

Art Curriculum Overview



EYFS - Reception Adult Led Activities (please see EYFS Continuous Provision Plans for child initiated opportunities)

Unit of work	Drawing and Ink	Watercolours	Sketching	Sculptures	Painting
Link to our context	Children will complete a series of self portraits termly using pencils. Children will use a range of tools to draw their own Gingerbread Man and use ink to carefully colour.	'Under the Sea' themed art, using ready mixed water colours to paint on to a canvas.	Observational sketches of plants and flowers in our EYFS Nature Area and Forest School.	Create a 'diwali' lamp using clay.	Following observational sketches, children will collaboratively create art inspired by Van Gogh Sunflowers
Essential knowledge	<ol style="list-style-type: none"> To recognise and draw basic shapes that can be put together to become or represent themselves or Introduce different types of lines and strokes, such as straight lines, curved lines, zig-zag lines, and wavy line another item. To use a variety of different resources to practice drawing lines, shapes, patterns. 	<ol style="list-style-type: none"> Children introduced to watercolours and water colour pallets. Know that watercolours are mixed by water. Know how to handle a thin paint brush correctly. To be introduced to a range of painting techniques including strokes and dabbing. 	<ol style="list-style-type: none"> Children will develop observational skills and observe what they are drawing. Children will know that lines and strokes can add more detail to a sketch. Children will know that pressing a pencil harder makes the line darker. 	<ol style="list-style-type: none"> Children will know that clay is a malleable material that we can make things out of. Children will know that they can imprint clay with their hand and various tools. Children will know that clay has to dry. 	<ol style="list-style-type: none"> Children will know that colours can be mixed together to create new colours. Children will know that they can use various different tools when painting. Children will know how to use a paint brush.
Vocabulary	Line Shape Colour Outline Portrait Detail	Watercolours, Care Brush Paint Canvas Wash	Light Dark Sketch Line Hard Detail Observe	Clay Sculpture Crack Dry Imprint	Paint, Primary colours Mix Brush Wash technique
Significant individuals					Van Gogh

Year 1

Unit of work	Drawing and Ink	Watercolours	Sketching and shading	Sculptures
Link to our context	Observational drawing of old toys / our toys (History link). Highlighting specific parts with an ink colour	Spring flowers-observational linked to science	Observing light and dark and experimenting - drawing fruit and vegetables (science link)	Creating a variety of abstract sculptures with clay
Prior learning	Early experience of working with pencils and other mark making tools Experience of making basic marks on different surfaces inside and out	Experience of working with simple primary colours Early experience of basic painting in EYFS	Mark making in EYFS with pens, crayons, pencils, chalks and charcoal	Early experience of creating 3D models in EYFS with a variety of equipment – both large and small
Essential knowledge	<ol style="list-style-type: none"> 1. Use a range of tools to make marks – charcoal, crayons, colour pencils, felt tips, drawing ink and pastels. 2. To create and describe different types of lines. 3. To examine and produce work using different mark making tools 4. Know that Vivaldi was an Italian composer who wrote The Four Seasons 	<ol style="list-style-type: none"> 1. How to use watercolours and palette 2. New colours can be made by mixing other colours 3. Colours that are made by mixing are called secondary colours 4. Colours that cannot be made by mixing are called primary colours 5. All other colours can be made by mixing primary colours 	<ol style="list-style-type: none"> 1. Know that shading is used to represent light and dark 2. Know that there are different pencil techniques to create contrast 3. Know that different pencil techniques create different effects 4. Know that Picasso was a Spanish artist. 5. Know that some of his most famous pieces of art include The Bull's head and Three Musicians 	<ol style="list-style-type: none"> 1. Know that Barbara Hepworth was a famous English sculptor 2. Know that different techniques such as pulling and pinching create different effects in clay
Vocabulary	Thick Thin Straight Curved Old New	Primary Secondary Mixing Stroke Watercolours Palette	Shading Light Dark Contrast Sketch	Smooth Roll Pinch Pull Join Sculpture
Quick Quiz	What different tools can we use to make marks? How is the mark made by a pencil different to a mark made using ink?	Can you name a painting by Vincent Van Gogh? How would you describe the work of Georgia O'Keeffe? How do you mix the colour orange? Why is it important to clean a paint brush regularly when painting?	Why is this area of your drawing darker? How could we make this part of your drawing lighter?	Why is it important to work quickly with clay? How can you make different shapes when working with clay? What might happen if you join a separate piece of clay on?
Significant individuals	Vivaldi (response to music through art)	Van Gogh, Georgia O'Keeffe	Leonardo da Vinci Picasso	Henry Moore Barbara Hepworth
End of unit application task	Observational drawing of toys and intro to using ink Collaborative large 'Lord of the animals' black line drawing with ink highlights	Watercolour spring flowers	Sketch and shade fruit and veg from observation	Making an abstract sculpture from clay in style of Henry Moore and Barbara Hepworth

Year 2

Unit of work	Watercolours in the style of Joan Miro	Printing – polystyrene tile making	Artist research - Banksy
Link to our context	Drawing Trolls from English text ‘Troll Swap’	Dragon scales/patterns from English text ‘The Dragon Machine’	Recreate Banksy art incorporating plants knowledge (science)
Prior learning	Initial intro to watercolours in year 1	Printing in EYFS/yr1 with a variety of objects and exploring repeating patterns	Observation of flowers (yr1) Knowledge of plants (science – yr2) Knowledge of variety of mark making (yr2 art)
Essential knowledge	<ol style="list-style-type: none"> To learn about the artist Miro and his style To experiment with watercolours and notice how they are different to other paints encountered To work with abstract alongside familiar characters 	<ol style="list-style-type: none"> Know that we can make a pattern on a polystyrene block by removing parts that can be made into a printed pattern That making a pattern on a polystyrene tile means it can be replicated / repeated Rollers can be used to transfer paint evenly Know that there are a number of ways to create patterns on a polystyrene tile by using different tools 	<ol style="list-style-type: none"> Know that graffiti is an art form Know that Banksy is an anonymous graffiti artist from Bristol Know that Banksy expresses his opinions through his art Know that different media can be used together to create different effects
Vocabulary	Watercolours Abstract Shape colour	Polystyrene Print Roller Indentation / grooves Deep / shallow Mark making collaborative	Photography Wash Sketch Highlight Position / layout Mixed media
Quick Quiz	<p>What does abstract mean?</p> <p>How do we paint with watercolours?</p> <p>How are watercolours different to poster paints?</p> <p>What shapes did Miro like to use?</p> <p>How did we change the trolls to be in Miro style?</p>	<p>What can you print with?</p> <p>What have you printed with before?</p> <p>What is it important to remember when printing?</p> <p>Why do we need a roller?</p>	<p>What do we know about Banksy?</p> <p>Where did Banksy first create graffiti?</p> <p>What do you like / dislike about his style of art?</p> <p>What is important about his artwork?</p> <p>If you were Banksy, what messages would you share?</p>
Significant individuals	Joan Miro	Henry Fraser	Banksy
End of unit application task	Troll art in the style of Joan Miro	Collaborative large dragon wings printed from all pupils polystyrene tile designs	Mixed media Banksy style artwork incorporating a sunflower painting and photography

Year 3

Unit of work	Watercolours and the colour wheel	Charcoal – cave paintings	Sculptures – Egyptian cat statues
Link to our context	Waves in English text 'Seal Surfer'	'Stoneage Boy' English text	Ancient Egypt – civilisations and settlements
Prior learning	Mixing of primary and secondary colours Use of watercolours in KS1 Different brush strokes/sizes	Mark making with a variety of materials	Clay experimentation with abstract work in KS1
Essential knowledge	<ol style="list-style-type: none"> To explore ways of making and creating light and dark colours from the primary and secondary range To learn about the artist Hokusai and his style To use the style of an artist and examples of their work as a starting point for work 	<ol style="list-style-type: none"> Know that cave paintings were a means of communicating dating back to the Stone Age Know different techniques for creating different effects using charcoal and develop the skills to control effects/marks made with this media Know that charcoal is made of twigs that have been heated to a high temperature Be able to say what they like and do not like about artwork they and others have created 	<ol style="list-style-type: none"> Know that different shapes can be made by layering materials such as tissue, foil and paper Know that different surfaces absorb paint differently Use examples of sculptures as inspiration for their own work Evaluate the outcome of their work and identify what they like and what could be better
Vocabulary	Pressure Curve Layers Contrast	Dense Soft Smudge Erase Tone	Form Decorate Mould Model Layers 3D Surfaces
Quick Quiz	<p>How can you make different shades of the colour? What makes it lighter or darker? What happens if you paint more than one layer of the same colour? Who was Hokusai? What do we know about him now? Why did he paint waves? Where did he get his inspiration from? What did you need to know about the sea/waves to help you paint this? Do you like his artwork? Why?</p>	<p>What sort of pictures might you see on a cave painting? Why? What do you think the purpose of the cave paintings are? What did you notice when drawing with charcoal? What different effects could you make? How? What other tools could be used?</p>	<p>Which materials were better for holding a shape? How do you alter the shape using Modroc? What is the effect of adding extra layers? Why do we need to create a prime surface before decorating? Who is Anthony Gormley? How can his sculptures help us understand human shapes required for cat statues?</p>
Significant individuals	Hokusai	NA	Anthony Gormley
End of unit application task	Children create their own version of 'The Great Wave'	Cave paintings using charcoal on different materials	Individual cat statues

Year 4

Unit of work	Observational drawings – sketching and shading	Sculpture	Rainforest art Henry Rousseau
Link to our context	English text - Gorilla	Volcanoes – English text ‘When the Giant Stirred’	English text – where the rainforest meets the sea
Prior learning	Mark making using different tools Sketch work from observation	Children have experimented with 3D sculpting media such as clay and Modroc in Year 3 to make statues	Mixed media experimentation Colour wheel/mixing in year 3
Essential knowledge	<ol style="list-style-type: none"> To develop sketching techniques with a focus on shading To know that different graded pencils produce different shades of colour To exploring the different effects of different graded pencils To choose and use an appropriate grade of pencil for the effect they wish to create 	<ol style="list-style-type: none"> Know that papier mâché is malleable when wet, but hard when dry Know that in order to make a shape using papier mâché, we need to create layers onto a base surface and allow them to dry Know how to create different textures and shapes by manipulating the papier mâché Use inspiration from 2D images to help decorate the final product Use skills from working with Modroc to manipulate papier mâché 	<ol style="list-style-type: none"> Know that Andy Goldsworthy is an English artist who only uses natural materials for his work Know that Henri Rousseau was a French artist who is famous for his paintings of jungle animals Explore different effects and texture using colour blocking Be able to describe the effects of using oil pastels in their art Know that an ink wash can be added to an oil pastel piece and be able to describe the effects
Vocabulary	Shading Soft Hue Shade Light Contrast charcoal	3D Papier mâché Layering Texture Dramatic Realistic Relief	Mixed media Oil pastels Inks / wash Colour blocking Texture Contrasting / complimentary Blend pressure
Quick Quiz	<p>What key things are important when drawing from observation?</p> <p>What challenges did you face along the way?</p> <p>How did you add texture to your drawing?</p> <p>How did you create 3D / depth?</p> <p>How can you make that area lighter?</p> <p>How can you create texture with watercolours?</p>	<p>How can we make the base structure strong to build on?</p> <p>What materials would be good to use when adding height?</p> <p>How can we use the papier mache to create different surfaces?</p> <p>How can you create the effect of a heat?</p>	<p>Which colours would work best to make it contrasting?</p> <p>How can we use colour blocking on this shape?</p> <p>Can you make the texture look smooth or rough even though its flat on the paper?</p> <p>What techniques will you use?</p>
Significant individuals	Adonna Khare		Henri Rousseau and compare with Andy Goldsworthy
End of unit application task	Close up tonal sketch focusing on light and shade with contrast. Focus on Gorilla form.	Model of a volcano from papier mache painted on a base board island.	Individual images of toucan with different materials and contrasting textures

Year 5

Unit of work	Painting	Sketch and Shade	Sculpture
Link to our context	Americas – American artist (Britto) - Geography	Vikings and Anglo Saxons - History	Recycled models – link to ‘The paper bag prince’ English text
Prior learning	Mixing primary and secondary colours Mixing light and dark colours using a colour wheel to inspire tone work Different size brush strokes Watercolour work	Combining materials in a collage style (year4) Collaborative work – end of KS1	Children have explored sculpture with Modroc and toilet roll in year 3, and papier mâché in Year 4 Year 2 work on materials and properties
Essential knowledge	<ol style="list-style-type: none"> 1. Research and collect information about two significant artists and their work – Romero Britto and Andy Warhol 2. Using ink, crayons and oil pastels for resist 3. Experiment with colours in the style of their work 4. Develop textures and layers, using zentangle 	<ol style="list-style-type: none"> 1. Know that there are different ways of creating textures on materials 2. Know how to use sketches to help plan a piece of work, exploring looking at an image from different angles 3. Know that we can use different media and different techniques to create a final piece 4. Know that Joseph Cornell was a visual artist who made assemblages using discarded artefacts 5. Understand the relationships between Joseph Cornell, Grayson Perry and Damien Hirst as mixed media artists 	<ol style="list-style-type: none"> 1. Know that different recyclable materials can be used to create sculptures 2. Know that there are different ways of joining materials 3. Know that some recyclable materials can be manipulated into different shapes 4. Know that Dario Tironi is an Italian artist who is famous for making art from everyday plastic objects
Vocabulary	Resist Wash Layer Blend	Texture Combine Multi media Compare angles	Recycled Sourced Joining / attaching 3D Form Dimension Manipulate Materials Properties Stable Secure
Quick Quiz	Who is / was Romero Britto / Andy Warhol? Why are their styles of art important to them? What similarities are there between their paintings? How would you describe their use of colour? Can you see patterns in their style?	Why were the long boats used? What designs were common? How can we improve our long boat designs to make them have presence and stand out? What would enhance the sea effect? What materials could we use?	What shape would work for that animal? What packaging would match that? How can the packaging be manipulated? What joining techniques would be successful? What paint would cover this material?
Significant individuals	Romero Britto and Andy Warhol	Joseph Cornell, Dario Tironi	

End of unit application task	Animal in the style of Romero Britto with different sections coloured in different ways – experimentation work with zentangle.	Sunset background with 3 waves which have used different techniques to create and then layered with a boat with a wooden mast.	Variety of animals made out of recyclable items.
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Year 6

Unit of work	Creating 3D using 1 and 2 point perspective methods 3D posters -skyscrapers (Lowry focus)	Shading / tonal drawing	Painting (Keith Siddle)
Link to our context	English link – class text – Star of fear, star of hope (illustrations)	Healthy living links to science, DT and PE (diet focus)	English link – Manfish text (Jacques Cousteau) and links to Geography – ocean pollution
Prior learning	Mark making using different tools and media Sketching work Shading work Experience using different graded pencils	Experimentation of observational drawing Previous exploration of oil pastel work.	Use of colour wheel at the start of KS2 Creating water effects in Year 5 Contrasting colours – Britto yr5
Essential knowledge	<ol style="list-style-type: none"> 1. Know what is meant by perspective 2. Identify the perspective point on different images and describe the effect 3. Creating images from 1 and 2 point perspectives 	<ol style="list-style-type: none"> 1. Know that we can make 2D images look 3D through effective shading 2. Know that by changing the hardness of a pencil, we can change the shade on the paper 3. To understand how oil pastels can also be used for shading and experiment with different techniques. 4. Know that Paul Cezanne was French painter who is known as ‘the father of modern art’. He is known for painting. 5. Know that Tracy Emin is a British artist who produces visual art in many different mediums. 	<ol style="list-style-type: none"> 1. Know that the colour wheel is a means of showing colour relationships to be represented geometrically 2. Know that adding water alters the depth of colour in watercolours 3. Know that contrasting colours are colours from the opposing segments of the colour wheel 4. Know that a harmonious colour scheme uses three to five colours that are beside each other on the colour wheel 5. Know that Keith Siddle paints wildlife and specialises in painting oriental fish
Vocabulary	Perspective View point 1 point 2 point Distance Angles Line Illusion Relationships	Still life Observational Position Shade Light Dark Perspective View	Colour wheel Effects Shading Harmonious Contrasting / complimentary Alter Depth Illusion Alter / adapt
Quick Quiz	Who was Lowry? Why was his style of painting important to him? What similarities are there between his paintings? What important things must we remember when drawing in perspective? What can help us to do this? What can we do to improve our perspective drawings?	What important role did Cezanne play in still life drawing? What important things do you need to know when drawing from observation? Is it ok to add shading where there is no light or dark?	Which colours work harmoniously together? Which colours are contrasting? How can we alter the shade to make it lighter?
Significant individuals	LS Lowry	Cezanne	Keith Siddle Explore/ compare to - Georges Braque

End of unit application task	Reproduction of a scene from class text including 1 and 2 point perspective (Lowry style)	Still life watercolour	Final piece will be a drawing of a fish / marine animal such as a turtle (higher ability children). We then pull all of these together to recreate a piece of Keith Siddle's artwork.
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