

Art Curriculum

Subject Discipline Skills progression Oracy Materials EAR aspect per term

EAR: children to have world map in books that they add to each topic showing where artists or traditions come from/ each class to have large map to add to.

Year Group	Autumn	Spring	Summer
Year 1 Ensure L1 in each sequence is widely representative to give a world-wide view	Free Drawing To draw lines of different sizes and thickness To colour (own work) neatly following the lines Appropriate vocabulary choices Pencil/ charcoal	Painting Primary colour mixing to create secondary colours To observe and recreate line and shape Appropriate vocabulary choices Acrylic/ Water colour	Sculpture To use a combination of shapes To include lines and texture To use techniques such as rolling, cutting, moulding and carving To attach elements together using a range of techniques Appropriate vocabulary choices Clay/ Tinfoil/ Junk
Year 2 Drawing: look at early drawings	Observational Drawing To sketch lightly (no need to use a rubber to correct mistakes)	Painting To use a number of brush techniques using thick and thin	Sculpture To use techniques such as rolling, cutting, moulding and carving

from around the world Painting: looking at the first known painting (Indonesia) Sculpture: Looking at some of the oldest known sculptures Mark all the above on a map- emphasis on Art having always been around all over the world.	To show texture by adding dots and lines To show different tones by using coloured pencils To use shading to show light and shadow To use hatching and cross hatching to show tone and texture Appropriate vocabulary choices Pencil/ charcoal/ pastels/ ink	brushes to produce shapes, textures, patterns and lines. To add white colours to make tints, blacks and vary tone Appropriate vocabulary choices Acrylic/ Water colour/ deliberate range of brush size	To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) To include texture relevant to the piece Appropriate vocabulary choices Clay/ Wire
Year 3 Collage/ photography: Brianna McCarthy: https://www.bbc.co.uk/bitesize/articles/zww87v4	Self Portraits Collage/ photography To select and arrange materials for a striking effect To ensure work is precise. To use overlapping, tessellation, mosaic and montage	Patterns Print To use repeating or overlapping shapes To use objects to create prints To press, roll, rub and stamp to make prints	Landscapes/ City Painting To use watercolour paint to produce washes for backgrounds then add detail To use a number of brush techniques using thick

Print: Look at traditional Indian block print Painting: Looking at landscape painters Wang Hui	To mix textures (rough and smooth, plain and patterned) To use a subject as inspiration Appropriate vocabulary choices: To use subject specific vocabulary to analyse and critique General collage materials/ photos of themselves/	To replicate patterns observed in natural or built environments To make precise repeating patterns To use a subject as inspiration Appropriate vocabulary choices: To use subject specific vocabulary to analyse and critique Objects to print with or from, card board and string block, paints/ pencils/ pastels	and thin brushes to produce shapes, textures, patterns and lines To experiment with creating mood with colour To use a subject as inspiration Appropriate vocabulary choices: To use subject specific vocabulary to analyse and critique Acrylic/ water colour/ deliberate range of brush size
Year 4 Print: Look at African Batik print Textiles: look at Chilean quilts- story of Chilean arpilleras Painting: Look at Faith Ringgold	Forests Print To make printing blocks (e.g. from coiled string glued to a block/ cutting out card shapes) To use layers of two or more colours To consider the positioning of the prints To use a subject as inspiration	Oceans Textiles To join materials using glue and/or a stitch and show precision in techniques To glue fabrics in different ways to create 3D effects/ texture To combine previously learned techniques to create pieces To select fabrics for a purpose	Architecture Painting To sketch (lightly) before painting to combine line and colour To use brush techniques and the qualities of paint to create texture To develop a personal style of painting To use a subject as inspiration

Architecture: Look at Gaudi	Appropriate vocabulary choices: To use subject specific vocabulary to justify choices Print inks/ rollers/ polystyrene panels	To use a subject as inspiration Appropriate vocabulary choices: To use subject specific vocabulary to justify choices Various fabrics/ glue/ sewing equipment	Appropriate vocabulary choices: To use subject specific vocabulary to justify choices Acrylic/ water colour/ deliberate range of brush size/ various materials to paint on e.g. wood/ tiles/ stones ect
Year 5 Sculpture: Look at the Kingdom of Benin Art/ Brass sculptures Relief Print: Look at Pablo Picasso Multimedia: Look at the multimedia work Won Ju Lim	Nature Sculpture To use tools to carve and add shapes, texture and pattern To combine visual and tactile qualities To use frameworks (such as wire or moulds) to provide stability and form To interpret a subject in a personal style Appropriate vocabulary choices: To use subject specific vocabulary to present art work wire/ clay/ natural objects/ paints	Birds Print To build up multiple layers of colours. and create fine detail using pattern and texture To use a printing block (impression into Styrofoam) To consider the canvas (does it have to be a rectangle/ paper/ big/ small ect) To interpret a subject in a personal style Appropriate vocabulary choices: To use subject specific vocabulary to present art work Styrofoam/ rollers/ printing ink	Our Broken World Own Choice/ Multi media To interpret a subject in a personal style drawing upon ideas from other artists. To use a range of visual elements to reflect the purpose of the work. To show precision in techniques To combine previously learned techniques to create pieces Appropriate vocabulary choices: To use subject specific vocabulary to present art work Have a wide range of materials available so the children can combine disciplines

Year 6 Drawing/ Street Art: Maspaz-Columbian street artist Collage/ litter: Look at work and techniques of Mbongeni Buthelezi Use my voice: Banksy	Street Art Drawing To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) To choose a style of drawing suitable for the work (e.g. realistic or impressionistic) To consider the location that work is displayed To interpret a subject in a personal style Giving reasons to support views Chalks/ pastels/ charcoal/ pencils	Litter Collage To combine visual and tactile qualities To consider the meaning of the materials used and the location displayed To consider the canvas (does it have to be a rectangle/ paper/ big/ small/ flat/ 3d ect) To interpret a subject in a personal style Critically examining ideas & views expressed Recycled objects/ litter	Use My Voice- Advocacy Own Choice/ Multi media To interpret a subject in a personal style drawing upon ideas from other artists. To use a range of visual elements to reflect the purpose of the work. To show precision in techniques To combine previously learned techniques to create pieces Critically examining ideas & views expressed Have a wide range of materials available so the children can combine disciplines