



Art - Curriculum Overview (Year A)

Year	Subject specific Vocabulary	'The Greats'	Autumn	Spring	Summer
Nursery	Mix Colour Paint Chalk Print Draw Materials Texture-bumpy, rough, smooth, soft Glue Spread Dough Knead Roll Pat Squeeze		<p><u>Physical development:-</u> Fine motor skills:</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand <p><u>Expressive Arts & Design:-</u> Creating with materials:</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings e.g. like happiness, sadness, fear etc • Explore colour and colour mixing 		
Reception	Line Shape Texture Pattern Dark Light Mix Thin Thick Cut Stick Paper Tissue Foil Card		<p><u>Physical development:-</u> Fine motor skills:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p><u>Expressive Arts & Design:-</u> Creating with materials:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<p><u>Physical development:-</u> Fine motor skills:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (ELG) <p><u>Expressive Arts & Design:-</u> Creating with materials:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings (ELG) 	



	Fabric Sponge Brush Glue Roll Stamp Pencil Felt tip Pen Hard Soft Shiny Wet Dry		<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them (ELG) Create collaboratively sharing ideas, resources and skills (ELG) 	
Year	Subject specific Vocabulary	'The Greats'	Autumn 1 Drawing/Collage/Printing	Spring 1 Collage	Summer 1 Painting/Printing
	<p><u>Key stage 1</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Key stage 2</u></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history 				

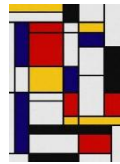
Year 1

Lines
Marks
Shape
Tone
Texture
Collage
Sort
Texture
Media
Various
Arrange
Primary colours
Shades
Tones
Technique

Matisse



Mondrian



-Experiment with a variety of media; pencils, pastels, felt tips, ballpoints & chalk

Lines & marks- name, match and draw lines/marks from observation.



Shape- observe and draw shapes-



Tone-investigate tone by drawing light/dark lines



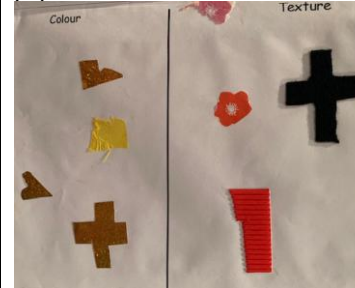
Texture- investigate textures by naming, rubbings

- Create images from a variety of media e.g. photocopies, magazines, various papers.

- Collect, sort & group materials for different purposes.

Colour - collect, sort, colour-match

Texture - collect, sort, create by tearing, folding and crumpling papers



Shape - collect, create, and arrange shapes appropriately.



-Use a variety of tools and techniques including brush sizes

-Work in varying scales

Colour - identify primary colours by name



Texture- create texture by adding sand & foam



Year 2

Control
Invent
Observe
Vary
Collage
Fabric
Tearing
Folding
Secondary colours
Palette knife
Shade
Tone

Carolyn Saxby



Vincent Van Gogh



-Experiment with a variety of media; pencils, pastels felt tips, ballpoints & chalk
- Control the types of marks made with the range of media
Lines & marks- name, match and draw lines/marks from observation. Invent new lines.
Shape - observe and draw shapes. Invent new shapes.











Tone - investigate tone by drawing light/dark lines light/dark patterns light/dark shapes
Texture - investigate texture by naming, describing, copying.

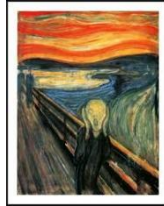


- Create images from a variety of papers & fabrics
- Collect, sort & group materials for different purposes
Colour - collect, sort, colour match
Texture - collect, sort, create by tearing, folding and crumpling papers
Shape - collect, create, and arrange shapes appropriately.
-Work on different scales
Use a variety of backgrounds



-Use a variety of tools and techniques e.g. layering mixed media, scraping.
Colour - identify secondary colors by name
-Mix secondary colors
-Mix primary & secondary shades & tones
Texture - create texture by adding plaster, sawdust, flour

<p>Year 3</p>	<p>Charcoal Sketchbook 3D Collage Techniques Layering Overlapping Images Scale Tint Colour wash Colour block</p>	<p>Kurt Schwitters</p>  <p>Lowry</p> 	<p>- Use sketch books to record & collect visual information from different sources.</p> <p>Lines & marks - make marks with a range of drawing implements e.g. charcoal, pencil, crayon, chalk</p> <p>Form & shape - draw the shapes in between objects</p> <p>- Begin to show an awareness of 3D shape</p>  <p>Tone - experiment with different grades of pencil</p>  <p>Texture- create texture with a range of drawing implements</p>	<p>- Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures</p>  	<p>-Experiment with different techniques washes, blocking in colour, thickened paint to create textural effects.</p> <p>-Work in a range of scales.</p> <p>Colour - mix and use tints and shades</p>
<p>Year 4</p>	<p>Graded pencil Apply Surface Visual vocabulary Cubism Abstract Complementary Contrast Clashing Harmonious</p>	<p>Picasso</p>  <p>Edward Munch</p>	<p>- Use & create sketch books to record & collect visual information from different sources</p> <p>Experiment with ways surface detail can be added to drawings.</p> <p>Lines and marks - make marks & draw on different surfaces with a range of media.</p>	<p>- Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures.</p> 	<p>- Create different effects and textures with paint according to what they need for the task.</p> <p>- Work in a range of scales.</p> <p>Colour - identify complementary & contrasting colours.</p> <p>-Use more specific colour language</p>



Form & shape - draw a variety of forms & shapes

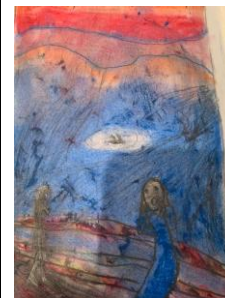
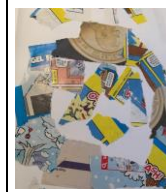
Tone- use a graded pencil to achieve variations of tone





Apply tone in a simple way to their drawing.



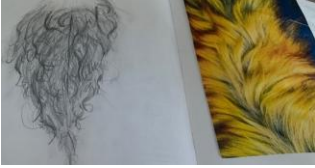


Texture - apply a simple use of pattern and texture in a drawing



- Use collage as a means of collecting ideas and information and building on visual vocabulary in the sketch books



<p>Year 5</p>	<p>Blending View finders Shading Crosshatching Mixed media Range Sculpture Cold Warm Hue Atmosphere Mood</p>	<p>Clare Youngs</p>  <p>David Hockney</p> 	<ul style="list-style-type: none"> - Draw for a sustained period at an appropriate level - Use a sketchbook to collect and develop ideas - Use view finders  <p>Lines, marks, tone, form & texture Use different techniques for different purposes e.g. crosshatching shading within their own work</p> <ul style="list-style-type: none"> -Use tonal contrast within their own work -Explore colour mixing and blending techniques with coloured pencils <p>Perspective & composition Begin to understand simple perspective in their work using a simple focal point & horizon</p> 	<ul style="list-style-type: none"> - Add collage to a painted, printed or drawn background. -Use a range of media to create collages - Use different techniques colours and textures when designing pieces of work 	<ul style="list-style-type: none"> - Develop a painting from a drawing - Create imaginative work from a variety of sources e.g. observational drawing, music, poetry, themes. <p>Colour - mix & match colours to create atmosphere.</p> <ul style="list-style-type: none"> - Work with contrasting colours.
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<p>Year 6</p>	<p>Sustained Perspective Composition</p> <p>Assemblage 3-dimensional</p> <p>Atmospheric</p>	<p>Joseph Cornell</p>  <p>Njideka Akunyili Crosby</p> 	<ul style="list-style-type: none"> - Work in a sustained and independent way to create a detailed drawing - Work from a variety of sources e.g. observation photographs and digital images  <p>Lines, marks, tone, form & texture</p> <ul style="list-style-type: none"> - Experiment with wet media to make different marks lines textures & patterns  <p>Perspective & composition</p> <ul style="list-style-type: none"> - Begin to use a simple focal point & horizon - Begin to develop an awareness of composition, scale & proportion in their paintings and drawings e.g. foreground, middle ground & background 	<p>Exploring Identity</p> <ul style="list-style-type: none"> - To explore how artists demonstrate their identity by creating layered and constructed images. -To share responses to their work -To use their curiosity to think about how they might adapt techniques and processes to suit them. -To use a sketchbook to record, generate ideas, test, reflect and record. -To work digitally or physically to create a layered portrait to explore aspects of their identity, thinking about line, shape, colour, texture and meaning. -To share their work with their peers, articulate how they feel about the journey and outcome. -To appreciate the work of other people and reflect upon the differences and similarities of their work (and experience) to their own. -To take photographs of their artwork, thinking about lighting, focus and composition. 	<ul style="list-style-type: none"> - Develop a painting from a drawing - Create imaginative work from a variety of sources e.g. observational drawing, music, poetry, themes. <p>Colour - mix & match colours to create atmosphere and light effects</p> <ul style="list-style-type: none"> - Be able to identify primary, secondary, complementary, and contrasting colours. - Work with complementary colours
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