 **Dream big. Love God. Live well.**

*“I can do all things through Him who strengthens me.” Philippians 4:13*

**Long Term Curriculum Overview Art**

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| **The Early Years Curriculum** | | | | | | |
|  | 3 & 4-year-olds **(Nursery)** will be learning to: | | **In addition,** children in **Reception** will be learning to: | | **ELG (Early Learning Goal) for the end of Reception** | |
| **Expressive Art and Design (EAD)** | 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.  Explore colour and colour mixing.  Show different emotions in their drawings – happiness, sadness, fear etc.  Know what an artist is.  Look and comment on a piece of art work in simple terms. | | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Know that being an artist is a potential job role.  Know that art is a way of expressing what you feel, see or think.  Comment on a piece of art work in terms of feelings, opinions and emotions.  Respond to a piece of stimulus artwork. | | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories. | |
|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| FS1 | | |  | | --- | | Explore a range of materials  Make a range of marks.  Images of self and family. | | Explore a range of materials  Mark-making with a range of tools.  Explore paint and colour.  Clay divas (adult-led)  Rangoli patterns (adult-led)  Images on iPads  Making for a purpose (Christmas crafts) (adult-led) | Develop own ideas and express using materials  Draw enclosed spaces and represent objects  Images of people with faces  Using paint to mix colours | Developing own ideas and express using materials  Draw to represent movement  Mix colours using paint.  Different cultures around the world – artists (adult-led)  Feely bags – describing objects. | Join materials  Explore textures.  Use drawing to represent emotions  Use colours for a purpose  Make own props for use in play | Joining materials  Explore textures.  Plan  Create with a purpose  Use drawing to represent emotions  3D minibeasts (adult-led)  Make instruments |
| FS2 | | Art classroom etiquette (eg cleaning brushes, aprons, moving around the room etc)  Explore art and craft area  Safe use of tools and materials  Self portrait  Draw family members  Cutting and joining  Playdough and mouldable materials (ongoing)  Know about an artist | Crafts for a purpose (Christmas decorations) (adult-led)  Design a celebration card.  Joining techniques.  Using embellishments and explore how to attach them.  Rubbings: money and leaves  Temporary artworks: Mandalas (Using the outdoors)  Know about an artist | Name colours correctly  Begin to mix secondary colours independently and purposefully  Create and adapt own designs  Follow instructions  Junk modelling – join junk together using tape and glue – experiment further with adhesion.  Know about an artist | Explore and describe the textures of different media  Repeated pattern printing  Observational drawing  Refine and improve cutting skills  Explore texture and effect of multiple media used together (eg paint over bubble wrap or mixed-media flower pictures)  Make own paste glue  Know about an artist | Use of natural / found objects in art  Cutting and joining fabrics  Tell a story with artwork  Choose colours to represent mood  Experiment with brush strokes  Know about an artist | Rock painting with acrylic paint (adult-led)  Folded paper printing – refine techniques  Refine and improve cutting skills  Collage - overlap colours to create new ones, eg with cellophane or tissue paper  Know about an artist |

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| **Key Stage One** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 1 | **Design Technology focus** | **Drawing**  Understand that artwork can invoke certain feelings.  Learn how to share opinions about art.  Learn how to create an initial sketch.  Know how to hold a pencil.  Learn methods to help control a pencil line.  Learn to draw at different scales.  Know techniques to colour neatly.  Name a range of drawing materials.  Know the effect of a range of media.  **Focus Artist: Raymond Briggs** | **Design Technology focus** | **Textiles / Mixed Media**  Know the name of an artist / craftsperson.  Comment on a piece of art.  Understand the term “weaving”.  Describe an artistic process.  Learn how to make a loom.  Design a simple pattern.  Learn how to thread a needle.  Know to pull yarn gently.  **Focus Artist: Michael Crompton** | **Design Technology focus** | **Printing**  Know the name of an artist / craftsperson.  Comment on a piece of art.  Know which materials are suitable for printing.  Understand and follow a process.  Apply knowledge to a final piece.  Evaluate own work and that of others.  **Focus Artist: Cathy Taylor**  **Lynda Goldberg** |
| Year 2 | **Design Technology focus** | **3D Form - Moulding**  Know why certain arts or crafts may be culturally important.  Know a simple shaping technique.  Learn embellishment techniques.  Know how to effectively use clay tools.  Know a more complex shaping technique.  Understand the processes involved in a given technique.  Understand that paint/embellishment can change an effect.  Evaluate and compare.  Understand the techniques used.  **No Focus Artist**: look at a range of source materials. | **Design Technology focus** | **Painting**  Know the effects created by a range of paints.  Understand that paint is used in different ways for different effects and purposes.  Know which primary colours combine to make secondary colours.  Know the features of Cubism.  Know the name of an artist relating to the art movement.  Know that planning can be an important part of the artistic process.  Evaluate own work.  **Focus artist: Pablo Picasso** | **Design Technology focus** | **Observational Drawing**  Understand that artworks can be inspired by real life or imagination.  Know about an artist and their work.  Know that different pencil grips can help to create different effects.  Learn how to hold a pencil comfortably for different techniques.  Know that identifying basic shapes in objects can help an artist to compose their image.  Know what “texture” means.  Name a range of drawing media.  Know that different media create different effects.  Understand that creating artwork can take time.  **Focus Artist: Paul Cezanne** |

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| **Lower Key Stage Two** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 3 | **Design Technology focus** | **Drawing - Illustration**  Understand the role of an illustrator.  Know the names of one or more illustrators.  Know that illustration needs to work alongside the verbal text.  Learn how to draw a character figure.  Know that an illustrator/artist will have their own style.  Understand that imperfections can add to the appeal of an art work.  Draw for an extended period of time.  Understand that creating a piece of artwork is a process.  Know that planning is an important part of the artistic process.  Learn some ways of improving own work.  Know some sentence starters for peer feedback.  **Focus Artist: Quentin Blake** | **Design Technology focus** | **Collage / Mixed Media**  Know biographical information about an artist.  Know that artists often develop their own unique style.  Know that artists choose techniques to suit a purpose.  Understand the term “collage”.  Understand how different artists approach their work.  Learn which items are suitable for collage.  Know that planning is an important part of the artistic process.  Understand the steps an artist takes to create their work.  Understand how to work from a plan.  Know ways to cut materials.  Know that layering materials creates texture.  Understand how to effectively affix collage materials.  Recall key features of collage.  Apply my learning.  **Focus Artist: Eric Carle / Jeannie Baker** | **Design Technology focus** | **3D Form – Papier Mâché**  Know an artifact’s cultural and historical context.  Know the history of a technique or art form.  Learn about an artistic technique.  Understand the steps involved in creating papier mache.  Know that papier mache requires a suitable base.  Understand that texture will decrease as layers are added.  Know to use small pieces of paper.  Know that newspaper or similar is the best choice for papier mache.  Know the steps to create a glue paste.  Know that torn paper has rough edges, which blend together better.  Know that each piece of paper needs to overlap.  Understand that careful smoothing leads to a better finish.  **No Focus Artist**: look at a range of source materials. |
| Year 4 | **Design Technology focus** | **Drawing - Bodies**  Know biographical information about an artist.  Understand that artistic styles have changed over time.  Know the average proportions of the human body.  Understand how to proportion figures using body parts as a point of reference.  Know that different media create different effects and are suited to different tasks.  Understand how different media require different pencil grasps.  Know that shading can be used to make a shape look 3D.  Understand that knowing the position of the light source is important.  Know that different shading techniques create different textures on the page.  **Focus Artist: Leonardo Da Vinci** | **Design Technology focus** | **Printing - Relief**  Understand that artwork can be viewed in the context of place, time and culture.  Know that artists often develop their own unique style.  Know what the term “printing” means.  Understand that there are various ways of making prints.  Know some of the common print making methods.  Know what is meant by “relief printing”.  Know that relief printing allows the artist to make more than one print.  Name materials used to relief print.  Understand that printing blocks can be stamped onto a surface, or paper can be placed over them.  Learn how to critique my work against a set of criteria.  **Focus Artist: Katsushika Hokusai / Dominic Beattie** | **Design Technology focus** | **Mixed Media / Painting**  Learn how to mix colours in different quantities in order to create different shades.  Understand how colours can complement each other.  Know which brushes and brushstrokes to use to create different textures and effects.  Understand what is meant by “mixed media”.  Know that paints, drawing materials and photographs can be combined to create new effects.  Compare the artistic approaches of two or more artists.  Understand that the way a photograph is composed will change the effect.  Learn that perspective can be altered by changing the distance from the subject.  Know that it is common for artists to create sketches to develop ideas.  Understand how to develop an artistic project.  **Focus Artists: Aliza Razell/Valeria Trasatti/ Rosanna Jones/** **Kerstin Hiestermann** |

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| **Upper Key Stage Two** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 5 | **Design Technology focus** | **Drawing / Painting - Portrait**  Know biographical details about an artist.  Name some works by the artist.  Learn when the artist was active and how they fit within the timeline of art history.  Understand that an artist’s style often develops over the course of their career.  Understand that artists create meaning in their work.  Know the proportions of individual features.  Understand how to use grid lines to sketch facial features.  Know how the features of the face are proportioned, in relation to each other. Know where facial features sit on the face.  Know how to layer paint to build tone.  Learn how to create light and shadow with paint.  **Focus Artist: Lucian Freud** | **Design Technology focus** | **Drawing - Landscape**  Know biographical details about an artist.  Name works by the artist and comment upon them.  Place the artist in the contexts of time and place.  Understand that artists are often influenced by the world around them.  Know how to create a single point of perspective in a simple landscape drawing.  Learn how to identify the perspective of a photographic landscape.  Understand how to sketch out guidelines for perspective.  Know that preliminary sketches can inform a final piece.  Understand how to use viewfinders to focus on one aspect of a landscape.  Learn to draw for an extended period of time.  **Focus Artist: L.S. Lowry** | **Design Technology focus** | **3D Form – Cast Sculpture**  Know what is meant by the term “sculpture”.  Know the names of some famous sculptors.  Know some stylistic features of a sculptor’s work.  Learn a range of plaster casting techniques.  Understand the need to work fast, as plaster sets quickly.  Understand that a mould must have no gaps or holes.  Know and explain the difference between two techniques.  Understand how own artwork sits within the context of the learning.  Know some similarities and differences between my approach and that of others.  Evaluate own work.  **Focus Artist:** **Barbera Hepworth / Henry Moore** |
| Year 6 | **Design Technology focus** | **Drawing / Painting – Poster Art**  Understand that some artists are commissioned to do a specific piece of work.  Understand that art can be used to convey a particular message.  Understand how typography can be used within a poster.  Understand that the look of lettering is a stylistic choice the artist makes.  Learn some lettering techniques.  Know that words and images must work together.  Know that colour can be used symbolically.  Understand how colour may shape the mood or feel of a piece of art.  Learn how to match colours by mixing paints.  Learn how to listen to the opinions of others.  Understand that creating artwork is an ongoing process.  **No Focus Artist:** **look at a range of source materials, including poster art of different styles/time periods.** | **Design Technology focus** | **Textiles - Batik**  Learn a basic batik process.  Know the purpose of a wax resist.  Understand that the areas where a resist has been applied will remain white  Learn how to safely use hot wax and an iron.  Know the correct vocabulary relating to batik.  Know the steps in creating a textile batik.  Know that planning is a key part of an artistic process.  Know how to safely use equipment.  Understand how to apply hot wax to fabric.  Know that the wax will resist the dye when I paint the fabric.  Learn how the fabric dyes act when bushed onto fabric.  Know a needle threading method.  Learn fastening techniques.  Understand that embellishments perform an aesthetic function.  **No Focus Artist**: **introduce the technique using a range of artists.** | **Design Technology focus** | **Drawing /** **Printing**  Monoprints  Know what is meant by “monotype” printing.  Know what differentiates monotype from other types of printing.  Understand that monotype prints can be produced by painting or removing paint.  Understand that artists may approach the printing process in different ways.  Know the steps involved in creating a monotype print.  Know which materials best suit the method.  Learn how to create texture.  Understand the importance of reflecting upon findings.  Know to draw on research when planning an art work.  Learn to combine ideas into one design.  Learn to adapt work in the moment.  Understand that creating art work is an organic process.  **Focus Artist: Berenice Sydney / Henri Matisse** |