

## Curriculum Planning – Key skills, art form, artist and knowledge covered in each Year group

### Creative Arts Art & Design

KS1								
<b>Teaching sequence</b>	<ul style="list-style-type: none"> <li>study of an artist (which may include independent research)</li> </ul>			<b>Learning, working and talking like an artist</b>	Being introduced to the key vocabulary that an artist would use and encouraging use of correct vocabulary when evaluating their work;			
	<ul style="list-style-type: none"> <li>evaluating the artists' work to inform own art work</li> </ul>				line	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching.		
	<ul style="list-style-type: none"> <li>experimenting and investigating with different techniques and media</li> </ul>				shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	<ul style="list-style-type: none"> <li>creating own artwork, applying new techniques, skills and media to own art work</li> </ul>				form	Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone.		
	<ul style="list-style-type: none"> <li>evaluating their own artwork</li> </ul>				space	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale.		
	<ul style="list-style-type: none"> <li>Improving work after evaluation</li> </ul>				Colour	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange.		
	<ul style="list-style-type: none"> <li>Reflection and re-cap of knowledge and skills remembered and understood</li> </ul>				tone	Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter/darker tones or tints can be made by adding black or white to a colour.		
	All lessons should begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading. There should also be a 'Review' of recent learning to aid and check retention				texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry.		
Sketch books should be used to record ideas, evaluations and to experiment with ideas			pattern	The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).				
<b>Key Concepts</b>	<b>Visual</b>			This element is that aspect of art which relates to the way we see things: through line, tone, colour, pattern, texture, shape, form and space. This includes the journey of art through history and culture.				
	<b>Technical</b>			This element is concerned with manipulating materials using appropriate technical skills, so that ideas and feelings are made visual through the use of media. The 'areas of making' in our curriculum are; drawing, painting, printmaking, sculpture, collage and digital media (also covered in computing). Textiles are studied through the design technology curriculum.				
	<b>Personal and conceptual</b>			This element is the communication of thoughts, feelings and emotion. Pupils need to work both from imagination and memory (the inner world) and observation (the external world) and to talk and ask questions about art and artists.				
<b>Chronology of Art</b>	(40,000 BC – 4000 BC)	Prehistoric Art	(1780 – 1850)	Romanticism	(1916 – 1950)	Surrealism	(1970 – present)	Post Modernism
	(4,000 BC – AD 400)	Ancient Art	(1848 – 1900)	Realism	(1940s – 1950s)	Abstract Expressionism		Feminist
(500 – 1,400 AD)	Medieval Art	(1865 – 1885)	Impressionism	(1950s – 1960s)	Optical Art		Neo-Expressionism	
(1400 – 1600)	Renaissance	(1885 – 1910)	Post-Impressionism	(1950s – 1960s)	Pop Art		Street Art	
(1527 – 1540)	Mannerism	(1890 – 1910)	Art Nouveau	(1960s)	Art Povera		Pictures Generation	
(1600 – 1750)	Baroque	(1900 – 1935)	Fauvism	(1960s – 1970s)	Minimalism		Appropriation	
(1699 – 1780)	Rococo	(1905 – 1920)	Expressionism	(1960s – 1970s)	Conceptual		Young British Artists	
(1750 – 1850)	Neoclassicism	(1907 – 1914)	Cubism				(YBA) Digital Art	
	<b>Reception</b>		<b>Year 1</b>			<b>Year 2</b>		

<b>Use of Sketch Books</b>	Talk about the marks they have made on paper	Use a sketch book to gather and collect art work Make comments about/annotate their art work Make comments about/annotate the art of others (see below)	Understand the basic use of a sketchbook and work out ideas for drawings. Make comments about/annotate their art work Make comments about/annotate the art of others(see below)
<b>Exploring and evaluating</b>	Give simple opinions about the work of an artist. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. Children review how they have used what they have learnt about media and materials in original ways, thinking about uses and purposes. Review how they have represented their own ideas, thoughts and feelings through art.	Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer developing ideas Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales. Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.	Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers. Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales. Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.

	<b>Reception</b>	<b>Year 1/2</b>	
<b>Progress of skills</b>	<b>Expressive arts &amp; design</b> <ul style="list-style-type: none"> <li>Exploring and using media and materials - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design activities.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <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> </ul> <b>Collage</b> <ul style="list-style-type: none"> <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> </ul> <b>Sculpture</b> <ul style="list-style-type: none"> <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 techniques such as rolling, cutting, moulding and carving.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <b>Print</b> <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul> <b>Digital media</b> <ul style="list-style-type: none"> <li>Use a simple painting program to create a picture.</li> <li>Use tools like fill and brushes in a painting package.</li> <li>Go back and change their picture.</li> </ul>

**Year 1**

	<b>Theme 1</b>	<b>Theme 2</b>	<b>Theme 3</b>
<b>Artist/s</b>	Picasso – Portrait of Dora Maar (1937) (Cubism) Leonardo Da Vinci – Mona Lisa (1503) (Renaissance)	Julia Goodswen (Art work of fires) David Inshaw	Andy Warhol –Toy paintings 1983 (Pop Art)
<b>Area of Study/activities</b>	<b>Visual:</b>	<b>Visual:</b>	<b>Visual:</b> Observe and discuss colour, shape, form and texture of a chosen toy.

	<p>Compare and discuss the two portraits. What do they think and feel about the works? Discuss the different styles of the artists. Are there any similarities/differences?</p> <p><b>Technical:</b> Use 2D shapes to create a 'Cubist style' portrait, experimenting with the best shapes to use. Use light and shade, thick and thin brushes to produce a black, grey and white Renaissance style portrait.</p> <p><b>Personal and conceptual:</b> Evaluate and improve both pieces of art. Talk about what they like about their own work and that of other pupils.</p>	<p>Look at images/paintings and videos of fires. What are the colours that can be seen? How do artists show the movement of the flames? What shapes can be seen?</p> <p>Record their ideas in their art books.</p> <p><b>Technical:</b> Use tissue paper/other materials to create a collage of a bonfire with varying shades of red, orange and yellow. Cut shapes using scissors.</p> <p><b>Personal and conceptual:</b> Discuss the ideas and choices they made in their art work and talk about what they might change if they did it again.</p>	<p>How did artists draw/paint toys so as to make them look 3D?</p> <p><b>Technical:</b> Draw a 3D shape in their art books. How do they make it look 3D? Review and improve. Colour neatly following the lines. Draw a picture in their art books of their chosen toy using the above techniques. Begin to scale drawing correctly.</p> <p><b>Personal and conceptual:</b> Describe some of the techniques they have used in their work. Describe what they like about the work of other pupils.</p>
<b>Vocabulary</b>	See vocabulary list	See vocabulary list	See vocabulary list
<b>Art form</b>	Painting	Collage	Drawing/sketching
	<b>Theme 4</b>	<b>Theme 5</b>	
<b>Artist</b>	NA	Sand sculptures – various artists	
<b>Area of Study/activities</b>	NA	<p><b>Visual:</b> Observe sculptures that artists have made using sand. Discuss how the artist carves into the sand to create the image.</p> <p><b>Technical:</b> During the beach visit create sand sculptures on the beach. Sculpting the sand by carving with various media (spades/sticks/shells etc). Take photographs of their sculptures for their art books. In school plan/design a sculpture in their art books. Sculpt using clay. Use pinching, rolling to mould the shape and carve into it using tools.</p> <p><b>Personal and conceptual:</b> Evaluate their finished sculpture, saying what they liked about it.</p>	
<b>Vocabulary</b>		See vocabulary list	
<b>Art form</b>	NA	Sculpture/digital media	
<b>Year 2</b>			
	<b>Theme 1</b>	<b>Theme 2</b>	<b>Theme 3</b>
<b>Artist</b>	Van Gough – 1853 -1890 (post-impressionism) William Morris – 1834 -1836 (Arts & crafts)	NA	Fishing boats on the beach – Van Gough-1888 Various ships – J M W Turner – 1840's (Romantic)
<b>Area of Study/activities</b>	<p><b>Visual:</b> 1. Study still life paintings by Van Gough. Discuss how he uses colour/light and shade to give depth and form to the art. 2. Discuss the textile designs of William Morris and how he used repeated prints in his designs for wallpaper and materials.</p> <p><b>Technical:</b> 1. In art books plan their still life drawing of fruit. Consider how they are going to arrange them so that they look interesting. Using soft pastels and direct observation draw their planned still life. Blend the pastels to create tone and form. 2. Create patterns using repeated prints made by fruit. Extend by using more than one colour. Produce clear printed images.</p> <p><b>Personal and conceptual:</b></p>	NA	<p><b>Visual:</b> Discuss various paintings of ships, old and new. How have they changed over time? Compare the works of Van Gogh and Turner. How do they make you feel? How are they different?</p> <p><b>Technical:</b> In art books explore the relationship between colour and mood. (e.g. red-angry, blue-calm). Mix colours to see what colours can be made from mixing primary colours. Choose to copy the style of Turner or Van Gogh and plan their painting in their art books. Paint their ships using a variety of thicknesses of brush.</p> <p><b>Personal and conceptual:</b></p>

	Compare the art work. Consider how the printing is very flat and has little depth compared to the still life. Talk about what they like and dislike about their own art work.		Share and discuss the finished paintings. Can they identify the mood from the colours used? What colours did they mix to create this mood?
<b>Vocabulary</b>	See vocabulary list	NA	See vocabulary list
<b>Art form</b>	Drawing Printing	NA	Painting
	<b>Theme 4</b>	<b>Theme 5</b>	
<b>Artist</b>	Various	Butterfly spin painting - Damien Hirst – 2009 (contemporary)	
<b>Area of Study/activities</b>	<p><b>Visual:</b> Study various flowers observing how petals overlap and the various parts of the flower. Compare to collage images of flowers by various artists. Are they realistic?</p> <p><b>Technical:</b> In art books plan their collage based upon a real flower they have observed. Use a combination of materials that are cut, torn and glued to make a collage of a flower/flowers Sort and arrange materials. Mix materials to create texture.</p> <p><b>Personal and Conceptual:</b> Share their work and compare to a real flower. How could they have improved their art work to make it more realistic?</p>	<p><b>Visual:</b> Discuss the butterfly paintings of Damien Hirst. Discuss the symmetry of the butterfly's wings and colour. Watch Austin's butterfly – the power of critique and feedback.</p> <p><b>Technical:</b> Use the techniques from Austin's butterfly to draw a butterfly in art books, evaluate and improve. Discuss 'Butterfly spin painting' and the technique used to create this 3D image. Pupils to make their own 3D butterfly in the style of Damien Hirst to attach to their beach bag.</p> <p><b>Personal and conceptual:</b> Discuss how feedback helps you to improve. Discuss first attempt compared to final piece.</p>	
<b>Vocabulary</b>	See vocabulary list	See vocabulary list	
<b>Art form</b>	Collage	Drawing 3D	