

Art



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Painting		
	Termly Focus	Mixing colours Primary and secondary colours	Tones Using tints and shades	
2	Strand	Drawing		
	Termly Focus	Pencil skills	Draw with different medias	NA
3	Strand	Collage		
	Termly Focus	Mosaics	Matisse	Rousseau
4	Strand	Drawing Skills – communicating messages through art (Cycle A)		
	Termly Focus	Cave paintings	Egyptian Tomb art	Banksy/ Modern Art
5	Strand	Sculpture		
	Termly Focus	Clay	Paper Mache	Recycling materials
6	Strand	Painting		
	Termly Focus	Colour mixing and blending	Patterns	



ART (Year 1): Strand of learning – Painting

Crucial Knowledge- Term 1 (Mixing colours)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">Recognise & name primary colours. <i>Red, blue and yellow.</i>Recognise & name secondary colours <i>purple, green, orange.</i>Mix thick paint (textured).Explore using thick paintbrushes.Explore using thin paintbrushes.Develop a wide range of art and design techniques in using colour and pattern.Use key vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, sweep, dab and bold brushstroke.	<ul style="list-style-type: none">To use a range of materials creatively make a painting.To use painting to develop and share their ideas, experiences and imagination.Learn about the work of a range of artists, craft makers and designers and make links to their own work.	<ul style="list-style-type: none">Mix primary colours to create secondary colours.Create a colour wheel to show primary and secondary colours.Apply mixing skills to create a painting.

Crucial Knowledge- Term 2 (Tones)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">Recognise & name primary colours. <i>Red, blue and yellow.</i>Recognise & name secondary colours <i>purple, green, orange.</i>Mix thick paint (textured).Mix thin paint (watercolour).Add white and black to alter tints and shades.Choose the correct tools (paintbrushes) to create a variety of brushstrokes.Develop a wide range of art and design techniques in using colour, pattern, form and space.Use key vocabulary to demonstrate knowledge and understanding: neutral colours, tints, shades, warm colours, cool colours and watercolour wash.	<ul style="list-style-type: none">To use a range of materials creatively make a painting.To use painting to develop and share their ideas, experiences and imagination.Learn about the work of a range of artists, craft makers and designers and make links to their own work.	<ul style="list-style-type: none">Mix primary colours to create secondary colours.Create a tone wheel/tint strip to show different shades of a colour.Apply mixing skills to create a painting.Use knowledge of adding white or black to alter tints and shades of a colour to create a warm or cold piece of work.

ART (Year 2): Strand of learning – Drawing

Crucial Knowledge- Term 1 (Drawing)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Make a range of lines (Zentangle art-wavy, straight, circles, zig-zag, <i>hatching, cross-hatching, swirls, spirals</i> etc) with the same medium. • Draw lines of varying thickness. • Use dots and lines to demonstrate pattern and texture. • Develop a wide range of art and design techniques in using colour and pattern. • Learn about the work some of artists- drawers or illustrators (Stephen Wiltshire, Claire Rollet, Maurice Sendak, Beatrix Potter, Mario Zucca, Benji Connell, Martin Hargreaves, Rohan Eason ect). • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, line, bold, size, space, texture. 	<ul style="list-style-type: none"> • Link movement with lines e.g. <i>slow, fast, jerky</i> (to music). • Use a range of drawing materials effectively. • Use drawing to develop and share their ideas, experiences and imagination. • Describe the similarities between the artist work and their own work. 	<ul style="list-style-type: none"> • Show a range of lines in their sketchbook. • Demonstrate creating patterns and texture through hatching, cross-hatching, dots etc. • Use a variety of line thicknesses within a drawing. • Talk about their work using key vocabulary.

Crucial Knowledge- Term 2 (Drawing)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Make a range of lines (Zentangle art-wavy, straight, circles, zig-zag, <i>hatching, cross-hatching, swirls, spirals</i> etc) with different mediums (eg. <i>pencil, charcoal, chalk, pastel</i>). • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work some of artists- drawers or illustrators (Stephen Wiltshire, Claire Rollet, Maurice Sendak, Beatrix Potter, Mario Zucca, Benji Connell, Martin Hargreaves, Rohan Eason ect). • Use different materials to draw, for example pastels, chalk, felt tips. • Experiment with showing line, tone and texture with different hardness of pencils. • Use key vocabulary to demonstrate knowledge and understanding in this strand: building, pastels, drawings, line, bold, size, space, light, dark, tone, outline. 	<ul style="list-style-type: none"> • Link movement with lines e.g. <i>slow, fast, jerky</i> (to music). • Use a range of drawing materials effectively. • Use drawing to develop and share their ideas, experiences and imagination. • Describe the differences and similarities between the artist work and their own work. 	<ul style="list-style-type: none"> • Show a range of lines in their sketchbook. • Explore a variety of mediums through the use of an experimental page in their sketchbooks. • Explore pencil harnesses through the use of an experimental page within their sketchbook. • Demonstrate creating patterns and texture through hatching, cross-hatching, dots etc. • Use a variety of line thicknesses within a drawing. • Create a mixed medium piece of work. • Talk about their work using key vocabulary.

ART (Year 3/4): Strand of learning – Collage (Cycle B 2021-22)

Crucial Knowledge – Collage - Mosaics (Autumn)	Expanded Knowledge	Intent/Prove
<p>*A mosaic is a form of tessellate, it is a surface covered with a pattern which does not overlap or leave gaps.</p> <p>* Mosaics were made from tiny coloured stones which are called tesserae.</p> <p>* The Romans built on the Greek method of creating mosaics by cutting stones into the desired shape and size.</p> <p>*The Romans used a hammer and hardie (chisel) to cut the stones.</p> <p>*They were often found on the floors of Roman buildings.</p> <p>*Mosaics were used to depict daily Roman life but also larger events in history.</p> <p>*Mosaic floors were a statement of how wealthy and important a person was; as poorer people could not afford them. The bigger and more detailed the mosaic, the more impressive it was and the better it reflected your status in society.</p> <p>*The Romans stuck the tesserae's (stones) to the floor with mortar (a kind of cement).</p> <p>*Mosaics were not made of bright colours but instead more earthy tones. This is because they were mainly made using natural stones or occasionally for the red they would use offcuts of brick.</p> <p>*Mosaics mainly relied on designs/patterns/images of animals or nature. They did occasionally feature Romans themselves and could sometimes just be a geometric pattern.</p>	<p>*The origins of mosaics can be found with the Ancient Greeks.</p> <p>*The Greeks created the first mosaics using pebbles. As the Greeks used pebbles their mosaics were not as varied in terms of colour and tone, compared to the Romans.</p> <p>*Greek mosaics eventually included cut stone as well as pebbles.</p> <p>*Roman temples and public areas usually had patterned floors, however these were not the same as a typical Roman mosaic. These pieces used larger cut tiles this time to cover the larger floor space. This method is called 'Opus Sectile', and does not use small tesserae to form the images. It instead uses the larger tiles to create larger aspects of an overall larger design.</p> <p>*Some mosaic pieces were cut down to sizes as small as 1-2mm for extremely detailed and intricate patterns.</p> <p>*Occasionally for some extra 'sparkle' the Romans would use small pieces of glass, which would reflect the light.</p> <p>*If wealthy Romans wished for more exotic colours in their mosaics then they would often import coloured stones from different parts of the Roman Empire, this would again demonstrate their wealth.</p>	<p>*This will be evidenced through the understanding of the features, for example/ borders, motifs etc and the application in creating their own.</p> <p>*The final application will be the pupils creating their own Roman Mosaic final piece, using all of the skills they have learnt during the course of the teaching.</p>

	<p>*Walking on mosaics would have been extremely uncomfortable as the stones would have had rough edges! Roman slaves would have spent hours and hours with sand and water, grinding down the stones to make them as smooth as can be.</p>	
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Crucial Knowledge – Collage- Matisse (Spring)	Expanded Knowledge	Intent/Prove
<p>*Henri Matisse is a famous French artist who created collages.</p> <p>*It was after major surgery in 1941 that Matisse changed his style from impressionist painting to 'painting with scissors'.</p> <p>* With the help of his assistants he began creating large collages.</p> <p>*Matisse had a love of bright colours which created a vibrant effect. This was established by arranging complementary colours side by side. For example, green and red. This can be shown through works such as 'The Snail', which he created in 1953.</p> <p>*Matisse used colour wheel theory to choose his jarring yet complementary colours. Colours which are opposite each other on the wheel.</p> <p>*Matisse used scissors to cut out shapes such as animals, leaves and flowers from brightly coloured sheets of paper and would then arrange these on to a canvas. This is shown in his piece 'The Horse, the Rider and the Clown' from 1944.</p>	<p>*He was born on the 31st December, 1869 in France and passed away in 1954, aged 84, after becoming wheelchair bound in 1941, with abdominal cancer.</p> <p>*Matisse was originally training to become a lawyer after working in a courthouse. However, he began painting after falling ill with appendicitis in 1889, his mother bought him Art supplies to keep him occupied.</p> <p>*Matisse used vibrant colours with the aim that his pieces would look like they were jumping and dancing. This was said to reflect his approach to life. 'He who loves, flies, runs and rejoices is free and nothing can hold them back'.</p> <p>*Matisse was good friends with Picasso after they met in 1906. Picasso has great influence over Matisse's later works.</p> <p>*In 1952, Matisse opened a museum dedicated to his work – The Matisse Museum in La Cateau.</p>	<p>*This will be evidenced through the understanding of the features, for example/ large free flowing cut out shapes, finely detailed cut outs and bright contrasting but complementary colours etc and the application in creating their own.</p> <p>*The final application will be the pupils creating their own Matisse style 'cut out' final piece, using all of the skills they have learnt during the course of the teaching.</p>



<p>*He would create larger free-flowing shapes alongside more detailed, finely cut shapes.</p> <p>*Matisse also enjoyed creating pieces where lots of shapes were similar but not quite identical. He adds depth to the collage by using varying complementary but vibrant shades. This can be evidenced in his piece 'The Sheaf' from 1953.</p> <p>*Matisse's collage works would eventually become known as 'cut outs'.</p> <p>*The result of these works was a ground-breaking art form that was not quite painting but also neither sculpture.</p>		
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Crucial Knowledge – Collage - Rousseau (Summer)	Expanded Knowledge	Intent/Prove
<p>*Henri Rousseau is a famous French artist who created unrealistic (not life like) representations of nature.</p> <p>*Rousseau is best known for painting animals – exotic animals!</p> <p>*His jungle scenes became iconic in Art history.</p> <p>*However, one of the most astonishing facts about Rousseau is that despite his exotic paintings, he never actually left France.</p> <p>*All of the imagery Rousseau created was purely from his imagination coupled with inspiration</p>	<p>*Rousseau lived between 1844 and 1910 in France, he died aged 66.</p> <p>*He (similarly to Matisse), worked as a lawyer before beginning his Art career.</p> <p>*He didn't begin exhibiting paintings until he was aged 40, becoming a full time painter aged 49.</p> <p>*Critics claimed that his work was immature and childish, lacking the skill to make waves in the Art world. However, (similarly to Matisse) Picasso was a big fan of Rousseau's work.</p>	<p>*This will be evidenced through the understanding of the features, for example/ layering of varying shades of one single colour, exotic scenes and misplaced animals through the use of bold colours etc and the application in creating their own.</p> <p>*The final application will be the pupils creating their own Rousseau style 'Post-Impressionist' final piece, using all of the skills they have learnt during the course of the teaching.</p>



<p>from visits to botanical gardens and exhibitions in Paris. As well as listening to others talk to their adventures overseas.</p> <p>*Rousseau enjoyed misplacing animals, for example he would create Amazon rainforests and use a tiger as his main foreground piece, when the tiger would not be from the Amazon.</p> <p><u>Post-Impressionism</u></p> <p>*Rousseau worked in a 'post-impressionist' style.</p> <p>*This was a name given to the art movement that developed in the 1880's in France.</p> <p>*It was the movement which developed after 'Impressionism', hence the name.</p> <p>*Impressionism focussed heavily on natural-looking light and colour in the Art pieces.</p> <p>*Whereas 'Post-Impressionism' centres on bright and unnatural colours, rejecting the 'bland' ideas of impressionism.</p> <p>*Post-impressionism also used symbolism and abstract imagery which made the work extremely exciting to the eye.</p> <p>*Rousseau built up the depth in his paintings by using layers. He would build up various shades of one single colour, for example green to create the jungle canopy and then add in his misplaced animal in the foreground.</p> <p><u>Famous works</u></p> <p>*Tiger in a Tropical Storm (Surprised) 1891</p> <p>*The Merry Jesters (1906)</p> <p>*Exotic Landscapes (1908)</p>	<p>*Rousseau is now known as a genius within the Art world for the advances he made in the 'Post-Impressionist' era.</p>	
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ART (Year 5/6): Strand of learning – Sculpture (Cycle B 2021-22)

Crucial Knowledge	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • To know what a sculpture is. • To know that sculptures can be made from a variety of different materials. • To know that you can use a variety of tools to shape the materials in order to make a sculpture. • To use a variety of techniques to make a sculpture e.g. rolling, pinching, smoothing, scratching, hollowing, squeezing, pulling and adding more material. • To know that clay can dry out/be too slippery with excess water. 	<ul style="list-style-type: none"> • To know the names of some important pieces of sculpture and the artist(s). 	<ul style="list-style-type: none"> • To create a sculpture from clay, papier-mâché and recycled materials.