p> <p>Understand that light colours stand out more and darker colours recede</p> <p>To identify, mix, reproduce and apply an artist's colour range to their own work</p>	<p>a sculpture based on their design Select natural materials to make an interesting piece of art</p> <p>Arrange the materials in a meaningful way and explain their placement in the final composition</p> <p>Know that PVA glue can be clear when dry</p> <p>Make a 3D sculpture</p> <p>Plan and create a class sculpture</p> <p>Work cooperatively</p> <p>Create different parts of a sculpture</p> <p>Secure parts of the sculpture together</p>		<p>To draw around a variety of shapes, know that shapes can overlap</p> <p>Experiment using a variety of different media in a piece and express a preference</p> <p>Understand a picture can sometimes tell a story</p> <p>Compare two images by the same artist and say how they are similar or different</p> <p>Study an image and describe what it makes them imagine and details</p>
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	<p>Apply knowledge of colour mixing when painting</p> <p>Choose a suitable brush for the marks they want to make</p> <p>Using the work of Jasper Johns demonstrate the skill of colour mixing to recreate their own versions</p>		<p>To create details using controlled painting and other materials and objects</p> <p>Paint areas of dark and light</p> <p>Use a small brush to paint details</p> <p>Use other objects and materials to add further details</p>	<p>Know that 3D sculpture can be created from a range of materials</p> <p>Use different tools and methods to paint the 3D sculpture</p>		
<b>Ongoing Objectives</b>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>		<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Learn about the work of a range of artists describing</p>	<p>Use sculpture to develop and share their ideas</p> <p>To use their experiences and imagination to develop a wide range of art and design techniques</p> <p>Understand the work of a range of artists, craft makers and designers</p>		<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques</p>

	<p>practices and disciplines, and making links to their own work</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>		<p>the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Taught about the work of a range of artists, craft makers and designers</p>		<p>in using colour, pattern, texture, line, shape, form and space</p> <p>Understand 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>
<b>Enrichment</b>	<p>Works Studied: Beatriz Milhazes Zaria Forman Jasper Johns</p>		<p>Works Studied: Pierre Auguste Renoir Vincent Van Gogh</p>			<p>Works Studied: Kandinsky</p>
<b>Significant Study</b>				<p>Artist: Louise Bourgeois</p>		<p>Artist: Louis Wain</p>

## Classes 1 and 2: Cycle 2

	<b>Autumn 1 Flight</b>	<b>Autumn 2 Evacuees</b>	<b>Spring 1 Wonder Women</b>	<b>Spring 2 Pioneers</b>	<b>Summer 1 Toys</b>	<b>Summer 2 Indian Spice</b>
<b>Topic Theme</b>	<b>Formal elements of art Pattern, texture and tone</b>	<b>Human form</b>	<b>Sculpture and mixed media</b>			<b>Art and design skills</b>
<b>Objectives</b>	<p>Know that a pattern is created by repeating lines, shapes, tones or colours</p> <p>Know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design</p> <p>Choose everyday items to paint with</p> <p>Use these items to create a repeating pattern</p> <p>Know how to take a rubbing</p>	<p>Work as part of a group to create body sculptures</p> <p>Take effective photographs to record the letters my group made</p> <p>Recognise facial features, accurately tracing outlines and adding extra detail to draw and decorate a skull</p> <p>Know that the term collage means 'a collection of materials or objects covering a surface and</p>	<p>Create a superhero sculpture by: Bending wire/pipe cleaners into a superhero shape Making legs, arms and a body using plasticine</p> <p>Show awareness of the proportions of limbs in my sculpture</p> <p>Draw faces that express different emotions</p> <p>Work together to create a large piece of artwork</p>			<p>Use hands as a tool for making</p> <p>Remember to create repeating patterns into clay in the same way as the printing pattern</p> <p>Know that clay is a material that can only be used when it is flexible and wet</p> <p>Understand that fabric is made from weaving</p> <p>Fold a horizontal piece of paper into eight sections</p>

	<p>Identify different textures and record them using a rubbing technique</p> <p>Know that the tool will change how the rubbing looks</p> <p>Use colour to create different effects</p> <p>Create a picture from the rubbings that I have made</p> <p>Make decisions about my work and create a final piece by: Carefully tearing my rubbings into shapes Arranging the shapes into a picture</p> <p>Create a picture using collage and frottage know that 'tone' means the lightness or</p>	<p>create a collage of facial features</p> <p>Create a portrait in the style of Julian Opie by drawing long lines to outline the face, head, neck and hair</p> <p>Detail facial features using only dots and small lines</p> <p>Know that Edwina Bridgeman is a craftsperson who makes figures from objects</p> <p>Make a clothes peg figure</p>	<p>Use materials to add texture to our art work</p> <p>Blend paint colour washes into the artwork</p> <p>Blend two primary colour washes together to make a secondary colour</p> <p>Create a dot matrix effect in the style of Lichtenstein</p> <p>Create shadow effects within the artwork by outlining the figures in black</p> <p>Use pastels to add colour in areas not already filled with comic collage or fingerprint dots</p> <p>Blend two primary pastel colours to</p>			<p>Fold a vertical piece of paper into six sections</p> <p>Cut along folds accurately with scissors</p> <p>Thread strips of paper to create a weave patterns mix secondary colours</p> <p>Apply their painting skills when working in the style of an artist</p> <p>Choose to paint with colours that look good next to each other</p> <p>Describe the plate and compare it to others</p> <p>Explore and use pencils to create tones in shading work carefully to control brush</p>
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	<p>darkness of something</p> <p>Experiment with pencils to create different tones</p> <p>Use different tones to make a drawing look three dimensional</p> <p>Remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</p> <p>Know that 'tone' means the lightness or darkness of something</p> <p>Use different tones to create a 3D drawing</p> <p>Know that different drawing tools and different ways of holding them can give a</p>		<p>make a secondary colour</p> <p>Shade tones to the edge with few gaps and with a neat finish</p>			<p>strokes when painting</p> <p>To experience drawing for pleasure and appreciate other people's drawings suggest ways to improve their own work and other peoples</p>
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	variety of tones from light to dark					
<b>Ongoing Objectives</b>						
<b>Enrichment</b>	Works Studied: Max Ernst	Works Studied: Julian Opie				Works Studied: Clarice Cliff Nancy McCroskey  Mrs Alliah Hussain visitor to teach henna tattoo patterns.
<b>Significant Study</b>		Artist: Edwina Bridgeman	Artist: Roy Lichtenstein			

Classes 3 and 4: Cycle 1

	Autumn 1 Greece Lightening	Autumn 2 Battling Britain (WW2)	Spring 1 Walls and Barricades	Spring 2 Disasters	Summer 1 Wonder Women	Summer 2 Britain at Play
<b>Topic Theme</b>	Art and design skills	Formal elements of art Architecture	Make my voice heard		Every picture tells a story Analysing famous artists' work	
<b>Objectives</b>	<p>Know that using words to describe an object help my visual literacy skills in being able to draw the object</p> <p>Use fine control with a pencil to make a detailed and analytical observational drawing</p> <p>Use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there</p>	<p>Look closely at a familiar object and draw what I see</p> <p>Look closely at both the overall structure of the tree and the details such as trunk texture</p> <p>Use a range of pencil marks to communicate what they see</p> <p>To draw by interpreting forms from direct observation</p>	<p>Know there are different styles of graffiti art</p> <p>Create a graffiti tag</p> <p>Understand that the work of the artist Käthe Kollwitz is based on difficult experiences</p> <p>Draw a series of lines to create a simple portrait of a face</p> <p>Use Käthe Kollwitz as an inspiration to add to these lines to</p>		<p>Evaluate and analyse creative work using the language of art, craft and design</p> <p>Evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values</p> <p>Suggest how an image could be altered to change its message</p> <p>Work in the style of Rorschach to create a</p>	

	<p>Add tonal graduation using a 2B pencil</p> <p>Know that everything that is made starts with an idea, a drawing, a sketch, a design</p> <p>Use imagination to brainstorm ideas for an invention that has a set purpose</p> <p>Develop and communicate my ideas through notes and drawings</p> <p>Select one idea and draw this in full – including annotations</p> <p>Successfully draw a portrait using the continuous line method</p>	<p>Identify drawing techniques to translate to a print</p> <p>Add detail to develop composition</p> <p>Use the 'working positively' monoprinting method</p> <p>Evaluate a print composition</p> <p>To transform the look of a building in the style of a famous artist</p> <p>Describe Hundertwasser's work and recognise it</p> <p>To reimagine buildings in this style</p> <p>Add colours and motifs to a design to transform the look of a building</p>	<p>show an emotional expression</p> <p>Use charcoal to add shadows to the portrait drawing</p> <p>Know about some of the symbolism used in Picasso's 'Guernica'</p> <p>Plan and create a drawn composition in the style of Picasso's 'Guernica' by:</p> <ul style="list-style-type: none"> <li>- using symbols in artwork to convey a message</li> <li>- Use tones of black, grey and white to create effect</li> </ul> <p>Create an impactful piece of art</p>		<p>symmetrical abstract image</p> <p>Use imagination to interpret and add detail to my image</p> <p>Create a meaningful message using visual symbols</p> <p>Describe how people throughout history have used visual symbols</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Use drama as a tool to explore the meaning behind a piece of artwork</p> <p>Develop ideas for 3D work through sketching, drawing and visualisation in 2D</p>	
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	<p>Use text to add detail to the portrait:</p> <ul style="list-style-type: none"> <li>- varying the size of the words</li> <li>- varying the size of individual letters</li> <li>- placing the letters artistically</li> </ul> <p>Lay out a simple collage by selecting the most interesting elements</p> <p>Glue the collage in place when happy with the final composition</p> <p>Draw and colour the collage accurately from composition</p> <p>Adjust the drawing in the light of mistakes</p>	<p>Design a building based on an architectural style</p> <p>Use perspective view, a plan view or front elevation to draw a design</p> <p>Design a building based on a theme or to suit a specified purpose</p> <p>Understand the purpose of a monument</p> <p>Know what a legacy is</p> <p>Design a monument to symbolise a person or event</p>	<p>Use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica'</p> <p>Know how to use masking tape to create a straight line</p> <p>Convey a message or emotion in the sculpture by:</p> <ul style="list-style-type: none"> <li>- using clay sculpting tools</li> <li>- adding facial features using additional pieces of clay and attaching these to the head</li> </ul> <p>Create a sculpture</p>			
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	<p>Correct any rough edges or gaps in my colouring</p> <p>Select an interesting section of a drawing to enlarge</p> <p>Draw an enlarged version of the section by scaling it to a larger size</p> <p>Paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in the painting</p> <p>Sketch initial thoughts and ideas based on a given theme</p> <p>Successfully used visualisation and imagination to think of an original idea for a picture</p>					
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	Develop ideas into a successful piece of artwork					
<b>Ongoing Objectives</b>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Improve the mastery of art and design techniques, including drawing</p> <p>Create sketchbooks to record their observations</p> <p>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</p> <p>To record observations and use them to review and revisit ideas</p> <p>Learn about great artists, architects</p>	<p>River Teme BMX ramps – to look at graffiti.</p> <p>Arboretum walk to look at Worcester community Art Project.</p>		<p>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</p> <p>To record observations and use them to review and revisit ideas</p>	

		and designers in history				
<b>Enrichment</b>	Works Studied: Paul Klee Leonardo Da Vinci Dominic Wilcox		Works Studied: Pablo Picasso Mark Wallinger		Works Studied: Andy Worhol John Singer Sargent Magdalene Odundo	
<b>Significant Study</b>		Artist: Friedensreich Hundertwasser	Artist: Käthe Kollwitz		Artist: Banksy	

## Classes 3 and 4: Cycle 2

	<b>Autumn 1 Rule Britannia (Vikings)</b>	<b>Autumn 2 The Great War (WW1)</b>	<b>Spring 1 Out of this World (Space)</b>	<b>Spring 2 Mexico and the Mayans</b>	<b>Summer 1 Yes Minister</b>	<b>Summer 2 Wild Waters</b>
<b>Topic Theme</b>	<b>Design for a purpose</b>	<b>Art and design skills</b>	<b>Photography</b>	<b>Mayan Mask Designs</b>	<b>Classic and Modern Architectural Design</b>	<b>Still life</b>
<b>Objectives</b>	<p>Design their own coat of arms by selecting and placing imagery appropriately within a shape</p> <p>Know what a coat of arms is and how symbols represent a person</p> <p>Understand the context of design throughout human history</p> <p>Understand how visual language can be used to communicate personality and interests</p>	<p>Know some of the motivations and techniques of impressionist and post-impressionist painters</p> <p>Know that Claude Monet is a famous Impressionist painter</p> <p>Paint skillfully by mixing complex colours</p> <p>Apply the paint in the style of Claude Monet</p> <p>Create a range of patterns using observation, imagination and memory</p>	<p>Create a photomontage image by selecting images and creating a new image with them</p> <p>Know what photomontage is</p> <p>Select images and create a composition</p> <p>Know about the history of photomontages</p> <p>Create a 'truism' which communicates meaning and which has impact</p>	<p>To understand the art of the Mayan civilisation and generate an artist study in sketch books.</p> <p>To explore natural materials, colours and textures that could be used in a Mayan mask design.</p> <p>To research the different types of Mayan masks</p> <p>To use research to design Mayan masks that use natural colour and materials.</p> <p>To create an effective Mayan</p>	<p>To learn about great architects through time and make judgements on their styles.</p> <p>To create an artist study of a famous architect.</p> <p>To develop my understanding of perspective, angling and scale.</p> <p>To sketch a famous London-based architectural design from an image to embed prior learning of perspective angling and scale.</p>	<p>To sketch ideas for a still life study draw with attention to form line and layout</p> <p>Draw whilst observing with care</p> <p>Know that initial sketches are not the finished article and several attempts are needed</p> <p>To draw a still life study in charcoal</p> <p>Use charcoal and chalk to show light and shadow</p>



	<p>Know that a design requires both planning and purpose</p> <p>Work collaboratively to a design brief</p> <p>Understand the work of an important British design team</p> <p>Know that designers start with ideas and rough drawings before finalising their designs</p> <p>Present ideas and designs clearly in a visual format</p> <p>Know that designs can be reviewed and modified as a project develops</p> <p>Design a product which is appealing and purposeful understand how advertising,</p>	<p>Experiment with different lines and marks</p> <p>Show light and dark areas within an image with a choice of pattern</p> <p>Understand and use the design process</p> <p>Create a prototype which develops from ideas</p> <p>To review, evaluate and modify ideas as the design develops</p> <p>Know that a prototype is testing a design out</p> <p>Share ideas verbally and through quick sketches</p>	<p>Know that contemporary artists use digital techniques to convey their messages</p> <p>Take photographs and make choices about how to edit and use them in context</p> <p>Look at the school environment through the lens of a camera and make choices about photographing aspects of it</p> <p>Create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps.</p> <p>Take photographs with care and choice</p>	<p>mask that uses natural colours and materials.</p>	<p>To develop a simple line sketch of a building from real life observation.</p> <p>To create an architectural design for a new Parliament building in London.</p>	<p>Create a piece of abstract art Create clear lines and shapes</p> <p>To draw using a negative medium use other materials to draw with</p> <p>Know what is meant by a negative image</p> <p>Pick out areas of light and shadow</p> <p>To paint a still life study in colour paint with attention to form line and layout</p> <p>Know how to mix colours to create the hue that is needed</p> <p>Know how to mix darker and lighter tones</p> <p>Represent ideas graphically,</p>
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	<p>words, USP and packaging help to sell a product and to give it an identity</p> <p>Investigate and understand the use of language when naming a design product</p> <p>Work in a team to create and then “sell” a product idea to a client</p> <p>Know that products have USP (unique selling points)</p> <p>Communicate through spoken and visual language to ‘sell’ a product</p> <p>To present a product pitch</p>	<p>Work as a group and consider the ideas of others when deciding on a final design</p> <p>Work as part of a team on a working model of a hat by reviewing, evaluating and modifying design ideas</p> <p>To work as a team as is done in the creative and cultural industries</p> <p>To analyse and evaluate artwork</p>	<p>Make decisions about cropping, editing and presentation of photographic images</p> <p>Know that artists use photography to record, observe and understand the terms macro, and monochromatic</p> <p>Take photographs in different poses which show different expressions</p> <p>Develop one of these into a line drawing, using continuous line</p> <p>Develop a self portrait from a photograph and understand how this can be used to create expression in an image</p>			<p>combining words and graphics Justify choice of graphics and words</p> <p>Create a box from pieces of thick paper/card</p>
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			<p>Combine photography with learning how to draw a portrait</p> <p>Replicate the mood and expression of a painting through photography</p>			
<b>Ongoing Objectives</b>	<p>Improve the mastery of art and design techniques, including drawing</p> <p>Create sketchbooks to record their observations</p> <p>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</p>	Evaluate and analyse creative works using the language of art, craft and design	Evaluate and analyse creative works using the language of art, craft and design	<p>Improve the mastery of art and design techniques, including drawing</p> <p>Create sketchbooks to record their observations</p> <p>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</p>	<p>Improve the mastery of art and design techniques, including drawing.</p> <p>Create sketchbooks to record their observations.</p> <p>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.</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Improve the mastery of art and design techniques, including drawing</p> <p>Create sketchbooks to record their observations</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing</p>

					<p>To record observations and use them to review and revisit ideas.</p> <p>Learn about famous artists and architects.</p>	<p>awareness of different kinds of art, craft and design</p> <p>To record observations and use them to review and revisit ideas</p> <p>Learn about great artists, architects and designers in history</p>
<b>Enrichment</b>	<p>Bishops Wood</p> <p>Viking experience day</p> <p>History man</p>	<p>Works Studied:</p> <p>Claude Monet</p> <p>Van Gogh</p>	<p>Works Studied:</p> <p>Hannah Höch</p> <p>Edward Weston</p> <p>Edvard Munch</p>	<p>Researching and identifying features of the different types of Mayan masks.</p>	<p>National Trust properties in Worcestershire.</p> <p>Trip to an architect firm.</p> <p>Trip to The Hive.</p>	<p>Works Studied:</p> <p>Camargo</p> <p>Paul Cezanne</p> <p>Local River and Canal walks</p>
<b>Significant Study</b>		<p>Artist:</p> <p>Edward Hopper</p>			<p>Sir Christopher Wren</p> <p>Antonio Gaudi</p> <p>Zaha Hadid</p> <p>Frank Gehry</p>	