



# Art Curriculum Overview

| Area of Study         | Year 1   | Year 2 | Year 3   | Year 4 | Year 5   | Year 6 |
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|                       | <p><b>National Curriculum</b><br/> <b>Pupils should be taught:</b><br/>           To use a range of materials creatively to design and make products.<br/>           To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.<br/>           To develop a wide range of art and design techniques in using colour, pattern, texture line, shape form and space.<br/>           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> |        | <p><b>National Curriculum</b><br/> <b>Pupils should be taught:</b><br/>           To 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.<br/>           To create sketch books to record their observations and use them to review and revisit ideas.<br/>           Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).<br/>           About great artists, architects and designers in history.</p> |        |  |        |
| <b>Creating Ideas</b> | <ul style="list-style-type: none"> <li>• Work with different materials and try different methods to improve.</li> <li>• Begin to think which materials best suit the task.</li> <li>• Use imagination to form simple images from given starting points or a description.</li> <li>• Work from observation and known objects.</li> </ul>  |        | <ul style="list-style-type: none"> <li>• Experiment with a wider range of materials.</li> <li>• Develop artistic/visual vocabulary to discuss work.</li> <li>• Begin to suggest improvements to own work and respond positively to suggestions.</li> <li>• Present work in a variety of ways.</li> <li>• Develop sketch books.</li> <li>• Use a variety of ways to record ideas including digital cameras and iPads.</li> </ul>  |        | <ul style="list-style-type: none"> <li>• Begin to explore possibilities, using and combining different styles and techniques.</li> <li>• Select and develop ideas confidently, using suitable materials confidently.</li> <li>• Select own images and starting points for work.</li> <li>• Develop artistic/visual vocabulary when talking about own work and that of others.</li> <li>• Improve quality of sketchbook with mixed media work and annotations.</li> </ul> |        |
| <b>Drawing</b>        | <ul style="list-style-type: none"> <li>• Use images and symbols to name and describe feelings and ideas.</li> <li>• Represent familiar objects as a 'schema' (diagram) by combining shapes.</li> <li>• Draw confidently from imagination.</li> <li>• Add detail to artwork.</li> <li>• Observe and record the shapes, patterns and textures found in objects.</li> <li>• Work in a combined schematic and observational way with confidence in placing objects.</li> </ul>   |        | <ul style="list-style-type: none"> <li>• Represent objects with correct proportions.</li> <li>• Observe how shape, colour and tone can be used to describe form.</li> <li>• Use observational drawings as opening studies for more developed work.</li> <li>• Use line, tone and texture to represent objects in three dimensions.</li> <li>• Use tools, such as viewing frames, effectively.</li> </ul>   |        | <ul style="list-style-type: none"> <li>• Depict shadows and reflections using light and shade.</li> <li>• Combine different pressures and shading techniques.</li> <li>• Develop a personal style.</li> <li>• Choose appropriate techniques to convey meaning or atmosphere.</li> </ul>  |        |

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|                               | <ul style="list-style-type: none"> <li>● Use drawing as the starting point for work in other media as well as in its own right.</li> </ul>   | <ul style="list-style-type: none"> <li>● Use drawing as part of the investigation process and presenting work well in a sketchbook.</li> </ul>   |  |
| <b>Painting</b>               | <ul style="list-style-type: none"> <li>● Explore the tactile and visual qualities of a paintbrush.</li> <li>● Combine materials and tools and enjoy finding out how to achieve different effects.</li> <li>● Mix paints from a limited range.</li> <li>● Show control in the use of colour.</li> <li>● Understand that paint is used in different ways for different effects.</li> <li>● With guidance, add detail to work.</li> </ul>                     | <ul style="list-style-type: none"> <li>● Work in stages using different materials for particular effects.</li> <li>● Make some independent decisions about colour.</li> <li>● Begin to understand and identify complementary colours and warm and cool colours.</li> <li>● Control brushes and materials with confidence.</li> <li>● Adopt a systematic approach when mixing and applying colour.</li> </ul> | <ul style="list-style-type: none"> <li>● Include texture gained through paint mix or brush technique.</li> <li>● Show how well developed control is used to achieve effects.</li> <li>● Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</li> <li>● Speak about the emotional impact of colour.</li> <li>● Use a good vocabulary of art terms related to colour concepts such as opacity and transparency.</li> </ul> |
| <b>Sculpture</b>              | <ul style="list-style-type: none"> <li>● Explore materials.</li> <li>● Join simple objects together.</li> <li>● Use a range of modelling materials squeezing, pinching and rolling to make objects.</li> <li>● Add colour, pattern and texture to objects</li> <li>● Show sufficient control to join and manipulate materials for the purpose intended.</li> </ul>   | <ul style="list-style-type: none"> <li>● Take part in extended activities through different stages.</li> <li>● Work independently with a wider range of materials.</li> <li>● Work with more independence when selecting materials and tools.</li> <li>● Use familiar materials but with an increased sensitivity and control.</li> </ul>  | <ul style="list-style-type: none"> <li>● Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques.</li> <li>● Make models on a range of scales that communicate observations from the real or natural world.</li> <li>● Produce sculptures that are well proportioned.</li> <li>● Use more advanced materials like wire and plaster.</li> </ul>  |
| <b>Materials and Textiles</b> | <ul style="list-style-type: none"> <li>● Sort, match and name different materials.</li> <li>● Explore materials to see how they are made.</li> <li>● Use joining processes such as tying and gluing.</li> <li>● Weave on simple frames for different effects.</li> <li>● Use paints, dyes, crayons and other media to make individual and group designs on textiles.</li> <li>● Join, position and manipulate materials with some independence.</li> </ul> | <ul style="list-style-type: none"> <li>● Develop more control over the making process.</li> <li>● Collect materials and ideas for work and experiment with materials before using them.</li> <li>● Use more advanced printing and dyeing techniques, combining different processes.</li> </ul>   | <ul style="list-style-type: none"> <li>● Display greater precision in work.</li> <li>● Combine a range of sewing printing, dyeing and joining techniques to good effect.</li> <li>● Follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch &amp; backstitch) appliqué, embroidery, plaiting and finger knitting.</li> </ul>   |
| <b>Printing</b>               | <ul style="list-style-type: none"> <li>● Use objects and basic tools and equipment to make patterns and images.</li> </ul>   | <ul style="list-style-type: none"> <li>● Approach work in stages to use simple processes to make more complex designs.</li> </ul>  | <ul style="list-style-type: none"> <li>● Choosing the appropriate materials on which to print to suit the purpose.</li> </ul>  |

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|                                | <ul style="list-style-type: none"> <li>• Work with a range of processes, controlling materials and tools</li> <li>• Use printing to illustrate and explore ideas, commenting on what is done.</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop work from initial studies and investigations.</li> <li>• Understand how printing differs from other art processes and how it is used in different cultures.</li> <li>• Use a number of colours built up in a sequence.</li> <li>• Use precise repeating patterns by creating accurate printing blocks.</li> </ul> | <ul style="list-style-type: none"> <li>• Using drawings and designs to bring fine detail into my work.</li> <li>• Combining printing techniques within one piece of work to create impact and effect.</li> </ul>   |
| <b>Collage</b>                 | <ul style="list-style-type: none"> <li>• Use cut and torn papers and other materials to make simple patterns and images.</li> <li>• Recognise that materials look and feel different, choosing the most suitable materials for an effect.</li> <li>• Mix paper and other materials with different textures and appearances.</li> </ul> | <ul style="list-style-type: none"> <li>• Use collage to explore wider art themes.</li> <li>• Return to work using a range of techniques to develop the final image.</li> <li>• Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</li> </ul>   | <ul style="list-style-type: none"> <li>• Choose the most appropriate materials to fit the purpose.</li> <li>• Convey a definite theme that is apparent to any viewer.</li> <li>• Experiment with ceramic mosaic techniques to produce a piece of art.</li> </ul> |
| <b>Knowledge About Artists</b> | <b>Years 1 and 2 will explore the work of:</b><br>Andy Goldsworthy (Yr. 1)<br>Claude Monet (Yr. 2)   | <b>Years 3 and 4 will explore the work of:</b>   | <b>Years 5 and 6 will explore the work of:</b><br>Sophie Knight (Yr. 5)<br>Alberto Giacometti (Yr. 5)<br>Romero Britto (Yr. 5)<br>Frank Stella (Yr. 5)   |
| <b>Key Vocabulary</b>          | Colour, primary, secondary, mix, shade, lighter / darker, tone, design, shape, pattern, brush-stroke, observe, print, dab, model, craft, blend, attach, strengthen, texture, weave.  | As for KS1 plus:<br>Primary, secondary, tertiary, complementary, blend, style, design, observe, perspective, construct, model, sculpt, structure, create, compose, layer, palette, illustrate, focus, landscape, portrait.   | As for Years 3 and 4 plus:<br>Project, shadow, effective, composition, statement, prototype, mood board, display, illustration, focal point, limited palette, opacity, transparency, portraiture, abstract,  |