

1Curriculum Planning – Key skills, art form, artist and knowledge covered in each Year group

Creative Arts Art & Design

KS2									
Teaching sequence	<ul style="list-style-type: none"> study of an artist (which may include independent research) 			Learning, working and talking like an artist	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"> critically evaluating the artists' work to inform own art work 				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"> experimenting and investigating with different techniques and media 				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"> creating own artwork, applying new techniques, skills and media to own art work 				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"> critically evaluating their own artwork 				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"> Improving work after evaluation 				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"> Reflection and re-cap of knowledge and skills remembered and understood 				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).			
Key Concepts	Visual			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.					
	Technical			This element is concerned with manipulating materials using appropriate technical skills, so that ideas and feelings are made visual through the use of media.					
	Personal and conceptual			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).					
Chronology of Art	(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		
	Year 3		Year 4		Year 5		Year 6		

Use of Sketch Books	<ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes • Make notes in their sketch books about techniques used by artists • Use sketch books to record their observations and to review and revisit ideas • Suggest improvements to their work by keeping notes in their sketch books 	<ul style="list-style-type: none"> • Use their sketch books to express their feelings about various subjects and outline likes and dislikes • Use their sketch books to adapt and improve their original ideas • Keep notes about the purpose of their work in their sketch books 	<ul style="list-style-type: none"> • Keep notes in their sketch books as to how they might develop their work further • Use their sketch books to compare and discuss ideas with others • Use sketch books to record their ideas and to review and revisit ideas 	<ul style="list-style-type: none"> • Use sketch books to keep detailed notes and quotes explaining about items • Compare their methods to those of others and keep notes in their sketch books • Combine graphics and text based research of commercial design, e.g. magazines etc., that has influenced their work • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books 	
Exploring and evaluating	<ul style="list-style-type: none"> • Compare the work of different artists • Explore work from other cultures • Explore work from other periods of time • Begin to understand the viewpoints of others by looking at what the artist is trying to express in their work • Explore their own ideas • Use visual and other information in their work • Comment on differences and similarities in their own work and the work of others • Adapt and improve their own work 	<ul style="list-style-type: none"> • Experiment with different styles which artists have used • Explain art from other periods of history • Communicate their own ideas and meanings through a range of materials and processes for a range of purposes • Identify the different forms art takes: books, pictures, wallpaper, fabrics etc • Look at and talk about the work of other artists 	<ul style="list-style-type: none"> • Experiment with different styles that artists have used • Learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information • Comment on the ideas, methods and approaches in their own work and the work of others • Relate ideas, methods and approaches to the context in which a work was created • Adapt and improve their own work to realise their own intentions 	<ul style="list-style-type: none"> • Record the styles and qualities in their work • Say what their work is influenced by • Include technical aspects in their work, e.g. architectural design • Explore, experiment, plan and collect source material for future work • Look at and talk about the work of other artists, including about great artists, architects and designers in history • Adapt and refine their work to reflect their view of its purpose and meaning • Analyse and comment on ideas, methods and approaches in their own and others work 	
Progress of skills	<p style="text-align: center;">Years 3/4</p> <p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Drawing</p> <ul style="list-style-type: none"> • Use different grades of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Digital Media</p>		<p style="text-align: center;">Years 5/6</p> <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Print</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. <p>Digital Media</p> <ul style="list-style-type: none"> • Enhance digital media by editing 		

• Create images and explain why they were created.

Year 3

	Theme 1	Theme 2	Theme 3	Theme 4
Artist/s	Adrian Gray – Stone balancing sculptures	Design Technology	Paul Cezanne - 1839–1906 Still life paintings Vincent Van Gough – 1853-1890 - Sunflowers William Morris – 1834-1896 – textile designer	Design Technology
Area of Study/activities	<p>Visual: Share and discuss the work of Adrian Gray. How do they think he makes them balance? Does he consider the visual image he is creating? Do the sculptures remind you of anything, do they need to?</p> <p>Technical: Collect suitable rocks/stones from around the school. Create a sculpture in the style of Adrian Gray.</p> <p>Personal and conceptual: Take photographs of their sculpture from a variety of angles. What makes the best photo? Share photos with others, do they have the same feelings about the photos? Use digital imaging to change elements of the photographs i.e. colour, shape etc. Paste photos into sketch book and annotate how you changed them and what you like about them.</p>	NA	<p>Visual:</p> <p>A. Compare the still life paintings/drawings by various artists, include those in black and white and colour. Use the sketch book to consider ideas for their own art work.</p> <p>B. Research the designs of William Morris. Observe how he uses repeating patterns to create his textile designs. Consider ideas for own art work in sketch books.</p> <p>Technical:</p> <p>A. Choose a style for own art work. Decide the focus of the art (flowers in a vase/fruit etc.). Position the model items. Use the sketch book to show the position of the items. Choose the media to use for the art work (paint, crayon etc.)</p> <p>B. Using leaves or /and flowers to print your repeated pattern design.</p> <p>Personal and conceptual: In sketch books share what you like about your finished work and what would have made it better. How does it compare to the original sketches?</p>	NA
Vocabulary	See vocabulary list	NA	See vocabulary list	NA
Art form	Sculpture Digital art	NA	Drawing/painting Printing	NA

Year 4

	Theme 1	Theme 2	Theme 3	Theme 4
Artist	Antoni Gaudi (1852-1926) – mosaics	Mayan Art Paula Nicho Cumez – (born 1955)	Design Technology	Botanical illustrations
Area of Study/activities	<p>Visual: Roman mosaics were a common feature of buildings across the empire. Not only are mosaics works of art but they are also a record of everyday items; clothes, food, tools, weapons, etc. Study examples and compare to the work of Gaudi.</p> <p>Technical: In sketch books design their own mosaic, including colours, textures etc. and then produce it using clay tiles.</p> <p>Personal and conceptual: Compare their finished art to their sketches. What worked well? What could have been improved?</p>	<p>Visual: Study the stonework, mosaics and murals from the Mayan culture. Discuss how they show important history of the culture of the time. Compare with Roman art already studied and that of Nicho Cumez.</p> <p>Technical: In sketch books plan a Mayan style mural depicting an aspect of today's culture. Using colours associated with Mayan art paint a specific aspect of their mural for a joint whole class wall mural.</p> <p>Personal and conceptual: Share and discuss ideas at sketch book phase. What are they going to include? Who is painting what? How to ensure consistency in size, colour etc. Compare finished</p>		<p>Visual: Observe flora and fauna in the local environment. Look at botanical illustrations by a variety of artists.</p> <p>Technical: Sketch chosen flora/fauna from the local environment. Use different grades of pencils to show line, tone and texture. Sketch lightly Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture</p> <p>Personal and conceptual: Share and discuss ideas to improve with a partner</p>

		mural with Mayan art. Consider how this would be of interest to future generations		
Art form	3D Mosaics	Painting		Drawing/sketching
Vocabulary	See vocabulary list	See vocabulary list		See vocabulary list
Year 5				
	Theme 1	Theme 2	Theme 3	Theme 4
Artist	Jivya Soma Marshe (1934-2018) Modern jewellery designers (Cartier, Perreti)	Design Technology	Design Technology	Josiah Wedgwood Picasso - pottery Ancient Greek pottery
Area of Study/activities	Visual: Study Anglo Saxon art, including paintings, pottery, jewellery etc. What does it tell us about the society? How does it compare to Roman/Mayan art? Compare to the work of Jivya Soma Marshe. Technical: In sketch books draw a design for a piece of Anglo Saxon style jewellery. Label the design with materials being used and some simple measurements. Make their item. Personal and conceptual: Discuss who might wear their design. What would they think of it? What would it tell future generations about us?			Visual: Study Ancient Greek pottery and what it tells us about the society. Compare with Roman pottery and modern pottery. Technical: Sketch their design and create their own pottery deciding upon their preferred style from the art studied. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Personal and conceptual: Adapt and improve their own work to realise their own intentions.
Art form	Design, textiles, craft			3D – ceramics, sculpture
Vocabulary	See vocabulary list			See vocabulary list
Year 6				
	Theme 1	Theme 2	Theme 3	Theme 4
Artist	Lichtenstein (1923-1997) Van Gough (1853-1890) Kehinde Wiley (1977-)	Narrative art by Raphael, Picasso Lowry and past narrative art.	Design Technology	He Chon, David Hockney He Jian Picasso

<p>Area of Study/activities</p>	<p>Visual: Research famous portrait artists and their works. Comparing art from various periods. Discuss preferences and styles.</p> <p>Technical: Choose their preferred style/media to create a portrait of Winston Churchill.</p> <p>Either:</p> <p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Or:</p> <p>Drawing Use different grades of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Personal and conceptual: Adapt and refine their work to reflect their view of its purpose and meaning Analyse and comment on ideas, methods and approaches in their own and others work</p>	<p>Visual: Study Narrative art for example; Aboriginal art, Cave paintings, Native American art The Bayeux Tapestry. Compare with art by Raphael, Picasso and Lowry. What is narrative art? Can they think of other that they have already studied? (Roman/Anglo Saxon etc)</p> <p>Technical: In pairs sketch ideas for their own piece of narrative art in one of the styles covered. Following the style as per their sketch create their own piece of Narrative art that reflects their life to date. Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Personal and conceptual: Record the styles and qualities in their work Say what their work is influenced by Analyse and comment on ideas, methods and approaches in their own and others work</p>		<p>Visual: Compare the works of the artists. Which style do you prefer? Why? What media have they used in their collages? How does the title reflect the content?</p> <p>Technical: Collage is like a creative puzzle where artists mix different materials to make art. Its main types are: paper, digital, mixed media, and photomontage. Choose their chosen style to create a collage linked to the science theme or the Shang Dynasty Plan their art work in their sketch books</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. <p>Personal and conceptual: Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books Analyse and comment on ideas, methods and approaches in their own and others work</p>
<p>Art form</p>	<p>Drawing/Painting</p>	<p>Narrative art</p>		<p>Collage</p>
<p>Vocabulary</p>	<p>See vocabulary list</p>	<p>See vocabulary list</p>		<p>See vocabulary list</p>