



Art Curriculum and Skills overview 2021 2022

	Knowledge/ coverage/ what are we teaching? Creating ideas (to avoid repetition in year groups)	Drawing/mark making and Working with colour	Print and sculpture	Textile and Collage	Evaluate	Famous artists and architects
Year 1	<p>Working and observing known objects</p> <p>Form simple images with a description</p> <p>Using a sketch book to draft and create ideas</p> <p>Understanding different materials needed.</p> <p>Vocabulary</p>	<p>Drawing simple straight lines using a ruler.</p> <p>Hold a paint Brush correctly</p> <p>Colour within the lines</p> <p>Draw with a purpose.</p> <p>Attempt to copy an image</p> <p>Start to draw to scale</p> <p>Starting to add finer details</p> <p>Starting to mix colour and investigate the outcomes</p> <p>Make connections between mood and colour</p>	<p>Using finger print, sponge, block</p> <p>Experiment with the amount of paint needed</p> <p>Experiment with patterns - looking at repeating patterns</p> <p>Marbling pattern</p> <p>Looking at 2d and 3d sculptures and what the terms mean</p> <p>How materials can be formed together to</p>	<p>Use natural resource to create collage</p> <p>Starting to weave with wool/paper</p> <p>Look at different materials and textures</p> <p>Working on cutting skills</p> <p>Looking at dyeing fabrics such as tie dye.</p>	<p>To look at their work and say what they like about it and what they may change.</p> <p>To look at each other's work and give positive feedback.</p>	<p>Claude Monet</p> <p>Seurat</p> <p>Vincent Van Gogh</p> <p>Antoni Gaudi - architect -</p> <p>Barcelona cathedral</p> <p>Country - Spain</p>



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			make 3d sculptures Using paper mache to make a 3d sculpture Based on real life objects			
Year 2	<p>Working and observing known objects Form simple images with a label and description Using a sketch book to draft and create ideas Understanding different materials needed and why they would be best Vocabulary</p>	<p>Drawing simple straight lines using a ruler with greater accuracy Colour within the lines Draw with a purpose and focus based on an idea Attempt to copy an image with greater results Start to draw to scale Starting to add finer details mix colours and investigate the outcomes Make connections between mood and colour</p>	<p>Using finger print, sponge, block with increased confidence and skill. Experiment with the amount of paint needed Experiment with patterns - looking at repeating patterns Marbling pattern Starting to look a press printing such as leaf printing. Understanding 2d and 3d in greater detail</p>	<p>Use natural resource to create collage Starting to weave with wool/paper with greater accuracy Look at different materials and textures and think about how they can be used for different projects. Working on cutting skills Looking at dyeing fabrics. Starting to sew with some support.</p>	<p>To look at their work and say what they like about it and what they would change and why the change would be better. To look at each others work and give positive feedback along with a way they could improve their work.</p>	<p>Mondrian Kandinsky Henry Rosseau Jorn utzon - architect - Sydney opera house Country - Australia</p>



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		Look at colour charts to compare colour	Experimenting with creating 3d objects based on real life objects Looking at ways to connect objects to make a 3d object			
Year 3	<p>Wider range of materials and understanding the need.</p> <p>Using a variety of ways of record such as Ipad/cameras</p> <p>Increased vocab</p> <p>Adding improvements to enhance work</p> <p>Present work in different ways</p>	<p>Increased detail in drawings</p> <p>Adding finer detail to improve their work</p> <p>Beginning to trace</p> <p>Add shading and tones to drawings</p> <p>Draw to scale with greater accuracy</p> <p>Creating colours to match need.</p> <p>Experiment with water colours making wash fades</p>	<p>Using press printing</p> <p>Blending two colours when printing</p> <p>Using blocks and shapes that they created</p> <p>Look at texture created when printing such as corrugated cardboard.</p> <p>Understanding 2d and 3d completely</p> <p>Starting to work with clay to create a 3d object - scratch and slip</p>	<p>Starting to sew with better control</p> <p>Creating collages using different materials such as material, natural resources</p> <p>Trying to think of ways to create collages using own ideas, Use felt to create a desired product</p>	<p>To look at their work and say what they like about it and what they would change and why the change would be better.</p> <p>To be given the chance to improve their work. Draft and re-draft until they are happy with the final product.</p> <p>To look at each other's work and give constructive criticism and positive feedback.</p>	<p>Rembrandt compared to Grant Wood</p> <p>Andy Warhol</p> <p>Henry Ossawa Tanner</p> <p>Architect - pyramids of Egypt</p> <p>Country - African</p>



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			Create a larger scale model working in groups			
Year 4	<p>Wider range of materials Using a variety of ways of record such as Ipad/cameras Increased vocab Adding improvements to enhance work and explain why Present work in different ways and explain why they have chosen that way</p>	<p>Increased detail in drawings Adding finer detail to improve their work Beginning to trace with greater accuracy Add shading and tones to drawings with more confidence Continue to draw to scale with greater accuracy Creating colours to match need. Experiment with water colours making wash fades Look at colour wheel and opposing colours</p>	<p>Using different textures to create printing patterns. Blending colours with more confidence. Using clay with more confidence and accuracy - scratch and slip Working in groups to create bigger scale models Finer and more defined sculptures using tools to define them.</p>	<p>Starting to sew with more accuracy Creating collages using different materials such as material, natural resources with finer detail Trying to think of ways to create collages using own ideas, Use felt to create a desired product - create and design the product before making it</p>	<p>To critically evaluate their work and say what they like about it and what they would change and why the change would be better. To be given the chance to improve their work. Draft and re-draft until they are happy with the final product. To look at each other's work and give constructive criticism and positive feedback.</p>	<p>Sandra Jane Suleski Victor Nunes Leonid Abramov Vaspian and Titus - Architects - Roman Colosseum Country - Italy</p>



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Year 5	<p>Select ideas more confidently using suitable materials</p> <p>Improved quality of sketches</p> <p>Understanding what aspects to change.</p> <p>Giving the opportunity to draft and re-draft before final piece</p> <p>Stronger more confident vocabulary</p> <p>Selecting own models for inspiration</p>	<p>Looking at different view points to draw from.</p> <p>Looking and understanding perspective</p> <p>Highlight, tones and shading with greater and deeper accuracy - using a rubber to develop desired effect.</p> <p>Greater and more accurate drawings with greater detail.</p> <p>Building on previous colour knowledge</p> <p>Develop water colour techniques</p>	<p>How printing can work on fabric</p> <p>Looking at mono printing and how shading and tones can affect the picture.</p> <p>Design and create a sculpture with purpose based on own ideas.</p> <p>Build models of different scales</p> <p>Using natural objects to create structures.</p> <p>Look at creating movement</p>	<p>How to change materials - sewing, ironing, cutting, tearing,</p> <p>Greater skill when weaving</p> <p>Increased skill when sewing.</p> <p>Creating a collage with a purpose and design.</p>	<p>To critically evaluate their work and explain what they like about it and what they would change and why the change would be better.</p> <p>To write up an art evaluation.</p> <p>To be given the chance to improve their work. Draft and re-draft until they are happy with the final product.</p> <p>To look at each - others work and give constructive criticism and positive feedback.</p> <p>Understand that the first draft will need improvements</p>	<p>Bansky</p> <p>Pablo Picaso</p> <p>Andy Goldsworthy</p> <p>Normal Foster - architect - Gherkin London</p> <p>Country - England</p>



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Year 6	<p>Select ideas very confidently using suitable materials</p> <p>Improved quality of sketches</p> <p>Understanding what aspects to change and a in-depth explanation to why</p> <p>Giving the opportunity to draft and re-draft before final piece</p> <p>Stronger more confident vocabulary</p> <p>Selecting own models for inspiration</p> <p>Able to explain the reason for chosen materials. Why and how they will best be used.</p>	<p>Looking at different view points to draw from.</p> <p>Understanding fore/back ground.</p> <p>Looking and understanding perspective from different points</p> <p>Highlight, tones and shading with greater and deeper accuracy - using a rubber to develop desired effect.</p> <p>Greater and more accurate drawings with greater detail.</p>	<p>How printing can work on fabric - testing and experimenting what materials will print onto fabric</p> <p>Looking at mono printing and how shading and tones can affect the picture.</p> <p>Compare and contrast pictures</p> <p>Design and create a sculpture with purpose based on own ideas</p>	<p>How to change materials - sewing, ironing, cutting, tearing,</p> <p>Greater skill when weaving</p> <p>Increased skill and accuracy when sewing.</p> <p>Creating a collage with a purpose and design - looking at the reason behind the collage and what could be done to improve it</p>	<p>To critically evaluate their work and explain what they like/dislike about it and what they would change and why the change the change would be better.</p> <p>To identify how many improvements are needed</p> <p>To write up an art evaluation.</p> <p>To be given the chance to improve their work. Draft and re-draft until they are happy with the final product.</p> <p>To look at each - others work and give constructive</p>	<p>Annie Leibovitz</p> <p>Alexander Calder</p> <p>Phoebe Cummings</p> <p>Ken Yeang - Architect - Chinese culture</p> <p>Country - Asia</p>



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		<p>Confident colour knowledge Develop water colour techniques</p>	<p>with deeper accuracy. Build models of different scales Using natural objects to create structures. Creating movement in a sculpture</p>		<p>criticism and positive feedback. Understand that the first draft will need improvements</p>	
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