

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Creative Arts Subject Overview

Curriculum



NURSERY					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC	MARVELLOUS ME	GLOW IN THE DARK	ARTIC ADVENTURES	ITS A BUGS LIFE	UNDER THE SEA
FOCUS	Drawing	Printing	Sculpture	DT	Painting
OBJECTIVES	1. Begin to hold and use a pencil	1. Begin to print with a variety of objects	1. Begin to handle, feel and explore materials	1. Begin to explore joining different material	1. Explore colour
	2. Begin to experiment with mark making	2. Begin to print with block colour	2. Begin to manipulate materials	2. Explore different materials to develop their own ideas	2. Name primary colours
	3. Begin to use drawings to tell a story	3. Begin to explore simple patterns	3. Begin to Shape and model	3. Explore different fabrics for sensory experiences	3.Explore colour mixing
	4.Encourage accurate drawings of people to show emotion	4. Begin to explore printing with natural resources	4. Begin to construct	4. Begin to explore weaving	4.Begin to use brushes to paint
VOCAB	Pencil, line, draw, light, dark	Rub, potato, copy, leaf, (colours), pattern	Squash, squish, roll, build, press	Under, over, in, out, side to side	
OUTCOMES	Emotion Portraits Story Pictures	Tiled Patterns Leaf Printing	Paper Mache Igloo Clay Bears	Bug Puppets Bug Hotels	Paper plate Fish Jellyfish Salt Painting

RECEPTION					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC	GETTING TO KNOW YOU	WE'RE IN THE LAND OF MAKE BELIEVE	FANTASTIC BEASTS	SUPERHEROES	BUCKLE UP, WE'RE GOING ON A JOURNEY
FOCUS	Drawing	Painting	Printing	DT	Sculpture
OBJECTIVES	1.Can hold and use a pencil	1. Is confident with mixing colours	1.Confidently print with a variety of objects	1.Develop their own ideas of which materials they will use	1.Confidently handle, feel and enjoy manipulating materials
	2. Begin to use a variety of drawing tools	2. Can confidently name the primary colours	2.Explore printing with block colour	2. Confidently enjoys joining basic materials	2. Construct with a purpose
	3.Use drawings to tell a story	3. Learn the names of different tools used for painting	3. Explore rubbings	3.Explores simple collages	3.Shape and model confidently
	4.Explore different lines and textures	4.Can use a range of coloured tools to make colored marks	4.Explores simple symmetry	4.Can create collaboratively, sharing ideas and resources	4.Begin to use tools to shape and model
VOCAB	Ruler, draw, pencil, lines, shapes, thick, thin	Brush, sponge, roller, paint, mix, orange, green, blue, brown, black, white, purple	Copy, rub, similar, symmetry, same, mirror, reflection	Material, join, tie, peg, stick, twist	Join, roll, big, small, round
OUTCOMES	Self Portraits Family Portraits	Crowns Castle Paintings	Mask Making Animal Prints	Superhero Capes Eye Masks	Transport Vehicles Planet Mobiles

YEAR 1					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1 AND 2
TOPIC	UNDER THE SEA	THE GREAT FIRE OF LONDON	DINOSAURS	THE ROYAL FAMILY	WHERE WE LIVE
FOCUS	Painting	Printing	Sculpture	Drawing	Textiles
OBJECTIVES	1.I can identify primary and secondary colours. I can mix 2 colours together to create a third colour.	1.I can understand that printing can be used to create posters, pictures, fabrics etc	1. I can manipulate playdough by rolling, pinching and kneading	1. I can explore the work of Stanley Chow	1.I understand what textiles is and can talk about the properties of materials
	2. I can create dark and light shades.	2.I can describe textures created by rubbing and copying	2. I can explore fossils	2. I can identify and draw the basic shapes and lines to draw a face	2. I can do a running stitch on a piece of card, using a large eye needle
	3. I can use a range of mark making tools to create different textures	3.I can print using different objects to create a variety of patterns and textures	3. I can explore different techniques of creating an impression in playdough	3. I can experiment with creating different shades and tones (in pencil)	3. I can do a running stitch using binka, wool and a large eye needle
	4. I can explore how colour can affect mood.	4. I can experiment with crayon printing	4. I can plan my fossil design	4. I can develop my ideas using marker pens and watercolour paints	4. I can attach 2 pieces of fabric together using glue
	5. I can apply different painting techniques to create an underwater painting.	5. I can use crayon printing to create a firework picture	5. I can create my fossil in clay	5. I can create a portrait of a member of the Royal family	5. I can evaluate my final piece of work
	6. I can evaluate my final piece of work and the process I've gone through.	6.I can evaluate my final piece of artwork	6. I can evaluate my final product	6. I can evaluate my work	CollaborArt after Transition
VOCAB	Tools, primary colours, secondary colours, textures, tools, shade, light, dark	Printing, Symmetry, Repeating Patterns, Rubbing, Copying, Textures, transfer	Pinch, roll, knead, impression, clay, fossils	Draw, lines, shape, proportion, position, shades, tones, outline, sketch	Textiles, running stitch, glue, together, fabric, binka, wool, needle
OUTCOMES	Underwater Painting (Yellena James)	Tudor house in flames	Dinosaur fossils	Portrait	Binca canvas house

YEAR 2						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	PIRATES	GUNPOWDER PLOT	ON SAFARI	MAGNIFICENT MANCUNIAN	OH I DO LIKE TO BE BESIDE THE SEASIDE	STORIES FROM AROUND THE WORLD
FOCUS	DT Textiles	Painting	Sculpture	Drawings	Printing	Food
OBJECTIVES	1. I can explain how different mechanisms work	1.Explore pointillism art (Georges Seurat and Paul Signac)	1. I can share my ideas on an African safari experience	1. I can explore the work of Lowry	1.I can explore the technique of String Art	1. I can name different fruits and vegetables.I can explain where some food grows
	2.I can explore and evaluate a range of mechanisms. I can create simple mechanisms	2.Begin to describe colours creating different tones/ tints lighter/ darker with the use of black & white	2. I can use a range of materials creatively to design and make my animal	2. I can draw/ copy lines from observation to create matchstick people	2.I can share my ideas of a seaside experience	2.I can explore and evaluate existing products. I can explain why I need to eat fruit and vegetables.
	3. I can select the appropriate tools for cutting and joining	3.confidently express links between colour and emotion	3.I can explain how to make my sculpture stronger, stiffer and more stable.	3. I can use a range of media including pencil, sharpies and charcoal	3. I can plan and create my seaside print	3. I can prepare and make a healthy salad made from root vegetables.
	4. I can make moving puppets/ pictures using levers, sliders and axles.	4. I can experiment with a small paint brush to create different sized dots	4. I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to decorate my animal.	4. I can explore the for, mid & background of a landscape painting and then create my own	4. I can create a colour wash	4. I can explain where fish comes from and why it is important to eat fish.
	5. I can evaluate my work against a given design criteria	5. I can plan my firework painting	5. Experiment with, construct and join recycled natural and manmade materials with more confidence	5. I can create a Lowry inspired drawing with different layers	5. I can apply my seaside print to my colour wash card	5.I can prepare a tasty fish salad.
		6.I can apply my knowledge of pointillism to create my firework painting.	5. I can evaluate my final product.	6. I can evaluate my final piece of work	6. I can evaluate my work	6. I can explain where different fruits come from. I can prepare a tasty fruit salad.
		7. I can evaluate my work				CollaborArt after Transition
VOCAB	Mechanisms, cutting, axles, leavers, slider, design criteria, evaluate, join, pivot, moving	Pointillism, tones, shades, brush stroke, apply	sculpture, join, recycled, assemble, design,	Observation, background, foreground, midground, layers, matchstick	colour wash, seaside, print, apply, PVA glue	Healthy, balanced, meal, varied, ground, grown, fruit, vegetables, food groups
OUTCOMES	Pirate/Parrot Puppets	Firework Painting	Safari animals	Drawing in the style of Lowry	Seaside print	Different dishes from around the world

YEAR 3						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	
TOPIC	ANCIENT EGYPT	NATURAL DISASTERS	ROMANS IN BRITAIN	TUDORS	CONTRASTING SET- TLEMENTS	INVENTORS
FOCUS	DT (Food)	Painting and sculpture	Sculpture	DT (Textiles)	Drawing and painting	Technological World
OBJECTIVES	1. To understand basic kitchen hygiene and safety	1. Explore and design a volcano	1. I can explore mosaics	1. I can recognise features of Tudor houses	1.I can explore the work of Michael Tompsett	1.I understand how key events and individuals in design and technology have helped shape the world.
	2. To identify kitchen equipment and its uses (flatbread recipe looking at weighing, sieve)	2.Begin to understand the use of adhesives and methods of construction	2. I can design my own mosaic	2. I can plan my own design of a Tudor house	2.I can plan and design a Tompsett inspired silhouette cityscape.	
	3. Identify food groups (Eat well guide: link back to the ingredients used in the flatbread recipe and discuss how to make it more healthy).	3. I can use and understand the technique of paper mache.	3. I can roll, measure and shape clay to create my tile	3. I can construct my Tudor house out of cardboard boxes	3. I can create a background using splash painting	CollaborArt after Transition
	4. To understand seasonal ingredients and when they are available (linking to different types of breads)	4.Introduce a variety of brushes for different techniques with painting – scratching, splashing	4. I can cut and shape clay pieces to recreate my design	4. I can embellish my Tudor house	4. I can use sponges to mix and blend different paints	
	5. To understand nutritional content and use this to adapt a flatbread recipe.	5.I can use the appropriate language to describe skills and techniques whilst evaluating my final product.	5. I can use a clay slip to join pieces together	5. I can measure and mark out my design onto my white Tudor house	5. I can cut out and stick my city silhouette onto a background and add detail using marker pen	
	6. To evaluate my flatbread (using given structure)		6. I understand the role of the kiln	6. I can measure, cut and attach my fabric with accuracy	6.I can evaluate my completed piece; identifying strengths/ improvements.	
			7. I can apply paint to my work	7. I can evaluate my final piece of work		
			8. I can evaluate my final product			
VOCAB	tablespoons, teaspoons, scales, mixing jugs, whisk	Scratching, splashing, paper mache, frame, model, decorate, construct	mosaic , kiln, clay slip, score, shape	Measure, accuracy, design, timbers, style, symmetrical, wattle and dorb		
OUTCOMES	Ancient Egyptian Flatbread	3D volcano - paper mache (linking to science)	Clay mosaics (Roman vase)	Tudor Town	Michael Tompsett Silhouette Cityscape	

YEAR 4						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	MEDICINE THROUGH- OUT HISTORY	VIKINGS	POLLUTION	EXTREME WEATHER	MANCHESTER, SO MUCH TO ANSWER FOR	DRAGONS
FOCUS	Printing	Drawing	Mechanisms	Painting	DT Textiles	Systems and Control
OBJECTIVES	1. I can use monoprinting and marbling to create a simple print	1.To explore viking art and the key features	1.I can explore the use of pulleys and linkages to get things moving	1. To explore the 'Great Wave' by Hokusai.	1.I can use a wider variety of stitching (running stitch and cross stitch)	1.I can apply my understanding of computing to program, monitor and control a product.
	2. I can explore the work of Andy Warhol	2.I can experiment and draw viking knot patterns with an understanding of scale and proportion	2. I can explore the use of sliders and levers to get things moving	2.Plan and begin to develop a painting from a drawing	2.I can develop, design and annotate my own patch of a picnic blanket	CollaborArt after Transition
	3. I can create repeated patterns using block printing	3. I can apply the technique of knotwork to a viking dragon head	3. I can explore the use of cams to get things moving	3.To be able to mix and match colours, using various tint, tones and moods	3. I can compare different fabrics and experiment with creating pieces that demonstrate mood and feeling	
	4. I can sketch my design ideas aimed at a particular individual.	4. I can investigate and analyse a range of keyrings. I can use my knowledge of viking patterns to create my own keyring design	4. I can develop my design using a shared design criteria	3.Explore the use of texture in colour	4. I can use a wider variety of stitching to embellish my design	
	5. I can create my own printing block and use this to create my own repeated pattern	5. I can create my viking inspired keyring	5. I can use different mechanisms in my produc	4.Mix colours, shades and tones with increasing confidence	5. I can evaluate my final piece of work	
	6. I can evaluate my final product	6. I can evaluate my work identifying strengths & development points.	6. I can evaluate my product against the design criteria and consider the views of others to improve my work.	5.Use colour for a purpose and understanding of complementary colours		
VOCAB	Monoprinting, Relief, Polystyrene, Printing, Copy, Sketch, Evaluate	Oseberg, Borre Jellinge, Mammen, Ringerike, Urnes, knotwork	Mechanisms, cutting, pulleys, leavers, linkages, slider, axles, gears, cams, design criteria, evaluate, join, pivot	Textures, tints, tones, moods, shades, froth, crashing	Applique, join, design, evaluate, Stitching, cross stitch, running stitch, embellish, annotate, mood	Program, instructions, variable, detection, monitor and control
OUTCOMES	Design your own canvas bag using relief printing	Viking Dragon Head Abby Diamond	Moving puppets linked to The Chinese New Year	Hokusai - The Great Wave	Class picnic blanket	Successfully complete the Turtle Crossing challenge

YEAR 5						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	INDUSTRIAL REVOLUTION	CHARLES DICKENS	THE BRITISH ISLES	MOUNTAINS AND RIVERS	ANCIENT GREECE	GREEK MYTHOLOGY
FOCUS	Drawing	Printing	DT Food	Drawing and Painting	DT Woodwork	
OBJECTIVES	1. I can practise the techniques of toning, shading and smudging.	1. I can explore the artwork of William Morris	1. Recap basic hygiene and safety in a kitchen (kitchen hazards picture)	1. I can investigate different artists (Claude Monet River Thames painting and Kathleen Dunphy mountain and river paintings)	1. I can explore Ancient Greek architecture	
	2. I can use pencil to improve my artistic techniques	2. I can plan and make a printing block inspired by William Morris using tools in a safe way.	2. To use knife skills such as bridge and claw to make a fruit salad.	2. I can sketch an outdoor landscape which takes into consideration fore, mid and background.	2. I can use my design criteria to design a Greek temple. I can communicate my ideas through talking, drawing and ICT.	
	3. I can use crayons to improve my artistic techniques	3. I can use my printing block to create a repeated pattern on paper	3. To investigate where foods come from, name and locate foods from around the UK	3. I can mix colours to create texture and light effects	3. I can use a range of tools to measure and cut out my wood	
	4. I can use charcoal to improve my artistic techniques	4. I can overlay colours to create a more complex design	4. demonstrate how we process food at home to make it edible and safe, show a range of food and ask them to explore what needs to be done to each.	4. I can confidently apply my painting techniques to create my landscape painting	4. I can use a range of tools to ensure my structure is strong and more stable	
	5. I can evaluate the different artistic techniques	5. I can apply the printing techniques I've learnt confidently to create my final piece	5. Make Scottish Shortbread (skills - making and shaping a dough, bridge and claw) 6. To evaluate shortbread using given structure.	5. I can evaluate my final piece of work.	5. I can evaluate my work identifying strengths and areas to improve.	
	6. I can sketch out my industrial landscape.	6 I can discuss and evaluate my own and others work				
	7. I can apply my chosen techniques.					
VOCAB	Charcoal, sketching, tone, shading, smudging, line, atmosphere, mood	Overlay, repeated pattern, printing block, evaluate,	Hygiene, bridge, claw. Edible, process, dough		Measure, saw, glue, frame, structure, join, finish, construction, stronger, stable, computer aided design	
OUTCOMES	Clothing garment (waistcoat)	Wallpaper inspired by William Morris	Scottish shortbread	Claude Monet Style Landscape drawing	Temple of Olympian Zeus, Athens	

YEAR 6					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1 AND 2
TOPIC	MACBETH	CRIME AND PUNISHMENT	WARTIME IN BRITAIN	WARTIME ABROAD	RAINFORESTS
FOCUS	Drawing and Painting	Food	Woodwork and Alarms	DT Textiles	Printing
OBJECTIVES	1.To explore the work of Teesha Moore	1.To research what alarm systems are used for & how different switches are activated.	1.To plan and explore materials for a structure	1.I can plan and sketch my flag design using annotated sketches and exploded diagrams	1.I can explore printing techniques used by various artists
	2.To plan a portrait of Lady Macbeth confidently collecting and recording visual information from sourcing, planning and collecting materials	2.To investigate how to create circuits with a variety of switches.	2.To work collaboratively on a larger scale	2.I can create pattern pieces. I can transfer my design onto different fabrics and cut	2. I can explore wax resist using crayons and a colour wash
	3.To be able to work in a sustained way to develop own style of painting	3.To be able to design an alarm system for a particular purpose.	3. To join materials using permanent and temporary fixings whilst having respect for tools and materials	3.I can embellish my design	3. I can consolidate my knowledge of relief printing
	4.Experiment with different effects and textures including blocking colour, washes, thickened paint to create a textural effects	4.To be able to create an alarm system based on a design.	4.To use joins that are flexible and allow for dismantling of and folding.	4. I can practise various stitches (e.g. running, cross stitch and back stitch).	4. I can sketch ideas of rainforest imagery
	5.Be able to explain which colours work well and why in their work	5.To evaluate the completed alarm system against design criteria.	5. To refine work for decorative purposes	5.I can apply my stitching knowledge to enhance my design	5. I can create my background using the wax resist technique
				6. I can evaluate my final product	6. I can create a suitable printing block and apply prints to my background
					7. I can evaluate my work against the given criteria and consider the views of others to improve my work.
VOCAB	Collage, texture, textural, mixing, blocking colour, colour washes, layering	Seasonal, fruit, vegetables, protein, varied, balanced, reared, processed, prepared	Measure, frame, structure, finish, construction, strengthen, reinforce, stable, triangulation, balsa wood, accurate, sand.	Running stitch, cross stitch, landscape, embellish, sketch	Wax resist, colour wash, shape, texture, apply, layer, imagery
OUTCOMES	Lady Macbeth portrait	Design simple seasonal recipes. Prepare a range of ingredients hygienically. Prepare, assemble/ cook ingredients.	Anderson shelter with an alarm inside	Mini flags (countries in the war)	Rainforest print (Henri Rousseau)