

Art Curriculum Overview – 2024/2025

<p>All projects must include the following:</p> <ul style="list-style-type: none"> • A focus skill; drawing, colour, printmaking, collage or sculpture, or a combination • Research of an artist, art movement or art moment in history • Development of children’s sketchbooks and how they use them • Documentation of learning over each lesson 	<p>All sketchbooks must include the following over each individual unit:</p> <ul style="list-style-type: none"> • A page about the focus artist/etc • Drawings • Colour experimentation • Annotations • Found items (where applicable) • Printed images • Photographs of finished pieces 	<p>The seven elements of art; Art is made up of different elements, often used together to make a final piece of art. Progression in art involves practising and developing in each of the seven elements through drawing, colour, printmaking, collage and sculpture. The seven elements are: line, shape, form, colour, texture, space and value.</p>	
<p>LINE</p> <ul style="list-style-type: none"> • Exploration of mark making • Exploration of materials to produce varying thickness or texture of lines and marks • Geometric – the use of straight lines and shapes • Pattern – a design in which lines, shapes, forms or colours are repeated 	<p>SHAPE</p> <ul style="list-style-type: none"> • May be used to form a pattern or create a figure/form • Two-Dimensional shape created by a closed line. The shape might be an outline or filled in with solid colour, shading, or a pattern. • The shapes may be regular or irregular 	<p>FORM</p> <ul style="list-style-type: none"> • Something that is 3D (Three-Dimensional) and has volume, length, width and height • Can be expressed in sculpture • Tone and perspective can be used to create an illusion of form in a 2D artwork 	<p>TEXTURE</p> <ul style="list-style-type: none"> • The surface quality of something, and the way it feels. • Actual texture is when you are able to touch it e.g., the texture of different fabrics in a collage. • Illusion of texture is created using lines, shapes, colours or tones.
<p>COLOUR</p> <ul style="list-style-type: none"> • Primary: Red, blue, yellow • Secondary: made by mixing 2 primary colours • Tertiary: made by mixing a primary and a secondary together. Complementary: opposite on the colour wheel • Warm colours are red, and include oranges, yellows, and browns. • Cold colours are blue and include greens, violets, and greys. Black, white and grey are neutral colours. • Hue: means colour • Tone: colour added to grey • Tint: colour added to white • Shade: black added to a colour • Atmosphere created by intentionally using Hue, tint, tone & shade 		<p>SPACE</p> <ul style="list-style-type: none"> • The area around or between objects • The background, foreground and middle ground of a piece • The perspective of a piece or an object • The placement of shapes, figures and object • Positive space – the part of the picture that is the focus • Negative space – the empty space around the focus 	<p>VALUE</p> <ul style="list-style-type: none"> • Lightness or darkness of a colour • High value: is light, with white being the highest. • Low value: is dark, and black is the lowest. • Using different values creates contrast, which helps the viewer to see and understand the image, such as in a black and white photograph.

Skills progression

Some skills are repeated to allow children to practice in different contexts and to develop their skills and improve.

Drawing – One unit per year but drawing also takes place in every other unit.

Year R	Year 1	Year 2	
<ul style="list-style-type: none"> • Develop the correct hand grip to form marks on a page • Begin to control and use a variety of tools on different surfaces i.e. fingers, hands, thick and thin chalk, pens and pencils • Using fingers to trace in sand and progressing to pencils to follow pattern • Start to produce different patterns and textures from imagination, illustrations and observations • Explore creating different lines – straight, curved, waved, dashed 	<ul style="list-style-type: none"> • Begin to investigate tone using a pencil • Begin to use a variety of mark making techniques – hatching, scribbling, dots, dashes, stippling, blending • Create light and dark lines • Experiment with a variety of media – 2B and HB pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk • Begin to demonstrate control over marks made with a range of media 	<ul style="list-style-type: none"> • Continue to investigate tone by: <ul style="list-style-type: none"> - Using different grades of pencils (HB, 2B and H) - Drawing light and dark lines vertically, horizontally, wavy, zig-zagged and curved - Begin to show light and dark areas on objects they draw • Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find • Explore holding drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line • Work with care and focus, enjoying making drawings which are unrushed • Explore quality of line, texture and shape 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore qualities of line; two dimension (2D), natural, manmade, observation, horizontal, vertical, diagonal, wavy, scallop, spiral, graduated • Create patterns and textures with a variety of media. • Begin to show an awareness of objects having a third dimension and perspective in their drawings. 	<ul style="list-style-type: none"> • Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone. • Work in a sustained and independent way to create a detailed drawing, developing a key element of their work: line, tone, pattern, texture. • Drawings include features of the third dimension and perspective. 	<ul style="list-style-type: none"> • Use different techniques for different purposes i.e. shading, hatching within their own work. • Using a single focal point and horizon do develop further simple perspective. • Develop an awareness of composition, scale and proportion in their drawings. • Develop close observation skills- possibly using view finders. 	<ul style="list-style-type: none"> • Draw for a sustained period of time over a number of sessions working on one piece. • Develop their own style of drawing through: line, tone, pattern, texture. • Develop their own style using tonal contrast and mixed media drawing. • Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion.

Colour – Painting and pastels

Colour – Painting and pastels			
Year R	Year 1	Year 2	
<ul style="list-style-type: none"> • Enjoy using a variety of different tools including different sized brushes, sponges and fingers • Recognise and name primary colours • Explore and mix colours • Investigate colour mixing using poster paint, powder paint and watercolour • Explore working with paint on different surfaces and in different ways 	<ul style="list-style-type: none"> • Experiment using a variety of different tools, including different sized brushes, cotton bus, hands and fingers • To create marks and blend colours. • To name the primary and secondary colours • To mix a range of primary colours to make secondary colours • To begin making tints of colour by adding white 	<ul style="list-style-type: none"> • Understand how to make tints using white and tones by adding black to make darker and lighter shades • Begin to understand the colour wheel and colour spectrums • Mix all primary colours to make secondary colours confidently • Use colour on a large scale – e.g. for a background 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Achieve colour matching by mixing specific amounts of primary and secondary colour • Demonstrate increasing control over the types of marks made when using colour. • Experiment with different effects and textures including blocking in colour 	<ul style="list-style-type: none"> • Understand and confidently use the follow art terms: <ul style="list-style-type: none"> - Hue: means colour - Tone: colour added to white - Tint: colour added to grey - Shade: colour added to black • Confidently control types of marks made when painting. • Create different effects and textures using varying brushstrokes and thickness of paint (adding PVA/flour) 	<ul style="list-style-type: none"> • Confidently mix and use tertiary colours • Understand and use complimentary colours • Begin to plan work to make effective use of space and work in a sustained and independent way. • Confidently control the types of marks made and experiment with different effects and textures. 	<ul style="list-style-type: none"> • Understand and use warm, cold and neutral colours • Begin to create atmosphere by intentionally using different hues, tints, tones & shades • Plan work to make effective use of space and work in a sustained and independent way to develop their own style

Colour – Printmaking

Year R	Year 1	Year 2	
<ul style="list-style-type: none"> • Print using body parts – hands, feet, fingers – to create a continuous flow of printing • Print using everyday objects and a range of hard and soft materials – vegetables, sponges and cotton wool – to form a clear repeated pattern or a landscape/scene • Use local surroundings to make bark, leaf and other natural object rubbings 		<ul style="list-style-type: none"> • Understand monoprints or monotypes are prints made by drawing through an ink surface, transferring the marks onto multiple surfaces • Use a range of materials, including water, pens and paint, to transfer marks from one surface to another accurately, closely looking at textures 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables) • Develop mono-printing techniques - additive and subtractive. • Work into prints once they are dry with a range of media. For example, crayons, colour pens and pencils etc. • Begin to understand what positive and negative shapes are. 		<ul style="list-style-type: none"> • Create printing blocks using an impressed method (collagraph - sticking onto a printing block) • Apply more than one colour to a print. • Apply experience of working into prints with a range of media as well as experience printing on fabric and decorations onto a print. • Refer to the positive and negative spaces of their print. 	

Colour - Collage

Colour - Collage			
Year R	Year 1	Year 2	
<ul style="list-style-type: none"> • Begin to handle, manipulate and enjoy using materials • Create simple collages using paper, pasta, beans and larger objects • Select, sort, tear and glue items down • Use appropriate language to describe colours, media, equipment and textures • Make collages using a range of small and large objects 	<ul style="list-style-type: none"> • Sort materials for collages according to different qualities – e.g. warm/cold colours, shiny/matt materials, etc • Make choices about which material to use from a given selection • Begin to select, sort, cut and tear materials such as paper • Begin to use glue and paste carefully to overlap and overlay materials 	<ul style="list-style-type: none"> • Select, sort and modify materials by cutting or tearing with care • Use adhesives to select and place cut and torn materials onto a surface to convey an idea • Cut a variety of shapes to complete a composition • Add other marks and colour to represent an idea • Overlap and overlay to create effects 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. • Cut and tear materials with some accuracy. • Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc. • Sticks with increasing accuracy, exploring overlap, mosaic or overlay. 		<p>Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern. Accurately cuts complex shapes. Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. Decide how to arrange the materials in order to create a desired effect and sticks with accuracy.</p>	

Sculpture – Paper and paste

Sculpture – Paper and paste			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Tear strips with the grain of the paper • Use simple techniques for building and joining • Apply smooth layers of paper & paste over a form • Experience working in relief 		<ul style="list-style-type: none"> • Combine medias to create a sculpture (e.g. incorporate pebbles, shells, natural materials). • Build and construct structures from a range of materials and objects • Work on a range of scales and sizes • Combine materials and processes to achieve required effects and meet specific design requirements • Exploring the quality of different materials • Plan the sculpture and select appropriate materials and tools • Talk about their work, relating it to the work of other sculptors 	

Sculpture - Clay

Year R		Year 1	Year 2		
<ul style="list-style-type: none"> • Explore materials freely, thinking of how to use them and what to make • Enjoy using a variety of malleable media, including clay, playdough, or salt dough • Impress and apply simple decorations • Build a sculpture using a variety of objects • Pull apart and re-construct • Shape, model and manipulate from observations and imaginations 		<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, including rolling, kneading and shaping • Begin to construct ideas in 3D form • Begin to experiment using modelling tools to create patterns in clay using a variety of lines to add detail • Use sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes and construct in 3D form • Use techniques such as pinching, rolling, twisting, scratching, coiling, smoothing, cutting, moulding and carving • Begin to experiment with joining pieces of clay together • Experiment using modelling tools and use a combination of shapes, lines and textures to create patterns and detail in clay 		
Year 3		Year 4	Year 5		Year 6
<ul style="list-style-type: none"> • Join pieces of clay using scoring, blending and slip • Use simple tools to cut shapes/impress patterns • Plan a sculpture and select appropriate materials and tools • Experience working in relief e.g. on a clay tile 			<ul style="list-style-type: none"> • Experiment modelling clay using pinch, slab, and coil • Use a wider range of tools to cut, shape and impress patterns • Join clay effectively using scoring, blending and slip • Work around armatures (e.g. letting clay slabs dry over objects like tubes/bowls to create interesting shapes). • Combine materials and processes to achieve required effects and meet specific design requirements 		

Year group projects - AUTUMN

Year 3

Project: Stone Age Cave Art
Focus: Colour – relief printmaking
Art focus: Stone Age Period
Outcome: Relief block print of a Stone Age scene, animal, or human.
Extension – layering of two blocks and/or colours
Vocabulary: positive / negative shapes, impressed, block colour, layers, overlay, monoprint, mixed media

Examples:



Year 4

Project: Roman Mosaics
Focus: Colour – collage - mosaics
Art focus: Emma Biggs
Outcome: Mosaic picture of a Roman soldier/scene/shield/etc. Scale to be decided by the child
Vocabulary: crumpling, creasing, folding, pleating, scoring, tearing, fraying, paper grain, tear, score, layer, overlap, mixed media

Examples:



Year 5

Project: 1- and 2-point perspective drawings
Focus: Drawing
Art focus: Dan Hogman
Outcome: Still life drawing of a classroom set up or outdoor location (scale to be determined by the children)
Vocabulary: three-dimensional, optical illusion, perspective, focal point, horizon line

Examples:







Year 6

Project: This is me – self portraits
Focus: Drawing
Art focus: Children’s choice of the following portraiture artists: Vincent Van Gogh, Frida Kahlo, Fionna Fernandes, Matt Hollings
Outcome: A self-portrait reflecting personality/likes
Vocabulary: composition, scale, proportion, line, tone, pattern, texture, mixed media




Examples:



Year group projects - SPRING

Year 3	Year 4	Year 5	Year 6
<p>Project: Still life drawings</p> <p>Focus: Drawing</p> <p>Art focus: Roy Lichtenstein</p> <p>Outcome: Still life drawing of a classroom set up using various manmade and natural objects (scale to be determined by the children)</p> <p>Vocabulary: natural, manmade, pattern, two-dimension (2D), repeated, textures, perspective</p> <p>Examples:</p> 	<p>Project: Ancient Egypt masks</p> <p>Focus: Sculpture – paper and paste</p> <p>Art focus: Ancient Egypt</p> <p>Outcome: A sculpture of a wearable mask made out of paper and paste. It should represent an Ancient Egyptian god.</p> <p>Vocabulary: paper grain, joining, pasting, relief, mixed media, sculpture</p> <p>Examples:</p> 	<p>Project: Rainforest</p> <p>Focus: Colour - relief printmaking</p> <p>Art focus: Sarah Burns Patterns</p> <p>Outcome: Repeated block print of a natural forms found in a rainforest</p> <p>Vocabulary: impressed, collagraph, monoprint, mixed media, positive/negative spaces, layers, overlay</p> <p>Examples:</p> 	<p>Project: Natural Disasters</p> <p>Focus: Colour - painting</p> <p>Art focus: Mark Rothko</p> <p>Outcome: Painting/drawing of a natural disaster with a washed background</p> <p>Vocabulary: texture, warm/cold colours, atmosphere, hue, tint, tone, shade, contrast</p> <p>Examples:</p> 

Year group projects - SUMMER

Year 3	Year 4	Year 5	Year 6
<p>Project: Dragon Eyes</p> <p>Focus: Sculpture - clay</p> <p>Art focus: Aubrey Brown</p> <p>Outcome: Sculpture of a dragon's eye</p> <p>Vocabulary: three-dimensional, organic, irregular, impress, scoring, blending, slip</p> <p>Examples:</p> 	<p>Project: Tudor Portraits</p> <p>Focus: Drawing</p> <p>Art focus: Hans Holbein</p> <p>Outcome: Drawing of a monarch / important figure from the Tudor period</p> <p>Vocabulary: pattern, texture, gradient, tone, perspective, line, proportion, negative space</p> <p>Examples:</p> 	<p>Project: Maya Masks</p> <p>Focus: Sculpture – paper and paste</p> <p>Art focus: Ancient Maya art</p> <p>Outcome: a traditional maya mask created using an armature (balloon, bowl, etc) and paper and paste</p> <p>Vocabulary: paper grain, joining, pasting, relief, mixed media, armature, rigidity, colour palette</p> <p>Examples:</p> 	<p>Project: CLJA Celebration</p> <p>Focus: Sculpture - clay</p> <p>Art focus: "Enjoy Ceramic Art"</p> <p>Outcome: A mug/vase/pot to celebrate and remember their time at Court Lane Junior School</p> <p>Vocabulary: pinch, slab, coil, blending, slip, armature</p> <p>Examples:</p> 