

Art Curriculum

YEAR RECEPTION

	Autumn	Spring	Summer
	Teddy bear paintings Firework pictures Creating diva lamps	Marbling Making invitations and decorations for a fairy tale fancy dress party	Observational drawings- plants/flowers Leaf art Sculpture- salt dough farm animals
Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

YEAR ONE

Threshold Concept	Autumn	Spring	Summer
Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. 	<ul style="list-style-type: none"> Respond to ideas and starting points. 	<ul style="list-style-type: none"> Respond to ideas and starting points.

	<ul style="list-style-type: none"> • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
Master techniques	<p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <p>Theme: In the Jungle (pg's 42-45 CQ)</p> <p>Artwork for sketchbooks: Henri Rousseau – Tiger in a tropical storm</p>	<p>Textiles (with drawing and painting)</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. <p>Theme: weather (pg's 50 – 53 CQ)</p> <p>Vocabulary: fabric, textiles, weave/weaving, glue, join, stitch, plait/plaiting, dye, dip dye, technique</p> <p>Portray, recede, temperature, horizontal, billowing, landscape, texture</p>	<p>Printmaking (with drawing and painting)</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>Theme: at the seaside (pg's 38-41 CQ)</p> <p>Vocabulary: printing, print, repeating pattern, rotating pattern, block, collagraph, monoprint, relief, texture, rubbing, motif, pressure</p> <p>impressionist, romantic, shimmering, inspiration</p>



	<p>Steven Brown – Francie and Josie McZoo Rosa Bonheur –The Horse Fair Franz Marc – Monkey Freize</p> <p>Vocabulary: primary colours, secondary colours, vivid, symmetrical, emotions, artist, tints, shades, tones, colour wheel, pattern, texture</p> <p>surrounded, lush, exotic, foreground, background, contrast</p>		
Take inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

YEAR TWO

Develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
Master techniques	<i>Painting</i>	<i>Collage (with drawing and painting)</i>	<i>Sculpture (with drawing and painting)</i>

	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p><i>Drawing</i></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <p>Theme: The Beauty of Flowers pg's 70-73 (modified unit) Artwork for sketchbooks: Van Gogh – Sunflowers 1888 Georgia O'Keefe – A Sunflower from Maggie Gustav Klimt – The Sunflower Claude Monet – 1881 Sunflowers</p> <p>Vocabulary: primary colours, secondary colours, vivid, symmetrical, emotions, artist, tints, shades, tones, colour wheel, pattern, texture</p>	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p><i>Digital</i></p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. <p>Use digital art to create papers for collage.</p> <p>Theme: Food (pg's 46-49 CQ)</p> <p>Vocabulary: still life, collage, layering, texture, cut, tear, glue, materials, imitate, digital, composition, contemporary, abstract</p>	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>Theme: (Dreams and nightmares pgs 54-57 modified unit looking at human form) Artists for sketchbook: Henry Moore - Family Group Susan Lordi – Willow tree sculptures Alberto Giacometti – Three men walking Jeff Koons – Balloon Dog</p> <p>Vocabulary: medium, sculpture, sculptor, statute, clay, slip, moulding, carving, natural, two dimensional, three dimensional</p>
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	symmetrical, wilting, themes, sorrow		
Take Inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

YEAR THREE

	Autumn	Spring	Summer
Develop ideas	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Master techniques	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>Textiles (with drawing and painting)</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<p>Printmaking (with drawing and painting)</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.

	<p><i>Drawing</i></p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Theme: abstract pg's 100-103 CQ)</p> <p>Artwork for sketchbooks: Wassily Kandinsky Sonia Delaunay Piet Mondrian Yayoi Kusami</p> <p>Vocabulary: random, geometrical, outline, contrasts, transparent, chromatic, physical</p> <p>primary colours, secondary colours, vivid, symmetrical, emotions, artist, tints, shades, tones, colour wheel, pattern, texture, warm/cool</p>	<p><i>Theme: Impressionism pgs 128-129 CQ companion (adapted unit)</i></p> <p><i>Art for sketchbooks:</i></p> <p>Vocabulary: impressionism, optically, linear, hatching, cross-hatching, stippling, impasto, essence</p> <p>fabric, textiles, weave/weaving, glue, join, stitch, plait/plaiting, dye, dip dye, technique</p>	<p><i>Theme: myths and legends (pgs 124 CQ companion).</i></p> <p>Vocabulary: printing, print, repeating pattern, rotating pattern, block, collagraph, monoprint, relief, texture, pressure, replicate, coiled, precise, layers</p> <p>Myths, legends, Pre-Raphaelite</p>
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Take inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
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YEAR FOUR

	Autumn	Spring	Summer
Develop ideas	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Master techniques	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. 	<p>Collage (with drawing and painting)</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Digital Art</p>	<p>Sculpture (with drawing and painting)</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials.

	<ul style="list-style-type: none"> • Experiment with creating mood with colour. <p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Theme: Cityscape art Pg's 108-11 CQ companion Artwork for sketchbooks: Camille Pissarro – The Boulevard Montmartre at Night</p> <p>Vocabulary: texture, pattern, line, colour mixing, watercolour, washes, backgrounds, mood, tone, sketch, annotate, shadow, hatching, cross hatching</p> <p>urban, skylines, photorealism, hyperrealism, aerial, formations. Inanimate, distort</p>	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. <p>Theme: Art Deco Pg's 118-119 CQ Companion Artist: Tamara de Lempicka</p> <p>vocabulary: collage, coiling, overlapping, tessellation, mosaic, montage. portrait, self-portrait, emotions, art deco, abstract, expressionism, luminous</p>	<ul style="list-style-type: none"> • Add materials to provide interesting detail. <p>Theme: Art Deco</p> <p>Pg's 116-117 CQ Companion</p> <p>Vocabulary: medium, sculpture, sculptor, statute, clay, slip, moulding, carving, natural, two dimensional, three dimensional, feelings, expressions, movement, detail</p> <p>art deco, geometric</p>
Take	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and

inspiration from the greats	designers. • Create original pieces that are influenced by studies of others.	designers. • Create original pieces that are influenced by studies of others.	designers. • Create original pieces that are influenced by studies of others.
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YEAR FIVE

	Autumn	Spring	Summer
Develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master techniques	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. 	<p>Textiles (with drawing and painting)</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>Theme: The power of love pg's 158,159 CQ companion or Cultural</p>	<p>Printmaking (with drawing and painting)</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail.

	<ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Theme: Surrealism pg's 140-141 Artwork for sketchbooks: Salvador Dali Paul Klee Frida Kahlo Leonora Carrington</p> <p>Vocabulary: sketch, line, colour, colour palette, natural world, built world, water colour, acrylic, tones, tints, moods, texture, brush techniques, reflection, shadow, perspective,</p> <p>surrealism, horizon, distorted, unconscious</p>	<p>tradition in art pg's 184-185 CQ companion.</p> <p>Vocabulary: fabric, textiles, stitch batiks, originated, canting</p>	<ul style="list-style-type: none"> • Use a range of visual elements to reflect the purpose of the work. <p><i>Theme: Pop art (pgs 142, 143 CQ Companion)</i></p> <p><i>Artwork for sketchbooks:</i></p> <p>Vocabulary: printing, print, repeating pattern, rotating pattern, block, silk screen, lithograph, relief, texture, pressure, replicate, coiled, precise, layers</p> <p>vivacious, icons, Dadaism</p>
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Take inspiration from the greats	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
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YEAR SIX

	Autumn	Spring	Summer
Develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master techniques	<p><i>Painting</i></p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural 	<p><i>Collage and Digital Art (with drawing and painting)</i></p>	<p><i>Sculpture (with drawing and painting)</i></p>

	<p>or built world.</p> <ul style="list-style-type: none"> • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Theme: Architecture pg's 146-149 CQ/ Fashion (modified unit)</p> <p>Artwork for sketchbooks: Zaha Hadid Stephen Wiltshire Sir Christopher Wren Frank Gehry</p>	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p><i>Digital</i></p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). <p>Theme: Surrealism pg's 140-141 CQ companion (this will have been covered as a drawing/painting unit in Y5)</p> <p>Artist: Salvador Dali</p> <p>Vocabulary: mosaic, ceramic, texture, collage</p> <p>surrealism, horizon, distorted, unconscious</p>	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Theme: The art of anatomy pg's 178-179 CQ companion)</p> <p>Artist: Leonardo da Vinci</p> <p>Vocabulary: carve, shape, texture, pattern, framework, wire, mould, clay, slip, form</p> <p>mechanics, proportions, poise</p>
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	<p>Vocabulary: sketch, line, colour, colour palette, natural world, built world, water colour, acrylic, tones, tints, moods, texture, brush techniques, reflection, shadow, perspective</p> <p>skyscrappers, specialise, memorials, structural, aesthetic, crisp, underdrawing</p>		
Take inspiration from the greats	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.