



Art Curriculum Overview

Year Group	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS - Reception	Make your mark - experimenting with line. Self Portraits	Mixing , exploring and using primary colours.	Use drawing to tell a story. Clay	Drawing skills	Observational drawings	Observational drawings Paper sculpture
	Drawing Lines and circles - making variety of marks. Artist: Bridget Riley	Artist: Yayoi Kusama - Pumpkins Alma Thomas	Artist Henri Matisse - Snail Trail	Artist: Vincent Van Gogh - Sunflowers Giuseppe Arcimboldo	Artist: Wassily Kandinsky Lee Krasner	Artist: Georgia O'Keefe Suzy Lee - author and illustrator
One	<p><u>Natural Art</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Develop accurate cutting skills. • Learn how to roll and coil materials. • Continue with 4B and 2H to create lines of different thickness. • Introduce and experiment: 6B (dark, hard pencil) 4H (light, soft pencil) • Learn the names of primary and secondary colours. • Create a repeating pattern using paint. • Understand the mood of colours e.g. blue = sad. • Talk about an artist and give an 			<p><u>Fossils</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Designing, making and evaluating • Explore mark making • Use a variety of tools to represent objects in lines. • Talk about an artist and give an opinion on their work. • Discuss what pupils notice about the artwork. • Ask questions about artwork. <p>Context: Cave paintings Sketching fossils</p> <p>Artist: Hamish Mackie Hall of Bulls</p>	<p><u>Still Life Drawing</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Designing, making and evaluating • Explore mark making • Use a variety of tools to represent objects in lines. • Continue with 4B and 2H to create lines of different thickness. • Introduce and experiment: 6B (dark, hard pencil) 4H (light, soft pencil) • Talk about an artist and give an opinion on their work. Discuss what pupils notice 	

	<p>opinion on their work.</p> <ul style="list-style-type: none"> Discuss what pupils notice about the artwork. <p>Context: Using natural materials to create pattern</p> <p>Artist: Andy Goldsworthy</p>				<p>about the artwork.</p> <ul style="list-style-type: none"> Ask questions about artwork. <p>Context: Van Gogh Real life drawings - flowers and plants.</p>	
Two	<p><u>Arctic Scenery</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Continue with 4B, 2H, 6B and 4H. Choose from this set when drawing. Mix primary colours to create secondary colours. Experiment with adding white and black to paint to tint and tone. Respond to artwork by creating a piece in a similar style or in response. Discuss the use of colour and pattern. <p>Context: Arctic scenery and animals. Inuit culture.</p> <p>Artist: Linda Lang</p>		<p><u>Roald Dahl Characters</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Continue with 4B, 2H, 6B and 4H. Choose from this set when drawing. Mix primary colours to create secondary colours. Experiment with adding white and black to paint to tint and tone. Respond to artwork by creating a piece in a similar style or in response. <p>Context: Quentin Blake illustrations</p> <p>Artist: Quentin Blake</p>		<p><u>Dragon Sculptures</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Introduce clay and understand how to join clay. Mix primary colours to create secondary colours. Respond to artwork by creating a piece in a similar style or in response. Discuss the use of colour and pattern. 	
Three		<u>Tudor Portraits</u>	<u>Illuminated Letters</u>		<u>Cave Paintings</u>	

		<p>Skill:</p> <ul style="list-style-type: none"> • Create sketches to practice a skill in order to create a final piece. • Introduce a small set of sketching pencils including ones previously experienced. • Learn how to shade, create tone and texture. • Begin to draw people focusing on faces and different expressions. • Share art from different cultures and historical periods <p>Context: Tudor portrait</p> <p>Artist: Hans Holbein</p> <p>DT Focus Skill: Explore how mechanical systems work e.g. levers and Linkages</p> <p>Context: Christmas Card</p>	<p>Skill:</p> <ul style="list-style-type: none"> • Create sketches to practice a skill in order to create a final piece. • Introduce a small set of sketching pencils including ones previously experienced. • Learn how to shade, create tone and texture. • Share art from different cultures and historical periods • Identify the techniques used by an artist. <p>Context: Anglo Saxon Illuminated Letters</p> <p>Artist: Patricia Lovett</p>		<p>Skill:</p> <ul style="list-style-type: none"> • Create sketches to practice a skill in order to create a final piece. • Learn how to shade, create tone and texture. • Identify the techniques used by an artist. • Compare different artists. • Share art from different cultures and historical periods <p>Context: Creating cave paintings - Lascaux</p> <p>Artist: Mordicai Gerstein</p>	
Four	<p><u>Mosaics</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify some of the features of art building upon the techniques learnt about previously. 		<p><u>Dragons</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Use sketchbooks to practice specific skills :-Experimenting with pattern, lines and texture. -Use photographs as 		<p><u>Relief Sculptures</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Learn how to create marks and lines to create texture. • Sculpt using clay. • Use 	

	<ul style="list-style-type: none"> Experiment with a variety of artistic styles. Print using 4 colours to understand the effects of overlay. Link digital imagery to artwork to link them together. <p>Context: Roman mosaics</p> <p>Artist: Antoni Gaudi</p>		<p>inspiration and support.</p> <ul style="list-style-type: none"> Continue to use a set of sketching pencils. Learn how to create marks and lines to create texture. Identify some of the features of art building upon the techniques learnt about previously. Experiment with a variety of artistic styles. Begin to understand how artistic technique is developed <p>Context: Dragon sketching</p> <p>Artist: Cressida Cowell</p>		<p>photographs as inspiration and support.</p> <ul style="list-style-type: none"> Identify some of the features of art building upon the techniques learnt about previously. Experiment with a variety of artistic styles. Begin to understand how artistic technique is developed <p>Context: Mayan relief sculptures</p> <p>Artist: Tony Cragg</p>	
Five	<p><u>African Landscapes</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Use sketchbooks as a resources for experimenting and refining previously taught skills: -Mark/ line making -Building texture -Creating emotion through different medias Use shading to create mood and feeling. Share previous knowledge and ask questions about an artist. 		<p><u>Anderson Shelters</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Use sketchbooks as a resources for experimenting and refining previously taught skills: -Mark/ line making -Building texture -Creating emotion through different medias Build upon the mark making and lines learnt in Year 4 to create drawings with control. 		<p><u>Greek Pottery</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Use sketchbooks as a resources for experimenting and refining previously taught skills: -Mark/ line making -Building texture -Creating emotion through different medias Confidently express emotion through Art using techniques taught previously. Share previous knowledge and ask questions about an artist. Research a focus artist to find answers to 	

	<ul style="list-style-type: none"> Research a focus artist to find answers to questions. <p>Context: Africa Adinkra art Timbavati sunrise (silhouette)</p> <p>Artist: Paul Goldstein</p>		<ul style="list-style-type: none"> Use shading to create mood and feeling. Share previous knowledge and ask questions about an artist. Research a focus artist to find answers to questions. <p>Context: Anderson shelter images, linking to World War 2.</p> <p>Artist: Henry Moore</p>		<p>questions.</p> <p>Context: Ancient Greece, Greek pot design, Tone and shade</p> <p>Artist: Caravaggio</p> <p>Female pottery artist-Kathy King</p>	
Six	<p><u>The Wave</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Justify and explain the use of particular tools to create a piece of artwork. Give constructive feedback on famous Art. Act upon feedback to improve artwork. Use a full range of sketching pencils confidently. Use a full range of artistic tools confidently including: pastels, charcoal and pencils. Understand and begin to identify how artists are 		<p><u>Portraits</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Justify and explain the use of particular tools to create a piece of artwork. Give constructive feedback on famous Art. Act upon feedback to improve artwork Use a full range of sketching pencils confidently. Understand how to create maximum impact through a choice of media. Understand and begin to identify how artists are influenced by other famous artists. 		<p><u>Canopic Jars</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Justify and explain the use of particular tools to create a piece of artwork. Give constructive feedback on famous Art. Act upon feedback to improve artwork. Use a full range of artistic tools confidently including: pastels, charcoal and pencils. <p>Context: Ancient Egypt</p> <p>Class text: Secrets of a Sun King</p> <p>Artist: David Oliveira Link back to William Morris</p>	

	<p>influenced by other famous artists.</p> <p>Context: Study of Japanese Art and seascapes</p> <p>Artist : Hokusai</p>		<ul style="list-style-type: none"> • Learn that artists often convey a message through Art. • Identify the message of famous artworks. <p>Context: WW1 Soldier Portraits</p> <p>Artist: Sir William Orpen</p>			
--	--	--	---	--	--	--

To include Enrichment opportunities / Visits out and Visitors In