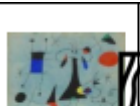




















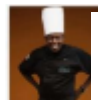
















## Art and DT at St Matthias



















Intent: At St Matthias we use a range of artists, craft makers and designers, who represent the diverse cultures of the school, as influence and inspiration. This enables our pupils to identify with the art and DT curriculum in an aspirational and personal way and encourages them to see themselves as talented creatives. We want children to develop a positive mental attitude towards creativity, foster individual expression and have the confidence to view mistakes as areas to learn from. Children acquire creative skills which are built upon each year; this enables them to track their development across the curriculum and fully explore the practical skills they are learning. They continue to use these skills on their learning journey through St Matthias and beyond.

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing	Food	Painting	Construction	Collage	Graphics
Artist	 Joan Miro (1893-1983)  Julie Mehretu (b.1970)	 Katy: I Can Cook  Lorraine Pascale	 Van Gogh (1853-1890)  Wawiriya Burton (1920- )	 Henry Ford (1863-1947)  Danelia Bagnall	 Henri Matisse (1869-1954)  Beatriz Milhazes (1960- )	 Garima Dharwan  Alma Thomas (1891-1978)
Skills	Different media Line, shape, tone and space Observational drawing Imaginative drawing	Food vocabulary Group food Grate and cut Measure and weigh	Secondary colours Applying paint in different ways Observational painting of objects, people and places	Research vehicles Design for a purpose Fix and join	Different media Sorting and grouping materials Fold, crumple, tear cut & overlap	Printing objects Repeated patterns Design through computing software

Vision						
Knowledge	<ul style="list-style-type: none"> <li>-Select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages)</li> <li>-Can control the types of marks made with different media on a range of surfaces</li> <li>-Can produce a range of expanding patterns using different techniques</li> <li>-Can investigate tone by drawing light/dark lines, patterns and shapes</li> </ul>	<ul style="list-style-type: none"> <li>-Know different food groups.</li> <li>- Can choose the appropriate utensil to prepare food.</li> <li>- Can use sense to describe foods.</li> <li>- Can measure and weigh ingredients</li> </ul>	<ul style="list-style-type: none"> <li>-Can control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.</li> <li>-Can mix primary and secondary colours to explore the colour wheel and spectrum.</li> <li>-Can experiment with tints (adding white) and shades (adding black).</li> </ul>	<ul style="list-style-type: none"> <li>-Can select appropriate materials.</li> <li>-Can select an appropriate adhesive to join 20 materials together - making adaptations to materials if necessary.</li> <li>-Can design and assemble a model with a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-Can fold, crumple, tear and overlap materials</li> <li>-Can embellish a basic collage using a range of media</li> <li>- Can select the most appropriate adhesive to use</li> </ul>	
Key vocabulary	Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment	healthy, unhealthy, source, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight, nutrients, vegetarian, dietary requirements	Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.	Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.	Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.	Print, Rubbing,, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.



















Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing	Food	Printing	Textiles	Sculpture	Modelling
Artist	<div><p>David Hockney (1937-)</p></div> <div><p>Görkem Dikel</p></div>	<div><p>Andi Oliver</p></div> <div><p>Chef Raphael</p></div> <div><p>Orla Kiely (1963-)</p></div> <div><p>Hana Getachew</p></div>	<div><p>Clare Beaton (1947-)</p></div> <div><p>Carolyn Mazloomi (1948- )</p></div>	<div><p>Kate Malone (1959-)</p></div> <div><p>Ladi Kwali (1925-1984)</p></div>	<div><p>Robert Sabuda (1965-)</p></div> <div><p>Mengyu Chen</p></div>	
Skills	Line, shape, tone, space Investigate tone Different pencils Computer drawing	Food vocabulary Group food Cut, grate, peel, chop Measure and weigh	Mono printing with a range of materials Repeating patterns Simple printing blocks Press print Overprinting	Colour fabrics Use templates Sewing introduction Applied decoration	Roll, cut, coil, knead impressions Coil and pinch pots Clay tiles	Cut along lines Strengthen sheet materials Fold, tear, cut Simple pop ups
Vision						
Knowledge	<div>-Select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages)</div> <div>-Can control the types of marks</div>	<div>-Know different food groups and their benefits on health.</div> <div>- Can choose the appropriate utensil to prepare food.</div> <div>- Can use sense to describe foods.</div> <div>- Can measure and weigh ingredients</div>	<div>-Print with a range of hard and soft materials eg corks, pen barrels, sponge.</div> <div>-Make simple marks on rollers and printing pallets.</div> <div>-Roll printing ink</div>	<div>-Can tie knots and stitch with control.</div> <div>-Can use stitching techniques and objects to embellish a piece of fabric.</div> <div>-Can experience colouring fabric by printing or dipping.</div> <div>-Can create and</div>		

	<p>made with different media on a range of surfaces</p> <p>-Can produce a range of expanding patterns using different techniques</p> <p>-Can investigate tone by drawing light/dark lines, patterns and shapes</p>	accurately.	<p>over found objects to create patterns eg plastic mesh, stencils.</p> <p>-Build repeating patters and recognise patters in the environment.</p> <p>-Create repeating patterns printing blocks using an impressed or relief method.</p> <p>-Work into prints with a range of media eg pens, coloured pens and paints.</p>	use dyes e.g. onion skins, tea, coffee, beetroot		
Key vocabulary	Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life	healthy, unhealthy, source, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight, nutrients, vegetarian, dietary requirements	Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.	Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.	Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.	Model, Fold, Tear, Cut, Attach, Assemble.

Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Painting	Food	Collage	Construction	Sculpture	Graphics
Artist	 <p>Paul Klee (1879-1940)</p>  <p>Mikeda Bizuneh</p>	 <p>Jamie Oliver (1975-)</p>  <p>Nadiya Hussain</p>	 <p>M C Escher (1898-1972)</p>  <p>Makoto Nakamura (b.1970)</p>	 <p>Eileen Gray (1878-1976)</p>  <p>Stephen Burks</p>	 <p>Simone Leigh (1967-)</p>  <p>Henry Moore (1898-1986)</p>	 <p>Jonathan Ive (1967-)</p>  <p>Lonnie Johnson (1978-2012)</p>
Skills	Primary, secondary and tertiary colours Create tones Colour wheel Watercolour background washes Create mood with colour	Sensory vocabulary Analyse taste and appearance Follow instructions Balanced diet Join and combine ingredients Measure & weigh	Cut shapes Tessellating shapes and patterns Repeated patterns Limited palette	Shell & frame structures Make prototypes Measure & mark to 1cm accuracy Glue gun Cut internal shapes	Revise clay techniques Cultural decoration Model in response to drawing Observe artefacts Coil, pinch, join, impress	Internet research Software design create and print design Repeating pattern
Vision						
Knowledge	Mix primary colours and secondary colours to achieve colour matching. Demonstrate increasing control over the types of marks made when painting.		-Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose.  -Cut and tear		-Explore cutting, shaping and impressing patterns into clay/dough.  -Join pieces of clay using scoring, blending and slip.	








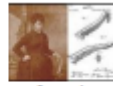



















	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand, sawdust, flour etc.).		materials with some accuracy.  -Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc.		-Explore different ways of finishing work: vanish, paint or shoe polish and varnish.  -Experience working in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. clay thumb pot).  -Recognise sculptural forms in the environment.	
Key vocabulary	Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground,	savoury, sweet, recipe, appearance, peeling, chopping, grating, mixing, spreading, kneading, baking, prepare, temperature, taste, texture, hygiene, safety, measure, gram, kilogram, heat/hot, oven, hob, cook, utensils	Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting	Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.	Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.	

	Middleground					
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Year 4															
Term	Autumn 1			Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2		
Topic	Drawing			Food			Printing		Textiles		Collage		Modelling		
Artist	 Stephen Wiltshire (1974-)	 Vredeman de Vries (1527-1607)		 Ainsley Harriott (1957-)	 Tom Kerridge	 Andy Warhol (1928-1987)	 Lakwena Maciver		 Nancy Nicholson	 Marion Tuu'luq (1910-2002)		 Alice Feagan	 Ekua Holmes (1955- )	 Bruce Foster	 Jennie Maizels
Skills	Line, shape, tone, depth, shadow Experimental marks Sustained drawing View finders 3D work			Sensory vocabulary Analyse texture and smell Balanced diet Join and combine ingredients Measure & weigh			Make own printing block 2 colour prints (overlay) Polystyrene mono printing		Seam allowance Simple pattern running stitch, over sewing, backstitch Prototypes Fastening Decoration		Explore materials Curl, pleat, scrumple, overlap Repeated images Limited colour palette		Slots Internal shapes Levers & linkages movement Complex pop ups		
Vision															
Knowledge	-Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone.						-Create printing blocks using an impressed or relief method.  -Create repeating patterns.  -Print with two		-Experiment with dying fabrics and/or threads one colour. Using natural dyes and tie-dye methods.  - Weave fabrics using a frame.		-Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose.				



















	<p>-Using a single focal point and horizon do develop further simple perspective.</p> <p>-Drawings include features of the third dimension and perspective.</p>		colour overlays.	<p>-Sew with straight stitches to create patterns and surface decorations.</p> <p>-Apply decoration such as beads, buttons, sequins, feathers etc. using sewing skills or glue.</p> <p>-Changing and modifying threads and fabrics by knotting, fraying, fringing, pulling threads, twisting or plaiting.</p>	<p>-Cut and tear materials with some accuracy.</p> <p>-Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc.</p> <p>-Sticks with increasing accuracy, exploring overlap, mosaic or overlay.</p>	
Key vocabulary	Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality	savoury, sweet, recipe, appearance, peeling, chopping, grating, mixing, spreading, kneading, baking, prepare, temperature, taste, texture, hygiene, safety, measure, gram, kilogram, heat/hot, oven, hob, cook, utensils	Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.	Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.	Curl, Pleat, Scrunch, Overlap, Repeating pattern,	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing	Food	Painting	Construction	Sculpture	Graphics
Artist	<div><p>Zaha Hadid (1950-2016)</p></div> <div><p>Sir David Adjaye (b.1966-)</p></div>	<div><p>Sat Bains (1971-)</p></div> <div><p>Selin Kiazim</p></div>	<div><p>Frida Kahlo (1907-1954)</p></div> <div><p>Amrita Sher-Gil (1913-1941)</p></div>	<div><p>Keith Newstead (1956-)</p></div> <div><p>Sarah Boone (1832-1904)</p></div> <div><p>Bernard Palissy (c.1510- c.1589)</p></div> <div><p>Magdalene Odundu (1950-)</p></div>	<div><p>Paula Scher (1948-)</p></div> <div><p>Emory Douglas (b1943)</p></div>	
Skills	Select tools Simple perspective Hatching, shading Sketches View finders Observational drawing	Select & prepare food Use scales Cut and shape Beat, rub in Decorate Balanced diet	Complementary and contrasting colours Atmosphere and light effects Develop painting from a drawing Foreground & background	Cut to 1mm Join appropriately Motor & switch Frameworks Bradawl Hand drill Glue gun	Model in response to drawing & painting Plan work carefully Coil, pinch, join, impress Refine surface decoration Incise, apply, glaze	Computer generate design Plan to print Investigate ideas Model on computer Storyboard
Vision	 	  	  	 	  	 
Knowledge	- Work in a sustained and independent way to create a detailed drawing, developing a key element of their work: line, tone, pattern, texture.  -Use different techniques for different purposes i.e. shading,		Mix colour, shades and tones with increasing confidence.  Begin to plan work to make effective use of space and work in a sustained and independent way.  Confidently control the types of marks		-Model and develop work through a combination of pinch, slab, and coil. As well as cutting, shaping and impressing patterns.  -Join clay effectively using scoring, blending and slip.  -Work around	

	<p>hatching within their own work.</p> <p>-Develop an awareness of composition, scale and proportion in their drawings.</p> <p>-Develop close observation skills-possibly using view finders.</p>		<p>made and experiment with different effects and textures.</p> <p>Begin to create atmosphere and light effects (shadow and highlights) through use of black and white as well as colour mixing.</p>		<p>armatures (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes).</p> <p>-Combine media to create a sculpture (e.g. incorporate glass pebbles).</p> <p>-Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose.</p>	
Key vocabulary	Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.	aroma, cooking time, temperature, storage, handling, recipe, nutrients, substitute, adapting, methods, prepare, cook, savoury, peeling, chopping, slicing, kneading, baking, melting, whisking,, rise, grating, dissolving, juicing, mixing, blending, seasonal, dietary,	Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.	suitability, aesthetic, procedures, accuracy, cutting, shaping, joining, finishing, accuracy, assemble, combine, components, equipment, techniques, measure, mark out, glueing, filing, sanding, appropriate, finishing, steps	Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	

		growing, requirements, reared, vegetarian, vegan, fishing				
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Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Painting	Food	Printing	Textiles	Collage	Modelling
Artist	 Chris Ofili 1968-  Michaela Yearwood- Dan (1994-)	 Madhur Jaffrey (1933-)  Sanjeev Kapoor	 William Morris (1834-1896)  Kehinde Wiley (b.1977)	 Duro Olowu  Zandra Rhodes (b.1940)	 Hannah Hoch (1889-1978)  Njideka Akunyili Crosby (1983- )	 David Hawcock  Kara Walker (b1969)
Skills	Colour match Add collage Colours to show mood Preliminary studies Variety of stimuli	Select & prepare food Use scales Cut and shape Beat, rub in decorate Balanced diet	Lino printing Create printing blocks 3 colour overlays Work into prints with other media	3D products Pattern Seam allowance Pin & tack Blanket stitch Machine stitching	Contrast Add to other media Veiling and layering	Slots Sheet materials Fixed and moving joinings Craft knives Cam mechanisms
Vision						
Knowledge	-Mix colour, shades and tones with confidence building on previous		-Create printing blocks by simplifying an initial journal idea.	-Explore resist paste (flour or wax) and batik as well as tie dye using one or two colours.	-Creates their own collage choosing, suiting, arranging and applying	

	<p>knowledge.</p> <p>-Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting.</p> <p>- Purposely control the types of marks made and experiment with different effects and textures.</p> <p>- Confidently create atmosphere and light effects through use of colour mixing.</p>		<p>-Use relief or impressed method.</p> <p>- Create prints with three overlays.</p> <p>-Work into prints with a range of media eg pens, coloured pens and paints.</p>	<p>- Print onto fabrics and add detail using fabric pens/crayons.</p> <p>-Use a number of different stitches creatively to produce different patterns and textures.</p> <p>-Apply decoration to meet a desired effect.</p> <p>-Change or modify threads and fabrics to meet a desired effect.</p>	<p>materials focusing on colour, shape, texture and pattern.</p> <p>-Accurately cuts complex shapes.</p> <p>-Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour.</p> <p>-Decides how to arrange the materials in order to create a desired effect and sticks with accuracy.</p>	
Key vocabulary	<p>Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p>	<p>aroma, cooking time, temperature, storage, handling, recipe, nutrients, substitute, adapting, methods, prepare, cook, savoury, peeling, chopping, slicing, kneading, baking,</p>	<p>Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition</p>	<p>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p>	<p>Curl, Pleat, Scrunch, Overlap, Repeating pattern, Textures Rough Smooth Shiny Transparent Adhesive Overlap Overlay Thick Thin Edges Pattern Shape Collage Spray Dip Glossy Matt Grainy Protruding</p>	

		melting, whisking,, rise, grating, dissolving, juicing, mixing, blending, seasonal, dietary, growing, requirements, reared, vegetarian, vegan, fishing			Embellish	
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