

Unlocking Every Child's Potential as a Unique Child of God

Year 1 ART Curriculum

Children in Key Stage 1 use sketchbooks during art lessons. The key areas we consider when using sketchbooks are: Gathering inspiration, learning about artists, exploring art media, developing understanding, recording responses, reviewing artwork, making modifications, planning, evaluating.

Sketchbooks should be exciting to look at, touch and feel, and are central to good practice

A final piece is created for display.

Pupils should be taught:

- 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

To know 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.

Term 1 - Toy Story	Term 2 – Pirate Adventure	Term 3- Enchanted Woodland
<p>Pupils will</p> <ul style="list-style-type: none"> • explore the work of portrait artists. • They will look at the Pop art movement and explore the line, colour, form and space used in this movement with a focus on Lichtenstein. https://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein • learn how to draw a face and focus on getting the proportions correct • learn about line, tone and colour. • They will then create a final self-portrait in the style of Lichtenstein using his 'dotty' style. 	<p>Pupils will</p> <ul style="list-style-type: none"> • explore ways of creating a sea scape water scene using <ul style="list-style-type: none"> ➤ marbling, ➤ diffusing ➤ paint mixing ➤ painting techniques, such as stippling, splattering and dabbing. • They will explore the work of William Turner https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner and use paint to try to create their own version of JMW Turner: from A Ship against the Mewstone, at the Entrance to Plymouth Sound. • The children will produce their own pirate ship using collage to add to their painting. 	<p>Pupils will</p> <ul style="list-style-type: none"> • learn about environmental installation art, in particular the work of Andy Goldsworthy. • The children will design, plan and create their own piece of environmental art • use the iPads to photograph it. • They will use clay and experiment with clay techniques such as <ul style="list-style-type: none"> ➤ Rolling ➤ Smoothing ➤ Squeezing ➤ Pulling ➤ Pinching ➤ Scratching ➤ joining. • design and create their own nature sculpture (such as a feather, leaf, shell etc).
<p>Key Vocab: Pop art, line, colour, bold, outline, proportion</p>	<p>Key Vocab: Marbling, diffusing, sea scape, collage, colour mixing,</p>	<p>Key Vocab: Decorative, environment, sculpture, installation, rolling, smoothing, squeezing, pulling, pinching, scratching and joining.</p>
<p>Curriculum Enhancement: Christmas Cards,</p>	<p>Curriculum Enhancement: Easter bonnets</p>	<p>Curriculum Enhancement: Art linked to Forest Schools</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Explore line, texture and tone to create a drawing. • create a portrait that includes the key facial features in proportion • Explain what Pop art is and how Lichtenstein made his work. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Mix paint to make secondary colours. • Use different paint techniques using brushes • Have experience of marbling and/or diffusing • Recognise the work of Turner 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Able to talk about the work of Andy Goldsworthy • Use natural objects to make an Andy Goldsworthy inspired environmental installation in Forest Schools. • Use clay to create a realistic model of a natural object showing use of techniques listed above.

Year 2 ART Curriculum

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A final piece is created for display.

Pupils should be taught:

- 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

To know 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.

Term 1 - Memory Box	Term 2 – Adventures of Paddington Bear	Term 3- Roots and Shoots
<p>Pupils will</p> <ul style="list-style-type: none"> • learn all about Surrealism and focus on Joan Miro and his Magical Realist paintings. https://www.tate.org.uk/kids/explore/what-is/surrealism • begin to develop and share their ideas, experiences and imagination, in the context of drawing their own version of one of Joan Miró's paintings. • Explore the colour wheel • They will draw people and objects from their memory to create dream-like pictures about their own lives. They will choose colours carefully using their understanding of the colour wheel 	<p>Pupils will</p> <ul style="list-style-type: none"> • Experiment with a range of materials to create pictures for the Great Fire of London. https://primarycoloursart.wordpress.com/2019/01/19/a-plan-the-great-fire-of-london-ks1/ • create the 'fire' by using oil pastels, spending time experimenting with ways to use these such as <ul style="list-style-type: none"> ➢ blending ➢ cross hatching ➢ scumbling ➢ sgraffito. • Draw a Tudor style building and design a print • Copy this on to polystyrene foam • Print over the top of their 'fire' to create a scene from the Great fire of London 	<p>Pupils will</p> <ul style="list-style-type: none"> • explore work from Van Gogh, considering the distinctive features and how he used colour. https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh • investigate a range of drawing materials and techniques <ul style="list-style-type: none"> ➢ pencil ➢ charcoal ➢ Computers • mix paint and use colour in painting use a range of techniques. How can they use colour like Van Gough • explore collage through a range of materials and textiles. • Observational drawings of sunflowers • create their own 'Van Gogh' sunflower painting adding collage for details
<p>Key Vocab: Realist, surrealism, imagination, technique, unique, shape, colour, complimentary.</p>	<p>Key Vocab: Pattern, representation, effect, line, tone, shape, space, texture, light, dark.</p>	<p>Key Vocab: Collage, textile, complimentary colour, impressionism</p>
<p>Curriculum Enhancement:</p>	<p>Curriculum Enhancement: One off craft activity – create Tudor house and set fire (parents invited)</p>	<p>Curriculum Enhancement:</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Explain who Joan Miro is and recognise some of his work. • Use their imaginations to create drawings and paintings. • Talk about the colours, shapes, and marks that they have used, • identify at least one way in which their work is similar to Joan Miró's and one way in which it is different. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Use pastels in a variety of ways – clearly identifiable techniques • Print a representation of a tudor house effectively. • • 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Explain who Van Gough was and name some of his art work. • Have practiced drawing in different materials and can say what they preferred and why. • Used paint effectively to create a picture. • Added collage effectively

Year 3 ART Curriculum

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A final piece is created for display.

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
- About great artists, architects and designers in history.

Term 1 - Where's Wally?	Term 2 – Funny Bones	Term 3- Walk like an Egyptian
<p>Pupils will</p> <ul style="list-style-type: none"> • Look at Australian indigenous dreamtime paintings through our understanding of the creation stories. https://www.aboriginal-art-australia.com/aboriginal-art-library/ • understand the techniques to paint them and practise in their sketch books. • understand what the symbols represent • design and produce their own interpretations of a dreamtime story , using symbols and techniques in their own pieces 	<p>Pupils will</p> <ul style="list-style-type: none"> • Study Henry Moore https://www.tate.org.uk/kids/explore/who-is/who-henry-moore and Anthony Gormley https://www.antonygormley.com/. • use life sketching techniques with charcoal to create body shapes and silhouettes in their sketch books • represent their sketches in mod roc and wire, focusing on the work of Moore and Gormley for inspiration. 	<p>Pupils will</p> <ul style="list-style-type: none"> • <u>Research</u>, Egyptian death masks –sketch in books. • Design their own mask focussing on a Pharaoh they chose. • use paper mache to achieve different textures and shapes on a mask. https://www.yac-uk.org/activity/make-an-ancient-egyptian-death-mask • carefully consider the colour choices and use paint and collage to create the desired effect.
<p>Key Vocab: Dreamtime, colour, symbols, pattern, indigenous</p>	<p>Key Vocab: Sketching, charcoal, sculpture, mod roc, modelling,</p>	<p>Key Vocab: Hieroglyphics, symbolism, technique, texture, shape</p>
<p>Curriculum Enhancement:</p>	<p>Curriculum Enhancement: Henry Moore Foundation visit - https://henry-moore.org/studios-and-gardens/plan-your-visit-studios-gardens/schools-educational-visits-studios-gardens/</p>	<p>Curriculum Enhancement:</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Explain the symbols they have used and how they link to the dreamtime story. • Used a similar technique to the indigenous art work • 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Be able to explain who Gormley and Moore were and recognise some of their work. • Know how to use charcoal properly to create life sketches. • Produce a sculpture based on the human form, using materials effectively. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • understand features of Egyptian art in masks. • Comment on and compare features and possible symbolism. • Create their own design based on ideas collected. • Use paper maché technique to create a form • Use paint to decorate based on traditional designs.

Year 4 ART Curriculum

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 - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- About great artists, architects and designers in history.

Term 1 - Who let the God's out?	Term 2 – Raiders and Invaders	Term 3- Coasts
<p>Pupils will</p> <ul style="list-style-type: none"> • Explore the work of Sara Fanelli www.sarafanelli.com , in particular the Greek monster (resource book in school) • Create their own Greek mythical creatures using the work of Sara Fanelli as inspiration • This will mean they learn how to layer and overlap different materials in collage to achieve a desired outcome. • Make a large collage mythical beast for the finished product. 	<p>Pupils will</p> <ul style="list-style-type: none"> • Look at the work of Monet for inspiration. • Pupils will learn about drawing techniques, perspective and https://www.tate.org.uk/kids/explore/what-is/impressionism • They will learn how to mix colours (building on learning from KS1) and create a palette to work from. • Practise water colour techniques such as <ul style="list-style-type: none"> ➢ washes, ➢ bleeds ➢ underpainting, ➢ dry brushing ➢ layering colour <p>so the children can produce an effective finished painting.</p> <ul style="list-style-type: none"> • Create a final piece in the impressionist style - watercolour sceneries 	<p>Pupils will</p> <ul style="list-style-type: none"> • Explore the work of Barbara Hepworth https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth • Look at natural materials found on the beach (shells, pebbles, driftwood, seaweed) and sketch them. • Use sketches to create a design for a Clay Bas-Relief Tile • Create the tile using bas relief https://www.youtube.com/watch?v=yrPzvoGLElc • Paint and glaze tile <p>Link with https://www.peacockpotterybarn.co.uk/</p>
<p>Key Vocab: Layer, overlap, collage, shading, form,</p>	<p>Key Vocab: Watercolour, shade, tone. Perspective, mix, primary, secondary colours, complimentary colours.</p>	<p>Key Vocab: Carve, sculpture, sketch, bas –relief, slab,</p>
<p>Curriculum Enhancement: Now press play – Ancient Greece</p>	<p>Curriculum Enhancement:</p>	<p>Curriculum Enhancement: Collect materials from Walton beach for inspiration Visit Peacock Pottery Barn for clay and support with kiln firing and glazing.</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Research and discuss Sara Fanelli and understand her work processes and explain how these were used in their finished product. • use photos, paper, tissue, drawings, newspaper, fabric etc for effect. • show shading using different materials and media 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Name and describe some Impressionist artists and discuss their processes and explain how these were used in the finished product. • Use different water colour techniques to create a finished painting. • 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Explain who Barbara Hepworth is and how her work has inspired theirs. • Used clay effectively to create a tile. • Glaze in appropriate colours

Year 5 ART Curriculum

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- About great artists, architects and designers in history.

Term 1 – WWII	Term 2 – Incredible Earth	Term 3- Being Human
<p>Pupils will</p> <ul style="list-style-type: none"> • explore the work of LS Lowry. https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-ls-lowrys-britain-at-play/zvkskmn • They will practise sketching and shading in his style in their sketch books • experiment with water colour paint washes for the background. • Plan their own landscape using a computer programme (PowerPoint) • Use watercolour and pen to paint their own urban landscapes like Lowry. 	<p>Pupils will</p> <ul style="list-style-type: none"> • explore the work of David Hockney, https://www.tate.org.uk/kids/explore/who-is/who-david-hockney • revisit learning about the colour wheel and how David Hockney used complimentary colours for effect. • Understand texture, pattern and perspective in Hockney’s work and experiment in sketch books. • use photographs of landscapes to recreate and paint using acrylics in the style of Hockney. 	<p>Pupils will</p> <ul style="list-style-type: none"> • explore the self-portraits of Frida Kahlo https://www.fridakahlo.org/frida-kahlo-biography.jsp • practise drawing self-portraits learning about , proportion, shades, tones and an awareness of how light and shadow affects the subject. • add items and patterns into the background of the portrait work to show personality in the style of Kahlo • Create final self-portrait in mixed media.
<p>Key Vocab: Washes, urban, landscape,</p>	<p>Key Vocab: Texture, colour, pattern, complimentary, secondary, tertiary colours, perspective,</p>	<p>Key Vocab: Proportion, shade, tone, light, shadow, self portrait,</p>
<p>Curriculum Enhancement:</p>	<p>Curriculum Enhancement: Art gallery visit - https://www.tate.org.uk/visit/tate-modern/school-visits-tate-modern OR https://frameless.com/schools/</p>	<p>Curriculum Enhancement:</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Research and discuss LS Lowry and understand his work processes and explain how these were used in their finished product. • Use PowerPoint to plan own painting – using layering and resizing techniques. • Use water colours effectively to create background for urban landscape 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Research and discuss David Hockney and understand his work processes and explain how these were used in their finished product. • Have examples of complimentary colours in their work. • Use patterns and textures to • Use acrylic paints effectively. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Research and discuss Frida Kahlo and understand her work processes and explain how these were used in their finished product. • Create a self-portrait showing awareness of proportion, light and shade. • Express themselves creatively using mixed media.

Year 6 ART Curriculum

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 - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- About great artists, architects and designers in history.

Term 1 – Welcome to Hogwarts	Term 2 - Romans	Term 3 - China
<p>Pupils will</p> <ul style="list-style-type: none"> • explore the work of Cezanne https://kids.kiddle.co/Paul_C%C3%A9zanne • set up a still life with interesting composition • Learn still life drawing and shading techniques and practice in sketch book. These will include: <ul style="list-style-type: none"> ➤ Hatching & Cross-Hatching ➤ Stippling. ➤ Scribbling. ➤ Circling. ➤ Smooth Shading & Blending. ➤ Creating Highlights. ➤ Rendering • Create a finished pencil sketch still life with a balance and contrast of line, shape, tone, colour, pattern, texture and form. 	<p>Pupils will</p> <ul style="list-style-type: none"> • explore the delicate patterns used by the Romans and the function of mosaic. https://www.imagininghistory.co.uk/post/make-a-roman-mosaic • learn about local mosaic artists and invite them into school (if possible) • find example of local Roman mosaic (Colchester castle?) and look at its properties. • design their own mosaic pattern using inspiration from the everyday life nature of Roman designs • Create a paper mosaic of their design • Use mosaic tiles to stick and grout a small element of their design on a tile. 	<p>Pupils will</p> <ul style="list-style-type: none"> • explore the Chinese willow pattern and look at real life examples of this. • understand the legend and meaning behind the pattern and symbols. http://www.thepotteries.org/patterns/willow.html • practise elements of the design in their sketch books before designing their own. • paint onto paper plates as a design to practise different brush strokes. • finished piece is painted onto ceramic plates and displayed.
<p>Key Vocab: Still life, composition, tone, shade, light, cross hatching, rendering, highlights</p>	<p>Key Vocab: Mosaic, delicate, decorate, tesserae, polychrome, monochrome, design, function, archaeologist</p>	<p>Key Vocab: Willow pattern, porcelain, pottery, legend, production</p>
<p>Curriculum Enhancement:</p>	<p>Curriculum Enhancement: View mosaic remains during Colchester visit</p>	<p>Curriculum Enhancement:</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Research and discuss Cezanne and understand his work processes and explain how these were used in their finished product. • Be able to use drawing techniques effectively and use a variety for different purposes • Use shade and light to make still-life objects look 3D • 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Understand how and why Romans used mosaic • Create an effective design that shows an example of their every day life in mosaic. • Create a clean and neat mosaic tile. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Understand the story of the Willow pattern • Incorporate symbols of the willow pattern into their own work. • Interpret willow pattern into their own style • Use brush strokes effectively •