



## Art Curriculum Overview

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 and 2	Artist focused work		Printing	Still Life	Collages	Portraits
3 and 4	Artist focused work		Pottery	Still Life	Weaving	Portraits
5 and 6	Artist focused work		Sculpture	Still Life	Mosaic	Portraits

Master practical skills	Develop ideas	Take inspiration
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Media and materials



Techniques



Effects



Colour theory



Emotions



Visual language



Process



Artists and artisans



Styles and periods



## Art Curriculum Overview

Milestone 1			
Week	Autumn	Spring	Summer
1	<p>Year 1 – choose an artist.</p> <p>Year 2 – choose and artist</p>	Printing	Collages
2			
3			
4			
5		Sketching still life	Portraits
6			



## Art Curriculum Overview

Milestone 2			
Week	Autumn	Spring	Summer
1	Year 3 – choose an artist.  Year 4 – choose and artist	Pottery	Weaving/Sewing
2			
3			
4			
5		Sketching still life	Portraits
6			

Milestone 3



## Art Curriculum Overview

Week	Autumn	Spring	Summer
1	Year 5 – choose an artist  Year 6 – choose and artist	Sculpture	Mosaic
2			
3			
4			
5		Sketching still life	Portraits
6			

Big Ideas	Milestone 1	Milestone 2	Milestone 3
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## Art Curriculum Overview

<b>Master Practical Skills</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
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## Art Curriculum Overview



<b>Master Practical Skills</b>	<ul style="list-style-type: none"> <li>• Use dip dye techniques.</li> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> <li>• Show precision in techniques.</li> </ul>
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## Art Curriculum Overview

<p><b>Develop Ideas</b></p>		<ul style="list-style-type: none"> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Make precise repeating patterns.</li> <li>• Experiment with creating mood with colour.</li> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
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## Art Curriculum Overview

<b>Take Inspiration</b>	<ul style="list-style-type: none"><li>• Describe the work of notable artists, artisans and designers.</li><li>• Use some of the ideas of artists studied to create pieces.</li></ul>	<ul style="list-style-type: none"><li>• Replicate some of the techniques used by notable artists, artisans and designers.</li><li>• Create original pieces that are influenced by studies of others.</li></ul>	<ul style="list-style-type: none"><li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li><li>• Use lines to represent movement.</li><li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li><li>• Show how the work of those studied was influential in both society and to other artists.</li><li>• Create original pieces that show a range of influences and styles.</li><li>• Combine previously learned techniques to create pieces.</li></ul>
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The still life and portrait topics can be in whatever style the teacher decides (pencil, charcoal, watercolours, cubism etc.).