

Art Curriculum Overview

KS1	
Exploring and developing ideas	<ul style="list-style-type: none"> Recognise that ideas can be generated through doing as well as thinking. Use sketchbooks to draw, record ideas and simple explorations from first hand observation (natural and manmade), experience and imagination. Learn about different artists, designers and crafts people in different times and cultures and explore the differences and similarities within their work. Understand that drawing can be used to develop ideas (eg sequencing a story), used a starting point (eg. Planning a piece of art), patterns can be altered (eg. repeating, rotating and reflecting the original image)
Evaluating and developing work	<ul style="list-style-type: none"> Review and respond to creative work (own and others) and express their thoughts and feelings about it eg. likes/dislikes Identify what they or others might change in their current work or develop in their future work. eg. How might they improve it?

Year	Project	Inspirational artist/texts/other stimulus	Artistic knowledge and skills What you will learn	Vocabulary/glossary of terms
1	Colour and Pattern	Artist <ul style="list-style-type: none"> Henri Rousseau Poem <ul style="list-style-type: none"> 'How doth the Little Crocodile' by Lewis Carroll) 	<ul style="list-style-type: none"> draw from memory, imagination and observation understand and name primary colours and explore mixing primary colours use thick and thin brushes use found textures and patterns as a starting point for creating texture in work explore drawing a variety of marks on different surfaces use repeating and overlapping shapes. use a range of natural and manmade objects to create prints (e.g. fruit, vegetables or sponges). press, roll, rub and stamp to make prints. use a combination of materials that are cut, torn and glued practise use of scissors, cutting out simple shapes accurately sort and arrange materials to create a final composition 	primary colour; colour mixing; observation; line (straight, horizontal, vertical, curved, zig-zag, wavy, outline); pattern; repeat; shape; texture; rubbings; lighten; print; block printing
1	Drawing stories	Artist <ul style="list-style-type: none"> Jospeph Wright of Derby Text	<ul style="list-style-type: none"> use sketchbooks to record ideas and simple explorations respond to creative work and express thoughts and feelings eg likes and dislikes review own and others work and identify what they might change in the future using appropriate vocabulary 	observation; line (straight, curved, zig-zag, wavy, outline); shape; form; two dimensional;

		<ul style="list-style-type: none"> • Dinosaurs and all that Rubbish 	<ul style="list-style-type: none"> • draw from memory, imagination and observation • recognise that ideas and emotions can be expressed in drawings • select and compose a range of objects for a drawing • draw lines of different shapes and thickness to add visual texture and patterns using 2 different grades of pencil • draw and make different marks using charcoal to begin to to compare and contrast light and dark marks and shapes • begin to draw at different scales • create a 3 dimensional form from clay using simple pinching, pulling and rolling techniques. • join different shapes together • explore adding detail exploring a range of different marks • begin to use related vocabulary related to sculpting 	<p>three dimensional; light dark; tone; shadow; hard; soft; smudge; charcoal; font; composition; illustration; clay; pinch; pull; roll</p>
1	Art in the natural Environment	<p>Artist</p> <ul style="list-style-type: none"> • Andrew Goldsworthy 	<ul style="list-style-type: none"> • use sketchbooks to record ideas and simple explorations • respond to creative work and express thoughts and feelings eg likes and dislikes • review own and others work and identify what they might change in the future and begin to use appropriate vocabulary • experiment with a variety of drawing media (inc. soft pastels) • use found textures and patterns as a starting point for creating texture in work • explore mark making to describe patterns and textures • begin to explore blending colours • explore matching colours to colours found in the natural environment • collect natural material and compose patterns and shapes • begin to recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture 	<p>observation; texture; shape smooth; prickly sharp; furry; lines; dots; wavy; pattern; shape; symmetry; natural; manmade; sculpture, environment</p>

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2	Owl Portraits	<p>Artist</p> <ul style="list-style-type: none"> Mandi Bakyya-Murray (Local Artist) <p>Poem</p> <ul style="list-style-type: none"> 'The Owl and the Pussycat' by Edward Lear 	<ul style="list-style-type: none"> use sketchbooks to record ideas and simple explorations talk about the materials and techniques they have used, using key vocabulary respond to creative work and express thoughts and feelings eg likes and dislikes review own and others work and identify what they might change in the future using appropriate vocabulary draw from observation using secondary sources know that secondary colours are made from mixing two primary colours experiment with lightening and darkening colour using black and white and begin to understand concept of shades and tints colour mix using soft pastels and paint blend and overlay colour to create texture begin to understand scale and proportion 	colour; shade; primary colours; secondary colours; light; dark; blending; observation; line; pattern texture; soft; hard; rough; smooth
2	Self Portraits	<p>Artist</p> <ul style="list-style-type: none"> Quentin Blake 	<ul style="list-style-type: none"> begin to understand how portraits can convey character explore how drawings can be brought to life begin to understand proportions of facial features develop understanding of scale and proportion draw from imagination and observation using primary and secondary sources use a water colour wash in the style of Quentin Blake 	portrait; self-portrait; identity; illustration; realistic; colour; shape; watercolour wash line; continuous line; drawing; texture; pressure; shade; proportion; space; curve; straight; sketch; light; dark; similarities; differences; facial features; pupil; iris; nostrils; bridge
2	Textile printing – Andinka symbols	<p>Artist</p> <ul style="list-style-type: none"> Owusu Ankomah 	<ul style="list-style-type: none"> use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. develop control over the range of printmaking materials used understand the meaning of collagraph use more than one colour to layer in a print replicate patterns from observations 	African patterns; texture; line; rubbings; printmaking; repeating pattern; rotating pattern, mono print; symbols

		<ul style="list-style-type: none">• make printing blocks using a range of different materials and textures (card, string etc)• use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, colour, shape, block printing ink, inking rollers• design a pattern based on African patterns• use repeating or overlapping shapes.• mimic print from the environment• use objects to create prints (e.g. fruit, vegetables or sponges).• press, roll, rub and stamp to make prints.• use a combination of materials that are cut, torn and glued.• sort and arrange materials.	
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LKS2

Exploring and developing ideas	<ul style="list-style-type: none"> • Use sketchbooks to draw, record ideas and simple explorations from first hand observation (natural and manmade), experience and imagination; to purposefully improve understanding, inform ideas and explore potential • Learn about different artists, designers and crafts people in different times and cultures and explore the differences and similarities within their work. • Understand that drawing can be used to develop ideas (eg sequencing a story), used as a starting point • (eg. planning a piece of art), patterns can be altered (eg. repeating, rotating and reflecting the original image)
Evaluating and developing work	<ul style="list-style-type: none"> • Review and respond to creative work (own and others) and express their thoughts and feelings about it using appropriate vocabulary eg. likes/dislikes • Begin to adapt their work according to their views and the views of others and describe how they may develop it further. eg. How could they improve using appropriate vocabulary.

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3	Seascapes	Artist <ul style="list-style-type: none"> • Maggie Hambling Poem <ul style="list-style-type: none"> • 'The Sea is a Hungry Dog' <i>by James Reeves</i> 	<ul style="list-style-type: none"> • confidently mix primary and secondary colours • colour mix using a variety of different paints and understand their properties • begin to understand that colour conveys emotion • mix different tones of one colour with increasing confidence • understand the concept of tint and shade and use related vocabulary • explore different tones (shades and tints) in order to convey atmosphere and mood • experiment to be able to mix and use a range of one colour • demonstrate increasing control of the types of marks made and experiment with different effects and textures • use and select different thicknesses of brushes • select and use appropriately a variety of materials and techniques in order to create their own work. • experiment with different painting techniques, materials and types of paint. • explore how different materials behave and react with each other. Eg salt and watercolour paint • begin to understand simple perspective and composition • draw from observation using primary and secondary sources • develop collage technique using tearing and overlapping 	seascape; abstract painting; watercolour colour; light; dark; tone; shade; tint; primary colour; secondary colour; contrast; composition; horizon line; texture; scale; depth; observation; observation; blind drawing; continuous line; primary resources; secondary resources;

3	Ancient Egyptian Art	Artist(s) <ul style="list-style-type: none"> • Charlotte Mary Pack • Ancient Egyptian Ceramics (Canopic Jars) 	<ul style="list-style-type: none"> • create a final seascape considering colour, tone and texture • understand that ancient Egyptian art is a conceptual art created to express beliefs about the workings of life and the afterlife. • explore how objects and symbols express culture and beliefs • use secondary resources to draw from observation • use and understand a range of sculpting techniques including slabbing, pinching, coiling • use and understand joining techniques: score and slip • create detail by adding materials and using a range of mark making techniques • further develop awareness of form and proportion • confidently use vocabulary related to sculpting 	clay; wedge; slab; pinch pot; coil; score; cross-hatch; slip; mould; knead; proportion; sculpt; symbolism; Duamutef; Qebehseneuf; Hapi; Imseti; mummification;
3	Drawing with Scissors	Artist(s) <ul style="list-style-type: none"> • Henri Matisse • Pintorrichio (Bernardino di Betto) Painting: Penelope with the suitors	<ul style="list-style-type: none"> • use secondary resources to draw from observation • use different mark making techniques • confidently mix tints and shades and use related vocabulary. • Understand that contrasting colours are opposite on the colour wheel • cut out different sized shapes confidently and accurately • explore scale, composition, negative and positive space • makes selections and work collaboratively to create a group composition • begin to develop a narrative though the symbols and images 	mark making; observational drawing; blind drawing; continuous line drawing; evaluate; primary colours; secondary colours; contrast collage; symbolism; print; composition; layering; scale; negative shape; positive shape; screen print

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4	Tiger portraits	Artist <ul style="list-style-type: none"> • Karla Schuster Poem 'The Tyger' by William Blake	<ul style="list-style-type: none"> • explore and understand the qualities of different drawing & painting media • develop increasing confidence in controlling the types of marks made and experiment with different effects and textures • overlay and blend colours to create new colours and rich textural effects using a variety of media • explore how music can be used to inspire mark making • further explore colour in relation to mood and atmosphere • continue to develop confidence in using specific colour language e.g. tint, tone, shade, hue, hot, cold, contrasting colours. • explore colour and resist techniques • experiment with composition and shape • use varied brush techniques to create shapes, textures, patterns and lines; • draw from observation (primary and secondary resources) • experiment with showing line, tone and texture with different grades of pencil; • continue to develop confidence in using specific drawing language e.g. shading, thick, thin 	mark making; mixed media collage; portraiture; print; wax resist; composition; proportion; primary colours secondary colours; contrasting colours; warm colours; cool colours; critique; evaluate
4	Landscapes	Artist <ul style="list-style-type: none"> • David Hockney 	<ul style="list-style-type: none"> • collect visual information to help develop ideas • continue to develop collage techniques using a variety of materials eg tissue paper • select and use a range of methods and materials to communicate observations, ideas and feelings. • apply David Hockney's techniques to their own work • draw a landscape that includes basic perspective (considering size and scale) and develop related vocabulary • mix and use a range of one colour with increasing confidence and accuracy • develop confidence in using specific colour language e.g. tint, tone, shade, • begin to use hue, hot, cold, contrasting, harmonious colours. • learn about the application of acrylic paint • create a final landscape considering size, scale and tone 	line; tone; shade; value; expression; texture; shade; contrast; primary; secondary ; contrasting colours; observation; monochrome perspective; composition; horizon line; perspective; foreground; mid-ground; background; contrasting colours; tone

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4	Sculpture	Artist <ul style="list-style-type: none"> • Barbara Hepworth <ul style="list-style-type: none"> • Joan Miro 	<ul style="list-style-type: none"> • compare different sculpting techniques • cut, make and combine shapes to create recognisable forms; • combine and construct a variety of materials including card, wire, paper mache • develop joining techniques of different materials • learn that 3d form can express an emotion 	observation; 3D; form; scale; positive space; negative space; abstract; modernist; sculpture; sculpting; construct; texture; smooth; hard; armature; paper mache;

UKS2	
Exploring and developing ideas	<ul style="list-style-type: none"> • Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information; Independently develop a range of ideas which show curiosity, imagination and originality • Learn about different artists, designers and crafts people in different times and cultures and explore the differences and similarities within their work. • Understand that drawing can be used to develop ideas (eg sequencing a story), used a starting point (eg. Planning a piece of art), patterns can be altered (eg. repeating, rotating and reflecting the original image)
Evaluating and developing work	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others work and express their thoughts and feelings about it using appropriate vocabulary eg. likes/dislikes • Explain and identify modifications/changes and consider how they ideas can be developed further using appropriate vocabulary

Year	Project	Inspirational artist/texts/other stimulus	Artistic knowledge and skills What you will learn	Vocabulary
5	Landscapes and Perspective	Artist <ul style="list-style-type: none"> • Vincent Van Gogh 	<ul style="list-style-type: none"> • to study the life and work of Vincent van Gogh • to critique his work commenting on line, tone and texture • to collect visual information to help develop ideas • understand that line can convey shape, texture and tone • explore different media to create a range of dark and light tones • further develop understanding of perspective • to select and use a range of methods and approaches to communicate observations, ideas and feelings. • to apply Van Gogh's techniques to their own work 	observation; line; stippling; cross-hatching; texture; shade; tone; contrast; primary; secondary; tertiary colours; harmonious colours; foreground; mid-ground; background; observation; perspective; composition
5	Portraits	Artist <ul style="list-style-type: none"> • Artists of the Tudor Court - Hans Holbein/ Marcus Gheeraerts the Younger 	<ul style="list-style-type: none"> • continue to develop and control the types of marks made. experiment with different effects and textures inc. blocking, washing, layering, thickened paint creating textural effects. • demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours. • begin to mix and match colours to create atmosphere and light effects. • mix colour, shades and tones with confidence building on prior knowledge. • confidently use specific colour language e.g. tint, tone, shade, hue, hot, cold, contrasting, harmonious colours. • develop confidence in proportions of the body and face • use symbols and images to convey meaning 	observation; primary colour; secondary colour; tone; shade; tint; harmonious colours; contrasting colours; texture; symbolism; proportion; scale foreground; background

5	Architecture	Artist <ul style="list-style-type: none"> Liese Stanley 	<ul style="list-style-type: none"> draw from observation (primary and secondary sources) using explore simplifying drawings using line, pattern and shapes use graphite confidently to show difference in tone in a high contrast image continue to develop a variety of collage techniques using prior knowledge and experience eg tearing, cutting, overlapping, tessellating cut out shapes with precision create a 3d relief make a cast from 3d relief using plaster 	observation; architecture; 1 point perspective; positive space; negative space; shape; 3d form; ; line; pattern; texture; tonal drawing; graphite; contrast; graphics; casting, mold; relief sculpture;
6	Art Nouveau	Artist <ul style="list-style-type: none"> Charles Rennie Mackintosh 	<ul style="list-style-type: none"> draw contour drawings from close observation using primary and secondary sources simplify more complex drawings to create motifs and graphic representations draw on a range of different surfaces eg brown paper, newspaper select and use a variety of brushes appropriate to work use different grade pencils to show shape and form blend and overlay colour to show shape and form further develop watercolour painting techniques explore how shape and composition is used for effect create a digital image from final composition 	sketch; observation; form; realism; Art Nouveau; perspective; gradient; tone; contour drawing; negative space; positive space; graphic; motif; abstract; refine
6	Mixed Media Textiles	Artist <ul style="list-style-type: none"> Natasha Kerr (Linked to DT skills: Textiles)	<ul style="list-style-type: none"> research and collect a range of source materials work to a specific brief create a narrative using different media eg, paint, drawing, print create an effective composition using mixed media use colour, pattern and texture to convey atmosphere and mood continue to explore combining different materials eg paint and fabric, paper and fabric select fabrics based on their properties select and use a range of stitches appropriate to task 	Mixed media, textile art, narrative; stiches; pattern; texture; properties; composition; texture; layering;