Friskney All Saints
Church of England
Primary School

Friskney All Saints Church of England Primary School

Curriculum for Art

Art Curriculum Intent

At Friskney All Saints Primary School, we are **Artists!**

We want our children to love art! We want them to have no limits to what their ambitions are and grow up wanting to be painters, sculptors, or printers. Learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. Our high-quality art and design education is designed to inspire, engage and challenge children - enabling pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern. Children at Friskney will become involved in shaping their environment through art and design activities, involving different creative techniques. They will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they will explore the impact that it has on contemporary life and that of different times and cultures.

Art Curriculum Drivers

Inspiration – Our exciting and engaging art curriculum seeks to encourage children's innate curiosity, inspiring a lifelong love of the world around them, sparking creativity and preparing our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils within Friskney and beyond, especially those with **SEND,** removing barriers and igniting interest in the world around them. **Enrichment opportunities,** for example dedicated art days to celebrate well known artists, after school art club and artists invited in to school to work with children. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts as* artists.

Excellence - Our ambitious art curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children's identified learning builds upon previously taught content through **clearly mapped out**, **sequential units** which detail the **substantive and disciplinary knowledge**. We prioritise **vocabulary** acquisition, employing a systematic and explicit approach to the teaching of vocabulary in every subject and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.

Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. Through teaching opportunities, children explore various art concepts and analyse trends and patterns. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

Art Implementation

EYFS

	Art
Characteristics of effective learning	Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are: • **Playing and exploring** – children investigate and experience things and have a go • **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • **Creating and thinking critically** – children have and develop their own ideas, make links between their ideas and develop strategies for doing things
Educational Programme	**Expressive Arts and Design** – statutory framework The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
Development Matters Reception Statements (Examples of what this could look like)	**Explore, use and refine a variety of artistic effects to express their ideas and feelings.** *(Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.)* **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** *(Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.)* **Create collaboratively sharing ideas, resources and skills** *(Provide a range of materials and tools and teach children how to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Some skills that could be taught but not limited to colour mixing, pencil drawings, portraits, use of powder paints, wax crayons, pastels, observational drawings, use of mixed media e.g. collage)*
End of year Expectations: (ELG)	**Expressive Arts and Design** **ELG: Creating with Materials** *Children at the expected level of development will:* - 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.
Vocabulary:	Vocabulary – enriching and widening (subject specific relating to overarching topics) Art vocabulary children will be exposed to: Paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, texture, improve, design,

KS1 and KS2 Curriculum Year A

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn	Paul Klee Drawing painting	Children begin to express themselves through the medium of drawing and painting. This builds on the work carried out in EYFS. During this theme the children will improve their pencil grip and shading skills. They will learn about the colour wheel and start to mix primary colours to create secondary colours. This will be built on as the children move into KS2.	Yayoi Kusama Drawing Painting	Children will continue to express themselves through the medium of drawing and painting building on skills learnt in KS1. Pupils will develop their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.	Van Gough Drawing Printing	Van Gogh is today regarded as one of the most popular post-impressionist painters. Van Gogh´s definite brushwork and contoured forms have massively influenced Expressionism, Fauvism and early abstraction as well as various other aspects of 20th-century art. This artist follows on from the study of the impressionists in class 3. They will continue to build on the skills learnt in lower key stage 2 and begin to experiment with shade and tone.
Spring	Monet Printing Sculpture	In this unit the children will learn how to print with a range of different materials linking with their science unit of materials from Autumn term. They will explore sculpture using malleable media and continue to improve sketching skills. Experiment with constructing and joining recycled, natural and man-made materials. This links to Natures Energy studied in upper KS2	Henri Rousseau Collage Textiles	This topic links to the children's study about the rainforest during this term. They will build on skills learnt in KS1. They will begin to choose the most appropriate materials for their collage and textiles work.	David Hockney Painting Collage	As an important contributor to the pop art movement of the 1960s, David Hockney is considered one of the most influential British artists of the 20th century. Children will take inspiration form his use of colour and techniques, they will refine and improve their drawing and painting skills looking carefully at the different types of brush strokes they can use and

		This will be built on as the children move into KS2.				the effect they may have on the observer.
Summer	**James Bartholomew** (Seascapes) Collage textiles	This unit is designed to teach the first skills of collage and textiles. The children will learn to create images from different media building on from the digital media computing units taught last term. They will also begin to identify different techniques eg weaving, sewing. Additionally, this unit links to the History unit of Australia versus Friskney (U.K) where the children will look at the beach in both countries. This will be built on as the children move into KS2.	Elizabeth Catlett Printing Sculpture	During this unit the children will study the works of Elizabeth Catlett and apply this knowledge to develop their skills in printing. Her work links to their learning in RE of social justice and racial justice as she depicts the segregation and depression of black African American people. They will continue to build on the skills of printing and textiles for KS1 improving and refining these skills.	Camilla Low Sculpture Textiles	The children will look at the wok of Camilla Low a modern-day female artist. This links to geometry (shape). The children will look at deeper meaning behind artwork and its use to inspire and engage. They will develop more detail in their sculpture work looking closely at the structure of each individual piece and its relation to the others.

KS1 and KS2 Curriculum Year B

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn	Jackson Pollock Drawing Painting	This unit will build on from year A allowing the children to develop more control of the types of marks made within the range of media. They will continue to investigate pattern and texture producing and expanding range of patterns. This will be built on in Lower KS2 when the children will develop line, tone and texture.	Emma Yarlett Drawing Painting	The study of Emma Yarlett an English contemporary Illustrator, typographer and author, who created the 'Big Frieze', will provide understanding of the largest art piece in school and link to their studying the Frieze in RE lessons. Drawing and painting skills will continue to be built on from ks1 with children paying attention to fine details. Looking particularly at how complicated scenes can be produced in a simplified way.	Henry Moore Drawing Painting	Henry Spencer Moore (1898-1986) was one of the most important and influential British artists of the twentieth century. The children will learn about his work and how he pioneered a new vision for modern sculpture, becoming a global star within his own lifetime. This serves as an introduction to the world of sculpture for next terms artist Bridget Riley.
Spring	William Morris Collage Textiles	This unit will precede the Victorians unit taught in KS2 and will allow an element of pre teaching about the Victorian era. The children will continue to develop their knowledge of materials for collage and learn the skills of cutting, folding and crumpling.	Picasso Textiles Collage	Following the studies of Pollock and Rousseau this unit will show the inspiration that Picasso took from these artists. Children will build on collage and textile skills learnt in KS1 refining their cutting and folding skills.	Bridget Riley Sculpture Collage	Bridget Riley has made significant contributions to contemporary art and art education. Her innovative use of optical illusion geometric abstraction has influenced generations of artists and inspired new artistic movements. Her use of shape links to geometry within maths helping to show children maths use in real life.

Summer	Esther Mahlangu Printing Sculpture	Building on from year A the children will continue to explore sculpture with a range of malleable media eg clay, dough. Continue to manipulate materials in a variety of ways including rolling and kneading. Continue to explore shape and form: manipulate malleable materials for a purpose.	Dame Barbara Hepworth Sculpture Printing	Studying Hepworth will help show that art does not have to be held to the same standards as what has been produced before. Children will learn how Dame Barbara Hepworth was a leading abstract sculptor of the 20th century and was known for breaking new ground in British modernism and becoming a pioneering figure in the field. They will then build their skills by using sculpture as an outlet for their own ideas.	Lowary Printing Textiles	Studying Lowry will help children understand how the use of simple materials: ivory black, vermilion, Prussian blue, yellow ochre, flake white and no medium." meant Lowry was in absolute control of all the colours and tones he could achieve and allowed him to concentrate on composition, perspective, and subject matter. They will experiment themselves with simple materials and discover the effect and control it can have.

Key Stage One Art Curriculum

Term/Unit	National Curriculum	Disciplinary knowledge	Substantive Knowledge	Key Vocabulary
Year A - Autumn Term Paul Klee Drawing and Painting Why this why now: Children begin to express themselves through the medium of drawing and painting. This builds on the work carried out in EYFS. During this theme the children will improve their pencil grip and shading skills. They will learn about the colour wheel and start to mix primary colours to create secondary colours. This will be built on as the children move into KS2.	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 learn 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.	**Drawing**: Experiment with a variety of media. Record simple explorations in sketch books. Develop range of tone using pencils – use a variety of techniques eg hatching, scribbling, stippling and blending to create light/dark lines. Large and small observational drawings of natural and man-made objects. Investigate different patterns and textures by describing, naming and copying. **Painting:** Explore with a range of media. Apply paint in different ways: dab, smooth stroke, wash, sponge, stipple etc. Begin to control the types of marks made with a range of media. Work on different scales and surfaces – paint on a variety of shapes, sizes and textures of paper, eg wallpaper, sandpaper. Name the primary and secondary colours.	Study famous works of Paul Klee learning how and when they were made. Describe the content and the feelings and emotions conveyed by the work. Paul Klee was born in 1879 and died in 1940. He was a Swiss/German artist. His highly individual style was influenced by movements in art that included expressionism, cubism, and surrealism. Recognise when they are using formal elements and describe how they are using them. Recognise that ideas can be expressed in artwork .	Colour Line Tone Shapes Textures patterns

		Mix primary colours to make secondary colours. Mix and match colours to artefacts and objects.		
Year A - Spring Term **Monet** **Printing** **Sculpture** Why this Why Now? In this unit the children will learn how to print with a range of different materials linking with their science unit of materials from Autumn term. They will explore sculpture using malleable media and continue to improve sketching skills. Experiment with constructing and joining recycled, natural and man-made materials. This links to Natures Energy studied in upper KS2 This will be built on as the children move into KS2.	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 learn 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. To use a range of materials creatively to design and make products.	**<u>Printing</u>:** Print with a range of natural, made, hard and soft materials eg corks, sponge, fruit and vegetables. Explore a range of techniques: rolling, pressing, stamping, rubbing, monoprint, relief and resist printing. Design and create simple repeating patterns. Recognise patterns in the environment. **<u>Sculpture</u>:** Explore sculpture with a range of malleable media eg clay, dough. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Draw design into sketch book. Explore shape and form: shape materials for a purpose eg pot, tile. Apply simple decoration techniques: impressed, painted, applied. Experiment with constructing and joining recycled, natural and man-made materials. Work safely with materials and tools.	Study the works of Monet. Oscar-Claude Monet was a French painter and founder of impressionist painting who is seen as a key precursor to modernism, especially in his attempts to paint nature as he perceived i.t Born 1840, Died 1926 Create and explore with an open mind . Use contextual knowledge as a stimulus for creativity.	Model, build, design, make, create, join, stack, stick, tools, change, manipulate, malleable, squash, squeeze, cut, squeeze, crumple, pinch, knead, scrunch, stretch, bend, snap, twist, roll, pull, flatten, paint, mix, achieve, effect, natural, man-made, recycled, junk, temporary, decorate, object, 3D, share, review, reflect, evaluate. Load, paint, apply, surface, make, repeated, pattern, environment, print, share, guided evaluation, shape, primary & secondary colour names, rubbings, textures, light, dark, hard, soft, materials, cork, domino, pen lid, sponge, flower, feather, fruit/veg, see, spot, recognise

Year A - Summer Term **James Bartholomew (Seascapes)** **Collage textiles** Why this Why now? This unit is designed to teach the first skills of collage and textiles. The children will learn to create images from different media building on from the digital media computing units taught last term. They will also begin to identify different techniques eg weaving, sewing. Additionally, this unit links to the History unit of Australia versus Friskney (U.K) where the children will look at the beach in both countries. This will be built on as the children move into KS2.	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 learn 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. To use a range of materials creatively to design and make products.	**Collage:** Plan/design/sketch collage ideas into sketch book. Create images from a variety of media eg paper, card, crepe paper, fabric, photocopies, plastic, magazines etc. Gather and sort materials needed. Cut and tear materials for collage. Arrange and glue materials to different backgrounds. Example project: Create individual/collaborative seaside collage. **Textiles:** Begin to identify different techniques eg weaving, sewing. Begin to identify different types and textures of fabrics. Plan/design/sketch ideas into sketch books. Cut and shape fabric using scissors. Be shown how to thread a needle. Practise sewing a simple running stitch with large eyed needle. Apply simple decorations. Apply colour with printing, fabric crayons etc. Have some experience of weaving eg produce a weaving with sticks, wool, natural found objects etc.	Study the works of James Bartholomew. Contemporary seascape, landscape and animal painter. Lives in Wigan. Born 1962 Create original outcomes.	purpose, cut, tear, stick, paper, materials, background, texture, colour, objects, shapes, overlap, on top of, underneath, layers, texture, tactile, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, pattern, spotted, striped, simple, share, review, reflect, evaluate. Fabric, cotton, wool, nylon, silk, denim, thread, felt, cut, shape, thread, decorate, embellish, stick, join, button, bead, feathers, ribbon, weaving, loom, furry, soft, fluffy, hairy, shiny,
Year B - Autumn Term **Jackson Pollack** **Painting**	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.	**Drawing:** Develop more control of the types of marks made with the range of media. Use sketch book to plan and develop simple ideas.	Paul Jackson Pollock was an American painter. A major figure in the abstract expressionist movement, Pollock was widely noticed for his "drip technique" of pouring or splashing liquid household paint onto a	Poster paint, water colour paints, powder paint, brush, thick, thin, hard, soft, bristles, hairs, range of brush

Drawing Why this why now? This unit will build on from year A allowing the children to develop more control of the types of marks made within the range of media. They will continue to investigate pattern and texture producing and expanding range of patterns. This will be built on in Lower KS2 when the children will develop line, tone and texture.	To learn 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. To use a range of materials creatively to design and make products.	Continue to investigate tone by drawing light/dark lines, patterns and shapes with different grades of pencil. Make observational drawings using chalk and pastels. Draw a series of studies from different view-points: above, below, front, back. Continue to investigate pattern and texture: produce an expanding range of patterns. **Painting:** Mix a range of secondary colours. Mix a range of shades and tones of one colour by using white. Experiment with tools and techniques: mixing, layering, scraping paint, splattering paint etc. Work on a range of scales: brush sizes, large paper etc. Create textured paint by adding material eg sand.	horizontal surface, enabling him to view and paint his canvases from all angles. Born -January 1912 Died -August 1956 Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others.	sizes, range of brush types, sand, rubber, sponge, purpose, represent, realistic, tint, shade, glitter, black paint, white paint, explore, add materials, effect, Lines, diagonal, bold, vertical, horizontal, create, shapes, 2D, flat, curved, straight, patterns, simple, spotted, striped, visual, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, tone, dark, darker, shade, light, lighter, tint, soft, strong, harsh,
Year B - Spring Term **William Morris** **Collage** **Textiles** Why this why now? This unit will precede the Victorians unit taught in KS2 and will allow an element of pre	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 learn 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. To use a range of materials creatively to design and make products.	**Collage:** Plan/design/sketch collage ideas into sketch book. Create textured collage from a range of media. Cut, fold, crumple and tear materials. Develop skills of over-lapping and over-laying. Explain why particular materials were chosen. Arrange and attach materials using different adhesives and decide on the most effective for a given task.	Study the works of William Morris William Morris was an English textile designer, poet, artist, writer, and socialist activist associated with the British Arts and Crafts movement. He was a major contributor to the revival of traditional British textile arts and methods of production. Born 1834- Died 1896 Try out different activities and make sensible choices about what to do next Use sketchbooks to record ideas and experiences	2D, flat, curved, line, diagonal, vertical, horizontal, texture, tactile, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, crumple, fold, tear. fabric, materials, weaving, weaving loom, thread, string, wool, manipulate,

teaching about the Victorian era. The children will continue to develop their knowledge of materials for collage and learn the skills of cutting, folding and crumpling.		**<u>Textiles</u>:** Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching 2 pieces of fabric. Start to explore other simple stitches. Extend use of simple applique work. Use sketchbook to plan and develop ideas. Continue to gain experience in weaving.		change, effect, twist, knot, plait, cut, fray, texture, colour, needle, eye, join, stich, running stich, binca/aider.
Year B - Summer Term **Esther Mahlangu** **Sculpture** **Printing** Why this why now? Building on from year A the children will continue to explore sculpture with a range of malleable media eg clay, dough. Continue to manipulate materials in a variety of ways including rolling and kneading. Continue to explore shape and form: manipulate malleable materials for a purpose.	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 learn 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. To use a range of materials creatively to design and make products.	**<u>Sculpture</u>:** Continue to explore sculpture with a range of malleable media eg clay, dough. Continue to manipulate materials in a variety of ways including rolling and kneading. Draw design into sketch book. Continue to explore shape and form: manipulate malleable materials for a purpose. Add texture by changing the surface eg produce a textured tile or pot. Use simple 2D shapes to create a 3D object. Understand the safety and basic care of materials and tools. Look at the work of other sculptors eg Antony Gormley. **<u>Printing</u>:** Continue/extend variety of tools, materials and objects to create prints. Continue exploring different printing techniques: monoprint, block, relief and resist printing. Design repeating patterns and overlapping shape patterns, such as in African art. Draw design in sketch book.	Study the works of Esther Mahlangu. Esther Mahlangu is a South African artist. She is known for her bold large-scale contemporary paintings that reference her Ndebele heritage. She is one of South Africa's best known artists. Born November 1935 Create original, knowledge informed outcomes.	malleable, clay, Papier Mache, experiment, changing, adapting, surface texture, impressing, carving, manipulate, model, represent, design, functional, pinch pot, research, plan, range of tools, clay tools, boxwood tools, KS2 Art Vocabulary loop tool, brush, sponge, share, review, reflect, evaluate. placement, pattern, repeated pattern, clean image, texture, texture rubbings, transfer, expose, explore, identify, mono-printing, paint, printing-ink, remove, line, shape, motif, printing plate,

		Copy print from the environment eg wallpapers, curtain, fabric.		roll, rub, press, stamp, purpose, multiple images, , spotted, striped, simple, mimic print, environment, wallpaper.

Lower Key Stage Two Art Curriculum

Term/Unit	National Curriculum	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
Year A - Autumn Term **Yayoi Kusama** **Drawing** **Painting** Children will continue to express themselves through the medium of drawing and painting building on skills learnt in KS1. Pupils will develop their painting skills increasing control, & precision when painting detail, lines and edges of shapes.	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.	**Drawing** Experiment with showing line and tone with different hardness of pencils. Create textures and patterns with a wider range of drawing implements. Use a sketch book to collect and develop ideas. Use initial sketches in sketch book as a preparation for painting and other artwork. Plan, refine and alter drawings as necessary. Practise accurate drawings of people – particularly faces. Draw for sustained periods of time. **Painting** Mix a variety of colours and know which primary colours make secondary colours. Use light and dark within painting. Mix shade and tones with increasing confidence. Experiment with different effects and textures eg blocking in colour, washes etc.	Yayoi Kusama is a Japanese artist who was the highest paid artist of 2023 across the world. She is known by some as the princess of polka dots. Her work is identifiable for its vivid use of colour and repeated pattern of polka dots. As an Asian, neurodivergent woman, her early work was rejected and she became estranged from her family. She used her art to fuel her rebellion and develop her identity. Gather and review information, references and resources related to their ideas and intentions.	Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life Frame Position Boundary Label Line Symbol Practical Impractical Change Improve Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground

They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work**.**		Work confidently using a range of brushes on a range of scales eg thin brush for fine line painting. Make colour wheel		
Year A - Spring Term **Henri Rousseau** **Textiles** **Collage** This topic links to the children's study about the rainforest during this term. They will build on skills learnt in KS1. They will begin to choose the most appropriate materials for	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.	**<u>Collage</u>:** - Plan/design/sketch collage ideas into sketch book. Select colours and materials to create effect, giving reasons for choices. Experiment with a range of techniques: overlapping, layering, mosaic, montage. Cut multiple shapes accurately and arrange on a surface for a purpose. **<u>Textiles</u>:** Develop skills in stitching: use smaller eyed needles and finer threads. Use wider range of stitches. Develop skills in cutting and joining. Use sketchbook to plan and develop ideas. Add detail with decorations using beads, buttons, feathers.	Henri Julien Félix Rousseau was a French post-impressionist painter in the Naïve or Primitive manner. Born – May 1844 Died September 1910 He never left France and painted the rainforest and jungle from what he imagined it would be. He died from an infection in his leg. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Create original, knowledge informed outcomes.	Fabric Colour Pattern Shape Texture Sew Hessian Scraps Wool Yarn Mixed media Weave Collage Appliqué Layers Combine Opinion Thread Net Fur Tweed Silk Satin Natural Synthetic Vat Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding, uneven

their collage and textiles work.		Extend use of applique work.		
Year A - Summer Term **Elizabeth Catlett** **Printing** **Sculpture** During this unit the children will study the works of Elizabeth Catlett and apply this knowledge to a range of printing and sculptures. Her work links to social and racial justice themes studied in RE. They will continue to build on the skills of printing from KS1 improving and refining these skills.	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 printing and sculpture. Learn about great artists, architects and designers in history.	**<u>Printing</u>:** Develop printing skills: Lino/ Styrofoam printing, block colour. Use sketch book to plan and develop ideas. **<u>Sculpture</u>:** Continue to explore sculpture with a range of malleable material eg clay, dough. Use sketchbook to plan, sketch and develop ideas. Continue to explore shape and form: cut, make and combine shapes to create recognisable forms. Practise joining techniques. Create more surface patterns and textures.	Elizabeth Catlett, black American artist who was denied entry into university because of her race. Her work links to their learning in RE of social justice and racial justice as she depicts the segregation and depression of black African American people. Her grandparents were all born into slavery. Analyse and evaluate own artwork and the work of others	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional
Year B - Autumn Term **Emma Yarlett**	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	**<u>Drawing:</u>** Develop line, tone and texture through creating intricate patterns and shapes using different grades of pencil and other media such as charcoal, chalk, crayon, pen etc.	Emma Yarlett is a British contemporary Author, Illustrator and typographer. She is based on the south coast of England at Falmouth.	Pattern Line Shape Detail Nature Comparison Still life Frame Position Boundary Label Line Symbol Practical Impractical Change Improve

Drawing **Painting** The study of Emma Yarlett an English contemporary Illustrator, typographer and author, who created the 'Big Frieze', will provide understanding of the largest art piece in school and link to their studying the Frieze in RE lessons. Drawing and painting skills will continue to be built on from ks1 with children paying attention to fine details. Looking particularly at how complicated scenes can be produced in a simplified way.	sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Draw for sustained periods of time. Use a sketch book to develop and collect ideas and use them to review and revisit ideas. Use initial sketches in sketch book as a preparation for painting and other artwork. Continue drawings of people: faces; whole body – developing knowledge of scale, proportion and placement. Use knowledge of line, tone, shape and colour to represent figures and forms in movement. Use photographs to create reflections. Create Zentangles. **<u>Painting</u>:** Be confident when experimenting with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. Make and match colours with increasing accuracy. Use more specific colour language eg: tint, tone, shade, hue. Use colour to reflect mood and feelings.	Select and use relevant resources and references to develop their ideas.	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground
Year B - Spring Term **Picasso**	To create sketch books to record their observations and use them to review and revisit ideas.	**<u>Textiles</u>:** Use sketchbook to plan and develop ideas.	Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, ceramicist, and theatre designer who spent most of his adult life in	Fabric Colour Pattern Shape Texture Sew Hessian Scraps Wool Yarn Mixed media Weave Collage

Textiles Collage Following the studies of Pollock and Rousseau this unit will show the inspiration that Picasso took from these artists. Children will build on collage and textile skills learnt in KS1 refining their cutting and folding skills.	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.	Continue to develop skills in cutting and joining. Use a wider variety of stitches. Discuss ideas and choices using a wider vocabulary: pattern, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration etc. Apply decoration with a needle and thread. **<u>Collage</u>:** Plan/design/sketch collage ideas into sketch book. Continue to select appropriate colours and materials to create effect, giving reasons for choices. Continue to experiment with different techniques: overlapping, layering, mosaic, montage, tessellation. Discuss ideas and choices using a wider vocabulary: texture, shape, form, pattern, mosaic, tessellation etc. Example project: make a collage portrait in the style of Picasso.	France. Part of the cubism, realism period Born October 1881 Died April 1973 Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome.	Appliqué Layers Combine Opinion Thread Net Fur Tweed Silk Satin Natural Synthetic Vat Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding, uneven
Year B - Summer Term **Dame Barbara Hepworth** **Sculpture** **Printing** Studying Hepworth will help show that art does not	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.	**<u>Sculpture</u>:** Use sketchbook to plan, sketch and develop ideas. Use language appropriate to skills and techniques. Refine the 'pinch', 'slab', 'coil' techniques. Make a 'slip' to join pieces of clay together. Add materials to the sculpture to create detail. Demonstrate awareness of sculpture	Abstract sculpture is a form of art, utilizes non-representational shapes, lines, and forms to create a three-dimensional work, unlike representational art which seeks to depict recognizable objects or scenes. Create original, knowledge informed outcomes. Analyse and evaluate own artwork and the work of others.	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture

have to be held to the same standards as what has been produced before. Children will learn how Dame Barbara Hepworth was a leading abstract sculptor of the 20th century and was known for breaking new ground in British modernism and becoming a pioneering figure in the field. They will then build their skills by using sculpture as an outlet for their own ideas.		locally and around the world, and of their designers, including Roman sculpture. Discuss effects of time upon sculptures. **<u>Printing</u>:** Use sketch book to plan and develop ideas. Use printing to make a Roman mosaic. Print onto different materials using at least 4 colours.		Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional

Upper Key Stage Two Art Curriculum

Term/Unit	National Curriculum	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
Year A - Autumn Term **Van Gough** **Drawing** **Printing** Van Gogh is today regarded as one of the most popular post-impressionist painters. Van Gogh´s definite brushwork and contoured forms have massively influenced Expressionism, Fauvism and early abstraction as well as various other aspects of 20th-century art. They will continue to build on the skills learnt in lower key stage 2 and begin to experiment	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.	**Drawing and Painting:** Work in a sustained and independent way to create a detailed drawing. Use sketchbook to collect, record and plan for future works. Begin to develop own style using a wide range of media. Develop close observational skills. Experiment with wet and dry media to make different marks and lines, to produce textures. Begin to use simple perspective in work ie by using single focal point on horizon. Begin to develop an awareness of composition, scale and proportion ie foreground, middle ground, background. Use shading to create/express mood and feeling. Use a variety of techniques to add interesting effects such a reflections, shadows, direction of sunlight, movement.	Dutch artist Vincent van Gogh's grandfather was also a successful artist. Van Gogh did not begin painting until later in life and only lived to the age of 37. Born March 1853 Died – July 1890 He struggled with mental health all his life and was rejected by the church for taking the bible too literally. He was locked in a mental asylum in his later life. Discuss themes of social justice and changes in attitudes towards people with mental illnesses. This also links to diversity within Christianity and acceptances of literal and metaphorical interpretations of the bible. Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas.	Viewpoint, Distance, Direction, Angle, Perspective Modify Foreground, Midground, Background.

with shade and tone.				
Year A - Spring Term **David Hockney** **Painting** **Digital Art** As an important contributor to the pop art movement of the 1960s, David Hockney is considered one of the most influential British artists of the 20th century. Children will take inspiration from his use of colour and techniques, they will refine and improve their drawing and painting skills.	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.	**<u>Painting</u>:** Mix colours, shades and tones with confidence building on previous knowledge. Combine colours, tones and tints to create atmosphere and light effects, enhancing the mood of a piece. Use sketch book to plan and develop ideas. Use different brush techniques, effects and paints to create texture. Develop a personal style of painting using different tones and mixed media, drawing upon ideas from other artists. **<u>Digital Art</u>:** Use Ipads to create digital art, explore layering of colour, pencil effects, shape, abstract and realism. Create final pieces using digital medium.	David Hockney was born in Bradford, West Yorkshire. Born - July 1937. Hockney is one of the most famous British artists alive today. He has been making art in different materials for over 60 years, his later work was produced on an Ipad. He was an openly gay man in a time when it was illegal in England to practice homosexuality. Link this to social justice and relationships in PSHE. He designed the queens window in Westminster Abbey using a digital medium. Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information.	Traditional Modern Splattered Dabbed Scraped Stroked Positive /Negative Foreground/ Middle ground/ Background
Year A - Summer Term **Camilla Low**	To create sketch books to record their observations and use them to review and revisit ideas.	**<u>Sculpture</u>:** Use sketchbook to plan, sketch and develop ideas.	Camilla Løw is a contemporary Norwegian artist. She graduated from Asker Kunstskole in Norway in 1998 and graduated from the	Contemporary Abstract Minimalism Sculpture

Sculpture Textiles The children will look at the wok of Camilla Low a modern-day female artist. This links to geometry (shape). The children will look at deeper meaning behind artwork and its use to inspire and engage. They will develop more detail in their sculpture work looking closely at the structure of each individual piece and its relation to the others.	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.	When using clay, develop cutting and joining skills eg using wire, coils, slabs and slips. Produce patterns and textures in malleable materials. Develop an understanding of different ways of finishing work: glaze, paint, polish. Shape, form, model and construct observation and imagination. Use materials other than clay to create a 3D sculpture. **<u>Textiles</u>:** Use sketchbook to plan and develop ideas. Stitching: use various needles/stitches to produce more complex patterns. Add decoration to create effect. Use language appropriate to skills and techniques. Look at a range of artists who use textiles in their work eg Judith Rowley.	Glasgow School of Art in 2001 with a BA in Fine Art and lived there for 8 years. Born 1976 Create original, knowledge informed outcomes. Analyse and evaluate own artwork and the work of others. Understand that artwork is made for a purpose.	Geometric Evocative
Year B - Autumn Term **Henry Moore** **Drawing** Henry Spencer Moore (1898-1986) was one of the most	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. Study great artists, architects and designers in history.	**<u>Drawing</u>:** Draw for a sustained period of time over a number of sessions working on one piece. Looking at the effects of pencil stroke, shade and tone. Working to draw from a single point perspective and understand the vanishing point on the horizon. Use sketchbook to collect, record and plan for future works.	Henry Spencer Moore OM CH FBA was an English artist. He was an official war artist and his work was used for propaganda purposes. His work was sent to New York for an art display and to gain American support. He depicted Britain at war and told the story of the Blitz through art. Born: July 1898,	Viewpoint Distance Direction Single point perspective Propaganda

important and influential British artists of the twentieth century. The children will learn about his work and his influence through the war. This serves as a post teach of their work from Class 3 of the Battle of Britain and the understanding of the influence art can have.		Extend use of sketchbooks: make notes and quotes explaining work. Continue to develop a variety of techniques to add interesting effects such as reflections, shadows, direction of sunlight, movement. Produce increasingly accurate drawings. Produce sketches which communicate emotions with increasing accuracy and imagination. Continue to develop further simple perspective in their work using a single focal point on horizon. Continue to develop an awareness of composition, scale and proportion ie foreground, middle ground, background.	Died: August 1986 Independently develop a range of ideas which show curiosity, imagination and originality.	
Year B - Spring Term **Bridget Riley** **Sculpture** **Collage** Bridget Riley has made significant contributions to contemporary art and art education. Her innovative use of optical	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.	**<u>Sculpture</u>:** Use sketchbook to plan, sketch and develop ideas. When using clay, develop work through combining 'pinch', 'slab' and 'coil' techniques to produce end pieces. Demonstrate experience in different ways of finishing work: glaze, paint, polis. Use tools to carve and add shapes, texture and pattern. Shape, form, model and construct form observation and imagination. Use frameworks (such as wire, moulds, pipe cleaners) to create sculptures of human forms and to provide stability and form. Recognise sculptural forms in the environment – such as furniture and buildings. Look at their designers. **<u>Collage</u>:** Plan/design/sketch collage ideas into	Bridget Louise Riley CH CBE is an English painter known for her op art paintings. She lives and works in London, Cornwall and the Vaucluse in France. Born: April 1931 Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.	Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle Ground Background Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle Ground Background

illusion geometric abstraction has influenced generations of artists and inspired new artistic movements. Her use of shape links to geometry within maths helping to show children maths use in real life.		sketchbook. Develop and extend use of different techniques, colours and textures when designing and making pieces of work. Add collage to a painted, printed or drawn background. Choose most appropriate materials to fit the purpose. Discuss reasons for choice.		
Year B - Summer Term **Lowry Printing Textiles** Studying Lowry will help children understand how the use of simple materials: ivory black, vermilion, Prussian blue, yellow ochre, flake white and no medium." meant Lowry was in absolute	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.	**Printing:** Use sketch book to plan and develop ideas. Use drawings and design to bring fine detail into their work. Be confident when printing on paper and/or fabric. Overprint with different colours. Build up layers and colours/textures. Combine printing techniques within one piece of work to create impact and effect. Example Project: Design Mayan patterns/ designs. Put onto printing block with string. Add onto printed background. **Textiles:** Use sketchbook to plan and develop ideas. Recognise different forms of textiles and express opinions on them.	Laurence Stephen Lowry RBA RA was an English artist. His drawings and paintings mainly depict Pendlebury, Greater Manchester as well as Salford and its vicinity. Lowry painted scenes of life in the industrial districts of North West England in the mid-20th century. Born: November 1887, Died: February 1976 Create original, knowledge informed outcomes. Analyse and evaluate own artwork and the work of others, making links and comparisons. Understand that artwork is made for a purpose and has a specific audience.	Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic

control of all the colours and tones he could achieve and allowed him to concentrate on composition, perspective, and subject matter. They will experiment themselves with simple materials and discover the effect and control it can have.		Develop experience in embellishing through overlapping and layering, using more advanced stitching and applique techniques in order to create texture, effect and colour. Use language appropriate to skills and techniques.		