



GWPS Art Curriculum

Updated: October 2024

To be reviewed: October 2026

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Curriculum Statement

INTENT

Our curriculum is at its most effective when it is strongly linked with our four core Christian values:

- **LOVE:** Ability to comprehend and apply the emotional connections made through experiencing and creating art and how these reflect and shape our history and culture.
- **THANKFULNESS:** Learn to appreciate artworks from different cultures and understand that artists with a range of life experiences and views can positively enhance our own understanding of art.
- **COURAGE:** Encourage imaginative ways for pupils to create their own works of art, craft and design through learning progressive skills: beginning with analysing and experimentation and building up to a final piece. These are linked to other curriculum areas where possible.
- **WONDER:** Develop pupil's critical thinking skills and thereby gain a conscientious understanding of influential artist's work and their impact and how these can be applied to pupil's own creative work.

IMPLEMENTATION

At Great Wilbraham we believe that art and design are a core part of building our pupil's ability to develop their individual creativity, express their ideas, and to work both individually and collaboratively with others. It provides pupils with the opportunity to produce creative work by further exploring ideas taught in class topics and recording experiences creatively. This is achieved by

'With God, all things are possible' (Matthew 19:26)





Great Wilbraham C of E Primary Academy

exploring different forms of art: painting, drawing, sculpting, pastels, textiles, collage, printing and craft techniques including colour awareness.

We aim to encourage confidence when approaching an art project and use sketch books from Years 1 to 6 to support exploration. The sketch book ethos is to create a safe place to invent, learn and try out ideas. The development of these techniques is aided through the encouragement of discussion, evaluation and development of vocabulary. Basic skills are introduced and then built upon and revisited throughout the primary curriculum. Units of work are supported by introducing key artist, craft makers and designers to pupils. Thereby, pupils gain an understanding and appreciation of the cultural and historical significance of different art forms.

(Based on the National Curriculum for primary art)

IMPACT

Formative judgements are made through observations, evidence in sketch books and recorded through Insight. Summative assessments are usually made at the end of a unit through a triangulation of observations and evidence in sketchbooks. By the end of each unit of teaching, pupils are expected to have developed the ability and knowledge to apply and understand the matters, skills and processes specified in the relevant programme of study.





What makes a GW Artist?

Someone who respects other pupils' creative works and ability

Someone who cares and is passionate about the art they create

Someone who can confidently apply different art techniques

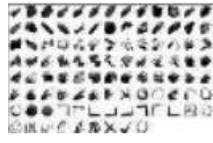
Someone who can utilise different art forms to express creativity

Someone who can evaluate creative works

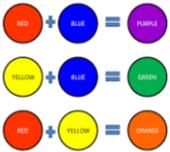
Someone who can execute their own creative ideas



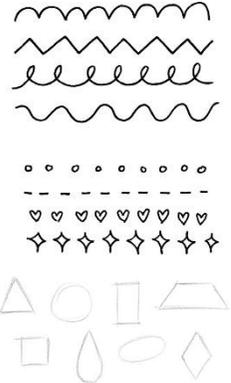
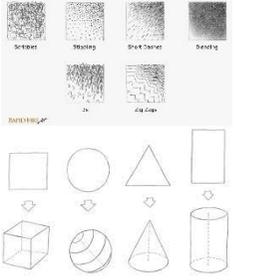
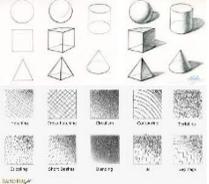
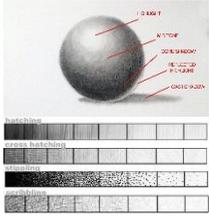
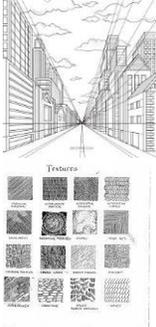
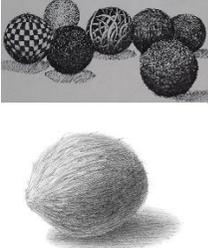
Progression of skills

Painting	Progression of skills							
<p>Curriculum objectives</p>	<ul style="list-style-type: none"> - 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. - Make use of props and materials when role playing characters in narratives and stories 		<p>KS1 national curriculum objectives</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop and share their ideas, experiences and imagination using painting - 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>KS2 national curriculum objectives</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including painting with a range of materials like water colour or ready-mix paint - To learn about great artists, architects and designers in history. 		
<p>Painting skills (Making choices of type of brush or tool and improving control and techniques).</p>	<p>YR Can I experiment with various size brushes and tools and improve my grip to begin to gain more control over my technique?</p> 	<p>Y1 Can I use various size brushes and tools accurately to produce a range of techniques and styles alongside gaining greater control?</p> 	<p>Y2 Can I develop controlled brush and tool techniques to produce a range of outcomes depending which brush or tool I use and how I use it?</p> 	<p>Y3 Can I develop controlled brush and tool techniques to produce a range of outcomes depending which brush or tool I choose and how I choose to use it?</p> 	<p>Y4 Can I start to make informed choices of the type and size of brush or tool to use and use it purposefully producing a range of effects appropriate to the desired outcome?</p> 	<p>Y5 Can I make informed choices of the type and size of brush or tool to use and use it purposefully producing a range of effects appropriate to the desired outcome and can explain my choices?</p> 	<p>Y6 Can I make well informed choices of the type and size of brush or tool to use and improve my technique to include a range of effects from fine details to broad, bold strokes for effect and then be able to explain my reasoning behind my choices?</p> 	



<p>Painting Skills (Colour identification and mixing: The Colour wheel).</p>	<p>YR Can I experiment with colour mixing to achieve different colour outcomes?</p> 	<p>Y1 Can I create a colour wheel to include primary (red, yellow and blue) and secondary colours (green, orange and purple)?</p> 	<p>Y2 Can I create a colour wheel using primary, secondary and tertiary colours (mixing primary and secondary)?</p> <p>The Colour Wheel</p> 	<p>Y3 Can I create a colour wheel using primary, secondary and tertiary colours, plus know cool and warm colours and the emotion response to colour?</p> 	<p>Y4 Can I create a colour wheel using primary, secondary and tertiary colours plus a range of lighter and darker tones and shades?</p> 	<p>Y5 Can I create a colour wheel to include primary, secondary, tertiary, hues, tones and shades, and know all the associated vocabulary?</p> <p>Hue, Tint, Tone, and Shade</p> 	<p>Y6 Can I create and explain a detailed colour wheel to include primary, secondary, tertiary, hue, tone, shade, complimentary, harmonious and reactive vocabulary?</p> 
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Drawing	Progression of skills							
Curriculum objectives <ul style="list-style-type: none"> - 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. - Make use of props and materials when role playing characters in narratives and stories 	KS1 national curriculum objectives <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop and share their ideas, experiences and imagination using drawing - 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 		KS2 national curriculum objectives <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials like charcoal or pencil - To learn about great artists, architects and designers in history. 					
Drawing skills (Use and control of: pencil, charcoal, graphite, chalks, colouring pencils, pastels (oil and soft) and various crayons (wax).	YR Can I explore mark making with a range of different drawing media? 	Y1 Can I explore mark making to include line and simple patterns and 2D shape? 	Y2 Can I develop drawing skills to include line, simple patterns, 2D and 3D shapes to develop a range of shading methods? 	Y3 Can I develop my drawing skills to include line, 2D and 3D shape through scribble, stipple, hatching, crosshatching and shading? 	Y4 Can I develop my drawing skills to include line, 2D and 3D shape and pattern through shading techniques including light and dark with more accuracy? 	Y5 Can I develop my skills further using learnt skills of 2D and 3D form, pattern, texture and shading, also to understand perspective, direction of light and shadow? 	Y6 Can I apply my skills to include all shading techniques for pattern and 3D shapes making informed choices and adding detail? 	





Sculpting, Collage, Printing	Progression of skills							
Curriculum objectives	<ul style="list-style-type: none"> - 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. - Make use of props and materials when role playing characters in narratives and stories - 		KS1 national curriculum objectives <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop and share their ideas, experiences and imagination using sculpting 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 	KS2 national curriculum objectives <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including sculpting with a range of materials like clay or textiles - To learn about great artists, architects and designers in history. 				
Sculpting Skills (using clay, mod roc and/or wire and their respective tools effectively).	YR Can I use play dough, salt dough, plasticine, clay, etc. to create simple sculptures and 3D forms using various associated tools with care?	Y1 Can I roll, carve, make marks on and knead malleable materials and use them to make objects for a purpose?	Y2 Can I shape and model materials for a purpose e.g. a pot from observations or imagination and apply simple decoration techniques?	Y3 Can I use malleable and rigid material (clay, mod-roc or wire) to produce a sculpture that considers the shape, form and structure as well as use associated tools?	Y4 Can I use malleable and rigid material (clay, mod-roc or wire) to produce a sculpture that considers the shape, space, form, model and structure whilst developing my use of the various associated tools?	Y5 Can I make informed choices using malleable and rigid material to create a sculpture using some learnt techniques (clay including slabs, coils, slips, etc. and/or mod-roc and/or wire)? Can I apply these techniques to create structures from imagination or observations?	Y6 Can I make informed choices using a combination of malleable and rigid material to create a sculpture using learnt techniques (clay including slabs, coils, slips, etc. and/or mod-roc and/or wire)? Can I apply these techniques to create structures from imagination and observations?	
Printing Skills (using different mediums, techniques and tools effectively)	YR Can I use simple objects to create patterns by printing and develop these into an image?	Y1 Can I start using equipment and media correctly and am able to produce a clean printed image?	Y2 Can I use equipment and media correctly and am able to produce a clean printed image use different materials?	Y3 Can I design and create a range of artworks using different printing techniques including marbling, press or block printing a repeating pattern or layering exploring shape and pattern?	Y4 Can I design and create a range of detailed artworks using different printing techniques including marbling, press or block printing a repeating pattern or layering exploring shape and pattern?	Y5 Can I research, design, create and refine more complex printing techniques using a variety of methods including press or block printing, choosing and laying colours, use of pattern, repetition and/or symmetry within a piece of artwork?	Y6 Can I research, design, create, refine and combine more complex printing techniques using a variety of methods including press or block printing, choosing and laying colours, use of pattern, repetition and/or symmetry within a piece of artwork?	





Collage and Art & Craft Skills (including using mixed media)	YR Can I produce a piece of artwork incorporating layers, e.g. a collage of different images cut and stuck together?	Y1 Can I create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage?	Y2 Can I create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage using natural and man-made materials?	Y3 Can I create a piece of artwork as a collage to incorporate mixed media including paper, card, textiles, etc. and applying prior learnt skills of layering, paper or fabric weaving, etc.?	Y4 Can I use different techniques and skills, making informed choices about mixed media, colours, textures etc. to design and make a piece of collage artwork?	Y5 Can I create a 3D collage piece of artwork incorporating prior learning with the addition of applique and/or having raised areas using wadding?	Y6 Can I create a collage piece of artwork that incorporates prior learning and consciously arranging materials to depict meaning and skill?
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Progression of knowledge

Progression of knowledge								
Curriculum objectives	<ul style="list-style-type: none"> - 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. - Make use of props and materials when role playing characters in narratives and stories 		<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop and share their ideas, experiences and imagination using sculpting 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 			<ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including sculpting with a range of materials like clay or textiles - To learn about great artists, architects and designers in history. 		
	Investigating artists, architects and craftspeople and their work.	YR Can I know the work of an artist, architect and craftspeople?	Y1 Can I know the work of an artist, architect and craftspeople and talk about their work saying what I like about it?	Y2 Can I know and name the work of an artist, architect and craftspeople and talk about the work on the content and features?	Y3 Can I know and start to analyse the work of artists, architects and craftspeople commenting on what they see and feel about the work?	Y4 Can I know and analyse the work of artists, architects and craftspeople and discuss their work, the techniques used and how the work makes them feel?	Y5 Can I start to critically analyse the work of artists, architects and craftspeople making comments on the techniques used and the choices made? Can I explain why the artist made the artwork and the artistic choices?	Y6 Can I critically analyse the work of artists, architects and craftspeople making comments on the techniques used, the choices made? Can I discuss the choices and views of the artist with others?
Evaluating and analysing work.		YR What have I produced? I can talk about my artwork and what I have drawn.	Y1 Can I explain what I have accomplished in my artwork and what I like about my work?	Y2 Can I explain what I have done well in my artwork and identify areas in my artwork that I did well and suggest where improvements could be made?	Y3 Can I identify the good elements of my own artwork and another person's artwork?	Y4 Can I help myself and others to improve their artwork by giving and receiving constructive criticism?	Y5 Can I explain the key decisions made in the media I choose to use and what I want my artwork to include? Can I make some improvements to my artwork following feedback?	Y6 Can I discuss and analyse the journey my artwork has taken and what I have produced including why I made the choices I made for my artwork? Can I make improvements to my artwork following feedback?



Painting				
<p>Key Artists For Painting</p>	 <p>Claude Monet: Cycle B summer term</p>	 <p>Vincent Van Gogh: cycle B Summer term</p>  <p>Warren Kimble: Cycle A Summer term</p>	 <p>Katsushika Hokusai: Cycle A Autumn term</p>  <p>Paul Signac: Cycle B Summer term</p>	 <p>Keith Haring: Summer term</p>
	<p>Key Vocabulary For Painting</p>	<p>Brush, paint, mix, blend, line, colour, texture, shape, dap</p>	<p>Vincent Van Gogh: cycle B Summer term Annotation, self-portrait, brushstrokes, post-impressionism, Identify, outline, influential, peers, foreground, background, evaluation</p> <p>Warren Kimble: Cycle A Summer term Annotation, proportion, folk art, illustration, sculptor, influence, negative space, evaluation</p>	<p>Katsushika Hokusai: Cycle A Autumn term Annotation, colour matching, Ukiyo, Woodblock printing, Influence, evaluation</p> <p>Paul Signac: Cycle B Summer term Impressionism, Vibrant, spectrum, secondary, complimentary, pointillism, composition, controversial, fauvism, cubism, evaluation</p>



Drawing				
<p>Key Artists For Drawing</p>	 <p>Wassily Kandinsky: Cycle A summer term</p>	 <p>Jan Griffier: Cycle B Autumn term</p>	 <p>Viking Symbols: Cycle B Spring term</p>	 <p>Maria Sibylla Merian: Spring Unit</p>
	<p>Key Vocabulary For Drawing</p>	<p>Tone, pattern, mark, shape, line,</p>	<p>Unit 1 Cycle B: Mark making, annotation, movement, drought, combustible, golden age, landscape, precise, fantastic, evaluation</p>	<p>Unit 3 Cycle B: Greek, sgraffito, myths, Parthenon, composition, evaluation, annotation, drawing from reference</p>



Sculpture, Printing & Collage

**Key Artists
For Sculpture,
Printing &
Collage**



Paul Klee: Cycle A Autumn term



Andy Goldsworthy: Cycle B spring term



Yayoi Kusama: cycle A spring



Kate Malone: Cycle A Autumn Term



Henri Matisse: Cycle B Spring Term



William Morris: Cycle A Spring term



Antony Gormley: Cycle B Autumn term



Viking Symbols: Cycle B Spring term



Roman Mosaic: Cycle A Spring term



Brianna McCarthy: cycle A Summer term



Peter Randall-Page:
Autumn term





<p>Key Vocabulary</p> <p>For Sculpture, Printing & Collage</p>	<p>Texture, form, pattern, mould, join, stick, cut, press, thread, print</p>	<p>William Morris: Cycle A Spring term Repeated pattern, annotation, medieval art, mythological, pre-Raphaelite, brotherhood, Trompe l'Oeil, pre-industrial, arts and crafts movement, block printing, influence, legacy, evaluation</p> <p>Henri Matisse: Cycle B Spring Term Annotation, still-life, landscape, fauvism. 'Tapa' fabric, cut outs, influence, textiles, chapel, evaluation</p> <p>Kate Malone: Cycle A Autumn Term Annotation, ceramic, kiln, seasonal, dimensions, porcelain, textiles, thumb pots, coil, glaze, culture, evaluation</p>	<p>Antony Gormley: Cycle B Autumn term sculpture, shape, pattern, texture, form, mannequin, Marquette, human, pose, Mod-Roc, armature</p> <p>Roman Mosaic: Cycle A Spring term tesserae, decorative, statement of wealth, detail, mortar, Greeks, Romans, pebbles, Opus Sectile, hardy, hammer</p> <p>Viking Symbols: Cycle B Spring term serpent, myth, Norse mythology, Ragnarok, cycle of birth, destruction, Jörmungandr</p> <p>Brianna McCarthy: cycle A Summer term Caribbean, pattern, layering, realistic, unrealistic, portrait, beauty, representation</p>	<p>Peter Randall-Page: Autumn term Sculpture, tactile, carving, modelling, annotation, biomes, 2 dimensional, 3 dimensional, abstract, monumental, modernism, commission, random, evaluation</p>





Long Term Plan and Curriculum Coverage

Cycle A/B – Year 6

Y6	Autumn Term	Spring Term	Summer Term
Art Cycle A	<p>Sculpture – Air drying clay Focus Artist - Peter Randall-Page Links to <u>Topics covered:</u></p> <ul style="list-style-type: none"> - What is sculpture? - Fibonacci, - The Eden Project, - 2 dimensional and 3 dimensional, - 20th century sculptors – Henry Moore, Barbara Hepworth, Antony Gormley, - Who pays for art? - Order with a random element. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Create observational drawings of organic forms from photographic sources. - *Create observational drawings of pattern using given photographic sources. - *Use Fibonacci numbers/principles to create a spiral. - *Combine images from previous sketches to create an organic patterned image as a plan for future work. - *Practise using sketching pencils to create form and depth to suggest a 3-dimensional shape. - *Use play dough to practise modelling skills, creating a model of the previously planned organic form. - *Use air-drying clay to create a sculpture based on the previous plan. - *Create a random pattern following given instruction. 	<p>Drawing/painting–Water colour pencils Focus Artist - Maria Sibylla Merian Links to – Science – Evolution. Topics covered:</p> <ul style="list-style-type: none"> - Women's role in the 17th century, - Drawing from life, - What is entomology? - Spontaneous Generation, - Where is Suriname? - Using water colour pencils, - Butterflies as a symbol. <p>Artistic skill:</p> <ul style="list-style-type: none"> - Accurately copy a detailed line drawing by the focus artist. - *Draw an accurate colour image of a flower from life. - *Create detailed drawings of insects (butterflies and caterpillars) using photographic sources. - *Plan a final composition incorporating 3 different elements. - *Investigate water colour pencil techniques. - *Create colour swatches of water colour pencils to use as an ongoing reference. - Use water colour pencils to create a composition inspired by the focus artist, on water colour paper. 	<p>Collage /printing Focus Artist: Keith Haring Links: PSHE – Representation of LGBTQ+ communities Topics covered:</p> <ul style="list-style-type: none"> - New York art scene during the 1980s - What is Pop-art? - What is Graffiti art? - What is Street art? (on the Subway in NYC) - AIDS epidemic (Keith Haring Ignorance = Fear 1989) - LGBTQ+ community - Activism (used art to convey social and political messages) - The Keith Haring Foundation <p>Artistic skills:</p> <ul style="list-style-type: none"> - Use a printmaking techniques to create different textures to print paint colourful shapes/figures - Use black paint/pen to create bold outlines and details to the simple figures and shapes - Use different colours, shapes and lines - Use bold colours to make 'bright and fun' shapes like Haring
Skill based KPIs	<p>Y6 I can make informed choices using a combination of malleable and rigid material to create a sculpture using learnt techniques (clay including slabs, coils, slips, etc. and/or mod-roc and/or wire).</p> <p>I can apply sculpting techniques to create structures from imagination and observations.</p>	<p>Y6 I can apply my drawing skills to include all shading techniques for patterns, 2D and 3D shapes.</p> <p>I can make informed choices about my drawing and add detail.</p> <p>I can make well informed choices of the type and size of brush or tool to use for painting.</p>	<p>Y6 I can create a collage piece of artwork that incorporates prior learning and consciously arranging materials to depict meaning and skill.</p> <p>I can research, design, create, refine and combine more complex printing techniques using a variety of methods including press or block printing, choosing and laying</p>





		<p>I can improve my painting technique to include a range of effects from fine details to broad, bold strokes for effect and then be able to explain the reason behind my choices.</p> <p>I can create and explain a detailed colour wheel to include primary, secondary, tertiary, hue, tone, shade, complimentary, harmonious and reactive vocabulary.</p>	<p>colours, use of pattern, repetition and/or symmetry within a piece of artwork.</p>
Knowl edge based KPIs	<p>Y6</p> <p>I can critically analyse the work of artists, architects and craftspeople.</p> <p>I can make detailed comments on the techniques used and the choices artist made in their artwork.</p> <p>I can discuss the choices and views of the artist with others.</p> <p>I can discuss and analyse the journey my artwork has taken and what I have produced.</p> <p>I can discuss and analyse the reason why I made the choices I made for my artwork.</p> <p>I can make improvements in my artwork following feedback.</p>		





Cycle A – Year 4/5

Y4/5	Autumn Term		Spring Term		Summer Term	
Art Cycle A	<p>Painting/Drawing – Water Colour paint Focus Artist - Katsushika Hokusai Links to – Geography – Earthquakes & Volcanoes. <u>Topics covered:</u></p> <ul style="list-style-type: none"> - How a landscape informs an artist, - Colour matching, - Ukiyo-e painting, - Woodblock printing, - Influencing the west –Van Gogh, Toulouse Lautrec, Claude Monet, Camille Pissarro, - Where is Japan? - A freak wave, - Pacific Ring of Fire, - Hokusai Manga. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Close observational sketching using the artist's work to copy. - *Colour matching work, using water colour paints to generate a reference for future work. - *Practise water colour painting techniques on previous sketch plan. - *Practise observational drawing skills. - *Using water colour paper, draw the composition. - *Use water colour paints to begin painting the foreground, using previous colour matching as a reference. - *Use water colour paint to paint the background. - *Use previous sketches to practise 'dotting' technique, before applying it to the final work. 		<p>Collage – Roman Mosaic Focus Artist – N/A Links to – History – Ancient Romans</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - What is a mosaic? - What materials are used? - Cultural and historical significance - Influences from religion - Who were the romans? - Why are mosaics relevant? <p>Artistic skill:</p> <ul style="list-style-type: none"> - Creating a significant design - Use of relevant tools and materials - Emulating a design like that of the ancient Romans <p>Use of colour and size of mosaic tiles to create a desired image</p>		<p>Collage/Drawing– Portraits Focus Artist – Brianna McCarthy Links to – History – Windrush & Caribbean</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - What is a portrait? - History of the representation of black women (in art) - Caribbean culture - Windrush - The Illustrator Erté (Brianna McCarthy's inspiration) and power of influence through media <p>Artistic skill:</p> <ul style="list-style-type: none"> - *Close observational sketching of people from photographs - *Practice sketching of imaginary faces taken from inspiration of surrounding people and culture - *Utilising bright colours to create different desired effects in art - *Use of textured patterns and coloured materials (fabric, card and paper) to create a collage - *Create a portrait that has some <i>realistic</i> parts of as face however the colours and the shapes are not realistic. 	
	Skill based KPIs	<p>Y4</p> <p>I can develop my drawing skills to include line, 2D and 3D shape and pattern through different shading techniques including light and dark with more accuracy.</p>	<p>Y5</p> <p>I can develop my drawing skills further by using learnt skills of 2D and 3D form, pattern, texture and shading, also to understand perspective, direction of light and shadow.</p>	<p>Y4</p> <p>I can use different techniques and skills, making informed choices about mixed media, colours, textures etc. to design and make a piece of collage artwork.</p>	<p>Y5</p> <p>I can create a 3D collage piece of artwork incorporating prior learning with the addition of applique and/or having raised areas using wadding.</p>	<p>Y4</p> <p>I can use different techniques and skills, making informed choices about mixed media, colours, textures etc. to design and make a piece of collage artwork.</p>





	<p>I can start to make informed choices for my artwork when using paints depending on the type and size of brush or tool used.</p> <p>I can purposefully produce a range of effects using paints appropriate to the desired outcome.</p> <p>I can create a colour wheel using primary, secondary and tertiary colours plus a range of lighter and darker tones and shades.</p>	<p>I can make informed choices about the type and size of brush or tool I use for painting.</p> <p>I can use painting tools purposefully to produce a range of effects appropriate to the desired outcome and I can explain my choices.</p> <p>I can create a colour wheel to include primary, secondary, tertiary, hues, tones and shades, and know all the associated vocabulary.</p>			<p>I can develop my drawing skills to include line, 2D and 3D shape and pattern through different shading techniques including light and dark with more accuracy.</p>	<p>skills of 2D and 3D form, pattern, texture and shading, also to understand perspective, direction of light and shadow.</p>
<p>Knowledge based KPIs</p>	<p>Y4</p> <p>I can know and analyse the work of artists, architects and craftspeople. I can discuss the work and the techniques an artist used. I can discuss how an artwork made the artist feel. I can give and receive constructive criticism to help myself and others to improve their artwork.</p> <p>Y5</p> <p>I can start to critically analyse the work of artists, architects and craftspeople. I can make comments on the techniques used and the choices artists made in their artwork. I can explain the reason why the artist made the artwork and the artistic approach used. I can make and explain the key decisions in the media I choose to use and what I want my artwork to include. I can make some improvements in my artwork following feedback.</p>					





Cycle B – Year 4/5

Y4/5	Autumn Term		Spring Term		Summer Term	
Art Cycle B	<p>Sculpture – Mod-Roc Focus Artist - Antony Gormley Links to –Science – Animals including humans. <u>Topics covered:</u></p> <ul style="list-style-type: none"> - What is sculpture? - What is proportion? - Making an armature, - Using Mod-Roc, - What makes a human form? - Alberto Giacometti, - Sculpture through time. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Drawing of human form without prior instruction. - *Learning to draw a proportional figure and add muscle mass. - *Use wire to create an armature. - *Use paper and fleece to add mass to the armature, creating a proportional figure. - *Use Mod-Roc to create a proportional figure in a considered position. - *Use acrylic paints to complete the sculpture, inspired by the focus artist. - *Investigate how to strip away detail from a form but retain the essence. 		<p>Printing/Drawing- Collagraph printing using ink. Focus Artist – N/A Links to: History – Trade and Travel <u>Topics covered:</u></p> <ul style="list-style-type: none"> - Dragons as a Viking symbol. - Methods of travel. - The Gokstad and Oseberg burial ships. - Runes. - Nordic Art. - Viking religion. - The Gods. - Notable Vikings. - Debunking myths. - Heroes. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Drawing an accurate copy using photographs of Viking artefacts. - *Using Viking artefacts to inform an original design. - *To use tracing paper to transfer a design. - *To create a collagraph printing plate, using cardboard. - *To create a rubbing from the printing plate to understand what the final print will look like. - *To create three prints of dragon-head design using brayers. <p>*To design an original picture stone based on Viking artefacts.</p>		<p>Painting – Pointillism: Using both powder paint and poster paint. Focus Artist – Paul Signac. Links to science – Space, light and forces <u>Topics covered:</u></p> <ul style="list-style-type: none"> - Impressionism. - Isaac Newton – light spectrum. - The purpose of the colour wheel. - Pointillism. - Influence. - Fauvism. - Cubism. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Making a preliminary sketch from a given source. - *Using felt pens to practise the Pointillist technique. - *Using powder paint to create a colour wheel. - Using a main feature to plan an A5 Pointillist style picture. - *Using the Pointillist technique to paint an A5 painting. 	
	Skill based KPIs	<p>Y5 I can use malleable and rigid material (clay, mod-roc or wire) to produce a sculpture that considers the shape, space, form, model and structure whilst developing my use of the various associated tools.</p>	<p>Y4 I can make informed choices using malleable and rigid material to create a sculpture using some learnt techniques (clay including slabs, coils, slips, etc. and/or mod-roc and/or wire).</p> <p>I can apply sculpting techniques to create</p>	<p>Y4 I can develop my drawing skills to include line, 2D and 3D shape and pattern through different shading techniques including light and dark with more accuracy.</p> <p>I can research, design, create and refine more complex printing</p>	<p>Y5 I can develop my drawing skills further by using learnt skills of 2D and 3D form, pattern, texture and shading, also to understand perspective, direction of light and shadow.</p> <p>I can design and create a range of detailed artworks using different printing</p>	<p>Y4 I can start to make informed choices for my artwork when using paints depending on the type and size of brush or tool used.</p> <p>I can purposefully produce a range of effects using paints appropriate to the desired outcome.</p>





		<p>structures from imagination or observations.</p>	<p>techniques using a variety of methods including press or block printing, choosing and laying colours, use of pattern, repetition and/or symmetry within a piece of artwork.</p>	<p>techniques including marbling, press or block printing a repeating pattern or layering exploring shape and pattern.</p>	<p>I can create a colour wheel using primary, secondary and tertiary colours plus a range of lighter and darker tones and shades.</p>	<p>outcome and I can explain my choices. I can create a colour wheel to include primary, secondary, tertiary, hues, tones and shades, and know all the associated vocabulary.</p>
<p>Knowledge based KPIs</p>	<p>Y4 I can know and analyse the work of artists, architects and craftspeople. I can discuss the work and the techniques an artist used. I can discuss how an artwork made the artist feel. I can give and receive constructive criticism to help myself and others to improve their artwork.</p> <p>Y5 I can start to critically analyse the work of artists, architects and craftspeople. I can make comments on the techniques used and the choices artists made in their artwork. I can explain the reason why the artist made the artwork and the artistic approach used. I can make and explain the key decisions in the media I choose to use and what I want my artwork to include. I can make some improvements in my artwork following feedback.</p>					





Cycle A – Year 2/3

Y2/3	Autumn Term		Spring Term		Summer Term	
Art Cycle A	<p>Sculpture Air-drying clay. Focus Artist - Kate Malone Links to: Science - plants <u>Topics covered:</u></p> <ul style="list-style-type: none"> - What is a ceramic artist? - Seasonal fruits. - Two and three dimensions. - European porcelain. - Twentieth century ceramic artists. - Pot making techniques. - History of ceramic art. - Thinking about colour. <p><u>Artistic Skill:</u></p> <ul style="list-style-type: none"> - *Sketching fruits using photographic sources. - *Creating a plan using a previous sketch. - *Learning modelling techniques using play dough. - *Using learned techniques to create a pot with air-drying clay. - *Decorate clay pot using polymer paint. <p>*Use observational skills to recreate a given image in pencil.</p>		<p>Printing – Water-soluble pens on Styrofoam. Focus Artist - William Morris Links to – History – Victorians. <u>Topics covered:</u></p> <ul style="list-style-type: none"> - Introduction to the breadth of William Morris' designs. - Early Influences: Memling, Van Eyke. - The Pre-Raphaelite Brotherhood. - Starting the business. - Trompe l'oeil - Pre-Industrial Britain. - Industrial Britain. - The Arts and Crafts Movement. - Influence and Legacy: Charles Rennie Mackintosh, Walter Gropius, David Parr. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Drawing using a given source. - *Using colour pencils to consider colour effect. - *Practising colouring skills to improve fine-motor skills. - *Using Styrofoam to make a printing plate. - *Printing using water-soluble pens. - *Creating a strip of wallpaper. - *Observational drawing practise. 		<p>Painting – Ready mix paint Focus Artist - Warren Kimble Links to – Geography – Farms. <u>Topics covered:</u></p> <ul style="list-style-type: none"> - What is proportion in art? - American Folk Art, - Comparisons between styles, - Norman Rockwell & Jasper Johns, - Success as an artist, - Negative space. <p><u>Artistic skill:</u></p> <ul style="list-style-type: none"> - *Line drawing from a given source. - *Drawing a disproportional animal. - *Creating a template. - *Using pattern to suggest form. - *Using fingertip painting to create texture and pattern. - *Painting a final image inspired by the focus artist. <p>*Investigating negative space.</p>	
	Skill based KPIs	<p>Y2 I can shape and model materials to create a purposeful sculpture e.g. a pot from observations or imagination and apply simple decoration techniques.</p>	<p>Y3 I can use malleable and rigid material (clay, mod-roc or wire) to produce a sculpture that considers the shape, form and structure as well as use associated tools.</p>	<p>Y2 I can use equipment and media correctly and am able to produce a clean printed image use different materials.</p>	<p>Y3 I can design and create a range of artworks using different printing techniques including marbling, press or block printing a repeating pattern or layering exploring shape and pattern.</p>	<p>Y2 I can create a colour wheel using primary, secondary and tertiary colours (mixing primary and secondary). I can develop controlled brush and tool techniques to produce a range of outcomes depending which brush or tool I use and how I use it.</p>





Knowledge based KPIs

Y2

- I can know and name the work of an artist, architect and craftsperson.
- I can talk about the work on the content and features.
- I can identify areas in my artwork that I did well and suggest where improvements could be made.

Y3

- I can know and start to analyse the work of artists, architects and craftspeople.
- I can comment on what artists see and feel about the work.
- I can identify good elements in my own work and in another person's work.





Cycle B – Year 2/3

Y2/3	Autumn Term		Spring Term		Summer Term	
Art Cycle B	Drawing - Oil and Chalk pastels Focus Artist – Jan Griffier Links to: Science –The Great Fire of London – rocks and everyday materials <u>Topics covered:</u> - Where did Jan Griffier come from? - The impact of the Great Fire of London. - Looking at other images of the fire. - Causes of the fire. - Samuel Pepys. - Travelling by boat. - The Dutch Golden Age. - Techniques used by Jan Griffier. <u>Artistic skill:</u> *Mark making with pastels. *Create fiery patterns using different techniques. *Use knowledge gained to create a fiery sky inspired by focus artist. *Close observation of a given source to recreate an image. *Select a technique to create a foreground of buildings. *Use pastels to add depth and detail. *Consider different techniques to create reflections.		Collage. Focus Artist – Henri Matisse Links to: Science – living things and their habitats <u>Topics Covered</u> - Early work. - Fauvism. - South Sea Islands. - The 'Jazz' Book. - Matisse's technique. - Influence. - Chapelle du Rosaire. <u>Artistic Skill:</u> - *Sketching shapes using a given source. - *Creating a planned design. - *Controlled colouring using colour pencils. - *Cutting out shapes. - *Consideration of colour combinations. - *Observational drawing. - *Mixing paints to colour match a given image. *Using the plan to complete a collage inspired by Matisse		Painting – Ready mix paint Focus Artist - Vincent Van Gogh Links to – <u>Topics covered:</u> - Self-portrait, - Uses of paint, - Where are The Netherlands? - Post impressionism, - Paul Gauguin & Paul Cézanne, - Identifying a style, - Fame, - Foreground & background. <u>Artistic skill:</u> *Creating swirling/dotted lines using colour pencils or oil pastels. *Plan key elements of a composition in the sketchbook. *Use ready mix paint to practise swirling/dotted lines. *Use a given source to practise colour matching. *Painting a background using poster paint. *Drawing, then painting a foreground on a separate piece of paper. *Combine foreground and background to create finished painting. *Use given source to practise observational skills to recreate an image.	
	Skill based KPIs Y2 I can develop drawing skills to include line, simple patterns, 2D and 3D shapes to develop a range of shading methods.	Y3 I can develop my drawing skills to include line, 2D and 3D shape through scribble, stipple, hatching, crosshatching and shading.	Y2 I can create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage (using natural and man-made materials).	Y3 I can create a piece of artwork as a collage to incorporate mixed media including paper, card, textiles, etc. and applying prior learnt skills of layering, paper or fabric weaving, etc.	Y2 I can create a colour wheel using primary, secondary and tertiary colours (mixing primary and secondary). I can develop controlled brush and tool techniques to produce a range of outcomes depending which brush or tool I use and how I use it.	Y3 I can produce a range of outcomes using paints by using different controlled brush and tool techniques depending on which brush or tool I choose and how I choose to use it. I can create a colour wheel using primary, secondary and tertiary colours, plus know cool and warm





						colours and the emotion response to colour.
Knowledge based KPIs	Y2 I can know and name the work of an artist, architect and craftsperson. I can talk about the work on the content and features. I can identify areas in my artwork that I did well and suggest where improvements could be made. Y3 I can know and start to analyse the work of artists, architects and craftspeople. I can comment on what artists see and feel about the work. I can identify good elements in my own work and in another person's work.					





Cycle A – Year R/1

YR/1	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Art Cycle A</p>	<p>Collage Focus artist: Paul Klee Links to maths (shapes)</p> <p>Topic covered:</p> <ul style="list-style-type: none"> - Who is Paul Klee? - What type of art did he create? - What inspired him? - What is a collage? <p>Artistic skill:</p> <ul style="list-style-type: none"> *Scissor skills *Glue skills *Combining different medium *Use of primary colours *Create layers into my artwork e.g., collage of different images cut and stuck together? *Using a range of associated tool *Using a range of materials 	<p>Printing/Sculpting Focus artist: Yayoi Kusama Links to Geography/History Paper-Mache sculpture decorated in spots</p> <p>Topic covered:</p> <ul style="list-style-type: none"> - Who is Yayoi Kusama? - What type of art did she create? - What inspired her? - What is a sculpture? - Why does she use polka dots? <p>Artistic skill:</p> <ul style="list-style-type: none"> *Using different sponge sizes *Practice grip *Gain controlled movements *Combining different medium *Using a range of repurposed material *Creating shapes using range of materials e.g., resources required for paper maiche *Using associated tools 	<p>Drawing - Mixing colours Focus Artist: Wassily Kandinsky Links to PSHE</p> <p>Topic covered:</p> <ul style="list-style-type: none"> - Who is Wassily Kandinsky? - What type of art did he create? - What inspired him? - What is abstract art? - How can art influence our feelings? (Wassily Kandinsky believed that different kinds of colours, lines and shapes could affect our feelings and emotions in the same way that music can) <p>Artistic skill:</p> <ul style="list-style-type: none"> * Experimenting with different pencil pressures and lines * Experimenting with different sizes of shapes and lines *Attempt to create different colour combinations *Use shapes, lines and colours to create images that create different feelings (excitement, happiness, fun, sad, angry, worried) *Explore mark making *Practice pencil work *Creating shapes
<p style="text-align: center;">Skills based KPIs</p>	<p>YR I can produce a piece of artwork incorporating layers, e.g. a collage of different images cut and stuck together.</p> <p>Y1 I can create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage.</p>	<p>YR I can use simple objects to create patterns by printing and develop these into an image.</p> <p>I can use play dough, salt dough, plasticine, clay, etc. to create simple sculptures and 3D forms using various associated tools with care.</p> <p>Y1 I can start using equipment and media correctly and am able to produce a clean printed image. I can roll, carve, make marks on and knead malleable materials and use them to make sculptures for a purpose.</p>	<p>YR I can explore mark making with a range of different drawing media.</p> <p>Y1 I can develop drawing skills through mark making to include lines and simple patterns as well as 2D shape.</p>





Knowledge based KPIs

YR

I can talk about my artwork.

I can talk about what I used to make my artwork.

Y1

I can know the work of an artist, architect and craftsman.

I can talk about their work saying what I like about it.

I can explain what I have accomplished in my artwork and what I like about my work.





Cycle B – Year R/1

YR/1	Autumn Term	Spring Term	Summer Term
Art Cycle B	<p>Painting - Self portraits Focus artist: Frida Kahlo Links to History</p> <p>Topic covered:</p> <ul style="list-style-type: none"> - Who is Frida Kahlo? - What is surrealism? - What type of art did she create? (still life and portraits) - What inspired her? - What happened in her life? - What is a portrait? - What is a still life? - Why did she mainly create portraits? <p>Artistic skill:</p> <ul style="list-style-type: none"> *Using associated tools *Include key features of a portrait: mouth, eyes, nose, hair, maybe ears? *Using different brush sizes *Practice brush grip *Gain controlled brush movements *Create a painting based on the people and nature in your everyday surrounding *practice colour theory and mixing 	<p>Sculpture/Collage Focus artist: Andy Goldsworthy Links to science (everyday materials)</p> <p>Topic covered:</p> <ul style="list-style-type: none"> - Who is Andy Goldsworthy? - What is photography? - What is a sculpture? - What are natural resources in art? - Why use recycled or natural materials to make art? - What is an environmentalist? <p>Artistic skill:</p> <ul style="list-style-type: none"> *Scissor skills *Glue skills *Combining different medium *Create layers into my artwork *Using a range of repurposed material *Creating shapes using range of materials e.g., resources required for Paper Mache *Using associated tools 	<p>Drawing/Painting Focus artist: Claude Monet Links to science (plants)</p> <p>Topic covered:</p> <ul style="list-style-type: none"> - Who is Claude Monet? - What did he paint and why? - Why did he paint outside? - What is impressionism? - What is 'En plein air' (French for open air)? <p>Artistic skill:</p> <ul style="list-style-type: none"> *Creating shapes using range of materials e.g., clay *Using associated tools *Using different brush sizes *Practice brush grip *Gain controlled brush movements *Create a painting based on the people and nature in your everyday surrounding *practice colour theory and mixing
KPIs	<p>YR I can experiment with various size brushes and tools and improve my grip to begin to gain more control over my painting technique.</p> <p>I can experiment with colour mixing to achieve different colour outcomes.</p> <p>Y1 I can create a colour wheel to include primary (red, yellow and blue) and secondary colours (green, orange and purple).</p>	<p>YR I can produce a piece of artwork incorporating layers, e.g. a collage of different images cut and stuck together.</p> <p>I can use play dough, salt dough, plasticine, clay, etc. to create simple sculptures and 3D forms using various associated tools with care.</p> <p>Y1 I can create a piece of artwork using paper weaving, layering and/or multi-faceted pieces as a collage.</p>	<p>YR I can experiment with various size brushes and tools and improve my grip to begin to gain more control over my painting technique.</p> <p>I can experiment with colour mixing to achieve different colour outcomes.</p> <p>I can explore mark making with a range of different drawing media.</p> <p>Y1</p>





	<p>I can use various sized brushes and tools accurately to produce a range of techniques and styles alongside gaining greater control.</p>	<p>I can roll, carve, make marks on and knead malleable materials and use them to make sculptures for a purpose.</p>	<p>I can create a colour wheel to include primary (red, yellow and blue) and secondary colours (green, orange and purple).</p> <p>I can use various sized brushes and tools accurately to produce a range of techniques and styles alongside gaining greater control.</p> <p>I can develop drawing skills through mark making to include lines and simple patterns as well as 2D shape.</p>
<p>Knowledge based KPIs</p>	<p>YR I can talk about my artwork. I can talk about what I used to make my artwork.</p> <p>Y1 I can know the work of an artist, architect and craftsperson. I can talk about their work saying what I like about it. I can explain what I have accomplished in my artwork and what I like about my work.</p>		

