



Uniquely Different, United Together, Universally Prepared

Overview of Art curriculum

Year Group	Autumn Term		Spring Term		Summer Term	
Reception	What Makes me a me? <u>Drawing</u> -Select and combine lines to make pictures. -Use bold, medium and fine marks and mark makers. -Use big body movements to make large scale images.	The Nativity Textiles -Combine different media to make art works. -Describe how different mediums feel.	Hot and Cold Painting -Explore a range of mark makers, categorise them according to the marks they make. -Explore a range of paint -Observe what happens when you mix colours -Use a limited palette to create a painting.	All Around the World Printing -Use given objects to make a print. -Make body prints. -Make prints using chosen objects. -Use smaller objects to make prints with. Animal/body prints	Ugly Bug Ball Collage -Select different shapes to build drawings, paintings, prints and 3D products. -Identify the shapes you see in art works. -Prepare collage papers.	What if? Plastic Pollution <u>Sculpture (instruments)</u> -Select different 3D shapes -Join elements securely.
Key Artist/Maker/Culture:		Traditional weavers	Jackson Pollack	Yves Klein/Animal prints	Eric Carle	Sculptors using recycled materials.
Year 1	<u>Printing: Mono-Printing</u> -Collect and categorise media according to texture and type. -Reason about how you have sorted the materials. -Compare your series of prints. Summarise how they have improved.	<u>Textiles: Christmas Decorations</u> -Collect and categorise media according to texture and type. -Reason about how you have sorted the materials.	<u>Drawing:</u> -Add detail to your drawings. -Make smaller scale images. -Compare your first and last drawings. Summarise how they have improved. <u>Painting</u> -Add detail to your paintings. -Describe what happens when you combine materials that 'resist' each other. -Observe what happens when you use a colour wash (brusho)	<u>Collage</u> -Select the most prominent shapes to make your composition. -Consider the placement and positioning of shapes. -Explain why you chose your final composition.	<u>Sculpture: Food installations/papier mache</u> -Make transient art works. -Compare permanent and non-permanent works of Art.	

Key Artist/Maker/Culture	Picasso		Henri Rousseau Hundertwasser		Henri Matisse	Arcimbaldo Claes Oldenberg
Year 2:	<u>Drawing</u> -Use mark makers to add <i>depth</i> to your drawings highlighting light and dark areas. -Summarise how Artists add depth to their art works with light and dark.	<u>Textiles</u> -Make a felted patch. -Make a felted Christmas tree decoration	<u>Sculpture: Clay</u> -Use mark makers to block areas of colour -Explain which shapes are the most important and why.	<u>Painting: Portraits</u> -Classify primary and secondary colours. -Observe a variety of types of artworks by different Artists. -Summarise the similarities and differences in Artists use of line/shade.	<u>Collage/Printing: Collagraphs</u> -Use mark makers to block areas (shapes) of colour in your prints. -Explain which shapes are the most important and why. -Classify materials with limited texture/s to make collages/prints (e.g. smooth/corrugated cardboard, textured wallpapers)	
Key Artist/Maker/Culture	Portrait Artists past and present	Felt Makers	Clarice Cliff (Link to weather)	Portrait Artists past and present (Link to explorers)	Double Elephant Print Studio Exeter (Link to the sea)	
Year 3	<u>Textiles-Dyes</u> <u>Tie Dye Kites (DT)</u> -Explain how the objects you choose produce different shapes/patterns. -Explore the colours that you can produce using natural materials e.g. dyes.		<u>Collage/Painting: Encaustic/Batik</u> -Layer artwork representing shapes in the background-midground-foreground. -Demonstrate understanding of the relationship between shapes. -Paint on different surfaces. -Explain how the different textures impact your artwork. <u>Drawing/Printing:Engraving (polystyrene tiles)</u> -Demonstrate understanding of how patterns/symbols have been used throughout time. -Apply the use of patterns/symbols in your own artwork. -Draw/Print on different surfaces.		<u>Drawing/Printing Continued</u> <u>Sculpture: Clay vessels/Mosaic</u> -Paint on different surfaces. -Engrave a design -Use the coil method to build a clay vessel -Compare ceramic/mosaic methods throughout time.	

			-Apply the use of patterns/symbols in your own artwork.		
Key Artist/Maker/Culture	Shibori		Stone Age Traditional Batik	Romans	
Year 4	Collage - --Apply: Combine 3D materials to make an <i>assemblage</i> . -Evaluate how textural qualities of materials used are emphasised.	Textiles -Bag for Life (DT) Critique traditional and contemporary textile techniques (e.g. knitting/yarn bombing)	Printing -Apply: Play with repetition and scale (e.g. using the photocopier) -Make a stamp -Make a printing roller -Compare wallpaper production throughout time	Sculpture - Make a sculpture with moving parts (link to Water Cycle)	Drawing/Painting - -Represent an idea in your artwork such as an element 'water' or a feeling 'joy'. -Justify how different shades complement the idea.
Key Artist/Maker/Culture:	Louise Nevelson Tony Cragg	Traditional/ Contemporary Textiles Craft	William Morris Vikings	Miro Calder	Artists inspired by water David Hockney
Year 5	Textiles- Money Holder (DT)		Painting/Printing --Add dimension to your art works, using lines to demarcate background-midground-foreground. -Explain how Artists add dimension to their work. -Engrave your design. -Make reasoned judgments about your artwork and that of others.	Drawing/Collage (digital) -Use apps to create digital artwork -Create and join components to make a digital collage -Explain how Artists add <i>dimension</i> to their work.	Sculpture - -Critique how the shapes you chose and how you join them make your <i>structures strong and stable</i> . -Create and join <i>components</i> to make a sculpture.
Key Artist/Maker/Culture:			James Ravilius Luna North	Gustav Klimt Egyptian Iconography	Architecture (including clay)

Year 6	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> - Draw, paint, cut and create with <i>intricate</i> shapes. -Create and join <i>components</i> to make a sculpture. <p>Mod Roc</p> <ul style="list-style-type: none"> -Apply techniques Sculptors use to build up layers to make 3D forms. 	<p><u>Textiles (DT)</u></p> <p>Slippers</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> -Draw intricate shapes. <p><u>Painting</u></p> <ul style="list-style-type: none"> -Play with <i>perspective</i>, representing <i>multi-dimensional</i> ideas and images. <p>(Apply)</p> <ul style="list-style-type: none"> -Critique how Artists play with perspective. -Create paintings and drawings using <i>realistic</i> and <i>unrealistic</i> colours. 	<p><u>Collage/Printing:</u> Screen Printing</p> <ul style="list-style-type: none"> -Use precision tools and methods to make artwork e.g. screen printing/paper cutting. -Evaluate how <i>positive/negative</i> images produce <i>contrast</i>. Apply this in your own work. -Cut and create with <i>intricate</i> shapes. <ul style="list-style-type: none"> - Invent and utilise different Textures for a purpose. -Hypothesise about the textures and tools Artists have used in their work and why?
Key Artist/Maker/Culture	Ancient Greece	Fashion Design	Escher Frida Kahlo Surrealism	Andy Warhol Graffiti artists Banksy Rob Ryan