

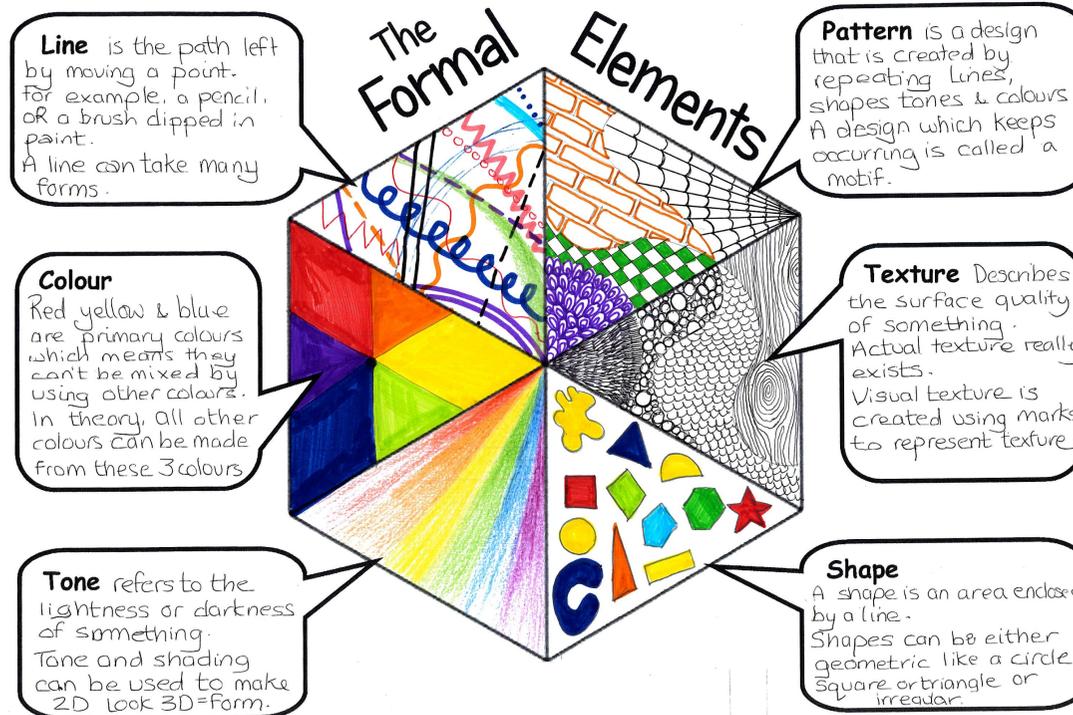
Art & Design Curriculum Overview

This document outlines:

- The vision and three I statements
- Key vocabulary mapped across each year group
- Knowledge overview
- Progression of skills

Formal elements

Formal elements should be covered throughout each of the three units. Children complete a [blank copy](#) of this template at the beginning and the end of every year.



Chronology of Art			
(40,000 BCE-4000 BCE) Prehistoric Art (4,000 BCE-400) Ancient Art (500-1,400 ACE) Medieval Art (1400-1600) Renaissance (1527-1540) Mannerism (1600-1750) Baroque (1699-1780) Rococo (1750-1850) Neoclassicism	(1780 -1850) Romanticism (1848 -1900) Realism (1865 -1885) Impressionism (1885 -1910) Post-Impressionism (1890 -1910) Art Nouveau (1900 -1935) Fauvism (1905 -1920) Expressionism (1907 -1914) Cubism	(1916-1950) Surrealism (1940s-1950s) Abstract Expressionism (1950s-1960s) Optical Art (1950s-1960s) Pop Art (1960s) Art Povera (1960s-1970s) Minimalism (1960s-1970s) Conceptual	(1970 – present) Postmodernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art

Art & Design Curriculum Map						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Crazy Climates</u> <i>Artistic Research</i> Jackson Pollock (Marble Painting)	<u>Olympics:</u> <i>Painting, Sculpture and Printing</i> Olympic rings	<u>Stone Age:</u> <i>Artistic research</i> Prehistoric art	<u>Ancients Greeks:</u> <i>Artist Research</i> Antoni Gaudi	<u>Discoveries:</u> <i>Sculpture</i> Egyptian Canopic Jars	<u>Significant Women in the 21st Century:</u> <i>Artist Research</i> Sally Morgan
Spring	<u>Safari</u> <i>Painting, Sculpture and Printing</i> Safari Portraits	<u>Rainforest:</u> <i>Observational drawing</i> Leaves and Flowers	<u>Choccywoccydoodah:</u> <i>Observational drawing</i> Chocolate	<u>Raiders and Traders</u> <i>Painting, Sculpture and Printing</i> Clay brooches	<u>Africa:</u> <i>Artist Research</i> Peter Thorpe	<u>WW1:</u> <i>Observational Drawings</i> Poppies inspired by Flanders Fields
Summer	<u>Journeys:</u> <i>Observational drawings</i> Draw Modes of Transport	<u>Lady with a Lamp:</u> <i>Artistic research</i> Van Gogh and Picasso	<u>Revolting Romans:</u> <i>Painting, Sculpture and Printing</i> Roman mosaics	<u>What a Wonderful World:</u> <i>Observational Drawings</i> Georgia O'Keeffe - Shells	<u>Modern World:</u> <i>Observational drawing</i> African Animal Eye	<u>Mayans:</u> <i>Painting and Sculpture</i> Ancient clay pots

Key Vocabulary

Whole school Art & Design Vocab: Line, Colour, Tone, Texture, Pattern, Shape

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2			
<p>Subject specific</p> <ul style="list-style-type: none"> • Colour • primary • primary • secondary • mix • shade • lighter • tone 		<p>Subject specific</p> <ul style="list-style-type: none"> • darker • attach • design • support • pattern • strengthen • brush stroke • Observe • print 		<p>Subject specific</p> <ul style="list-style-type: none"> • model • blend • structure • create • compose • Layer • palette • illustrate • Focus 		<p>Subject specific</p> <ul style="list-style-type: none"> • statement • prototype • mood board • display • political • Sepia • Illustration • focal point • limited palette 	
<p>Y1 Themed</p> <ul style="list-style-type: none"> • Dripping • Splashing • Messy • Line drawing • Pencil work • Oil pastel • Watercolour • Observations • Accurate 	<p>Y2 Themed</p> <ul style="list-style-type: none"> • Portraits • Brushstrokes • Doodles • Shapes • Perspective • Circular • post-Impressionist 	<p>Y3 Themed</p> <ul style="list-style-type: none"> • Three dimensional • 19th Century • Modernity • Ceramic • Tesserae • Mortar • Graffiti • Charcoal • Silhouette • Symbolism 	<p>Y4 Themed</p> <ul style="list-style-type: none"> • Stalagmites • Stalactites • Spirals • Twists • Structural • Carved • Symmetrical • Jewelled • Colours • Landscapes • Abstract art 	<p>Y5 Themed</p> <ul style="list-style-type: none"> • Mould • Sculpt • Dome • Panels • Flatten • Impressions • Abstract • Bright • Primary colours • Realistic • Precision 	<p>Y6 Themed</p> <ul style="list-style-type: none"> • Aboriginal • Story telling • Warm colours • Angles • Textures • Commemorative • Detail • Pinch • Coil • Ceramic 		
Year 1 Artist Research	Year 2 Artist Research	Year 3 Artist Research	Year 4 Artist Research	Year 5 Artist Research	Year 6 Artist Research		
<ul style="list-style-type: none"> • Jackson Pollock • Convergence (1952) • Abstract impressionism 	<ul style="list-style-type: none"> • Van Gogh • The Starry Night and Self Portrait (1889) • Picasso - Cubism - Weeping Woman (1937) 	<ul style="list-style-type: none"> • Prehistoric Art - Paleolithic era • Cave paintings - Chauvet Cave, in southeastern France • Rock engraving • Figurative carvings 	<ul style="list-style-type: none"> • Gaudi - Architect • Casa Milà (1912) - 'The StoneQuarry' • Casa Batllo (1877) - 'House of Bones' • Salamander - Parc Guell (1914) 	<ul style="list-style-type: none"> • Peter Thorpe - Abstract rocket paintings • Rocket Painting #93 (2014) • Space Frontier Foundation (1988 -2008) 	<ul style="list-style-type: none"> • Sally Morgan - author and artist • Freedom Through Peace (2015) - Dalai Lama illustration in Dreams of Freedom 		

Intent, Implementation & Impact

Progression Skills Document

Intent	Implementation	Impact
<p>The intent of our Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to develop their understanding and provide them with opportunities to use a range of media and materials. We aim to provide a curriculum that excites and engages our children's imagination and for it to be known that Art & Design is a fundamental means of personal expression.</p> <p>While it is essentially a practical subject, we aim for art to provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses of their own work and that of others. We believe that the learning of Art and Design should ensure that our curriculum inspires our children to think creatively and to gain an appreciation of art throughout our chosen topics.</p>	<p>Children have the opportunity to explore and evaluate different creative ideas developing skills in drawing, painting, printing, collage, textiles, 3D work and digital art. These link to three main areas: Artistic research, Observational drawing and Formal elements. We work alongside our secondary feeder school and art specialists have delivered training to staff.</p> <p>Knowledge organisers are a tool used across all our foundation subjects; in line with this, we have created whole school competitions which merge our topics and the use of art. This has proven to be extremely successful and children are awarded with prizes and there is recognition in assemblies for their artistic abilities and efforts.</p> <p>Children study a range of works by famous artists to develop knowledge of styles and this is achieved through cross-curricular opportunities in the classroom. The children have a sketch book that follows them through the school to demonstrate progression. Art is displayed to motivate and inspire others and to celebrate the pupils' artwork in their class and in school displays. .</p>	<p>Our Art Curriculum is planned to demonstrate progression and to stimulate creativity. Pupils are clear about what the intended outcomes are and have a means to measure their own work against this. Opportunities are provided for them to explore the styles of other artists in order to inspire their own work.</p> <p>In Art, children are reflective and evaluate their own and each other's work, thinking about how they can make changes to keep improving. This is meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.</p>

National Curriculum requirements

Pupils should be taught:

- 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 wider 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.

Pupils should be taught:

- 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, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- About the greatest artists, architects and designers in history.

Progression of Skills			
	Autumn - <u>Artistic Research</u>	Spring - Observational Drawing	Summer - Painting, Sculpture & Printing
Year 1	<ul style="list-style-type: none"> Describe what they can see and like in the work of another artist/craft maker/designer Ask sensible questions about a piece of art Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Understand the work of a range of artists, craft makers and designers.. 	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Explore with a variety of media; different brush sizes and tools. Start to mix a range of secondary colours, moving towards predicting resulting colours. Explore lightening and darkening paint with the use of black or white. Begin to control the types of marks made with the range of media. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Apply simple decoration techniques e.g. paint <p><u>Printing</u></p> <ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Explore printing in relief: String and card. Begin to identify forms of printing: books, posters, fabrics.
	<p>Explore and develop ideas:</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p>Evaluate and develop work</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 		
Year 2	<ul style="list-style-type: none"> Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Understand 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. Use inspiration from famous, notable artists to create their own work and compare. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken with the use of black or white. Begin to mix colour shades/ tones. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Shape, form, construct and model from observation and imagination. Demonstrate experience in surface patterns/ textures and use them when appropriate. Make a model using natural and manmade materials to show a simple idea or using his/her imagination. <p><u>Printing</u></p> <ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing. Experiment with overprinting motifs and colour.
	<p>Explore and develop ideas:</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. 		

	<p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <ul style="list-style-type: none"> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p>Evaluate and develop work</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 		
<p>Year 3</p>	<ul style="list-style-type: none"> Children continue to study the works of famous artists. They have more opportunity to offer opinions and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. Learn about great artists, architects and designers in history. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Use inspiration from famous artists to replicate a piece of work. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones. Create different effects and textures with paint. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Construct a simple base for extending and modelling other shapes and joining two parts successfully Produce more intricate surface patterns/textures. Produce larger ware using pinch/ slab/ coil techniques. Explore carving as a form of 3D art. <p><u>Printing</u></p> <ul style="list-style-type: none"> Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece
	<p>Explore and develop ideas:</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluate and develop work</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 		
<p>Year 4</p>	<ul style="list-style-type: none"> Children continue to study the works of famous artists. They have more opportunity to offer opinions and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. Learn about great artists, architects and designers in history. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Use inspiration from famous artists to replicate a piece of work. 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man- made materials to create sculptures. Gain more confidence in carving as a form of 3D art. <p><u>Printing</u></p> <ul style="list-style-type: none"> Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Create repeating patterns.

	<p>Explore and develop ideas:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluate and develop work</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 		
<p>Year 5</p>	<ul style="list-style-type: none"> • Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. • Learn about great artists, architects and designers in history. • Give detailed observations about notable artists', architects' and designers' work. • Use observational skills to replicate images by well-known artists and explain how their work is similar/different. • Use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. • Explore the impact of well-known artists and architects" work on the society at the time. 	<ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Experiment with different effects and textures. • Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones, building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Show experience in combining pinch, slabbing and coiling. • Develop different ways of finishing work: glaze, paint, polish. • Gain experience in modelling over an armature: newspaper frame for mod roc. • Use recycled, natural and manmade materials to create sculptures <p><u>Printing</u></p> <ul style="list-style-type: none"> • Continue to gain experience in over laying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. • Show experience in a range of monoprint techniques.
	<p>Explore and develop ideas:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. <p>Evaluate and develop work</p>		
<p>Year 6</p>	<ul style="list-style-type: none"> • Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. • Learn about great artists, architects and designers in history. • Give detailed observations about notable artists', architects' and designers' work. • Use observational skills to replicate images by well-known artists and explain how their work is similar/different. • Use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. • Explore the impact of well-known artists and architects" work on the society at the time. 	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Work independently to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Model sculptures through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate different ways of finishing work: glaze, paint, polish. • Create relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: Furniture, buildings. • Confidently carve a simple form. Solve problems as they occur. <p><u>Printing</u></p> <ul style="list-style-type: none"> • Develop ideas from a range of sources. • See positive and negative shapes. • Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Develop their own style using tonal contrast and mixed media.
	<p>Explore and develop ideas:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 		

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluate and develop work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.