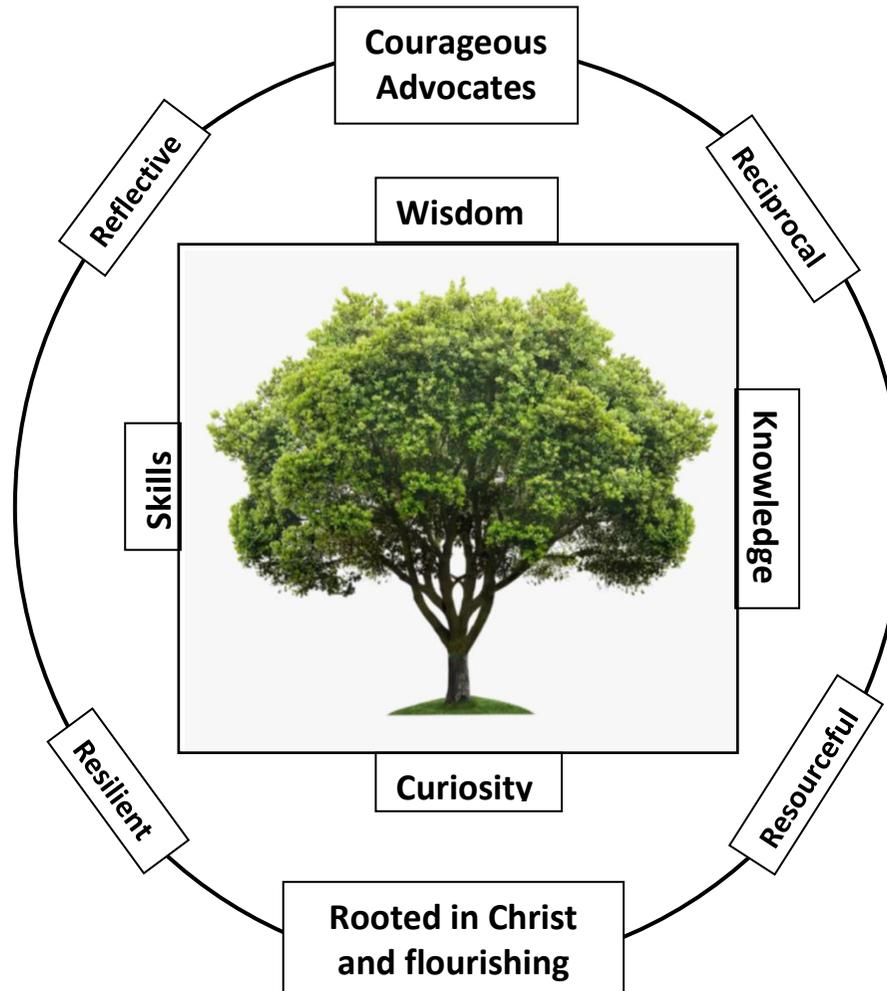


The Whittle-le-Woods Curriculum

I have come so they may have life and have it to the full. John 10:10

Art



Disciplinary Knowledge Art

Year Group	Artist	Disciplinary knowledge	Similar artists
Year 6	Keith Haring Christopher Wren	Contemporary- has shown hardships of LGBT through art Traditional- Linked to architecture	Pop art to raise awareness of identity
Year 5	Georgia O'Keefe Constable- Wivenhoe Park 1816 Leonardo Da Vinci sketches	Modern Art Traditional- when looking at landscape Traditional when doing portraits	Some abstract plus portrait
Year 4	Andy Goldsworthy Kandinsky Greek Pot Patterns	Contemporary – natural elements Modern- abstract Traditional	Mondrian, Sarah Morris, Joaquin Torres-Garcia
Year 3	Picasso Van Goch	Modern art Modern with abstracting	
Year 2	Sigmar Polke Damien Hirst Gustav Klimt William Morris Sarah Morris	Modern Contemporary Contemporary Modern Modern	
Year 1	Rosalind Monks		
Reception	Archimbaldi Mondrian Lowry	Traditional/Modern Modern Modern	Like Kandinsky, Sarah Morris, Torres-Garcia
Nursery	Hanoch Piven Richard Shilling	Modern as has some abstracting Contemporary	

Disciplinary Knowledge will be taught across the curriculum so that children will be able to reflect upon, discuss and experiment with traditional, modern and contemporary art



Contemporar



Traditiona



Tradition



Tradition



Modern



Modern

Art Intent

Our Art curriculum at Whittle-le-Woods aims to:

In line with the National Curriculum, at Whittle-le-Woods CE Primary School, we aim to ensure that all pupils:

Produce creative work, exploring their ideas and recording their experiences

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Evaluate and analyse creative works using the language of art, craft and design.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We aim to:

Engage, inspire and challenge pupils, equipping them with the skills and knowledge to soar in talent and create their own works of art.

Encourage children to be excited and curious to learn about key artists, sculptor and architects, including those from our locality.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Nursery	Mark making, Sculpture	Models Textures	Lines and patterns	Recycled Resources	Painting	Materials
B Nursery	Mark making, Sculpture	Models Textures	Materials Printing	Models Recycled resources	Patterns	Painting
Reception	Drawing, Sculpture	Mixed media Construction	Printing, collage Arcimboldi	Colour mixing	Patterning	Artistic effects
Year 1	Collage, Sculpture	Painting	Drawing		Drawing Rosalind Monks	
Year 2	Painting		Painting- Printing Klimt, Morris		Drawing	
Year 3	Drawing		Drawing Picasso		Painting Van Gogh	
Year 4	Painting, Kandinsky		Sculpture		Painting - Printing	
Year 5	Drawing		Drawing mixed media		Painting	
Year 6	Sculpture			Mixed Media/IT	Drawing	

Nursery

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities	Evidenced
A Autumn 1	All about me	<p>Make marks intentionally.</p> <p>Explore scribbling and drawing through sensory activities – foam, sand, sticks in mud, paint.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Talk about their marks and drawings</p> <p>Explore paint, using fingers and other parts of their bodies as well as paintbrushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes giving meaning to the marks they make.</p>	<p>Wavy</p> <p>Long</p> <p>Short</p> <p>Thick</p> <p>Thin</p> <p>Pattern</p> <p>Hard</p> <p>Soft</p>	<p>Let's make faces - study Hanoch Piven as stimulus.</p>	2Simple 'floor book on iPad
		<p>Make simple models which express their ideas.</p> <p>Develop their own ideas and decide which materials to use to express them.</p> <p>Join different materials create sculptures in different places (inside & outside)</p>	<p>Model</p> <p>Sculpture</p> <p>Join</p> <p>Materials</p>	<p>Andy Goldsworthy</p> <p>Richard Shilling's land art</p>	
A Autumn 2	My Family My School (Drawing) My Family (Sculpture)	<p>Make simple models which express their ideas</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Materials</p> <p>Textures</p> <p>Design</p>		2Simple 'floor book on iPad

		<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join materials and explore different textures.</p> <p>Design & evaluate.</p> <p>Display & celebrate their work.</p> <p>Discuss what worked well & how they could make it better.</p>	<p>Evaluate</p> <p>Improve</p>		
<p>A</p> <p>Spring 1</p>	<p>Doctors Hospitals-keeping safe</p>	<p>Food prep – keeping healthy.</p> <p>Opportunities for children to construct together in blocks (indoor or outdoor) Hospitals</p> <p>Provide recycled resources, workshop and deconstructed role play Copy unusual buildings using junk and construction.</p> <p>3D work: (dough, plasticine, clay)</p> <p>Explore colour and colour mixing.</p> <p>Create different textures.</p> <ul style="list-style-type: none"> • Explore different materials, using all the senses to investigate them. Manipulate and play with different materials. • Start to develop pretend play, pretending that one object represents another. <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p>	<p>zig zags</p> <p>spirals</p> <p>wavy</p> <p>long</p> <p>short</p> <p>thick</p> <p>thin</p> <p>texture</p> <p>smudgy</p> <p>hard</p> <p>soft</p> <p>charcoal</p> <p>chalk</p> <p>pastel</p> <p>crayon.</p>	<p>Study real life plants and flowers</p> <p>Study Van Gogh sunflowers</p>	<p>2Simple</p> <p>‘floor book on iPad</p>
<p>A</p> <p>Spring 2</p>	<p>Farm Animals</p> <p>Old Macdonald</p>	<p>Use recycled resources</p> <p>Create 3D models using clay, playdough, plasticine.</p> <p>Designing, making, evaluating:</p> <p>Use different types of construction kits & with small world farm/stories.</p> <p>Use real tools outside, alongside an adult eg. Hammers, screwdrivers, nails, screws, wet sand for cement. Talk to children about what they are</p>	<p>Sculpture, collage, texture, plan, join, model, like, dislike, tools, build, design, big, small,</p>	<p>Photographs of farms & traditional story settings</p>	<p>2Simple</p> <p>‘floor book on iPad</p>

		<p>planning to make, what they have made, how they made it and what they used/why they used them.</p> <p>Talk about what they are pleased about & show how they join pieces together.</p> <p>Share ideas & models with others.</p> <p>Display & celebrate their work.</p> <p>Discuss what worked well & how they could make it better.</p> <p>Make simple models which express their ideas</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join materials and explore different textures.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Junk Recycled materials Model join attach</p>		<p>2Simple 'floor book on iPad</p>
<p>A Summer 1</p>	<p>Growing Plants</p>	<p>Drawing: Provide tools to draw lines and patterns – zig zags, spirals, wavy, long, short, thick, thin.</p> <p>Provide range of tools – wax crayons, pencil crayons, chalks, felt/gel pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under table, easels.</p> <ul style="list-style-type: none"> • Choose tools for a purpose – hard (biro, felt tips) soft, (crayon) smudgy (chalk, pastel or charcoal) • Express ideas and feelings through making marks, and sometimes give meaning to the marks they make. 	<p>zig zags, spirals, wavy, long, short, thick, thin, texture, smudgy, hard, soft, charcoal, chalk, pastel, crayon.</p>	<p>Real life plants/flowers Van Gogh sunflowers</p>	

		<ul style="list-style-type: none"> Explore paint, using fingers, brushes and other tools 			
A Summer 2	Minibeasts Incey Wincey Spider	<p>Print with a variety of found materials and rubbings to make leaves. Create different textures. Explore colour and colour mixing.</p> <ul style="list-style-type: none"> Explores paint, using fingers and other parts of their bodies as well as paintbrushes and other tools. Express ideas and feelings through making marks, and sometimes giving meaning to the marks they make. Explore colour and colour mixing. 	zig zags, spirals, wavy, long, short, thick, thin, texture, smudgy, hard, soft, charcoal, chalk, pastel, crayon.		
B Autumn 1	All About Me	<p>Make marks intentionally. Explore scribbling and drawing through sensory activities – foam, sand, sticks in mud, paint. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Talk about their marks and drawings. Explore paint, using fingers and other parts of their bodies as well as paintbrushes and other tools. Express ideas and feelings through making marks, and sometimes giving meaning to the marks they make.</p>	<p>Wavy Long Short Thick Thin Pattern Hard Soft Model Sculpture Join Materials</p>	<p>Let's make faces - study Hanoch Piven as stimulus.</p> <p>Andy Goldsworthy Richard Shilling's land art</p>	2Simple 'floor book on iPad

<p>B Autumn 2</p>	<p>My Family My School (Drawing) My Family (Sculpture)</p>	<p>Make simple models which express their ideas</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join materials and explore different textures. Design & evaluate. Display & celebrate their work. Discuss what worked well & how they could make it better.</p>	<p>Materials</p> <p>Textures</p> <p>Design</p> <p>Evaluate</p> <p>Improve</p>		<p>2Simple 'floor book on iPad</p>
<p>B Spring 1</p>	<p>Down in the Jungle Pets</p>	<p>Collage using different materials, create different textures. Make animals - Which materials are the best for different types of animals. Experiment with different papers and fabric – cut, tear, pull, twist, crumple, crunch, fold, curl. Printing repeating patterns and symmetry patterns. Look at colour in animal books. Collect different papers & make colour families. Cut, tear & arrange. Explore different materials, using all the senses to investigate them. Manipulate and play with different materials. Explore colour and colour mixing. Make imaginative and complex 'small worlds' using a variety of materials.</p>	<p>Pattern, print, material, cut, tear, pull, twist, crumple, crunch, fold, curl.</p>	<p>Rousseau jungles</p>	
<p>B Spring 2</p>	<p>Transport Wheels on the Bus Holidays</p>	<p>Junk modelling transport. Large & small with a range of junk & construction.</p>	<p>Junk Next to On top Model</p>	<p>Kate Simpson Angela Davidson</p>	

		<p>Construction, making vehicles & buildings – bus stations, airport, train stations.</p> <ul style="list-style-type: none"> • Explore different materials, using all the senses to investigate them. Manipulate and play with different materials. • Make simple models which express their ideas Use their imagination as they consider what they can do with different materials. • Make imaginative and complex ‘small worlds’ using a variety of materials. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Join materials and explore different textures. 	<p>join attach Big Small junk</p>		
<p>B Summer 1</p>	<p>Dinosaurs’ day out Hot & cold</p>	<p>Use their imagination to create dinosaur patterns using paint.</p> <p>Explore colour mixing.</p> <p>Use pencil crayons, crayons, pastels, chalk, felt tips.</p>	<p>Press Dab Overlap Colour Texture Hard Soft Pattern Apron Pallet</p>	<p>Sergey krasovskiy</p> <p>Dinosaur books</p>	<p>2Simple ‘floor book on iPad</p>
<p>B Summer 2</p>	<p>Pirates</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Make imaginative and complex ‘small worlds’ using a variety of materials.</p>	<p>Materials</p> <p>Texture</p> <p>Model</p>		<p>2Simple History ‘floor book on iPad</p>

Key Vocabulary learnt end of YN	wavy, long, short, thick, thin, pattern, hard, soft, Sculpture, collage, texture, plan, join, model, tools, build, design, zig zags, spirals, smudge, charcoal, chalk, pastel, crayon, print, material, cut, tear, pull, twist, crumple, crunch, fold, curl, press, dab, overlap, colour, apron, pallet,
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Reception – EYFS

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities	Evidenced
Autumn 1	<p>All About Me!</p> <p>My first self portrait</p> <p>Drawings of those familiar to me/my family</p> <p>Autumnal wreaths</p> <p>Hedgehog clay modelling</p>	<p>Drawing: (ourselves, friends, faces, bodies) Explore drawing through sensory activities – foam, sand, sticks in mud, paint.</p> <p>Use tools to draw lines and patterns – zig zags, spirals, wavy, long, short, thick, thin.</p> <p>Use range of tools – wax crayons, pencil crayons, chinks, felt/gel pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under table, easels.</p> <p>Construct models based on buildings in the local area.</p> <p>Talk about their drawings Understand the effects of light pressure, firm pressure, thick & thin lines or patterns.</p> <p>Choose tools for a purpose – hard (biro, felt tips) soft, (crayon) smudgy (chalk, pastel or charcoal)</p> <p>Draw on textured material (cellophane, corrugated card, shiny paper, foil.</p>	<p>Zig zag Spiral Wavy Long Short Thick thin charcoal pastel pressure pattern hard soft smudgy texture corrugated shiny.</p>	<p>Study Lowry (stick men)</p> <p>Use the book Doodling Daniel by Joyce Dunbar.</p> <p>Mondrian</p>	<p>2Simple Expressive Art and Design book on iPad</p>

		Look at patterns in the environment – pictures, objects, photographs, wallpaper.			
Autumn 2	Let's Celebrate!	<p>Use range of tools – wax crayons, pencil crayons, chinks, felt/gel pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under table, easels.</p> <p>Talk about their drawings</p> <p>Discuss, plan, create and evaluate using a range of construction materials and different techniques for joining materials.</p>	<p>Join</p> <p>Build design</p> <p>Construction model</p> <p>Print</p> <p>Pattern</p>	<p>Firework paintings/ rockets</p> <p>Where do I live? Build a house using a range of construction</p> <p>Christmas nativity characters made from corks</p> <p>Making their own Stick Man</p> <p>Repeating pattern prints wrapping paper</p> <p>Christmas cards</p>	Expressive Art and Design book on iPad

<p>Spring 1</p>	<p>People Who Help Us – Superheroes!</p>	<p>printing</p> <p>painting</p> <p>Collage using different materials, create different textures.</p> <p>Experiment with different papers and fabric – cut, tear, pull, twist, crumple, crunch, fold, curl. Create different textures.</p>	<p>Sculpture</p> <p>Collage</p> <p>Texture</p> <p>Cuddly soft</p> <p>cut</p> <p>tear</p> <p>pull</p> <p>twist</p> <p>crumple</p> <p>crunch</p> <p>fold</p> <p>curl</p> <p>pattern</p> <p>print.</p>	<p>Winter craft - Making penguins from toilet rolls</p> <p>Snowflakes</p> <p>Superhero craft – design your own superhero</p> <p>Mother’s Day cards</p>	<p>Expressive Art and Design book on iPad</p>
<p>Spring 2</p>	<p>Growing!</p> <p>Plant observational drawings</p> <p>Chick craft</p> <p>Where does our food come from?</p> <p>Food art</p>	<p>Notice features in the natural world. Define colours, shapes and texture.</p> <p>Explore colour and colour mixing.</p> <p>painting</p> <p>Collage using different materials, create different textures.</p> <p>Experiment with different papers and fabric – cut, tear, pull, twist, crumple, crunch, fold, curl. Create different textures.</p>	<p>Join</p> <p>Build</p> <p>design</p> <p>Construction, fix, recycle, deconstructed, model.</p> <p>Print</p> <p>Pattern</p>	<p>Local area walk</p> <p>Doodling Daniel Arcimboldi (fruit face)</p>	<p>Expressive Art and Design book on iPad</p>
<p>Summer 1</p>	<p>Amazing Animals!</p> <p>Animal craft</p>	<p>Notice features in the natural world. Define colours, shapes and texture</p> <p>Explore colour and colour mixing.</p>	<p>Mix</p> <p>Shades</p> <p>Lighter</p> <p>Darker</p>	<p>Zoo visit</p>	<p>Expressive Art and Design book on iPad</p>

	Bears Father's Day cards	Create animal patterns using paint. Develop techniques using pencil crayons, crayons, pastels, chalk, felt tips	Brush Stroke Dab Bristles		
Summer 2	Fantasy! Create our own castle!	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Weaving Material names Colours Fabric Wool		Expressive Art and Design book on iPad
Key vocabulary to be learnt	Texture, corrugated, shiny, Join, design, construct, print, pattern, crumple, tear, crunch, fold, curl, recycle, deconstructed, mix, shades, lighter, darker, weaving, fabric.				

<u>Year 1</u>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Houses and Homes	Create a collage of our own home using different materials.	Understand how materials can be used in different ways to give a variety of effects.	Apply colour joins	Link to EYFS collage and model building.

		Create a 3d model of our dream home.	Know how to join materials to create a 3D model.	materials objects for a purpose	
Autumn 2	Superheroes/ Christmas	<p>Experiment with water colours</p> <p>Experiment with painting techniques</p> <p>Design a Christmas tree decoration.</p> <p>Create a Christmas tree decoration.</p> <p>Potato print SuperTato</p>	<p>Know how to use colour wash and colour mixing to create moods and effects.</p> <p>Use a range of materials creatively to design and make products</p>	Water colour Paint Technique	Link to EYFS colour mixing
Spring 1	Toys	<p>Observational drawing of own toy.</p> <p>experiment with different media (pencils, chinks, pens, paint)</p> <p>Make choices about which would be the best media to draw a portrait of their favourite toy.</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Know how to look for and draw the basic shape of a toy.</p> <p>Understand visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.</p>	<p>Observational drawing</p> <p>Materials</p>	Link to EYFS drawing skills (Autumn 2)
Spring 2					

Summer 1	Minibeasts	Observational drawing of a mini-beast using pencil and/ or pen. Look in detail at the features of our mini beast in more depth- experiment with sketching. Study the work of Rosalind Monks.	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.	Observe Patterns anatomy	Study the art work of Rosalind Monks. Link to EYFS drawing skills (Autumn 1, summer 2)
Summer 2					
Vocabulary to be learnt by end Y1	Apply, colour, joins, objects for a purpose, water colour, technique, observe, anatomy.				

Year 2					
Term	Unit Name	Skills	Knowledge	Key Vocabulary	Visitor/trips links to other Year groups
Autumn 1	There's No Place like Home-Stain	Talk about and answer questions about a starting point. Recognise the styles of artists. Talk about similarities and differences between different artists.	Know how well-known artists create works using glass. Understand how to record and develop ideas.	collage colour tone line shape texture	Study the works of; Helen Whittaker, Stained glass and Sculpture

	Glass Windows	<p>Develop and record ideas thinking about line, texture, colour, shape to create different effects.</p> <p>Adapt and make changes to their work and the tools they use as it develops.</p> <p>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</p>	<p>Understand how to evaluate and adapt their own work for a specific purpose.</p> <p>Know how to use glass paint effectively.</p>		<p>Gerhard Richter, Cologne Cathedral Window, 2007</p> <p>Sigmar Polke, Windows for the Zurich Grossmunster, 2009</p> <p>Joaquin Torres-Garcia, Constructivist Glass, 1948</p> <p>Tom Fruin</p>
Autumn 2					
Spring 1	Journeys-Hot Air Balloons	<p>Experiment with tools to develop drawing skills</p> <p>Discuss similarities and differences between pattern artists (such as Damian Hirst, Gustav Klimt, William Morris, Sarah Morris)</p> <p>Experiment by arranging, repeating, overlapping, regular and irregular patterns.</p> <p>Print with a growing range of objects to create patterns.</p> <p>Use decorative techniques to add pattern to a sketch.</p>	<p>Know how to use a range of materials creatively to design and make products</p> <p>Know the styles of a selection of pattern artists.</p> <p>Know how to use print making techniques to create a variety of patterns.</p>	<p>Repeating</p> <p>Overlapping</p> <p>Regular</p> <p>Irregular</p> <p>Patterns</p> <p>Decorative techniques</p>	Link to EYFS Spring 1
Spring 2					

Summer 1	Nature- Plants and Animals	<p>Create quick sketches</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use sketches to create forms from direct observations.</p> <p>Explore form.</p> <p>Experiment with colour</p>	<p>Know how to create sketches to record initial ideas.</p> <p>Know how to develop sketches with increased details, experimenting with tools and surfaces.</p> <p>Know the process of gathering, collecting, experimenting and reflecting.</p> <p>Understand sketching and shading techniques.</p>	<p>sketch colour ink pencil painting scale observations surfaces shadows form replicate</p>	<p>Link to spring 1 Year 1</p>
Summer 2					
Vocabulary to be learnt by end Y2	Collage, colour, tone, line, shape, texture, repeating, overlapping, regular, irregular, patterns, decorative techniques, sketch, colour, ink Pencil, painting, scale, observations, surfaces, shadows, form, replicate				

Year 3

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Sketching Nature	<p>Experiment with different grades of pencil to draw different forms and shape/</p>	<p>Know that surface detail can be added to drawings through simple patterns and shading techniques.</p> <p>Know the effects of different pencil types.</p>	<p>Lines marks shading shape tone.</p>	<p>Use the work of a well-known artist as a stimulus to develop a new technique in</p>

		<p>achieve variations in tone.</p> <p>Make close observations.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Experiment with a range of drawing implements to add colour to a sketch</p>	<p>Know how to apply tone in drawing in a simple way for effect.</p>		<p>creating a tonal leaf collage.</p> <p>Link to Y2 summer 1</p>
Autumn 2					
Spring 1	Picasso	<p>To practise the technique of observation to aid sketching in detail a portrait.</p> <p>To observe the work of Picasso and identify key elements of his portrait style, in particular.</p> <p>To explore a wider range of materials to create bold colours in their art work.</p> <p>To develop a new technique that will enable them to create a piece of art in the style Pablo Picasso.</p>	<p>To know Pablo Picasso was a famous Spanish born artist who experimented with ways of drawing people and objects.</p> <p>Pablo Picasso befriended Georges Braque, an artist, and invented cubism with him.</p>	<p>Cubism</p> <p>Observe</p> <p>Sketch</p> <p>technique</p>	<p>Link to Y1 Summer 1</p>
Spring 2					

Summer 1	Van Gogh sunflowers	<p>To research different Van Gogh paintings.</p> <p>To draw in proportion</p> <p>To create a painting in the style of Van Gogh</p> <p>Make colour wheels</p> <p>Experiment with different types of brushes Techniques- apply colour using dotting, scratching, splashing.</p>	<p>Know Van Gogh painted in an expressionist style.</p> <p>Know Van Gogh's painting of sunflowers are among his most famous. He painted a total of five large canvases with sunflowers in a vase. He used only 3 shades of yellow and no other colour. By doing this, he demonstrated that it was possible to create an image with numerous variations of a single colour.</p> <p>Know Van Gogh uses the impasto technique (where paint is laid on an area of the surface in very thick layers, usually thick enough that the brush or painting-knife strokes are visible) to great effect in Sunflowers, creating an image that is even more dynamic due to the fact that the oil paint recreates the three dimensional textures of the sunflowers he was painting.</p> <p>Know that the sunflower paintings had a special significance to Vincent Van Gogh. He wrote that they communicated 'gratitude'.</p> <p>Know that the paintings show sunflowers in all stages of life, from full bloom to withering. The paintings were considered innovative for their use of the yellow spectrum, partly because newly invented pigments made new colours possible.</p>	<p>Expressionism</p> <p>Oil paint</p> <p>Variations</p> <p>Pigment</p> <p>Impasto technique</p> <p>Texture</p>	Link to Y1 Autumn 2
Summer 2					
Vocabulary to be learnt by end Y3	shading, tone Cubism, Observe, Sketch, technique, Expressionism, Oil paint, Variations, Pigment, Impasto technique, Texture				

Year 4

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1 and Autumn 2	Kandinsky	<p>Plan and develop.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p> <p>Develop techniques of experimentation with colours.</p> <p>Explore how colours can be linked with emotions.</p>	<p>Know about a great artist from history.</p> <p>Know about the life and famous works of expressionist abstract artist Wassily Kandinsky.</p> <p>Know where and when he was born, and his career before becoming an artist (university teacher).</p> <p>Know that Concentric Circles is not a painting intended to be displayed as an art work, but rather a set of images he used as a colour study, trying out combinations of colours together.</p> <p>Know Kandinsky was a painter and a pioneer of abstract art who acted as an inspiration for many.</p> <p>Know that colours can have an effect on emotions</p>	<p>Watercolour</p> <p>Sketch</p> <p>Pastel</p> <p>Blend</p> <p>Expressionism</p> <p>Colour mixing</p> <p>Warm colours/ cool colours</p> <p>Shape</p> <p>Colour</p>	<p>Link to Y2 Summer 1</p>
	Texture and form	<p>Explore Stone Age art - Experience surface patterns/ textures</p> <p>Draw on sandpaper and crushed paper.</p> <p>Create clay pots, decorated with examples of prehistoric patterns (including</p>	<p>Know Stone Age art illustrates early human creativity through small portable objects, cave paintings, and early sculpture and architecture.</p> <p>To know that during the time of prehistory, charcoal and colour pigments were created, blended and used. The earliest cave paintings would have been monochrome. Colour pigments were developed over time.</p>	<p>Texture</p> <p>Paintings</p> <p>Murals</p> <p>Drawings</p> <p>Etchings</p> <p>Carvings</p> <p>Pigments</p> <p>Blend</p> <p>Monochrome</p> <p>Monograph</p> <p>Cluster pattern</p>	<p>Link to Y2 Summer 1</p> <p>History / art theme day (Prehistory theme)</p>

		monograph and cluster patterns).			
Spring 1	Ancient Greece Greek sculpture and design.	To examine scale and proportion. Understand the historical and / or cultural significance of the work of a chosen artist / art form Sketch and design terracotta figurines and wire/plaster sculptures.	Know that sculpture was important to the ancient Greeks. Know that the ancient Greeks saw the human body as sacred. Know that sculptures of the human body were very popular during ancient Greek times. Sculptures were made using many different materials, including bronze, marble, wood and terracotta. Collage mosaics.	Sculpture Scale Proportion	Link to Y3 summer 1 History link Study the artwork of LeRoy Neiman
Spring 2					
Summer 1	Living things in their habitat. Environmental art. Printing/ pattern	Explore environmental and manmade patterns. Compare and contrast patterns. Use sketchbook for recording. Make patterns on a range of surfaces. Create printing blocks.	Know some patterns are man-made, while others occur naturally. Know the difference between regular and irregular patterns. Know how to create and reproduce patterns using a variety of materials such as foam, polystyrene and string.	Man- made Natural Compare Contrast Print Repeat	Study Andy Goldsworthy. Visit Cuerden Valley. Science & geography link.
Summer 2					
Vocabulary to be learnt by end Y4	Abstract expressionism , Murals, Drawings, Etchings, Carvings, Pigments, Blend, Monochrome, Monograph, Cluster, pattern, texture, scale, proportion, sculpture.				

Other opportunities	Poppy art – Remembrance Day, volcano art, LeRoy Neiman – sports through the ages – Summer history link.
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Year 5					
Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	Human Features Proportional Portraits Creating realistic faces	Explore and analyse how the human face is proportioned Create a portrait using correct proportion Use sketch books to record first hand observations and use them to review and revisit ideas	Demonstrate their understanding of basic face proportion by creating a reference sketch of each feature.	Portrait/self-portrait Proportion Realistic	Study Christian Chinese artist He Qi (RE link). Proportion – link to Y4 spring 1
Autumn 2					
Spring 1	Scandinavia – landscape & perspective	Show the effect of light on mountains using pencil Hue, tint, tone, shade and mood using pastels	Understand the concept of perspective where landscape is involved. Know the effect of light on landscapes. Know how to use pastels to create mood.	Horizon line Shade, tone, hue, mood.	Link to Y4 autumn 1 – colours/emotions.
Spring 2					
Summer 1					
Summer 2	Plants Georgia O'Keefe	Use first hand observation Examine colour closely.	Mix hints, shades and tones of colour using watercolours.	Hue, tint, tone,	Link to Y3 Autumn 1

					Use of the school grounds.
Vocabulary to be learnt by end Y5	Portrait/self-portrait Proportion, horizon line, shade, tone, hue, mood, tint.				
Other opportunities					

Year 6					
Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	People in Action	<p>Make observations.</p> <p>Record these observations in sketch books.</p> <p>Review and revisit ideas.</p> <p>Study an artist (Keith Haring)</p> <p>Begin to draw the human form.</p> <p>Draw the human form with increasing precision and control.</p> <p>Design a piece of work depicting a moving figure.</p> <p>Create a sense of movement by sculpting a person</p>	<p>To know the importance of making observations.</p> <p>Know how to convey movement in art.</p> <p>Understand the importance of proportion.</p> <p>To know the methods and approaches used in their own and others' work, including the artist Keith Haring.</p>	<p>Proportion</p> <p>Movement</p> <p>Human form</p> <p>Precision</p> <p>Control</p> <p>Figure</p> <p>Pose</p> <p>Motion</p>	Link to Y4 Spring term

Autumn 2					
Spring 1					
Spring 2	Collage	<p>Create a collage using ICT</p> <p>Create a collage focussing on a theme (nature)</p> <p>To intricately plan and design a collage using a variety of materials. (This will include showing how to experiment with paint, chalk, fabrics, papers, foils etc</p>	<p>Know that collage is a work of visual arts made from an assemblage of different forms, thus creating a new whole.</p> <p>Know how to produce, edit, develop and complete a collage using a variety of media.</p>	<p>Visual art</p> <p>Assemblage</p> <p>Media</p>	<p>Link to Y4 Spring term (collage mosaics).</p>
Summer 1	Architecture	<p>Examine buildings in a range of architectural styles.</p> <p>Examine the architecture of local buildings.</p> <p>Design a new freestanding classroom for our school.</p> <p>Study the architecture of Sir Christopher Wren.</p> <p>Explore the design features of the Taj Mahal</p> <p>Examine the architecture of the Sydney Opera House.</p> <p>To be able to design a building for a particular purpose.</p> <p>Create perspective drawing of an urban landscape.</p> <p>Create tessellation patterns to create decade theme walled paper</p>	<p>Show an understanding of perspective.</p> <p>Know how to produce high quality designs that also show the inside of the building, using annotated notes to explain key features</p> <p>Know that architecture is the art and science of designing and constructing buildings.</p>	<p>Design</p> <p>Purpose</p> <p>Perspective</p> <p>Urban</p> <p>Landscape</p> <p>Tessellation</p>	<p>Link to Y1 Autumn term and Y5 Spring term.</p>
Summer 2					

Vocabulary to be learnt by end Y6	Proportion, Human form, Figure, Motion, visual art, perspective. Urban, tessellation.
Other opportunities	WW1 art – Poppies to go behind a WW1 poem Sketching the development of the human skeleton linked to evolution 1960s art – Pop art

Implementation and Impact

The curriculum is designed to ensure the skills and knowledge taught are progressive throughout the school, with links made to other curriculum areas where appropriate.

Each year group is assessed against the National Curriculum learning objectives. Information is collected from each class teacher to identify pupils SEND pupils, pupils working below, at and above the expected level. The subject leader and class teachers work together to ensure appropriate support and challenge are provided for each pupil. Pupil voice interviews, teacher questionnaires and book looks are carried out throughout the year.

All children have the opportunity to flourish in art with developed skills and creativity.

Children are confident to experiment with different media and are happy to take creative risks