



## Art - Curriculum Overview (Year B)

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><b><u>Physical development:-</u></b></p> <p>Fine motor skills:</p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Show a preference for a dominant hand</li> </ul> <p><b><u>Expressive Arts &amp; Design:-</u></b></p> <p>Creating with materials:</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and paintings e.g. like happiness, sadness, fear etc</li> <li>• Explore colour and colour mixing</li> </ul>		



Reception	Line Shape Texture Pattern Dark Light Mix Thin Thick Cut Stick Paper Tissue Foil Card Fabric Sponge Brush Glue Roll Stamp Pencil Felt tip Pen Hard Soft Shiny Wet Dry		<p><b><u>Physical development:-</u></b></p> <p>Fine motor skills:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Expressive Arts &amp; Design:-</u></b></p> <p>Creating with materials:</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>Create collaboratively sharing ideas, resources and skills</li> </ul>	<p><b><u>Physical development:-</u></b></p> <p>Fine motor skills:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG)</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery (ELG)</li> <li>Begin to show accuracy and care when drawing (ELG)</li> </ul> <p><b><u>Expressive Arts &amp; Design:-</u></b></p> <p>Creating with materials:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> <li>Share their creations, explaining the process they have used (ELG)</li> </ul>	
	Subject specific Vocabulary	'The Greats'	Autumn 1 Printing	Spring 1 Textiles	Summer 1 3 D & Sculpture
	<p><u>Key stage 1</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to use a range of materials creatively to design and make products</li> <li>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>				

-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.

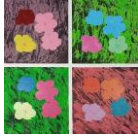
Key stage 2





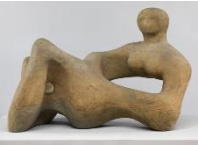






Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.








Pupils should be taught:



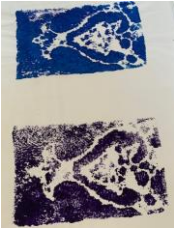


- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]




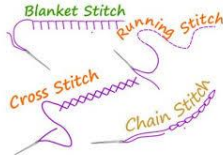



about great artists, architects and designers in history

<p><b>Year 1</b></p>	<p>Printing Impression Texture Ink Fabric Thread</p>	<p>Andy Warhol</p> 	<p>-Understand prints are made by transferring an image from one surface to another.</p> <p>-Understand relief prints are made when we print from raised images (plates).</p>	<p>- Match and sort fabrics &amp; threads by colour, texture,</p> 	<p>- Construct a paper 3D sculpture</p> 
	<p>Fraying Plaiting Weave Sculpture 3D Rolling Kneading Construct</p>	<p>Antony Gormley</p> 	<p>-Print with a range of hard and soft materials e.g. sponge, corks, pen barrels, plasticine.</p>  <p>- Collect textured objects and make rubbings.</p> 	<p>length</p> <p>- Change and modify threads &amp; fabrics by knotting, fraying, plaiting, pulling threads</p>  <p>- Cut and shape fabrics using scissors</p> <p>- Apply shapes by gluing</p> <p>- Create a simple weave using natural objects.</p>	<p>- Manipulate malleable materials in a variety of ways including rolling and kneading e.g. salt dough</p> 

			<ul style="list-style-type: none"> <li>- Explore concepts like "repeat" "pattern" "sequencing".</li> <li>- Press materials such as bubble wrap, fruit and mesh into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</li> </ul>  		<ul style="list-style-type: none"> <li>- Experiment with constructing and joining recycled, natural, and man-made materials</li> </ul>
<p>Year 2</p>	<p>Print Repeat Experiment Overprint Transfer</p>	<p>African prints</p> 	<ul style="list-style-type: none"> <li>- Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply shapes by using a running stitch</li> </ul> 	<ul style="list-style-type: none"> <li>- Construct a simple clay coil pot</li> <li>- Use 2D shapes to create 3D forms</li> <li>- Experiment with constructing and joining recycled, natural and man-made materials</li> </ul>
	<p>Mono print Stitch Decoration Snip Apply Model Coil Sculpture Clay</p>	<p>Henry Moore</p> 	<ul style="list-style-type: none"> <li>- Explore concepts like "pattern" in the environment on fabric or wallpaper.</li> </ul>  	<ul style="list-style-type: none"> <li>- Apply decoration using beads, buttons, feathers etc.</li> <li>- Cut and shape fabrics using scissors / snips</li> </ul>  	 

			<ul style="list-style-type: none"> <li>- Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</li> </ul>	<ul style="list-style-type: none"> <li>- Create cords and plaits for decoration</li> </ul> 	
<p><b>Year 3</b></p>	<p>Gelli printing Brayer Dying Joining Variety Fixing Loom Yarn Weft Warp Observation</p>	 <p>Phillip Hardaker</p> 	<ul style="list-style-type: none"> <li>-Understand that screen prints are made by forcing ink over a stencil.</li> <li>-Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop skills in stitching, cutting &amp; joining</li> <li>- Use a whipstitch/overcast stitch to join two pieces of material together.</li> <li>- Use a variety of techniques e.g., printing, dying, weaving, and stitching to create different textural effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan, design and make models from observation or imagination</li> <li>- Create surface patterns and textures in malleable materials. Create a textured tile.</li> </ul> 
	<p>Malleable Adequately</p> <p>Polystyrene Score Apply</p>		<ul style="list-style-type: none"> <li>- Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</li> </ul> 	<ul style="list-style-type: none"> <li>- Create and use dyes e.g. tea, coffee, onion skins</li> </ul> 	

<p><b>Year 4</b></p>	<p>Overlay Collagraph Mofif Appliqué Artificial Symmetrical Paper mache Pulp Consistency Layering Support Gesso</p>	<p>Indian block printing</p>  <p>Jeff Koons</p> 	<p>-Understand that screen prints are made by forcing ink over a stencil. <u>Working with Shape &amp; Colour</u></p> <p>-Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>-Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> 	<p>-Develop skills in stitching, cutting &amp; joining</p> <p>-Use a variety of techniques e.g. printing, dying, weaving and stitching to create different textural effects.</p> 	<p>- Plan, design and make models from observation or imagination</p> <p>- Use papier-mâché to create a simple 3D object</p> 
<p><b>Year 5</b></p>	<p>Pop art Popular culture Screen print Range Experiment Mixed media Cross stich Resist-dye technique Modroc Observation</p>	<p>Lichtenstein</p> 	<p>-Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book.</p> <p>-Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose.</p> <p>-Explore colour, mixing different hues, and explore composition, working with different shaped</p>	<p>-Use fabrics to create 3D structures</p> <p>-Experiment with a range of media to overlap and layer, creating interesting colour, textures and effects</p> <p>- Experiment with a paste resist</p>	<p>- Create a 3D sculpture using Modroc</p> <p>- Shape, form, model and construct from observation or imagination</p>

		<p>Emily Notman</p> 	<p>elements, before using mono print to layer lines and marks.</p>  		
<p>Year 6</p> <p>Lino Carve Positive Negative Binca Calico Cross-stitch Setting Figurative Pierced</p>		<p>Luba Lukova</p>  <p>Barbra Hepworth</p> 	<p>-Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>-Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p>	<p>- Use fabrics to create 3D structures</p> <p>- Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects</p> <p>- Experiment with stitch to create a texture.</p> 	<p>- Shape, form model and construct from observation or imagination</p> <p>- Use recycled, natural and man-made materials to create sculptures</p> <p>- Produce intricate patterns and textures in a malleable media</p>
			<p>-Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>-Use screen-printing and/or mono-printing over collaged and painted sheets to create your piece of activist art.</p>		