



# Art Curriculum Overview

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>National Curriculum</b>  <b>Pupils should be taught:</b>            To use a range of materials creatively to design and make products.            To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.            To develop a wide range of art and design techniques in using colour, pattern, texture line, shape form and space.            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>  <b>Pupils should be taught:</b>            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.            To create sketch books to record their observations and use them to review and revisit ideas.            Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).            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>	

	<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>

	<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> Andy Goldsworthy (Yr. 1) 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> Sophie Knight (Yr. 5) Alberto Giacometti (Yr. 5) Romero Britto (Yr. 5) 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: 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: Project, shadow, effective, composition, statement, prototype, mood board, display, illustration, focal point, limited palette, opacity, transparency, portraiture, abstract,