**RED HALL PRIMARY SCHOOL**

**ART CURRICULUM OVERVIEW**

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| What is the intent of our Art curriculum?  Our aim is to provide our pupils with **creative and rich learning experiences** as well as to provide opportunities to inspire curiosity. We view art as endless opportunities for pupils to be as creative and as imaginative as possible – **the sky is the limit!** We believe that art is a vital and essential part of children’s education, and like Pablo Picasso we believe **“every child is an artist”.**  Many of our pupils at Red Hall, do not experience art outside of school! With this in mind, we have a minimal curriculum focussing on basic skills, media, and techniques. Our scheme of work, developed from the National Curriculum, includes techniques in drawing, painting, printmaking, sculpture as well as aspects of art appreciation. We complete an art project each term, so the children **learn skills** to combine into their finished artwork. Some art lessons are discrete; however, the majority follow our whole school topics. Our lessons have been well thought out and adapted to making learning fun, **bespoke** and accessible by all pupils at Red Hall.  We understand Art can be difficult and scary for some children with so many possibilities, there isn’t just one right or wrong answer with art – it’s open to interpretation. Within our curriculum a big focus is self-reflection and **risk taking** which over time builds **resilience**. There are so many aspects of art and design from drawing to painting to sculpting, that each child can find their **individual** **talents** and we can laugh and learn from the pieces that didn’t go so well. ***“The man who makes no mistakes, does not usually make anything”*** *-* Edward Phelps.  We begin in Early Years by focussing on exploring mark making, colour mixing and combining materials. The children will have access to a wide range of collage, painting and drawing activities, using appropriate tools and art materials. We provide a range of art, craft and design activities relating to the **children’s own experiences and interests.** During KS1, we look at work by selected artists to inspire us and explore a wider range of art techniques - this helps the children explore and develop their **artistic potential**. During Key Stage 2, Art and Design is about the children’s creativity and imagination by building on their knowledge, **deepening** skills, and understanding and encouraging the children to develop their own artwork. Each year we build upon the skills from the year prior, and witness children **blossom** into budding artists in their own way! | | What experiences will the children receive?  At Red Hall Primary School, we want the children to have a say in their learning. We focus on their **interests** as much as we can, as well providing **unique and enriching opportunities.**  As a pupil at Red Hall, your child will have access to a wide range of experiences:   * Termly Art projects focussing on the drawing, painting, and 3D elements as well as whole school Art days/weeks experiencing other techniques. * **Whole School Exhibitions** each year each class is given an Artist/skill to study and a project to complete. The complete projects are displayed in the gym for the rest of the school, governors, parents, and staff to see - this is always a big success! * **Real life experiences** e.g. observational drawing of objects around them or making products that they would use * Museum visits e.g. Bowes Museum * Workshops with real artists and illustrators such as Liz Million * Creating artwork for **Darlington’s Annual Carnival** * Regular competitions - Easter egg competitions, WW2 Poppy Competition as well as topic competitions. |
| By the end of their time at Red Hall, what will all of our children have?   * Developed a **passion** for art. * An understanding of basic art techniques. * Met **real** **artists.** * Know at least one artistic skill they can achieve. * A **sense of pride** in their achievements and the presentation of their work. * An understanding of a range of **skills that are transferrable** to other subjects. * **Resilience**, to continuously improve and not see this as a failure. | | |

**Units Overview**

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|  | **Autumn 1**  *A Moment in Time* | **Autumn 2**  *Tell Me A Story* | **Spring 1**  *The Most Amazing Journey* | **Spring 2**  *We Are Family* | **Summer 1**  *Magic, Mystery & Mayhem* | **Summer 2**  *Dream BIG* |
| **Year 1** | Drawing |  | Painting |  |  | Sculpture |
| **Year 2** |  |  | Drawing | Sculpture | Painting |  |
| **Year 3** | Painting |  | Sculpture |  | Drawing |  |
| **Year 4** | Drawing |  | Sculpture |  | Painting |  |
| **Year 5** | Drawing |  | Painting | Sculpture |  |  |
| **Year 6** | Sculpture |  |  | Drawing |  | Painting |

**Progression of Skills**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **NC Aims** | I can:   * use a range of materials creatively to design and make products. * 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 * 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. | | I can:   * develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. * 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, such as pencil, charcoal, paint, clay * about great artists, architects, and designers in history. | | | |
| **Drawing** | * I can practise drawing 2D shapes e.g. circle, square, rectangle and triangle, and use these shapes to help me think about the shape of the object I want to draw. * I can experiment and use different line techniques e.g. straight, wavy, thick, and thin. * I can draw from observation. * I can record in my sketchbooks from teaching modelling. * I can use different medias to draw -pencils, crayons, and pastels. | * I can draw 2D shapes and 3D shapes. * I can explore tone to create a 3D effect. * I can continue to practice [line techniques.](https://www.twinkl.co.uk/resource/t-l-54043-different-type-of-lines-word-mat) * I can practice hatching & stippling techniques. * I can begin to shade and blend using my finger. * I can use chalks, oil pastels, pens, pastel, crayons, and pencils as a medium. | * I can sketch my ideas first. * I can research artwork for inspiration. * I can practice different techniques - hatching, cross-hatching, and stippling. * I can begin to use my sketchbook to record notes, collect and explore new ideas. * I can explore some of the different grades of pencils to apply tone. * I am beginning to use mixed media including different grades of pencils. | * I can sketch my ideas first. * I can practice different techniques - hatching, cross-hatching, and stippling. * I can use my sketchbook to record notes, collect and explore new ideas. * I can use some different grades of pencil to apply tone. * I explore proportion of features. * I am continuing to use mixed media. * I can use chalks, pens, pastels, different grades of pencils, charcoal, and paints. | * I can continue to practice different techniques - hatching, cross-hatching, stippling, blending, and scribbling. * I can produce drawings from observations and photographs. * I am beginning to show where the light and shadows are in my drawing. * I am beginning to show understanding of proportion, composition, and scale (where necessary). * I can research Renaissance artwork and understand this period focussed on perspective. * I can sketch my design first and if needed improve this several times. * I can use my sketchbook to record notes, collect and explore new ideas. * I know about the full range of pencils and understand H is hard for B pencils are soft. * I am beginning to use mixed media to create texture and patterns. * I am beginning to select the medium I require. | * I can continue to practice different techniques - hatching, cross-hatching, stippling, blending, and scribbling. * I can show where the light and shadows are in my drawing. * I can draw facial features. * I can use my sketchbook to record notes, collect and explore new ideas. * I can produce detailed drawings from observations and photographs. * I show a good understanding of proportion, composition, and scale (where necessary). * I can sketch my design first and if needed improve this several times. * I can use my sketchbook to record notes, collect and explore new ideas. * I know about the full range of pencils and understand H is hard for B pencils are soft. * I can use mixed media to create texture and patterns. * I can select the medium I require. |
| **Painting** | * I can name a pop art artist. * I can use a range of materials to make products. * I can practise printing with different objects. * I can make a basic colour wheel. * I can name the three primary colours. * I can explore colour mixing. * I can create different effects e.g. stippling * I can explore a range of tools while painting, such as hands, brushes, rollers and stamps. * I can show some control over paint tools. * I can use poster paint and/or acrylic paint. | * I can name primary and secondary colours. * I can mix primary colours to make secondary colours. * I can use different size paint brushes and tools as required. * I am beginning to make tints and shades. * I can use a range of paints (poster, acrylic, watercolour) and oil pastels. | * I can sketch animals from the Stone Age. * I can practice different techniques e.g. hatching and stippling. * I can practise line techniques with charcoal. * I am beginning to use mixed media to create texture. * I can sketch my ideas first. * I can use my sketchbook to record notes, collect and explore new ideas. * I can explore tertiary colours. * I can explore shades, tints, and tones. * I can explore natural dyes (e.g. mud, berries) * I can research Stone Age paintings. * I can use chalks, pens, pastels, different grades of pencils and charcoal. * I can use a range of paints including watercolours, poster, acrylic and natural dyes. | * I can make shades, tints, and tones. * I can make tertiary colours. * I can explore the four watercolour techniques (wet on wet / dry on dry / wet on dry / dry on wet). * I can create a wash and experiment with blending. * I can research artwork. * I can sketch my design first. * I can use my sketchbook to record notes, collect and explore new ideas. * I can use watercolours. | * I can continue to practice different techniques - hatching, cross-hatching, and stippling. * I can use tone, shades, and tints to demonstrate the direction of the light. * I can begin to focus on the scale and composition of my work. * I can use a single focal point. * I can use my sketchbook to record notes, collect and explore new ideas. * I can sketch my design first and if needed improve this several times. * I can explore the full range of pencils knowing H is hard for B pencils are soft. * I can use mixed media to create texture. * I am beginning to select the medium I require (watercolours, acrylic, poster etc.) | * I can use tone, shades, and tints to demonstrate the direction of the light. * I can begin to focus on the scale and composition of my work. * I can use my sketchbook to record notes, collect and explore new ideas. * I can choose colours to create mood. * I can use a focus point and the horizon to demonstrate perspective. * I understand the more effective methods to blend for the mood I am trying to create. * I can research artists who have painted winter landscapes. * I know Post-Impressionist artists vs Impressionism artists, I can research the difference between these two movements. * I can sketch my design first and if needed improve this several times. * I can explore the full range of pencils knowing H is hard for B pencils are soft. * I can select the medium I require (watercolours, acrylic, poster etc.) |
| **3D – Sculpture / Collage** | * I can use malleable materials to create objects. * I can create sculptures from [observation](https://gomersalprimaryschoolart.blogspot.com/2016/07/wire-blossom-with-year-1.html). * I can begin to use tools safely. * I can use wire as a malleable material. * I can use different objects to print. | * I know an artist who makes sculptures. * I can use malleable materials to create objects. * I can create sculptures from observations. ([suggestion one](https://houseinsideout.blogspot.com/2010/11/getting-ready-for-gift-shows.html) and [suggestion two](https://www.pinterest.com/pin/calder-wire-fish--137641332341626176/)) * I can use tools safely to cut and shape materials. * I can add decorations to sculptures by e.g. gluing, threading etc. * I can use wire as a malleable material.   . | * I can create sculptures from observation and/or my imagination. * I can sketch my ideas first and begin to use my sketchbook to gather ideas. * I can finish sculptures in different ways, such as glazing, polishing, and painting. * I can join materials together. * I can use mixed media including cardboard, paper mache, glue and paint. * I can use malleable and rigid materials. * I can use a range of paint e.g. acrylic, metallic, ready-made. | * I can sketch my ideas first. * I can use my sketchbook to record notes, collect and explore new ideas. * I can create sculptures from observation and/or my imagination. * I can finish sculptures in different ways, such as glazing, polishing, and painting. * I can join materials together. * I am continuing to use mixed media including cardboard, card, paper etc. * I can use a range of paint e.g. acrylic, metallic, ready-made. * I can use malleable and rigid materials. | * I can sketch my design first and if needed improve this several times.  I can design my own Mayan mask using oil pastels.  * I can add detailed features to the clay’s surface. * I can use techniques such as pinching, slabbing and carving when using clay. * I can use different finishing techniques. * I can create sculptures from my imagination using inspiration from other sculptures. * I can apply slips neatly to join different parts of clay (where necessary). * I can use clay as a medium. * I can use clay tools and other objects to change the clay’s appearance. * I can choose the mediums I require. * I have a good understanding of safety when using sculpting tools. | * I can sketch my design first and if needed improve this several times. * I can add detailed features to the clay’s surface. * I can use techniques such as pinching, slabbing, coiling, and carving when using clay. * I can use different finishing techniques. * I can create sculptures from imagination. * I can apply slips neatly to join different parts of clay (where necessary). * I can use clay as a medium. * I can use clay tools and other objects to change the clay’s appearance e.g. make scales. * I can choose the mediums I require. * I can use sculpting tools safely and effectively. |
| **Art Appreciation** | * I can look at the work of an Artist and discuss what I like or dislike about it. * I can talk about similarities and differences between the work of an Artist and my own work. | * I can look at the work of an Artist and discuss what I like or dislike about it, as well as discussing some of the techniques used. * I can talk about similarities and differences between the work of an Artist and my own work. | * I can evaluate the work of an artist discussing some of the formal elements (line, shape, texture, form, space, colour, and value). * I can evaluate my own work thinking about what went well and what I would improve. * I can look at the work of a range of artists and begin to compare similarities and differences. * I can research the work of artists and record my findings. | * I can evaluate the work of an artist discussing some of the formal elements (line, shape, texture, form, space, colour, and value). * I can research the work of artists and record my findings. * I can evaluate my own work and record what went well and want could be improved. * I can look at the work of a range of artists and begin to compare similarities and differences. | * I can research the work and lives of artists and evaluate their work. * I can evaluate the work of an artist discussing many of the formal elements (line, shape, texture, form, space, colour, and value). * I can look at the work of a range of artists and compare styles and techniques. | * I can research the work and lives of artists and evaluate their work. * I can begin to look at artistic movements. * I can evaluate the work of an artist discussing many of the formal elements (line, shape, texture, form, space, colour, and value). * I can look at the work of a range of artists and begin to compare similarities and differences. |

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| **Year 1** | | | | | |
| Autumn 1 – Drawing options: | | Spring 1 - Painting options: | | Summer 2 - Sculpture options: | |
| **2D Nature Drawings**   * I can practise drawing 2D shapes e.g. circle, square, rectangle and triangle, and use these shapes to help me think about the shape of the object I want to draw. * I can experiment and use different line techniques e.g. straight, wavy, thick, and thin. * I can draw from observation. * I can record in my sketchbooks from teaching modelling. * I can use different medias to draw -pencils, crayons, and pastels. * I can use different objects to print.   **I** can complete a nature observational drawing then use this to create a [mono print.](https://www.youtube.com/watch?v=xOMWjWLAypQ) | **Drawing using 2D shapes**   * I can practise drawing 2D shapes e.g. circle, square, rectangle and triangle, and use these shapes to help me think about the shape of the object I want to draw. * I can experiment and use different line techniques e.g. straight, wavy, thick, and thin. * I can draw from observation. * I can record in my sketchbooks from teaching modelling. * I can use different medias to draw -pencils, crayons, and pastels.   **Final Product –** I can draw a piece of fruit from observation. | [**Pop Art 1**](https://www.youtube.com/watch?v=afPXJhk8VAU)   * I can name a pop art artist. * I can use a range of materials to make products. * I can practise printing with different objects. * I can make a basic colour wheel. * I can name the three primary colours. * I can explore colour mixing. * I can create different effects e.g. stippling * I can explore a range of tools while painting, such as hands, brushes, rollers and stamps. * I can show some control over paint tools. * I can research / learn about **Andy Warhol.** * I can use poster paint and/or acrylic paint.   **Unit Aim –** I can create a Pop Art print. | [**Pop Art 2**](https://www.youtube.com/watch?v=-55y3WisDIQ)   * I can name a pop art artist. * I can use a range of materials to make products. * I can practise printing with different objects. * I can make a basic colour wheel. * I can name the three primary colours. * I can explore colour mixing. * I can create different effects e.g. stippling * I can explore a range of tools while painting, such as hands, brushes, rollers and stamps. * I can show some control over paint tools. * I can research / learn about **Andy Warhol.** * I can use poster paint and/or acrylic paint.   **Unit Aim –** I can create a Pop Art print. | **Wire Sculptures**   * I can use malleable materials to create objects. * I can create sculptures from [observation](https://gomersalprimaryschoolart.blogspot.com/2016/07/wire-blossom-with-year-1.html). * I can begin to use tools safely. * I can use wire as a malleable material.   **Unit Aim –** I can use wire to create my own sculpture from an observation. |  |
| **Vocabulary**  line, 2D shapes, thick, thin, straight, wavy, pastels | | **Vocabulary**  Primary Colours, Pop Art, printing, colour wheel, poster paint, acrylic paint | | **Vocabulary**  wire, sculpture, 3D, malleable, tools | |
| **Cultural Capital** | | **Cultural Capital** | | **Cultural Capital** | |

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| **Year 2** | | | | | |
| Spring 1 - Drawing options: | | Spring 2 - Sculpture options: | | Summer 1 - Painting options: | |
| **3D Observational Drawing**  **(see shared drive for tone CPD video)**   * I can draw 2D shapes and 3D shapes. * I can explore tone to create a 3D effect. * I can continue to practice [line techniques.](https://www.twinkl.co.uk/resource/t-l-54043-different-type-of-lines-word-mat) * I can practice hatching & stippling techniques. * I can begin to shade and blend using my finger. * I can use chalks, oil pastels, pens, pastel, crayons, and pencils as a medium.   **Unit Aim –** I can complete a nature observational drawing then use this to create a [wax resist.](https://www.youtube.com/watch?v=b4xZ3FJQfDk) | **3D Planet Drawings**   * I can draw 2D shapes and 3D shapes. * I can explore tone to create a 3D effect. * I can continue to practice [line techniques.](https://www.twinkl.co.uk/resource/t-l-54043-different-type-of-lines-word-mat) * I can practice hatching & stippling techniques. * I can begin to shade and blend using my finger. * I can use chalks, oil pastels, pens, pastel, crayons, and pencils as a medium.   **Final Product –** I can draw e.g. a planet with a 3D illusion. | **Alexander Calder**   * I know Alexander Calder is an artist who makes sculptures. * I can look at Alexander Calder’s sculptures including his [mobile piece.](https://onetimethrough.com/colourful-and-easy-wire-sculpture-for-kids/) * I can use malleable materials to create objects. * I can create sculptures from observations. ([suggestion one](https://houseinsideout.blogspot.com/2010/11/getting-ready-for-gift-shows.html)) * I can use tools safely to cut and shape materials. * I can add decorations to sculptures by e.g. gluing, threading etc. * I can use wire as a malleable material.   **Unit Aim –** I can use wire and choose decorations to create my own sculpture from an observation. | **Alexander Calder**   * I know Alexander Calder is an artist who makes sculptures. * I can look at Alexander Calder’s sculptures including his [mobile piece.](https://onetimethrough.com/colourful-and-easy-wire-sculpture-for-kids/) * I can use malleable materials to create objects. * I can create sculptures from observations. ([suggestion two](https://www.pinterest.com/pin/calder-wire-fish--137641332341626176/)) * I can use tools safely to cut and shape materials. * I can add decorations to sculptures by e.g. gluing, threading etc. * I can use wire as a malleable material.   **Unit Aim –** I can use wire and choose decorations to create my own sculpture from an observation. | [**Monet**](https://gomersalprimaryschoolart.blogspot.com/2021/10/year-2-colour-mixing-and-monet.html)   * I can name primary and secondary colours. * I can mix primary colours to make secondary colours. * I can use different size paint brushes and tools as required. * I can research about Claude Monet and his artwork focussing on his Water Lilies paintings. * I am beginning to make tints and shades. * I can use a range of paints (poster, acrylic, watercolour) and oil pastels.   **Unit Aim** – I can learn about **Claude Monet**, look at his artwork and recreate his ‘Water Lilies’ painting. | **Great Fire of London**   * I can use a range of materials e.g. black card for the silhouette of the buildings. * I can use different materials to create basic shapes. * I can name primary and secondary colours. * I can mix primary colours to make secondary colours. * I can use different size paint brushes and tools as required. * I am beginning to make tints and shades. * I can use a range of paints (poster, acrylic, watercolour) and oil pastels.   **Final Product –** I can paint a scene of the burning houses from the Great Fire of London. |
| **Vocabulary**  line, 2D shapes, 3D shapes, thick, thin, straight, wavy, tone, hatching, stippling, shade | | **Vocabulary**  wire, sculpture, 3D, malleable, tools, decorations | | **Vocabulary**  Primary colours, secondary colours, tints, shades, poster paint, acrylic paint | |
| **Cultural Capital** | | **Cultural Capital** | | **Cultural Capital** | |

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| **Year 3** | | | | | |
| Autumn 1 - Painting options: | | Spring 1 - Sculpture options: | | Summer 1 - Drawing options: | |
| [**Stone Age**](https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html)   * I can sketch animals from the Stone Age. * I can practice different techniques e.g. hatching and stippling. * I can practise line techniques with charcoal. * I am beginning to use mixed media to create texture. * I can sketch my ideas first. * I can use my sketchbook to record notes, collect and explore new ideas. * I can explore tertiary colours. * I can explore shades, tints, and tones. * I can explore natural dyes (e.g. mud, berries) * I can research / learn about the **Cave Art Paintings of the Lascaux Cave.** * I can use chalks, pens, pastels, different grades of pencils and charcoal. * I can use a range of paints including watercolours, poster, acrylic and natural dyes.   **Unit Aim –** I can create Stone Age cave art. |  | [**Egyptian mask**](https://www.stjohnskirkdale.co.uk/page/?title=Art+3D+Egyptian+Masks&pid=453)   * I can create sculptures from observation and/or my imagination. * I can sketch my ideas first and begin to use my sketchbook to gather ideas. * I can finish sculptures in different ways, such as glazing, polishing, and painting. * I can join materials together. * I can use mixed media including cardboard, paper mache, glue and paint. * I can use malleable and rigid materials. * I can use a range of paint e.g. acrylic, metallic, ready-made.   **Unit Aim –** I can create an Egyptian Death mask. |  | [**3D Sculpture Drawing**](https://gomersalprimaryschoolart.blogspot.com/2016/11/observing-and-drawing-sculptures.html)   * I can sketch my ideas first. * I can research **Frank Stella’s Leeuwarden II,** 2017 artwork for inspiration. * I can practice different techniques - hatching, cross-hatching, and stippling. * I can begin to use my sketchbook to record notes, collect and explore new ideas. * I can explore some of the different grades of pencils to apply tone. * I am beginning to use mixed media including different grades of pencils.   **Unit Aim – I** can make a sculpture then draw the sculpture focussing on the shadows. | **Stone Age**   * I can practise line making with charcoal. * I can create the illusion of movement in cave illustrations. * I can focus on the shape of the body and the scale compared to the animals. * I know that objects closer are larger than objects behind when composing * I can show bodies in poses. * I can practise control when using different media. * I can sketch my ideas first. * I can explore some of the different grades of pencils to apply tone. * am beginning to use mixed media including different grades of pencils.   **Final Product –** I can draw Stone Age cave art. |
| **Vocabulary**  Primary colours, secondary colours, tertiary colours, charcoal, tints, shades, tones, poster paint, acrylic paint, watercolours, natural dyes | | **Vocabulary**  sculpture, 3D, malleable, rigid, tools, paper mache | | **Vocabulary**  line, tone, hatching, stippling, cross-hatching, shadow | |
| **Cultural Capital** | | **Cultural Capital** | | **Cultural Capital** | |

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| **Year 4** | | | | | |
| Autumn 1 - Drawing options: | | Spring 1 - Sculpture options: | | Summer 1 - Painting options: | |
| [**Romans**](https://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html)   * I can sketch my ideas first. * I can practice different techniques - hatching, cross-hatching, and stippling. * I can use my sketchbook to record notes, collect and explore new ideas. * I can use some different grades of pencil to apply tone. * I explore proportion of features. * I am continuing to use mixed media. * I can use chalks, pens, pastels, different grades of pencils, charcoal, and paints.   **Unit Aim – I** can draw a Roman portrait. | **Cubism**   * I can use charcoal, pens, pastels, pencils (3B-2H) and paints to draw. * I can practice different techniques - hatching, cross-hatching, and stippling. * I can research Picasso’s cubism face’s * I can sketch my ideas first. * I can use my sketchbook to record notes, collect and explore new ideas. * I understand the cubism style of art. * I can show precision in line technique. * I understand positive and negative shapes. * I can use some different grades of pencil to apply tone.   **Final Product –** I can recreate Picasso’s cubism face artwork. | [**Anglo Saxon**](https://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html#:~:text=We've%20taught%20The%20Anglo,from%20this%20period%20in%20history.) **Mixed Media**  Skills:   * I can sketch my ideas first. * I can use my sketchbook to record notes, collect and explore new ideas. * I can create sculptures from observation and/or my imagination. * I can finish sculptures in different ways, such as glazing, polishing, and painting. * I can join materials together.   Media:   * I am continuing to use mixed media including cardboard, card, paper etc. * I can use a range of paint e.g. acrylic, metallic, ready-made. * I can use malleable and rigid materials.   **Unit Aim – I** can draw and create a cross using mixed media. | **Vikings**   * I can sketch my design first and if needed improve this several times. * I can add detailed features to the surface of the cardboard. * I can use different finishing techniques. * I can choose the mediums I require. * I can use sculpting tools safely and effectively. * I can research Chris Gilmour’s artwork.   **Unit Aim –** I can create a piece of Viking artwork using cardboard. | [**Georgia O’Keeffe**](https://gomersalprimaryschoolart.blogspot.com/2015/09/georgia-okeeffe-year-4.html)   * I can make shades, tints, and tones. * I can make tertiary colours. * I can explore the four watercolour techniques (wet on wet / dry on dry / wet on dry / dry on wet). * I can create a wash and experiment with blending. * I can research Georgia O’Keeffe’s artwork. * I can sketch my design first. * I can use my sketchbook to record notes, collect and explore new ideas.   Media:   * I can use watercolours.   **Unit Aim -** I can learn about **Georgia O’Keeffe,** look at her artwork and recreate one of her paintings using watercolours. | **Viking Ship Watercolours**   * I can research the following artists: Edward Hopper, Herbert Oakes Jones and Fidelia Bridges. * I can make shades, tints, and tones. * I can make tertiary colours. * I can explore the four watercolour techniques (wet on wet / dry on dry / wet on dry / dry on wet). * I can create a wash and experiment with blending. * I can sketch my design first. * I can use my sketchbook to record notes, collect and explore new ideas.   **Final Product –** I can paint a Viking ship using watercolours. |
| **Vocabulary**  line, tone, hatching, stippling, cross-hatching, shadow, proportion, charcoal | | **Vocabulary**  sculpture, 3D, malleable, rigid, tools, corrugated | | **Vocabulary**  Primary colours, secondary colours, tertiary colours, charcoal, tints, shades, tones, wash, blend, watercolours | |
| **Cultural Capital** | | **Cultural Capital** | | **Cultural Capital** | |

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| **Year 5** | | | | | |
| Autumn 1 - Drawing options: | | Spring 1 - Painting options: | | Spring 2 - Sculpture options: | |
| [**Perspective**](https://www.parkfieldsschool.co.uk/_documents/%5B400858%5DLowry_LS_Y5.pdf)  Skills:   * I can continue to practice different techniques - hatching, cross-hatching, stippling, blending, and scribbling. * I can produce drawings from observations and photographs. * I am beginning to show where the light and shadows are in my drawing. * I am beginning to show understanding of proportion, composition, and scale (where necessary). * I can research Renaissance artwork **(Lowry, Leonardo Da Vinci etc.)** and understand this period focussed on perspective. * I can sketch my design first and if needed improve this several times. * I can use my sketchbook to record notes, collect and explore new ideas.   Media:   * I know about the full range of pencils and understand H is hard for B pencils are soft. * I am beginning to use mixed media to create texture and patterns. * I am beginning to select the medium I require.   **Unit Aim –** I can create my own perspective artwork taking inspiration from **L.S. Lowry.** |  | [**Rainforest**](https://gomersalprimaryschoolart.blogspot.com/2020/11/year-5-rainforest.html)  Skills:   * I can continue to practice different techniques - hatching, cross-hatching, and stippling. * I can use tone, shades, and tints to demonstrate the direction of the light. * I can begin to focus on the scale and composition of my work. * I can use a single focal point. * I can use my sketchbook to record notes, collect and explore new ideas. * I can sketch my design first and if needed improve this several times.   Media:   * I can explore the full range of pencils knowing H is hard for B pencils are soft. * I can use mixed media to create texture. * I am beginning to select the medium I require (watercolours, acrylic, poster etc.)   **Unit Aim –** I can create my own painting inspired by animals from the rainforest. |  | [**Mayan Masks**](https://gomersalprimaryschoolart.blogspot.com/2018/11/ancient-maya-art.html)   * I can sketch my design first and if needed improve this several times.  I can design my own Mayan mask using oil pastels.  * I can add detailed features to the clay’s surface. * I can use techniques such as pinching, slabbing and carving when using clay. * I can use different finishing techniques. * I can create sculptures from my imagination using inspiration from other sculptures. * I can apply slips neatly to join different parts of clay (where necessary). * I can use clay as a medium. * I can use clay tools and other objects to change the clay’s appearance. * I can choose the mediums I require. * I have a good understanding of safety when using sculpting tools.   **Unit Aim –** I can create a clay Mayan mask. | [**Mythical Heads**](https://www.accessart.org.uk/demon-dog-heads-by-andy-cairns/)   * I can sketch my design first and if needed improve this several times. * I can add detailed features to the clay’s surface. * I can use techniques such as pinching, slabbing and carving when using clay. * I can use different finishing techniques. * I can create sculptures from my imagination using inspiration from other sculptures. * I can apply slips neatly to join different parts of clay (where necessary). * I can use clay as a medium. * I can use clay tools and other objects to change the clay’s appearance. * I can choose the mediums I require. * I have a good understanding of safety when using sculpting tools.   **Final Product –** I can a mythical creature’s head using clay.  Demon dog head made in clay slab by a year five student at The Belfry Primary School, Overstrand |
| **Vocabulary**  hatching, stippling, cross-hatching, blending, scribbling, shadow, perspective, composition, scale | | **Vocabulary**  tints, shades, tones, scale, composition, focus point | | **Vocabulary**  clay, pinch, slab, carve, tools, malleable | |
| **Cultural Capital** | | **Cultural Capital** | | **Cultural Capital** | |

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| **Year 6** | | | | | |
| Spring 2 - Drawing options: | | Summer 2 - Painting options: | | Autumn 1 - Sculpture options: | |
| [**Evolution**](https://gomersalprimaryschoolart.blogspot.com/2016/07/evolution-and-inheritance.html) **1 /** [**Evolution**](https://gomersalprimaryschoolart.blogspot.com/2015/05/year-6-evolution-project.html) **2**   * I can continue to practice different techniques - hatching, cross-hatching, stippling, blending, and scribbling. * I can show where the light and shadows are in my drawing. * I can draw facial features. * I can use my sketchbook to record notes, collect and explore new ideas. * I can produce detailed drawings from observations and photographs. * I show a good understanding of proportion, composition, and scale (where necessary). * I can sketch my design first and if needed improve this several times. * I can use my sketchbook to record notes, collect and explore new ideas. * I know about the full range of pencils and understand H is hard for B pencils are soft. * I can use mixed media to create texture and patterns. * I can select the medium I require.   **Unit Aim – I** create my own drawing of an animal focussing on proportion. | **Frida Kahlo**   * I can research Frida Kahlo and her portraits. * I can use my art techniques to express emotions (for mood). * I can study a facial feature and how it changes with the change in emotion * I can use mirror work to observe own emotions and expressions. * I can explore proportion and use the proportion technique when drawing portraits. * I can continue to practice different techniques - hatching, cross-hatching, stippling, blending, and scribbling. * I can show where the light and shadows are in my drawing. * I can use my sketchbook to record notes, collect and explore new ideas. * I can produce detailed drawings from observations and photographs. * I can sketch my design first and if needed improve this several times. * I can use my sketchbook to record notes, collect and explore new ideas. * I know about the full range of pencils and understand H is hard for B pencils are soft. * I can use mixed media to create texture and patterns. * I can select the medium I require.   **Final Product –** I can draw a portrait in the style of Frida Kahlo. | [**Winter Landscape**](https://gomersalprimaryschoolart.blogspot.com/2019/01/winter-landscapes.html)   * I can use tone, shades, and tints to demonstrate the direction of the light. * I can begin to focus on the scale and composition of my work. * I can use my sketchbook to record notes, collect and explore new ideas. * I can choose colours to create mood. * I can use a focus point and the horizon to demonstrate perspective. * I understand the more effective methods to blend for the mood I am trying to create. * I can research artists who have painted winter landscapes (Vincent Van Gogh, Caspar David Friedrich, Claude Monet). * I know Van Gogh is a Post-Impressionist artist whereas Monet is an Impressionism artist, I can research the difference between these two movements. * I can sketch my design first and if needed improve this several times. * I can explore the full range of pencils knowing H is hard for B pencils are soft. * I can select the medium I require (watercolours, acrylic, poster etc.)   **Unit Aim -** I can create my own winter landscape painting. | **Titanic**   * I can sketch my design first and if needed improve this several times. * I can explore the full range of pencils knowing H is hard for B pencils are soft. * I can select the medium I require (watercolours, acrylic, poster etc.) * I can use mixed media * I know the four watercolour techniques * I can demonstrate precision within my painting. * I can use tone, shades, and tints to demonstrate the direction of the light. * I can begin to focus on the scale and composition of my work. * I can use my sketchbook to record notes, collect and explore new ideas. * I can research Ken Marshall’s artwork.   **Final Product –** I can sketch and paint the Titanic. | [**Dragon’s Eyes**](https://gomersalprimaryschoolart.blogspot.com/2020/11/dragon-eyes-year-4.html)   * I can sketch my design first and if needed improve this several times. * I can add detailed features to the clay’s surface. * I can use techniques such as pinching, slabbing, coiling, and carving when using clay. * I can use different finishing techniques. * I can create sculptures from imagination. * I can apply slips neatly to join different parts of clay (where necessary). * I can use clay as a medium. * I can use clay tools and other objects to change the clay’s appearance e.g. make scales. * I can choose the mediums I require. * I can use sculpting tools safely and effectively.   **Unit Aim –** I can create a [dragon eye](https://www.facebook.com/100057421840602/posts/year-6-have-had-a-very-creative-week-converting-a-2d-dragon-eye-drawing-into-a-3/189249062999154/) from clay. |  |
| **Vocabulary**  hatching, stippling, cross-hatching, blending, scribbling, shadow, perspective, proportion, composition, scale | | **Vocabulary**  tints, shades, tones, scale, composition, focus point, perspective, horizon, mood, landscape | | **Vocabulary**  clay, pinch, slab, carve, tools, malleable, slip | |
| **Cultural Capital** | | **Cultural Capital** | | **Cultural Capital** | |

**National Curriculum Coverage**

YEAR ONE

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| Previous Knowledge | Drawing | Painting | Sculpture |
| Children have been developing their fine motor skills, exploring different mediums and being imaginative in Early Years. | Children will explore different media e.g. pencil, pastels and crayons and explore drawing skills such as line techniques. | Children will develop their painting and printing techniques inspired by Andy Warhol. They will also explore colour mixing and recall the primary colours. | Children will develop their sculpture techniques by working with wire. They will use tools safely to manipulate the wire. |

YEAR TWO

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| Previous Knowledge | Drawing | Painting | Sculpture |
| Children have been exploring new techniques and styles such as pop art, wire sculptures and primary colours. | Children will look at hatching, stippling, tone and shading to draw in three dimensions. They will also draw from observations. | Children will look at primary and secondary colours and begin to look at tints and shades to recreate Claude Monet’s ‘Water Lilies’ painting. | Children will continue to use wire as a medium for sculptures, however, they now look at Alexander Calder as a sculpture artist and decorate their sculptures. |

YEAR THREE

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| Previous Knowledge | Drawing | Painting | Sculpture |
| Children have deepened their understand of primary and secondary colours as well as tints and shades. They have added detail to their sculptures and have begun to draw in 3D. | Children will explore different media e.g. charcoal, pastels, pencils. Children will begin to explore sketching pencils as well as cross-hatching techniques. | Children begin to explore tertiary skills, natural paints and watercolours including the four watercolour techniques. | Children will use cardboard and paper mache as sculpting materials. They will use also use joining and finishing techniques. |

YEAR FOUR

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| Previous Knowledge | Drawing | Painting | Sculpture |
| Children have looked at new mediums such as charcoal, a range of pencils, watercolours, and paper mache. | Children will focus on drawing from imagination as well as observations. They will continue to explore sketching pencils and begin to look at proportion to draw portraits. | Children will further explore watercolours and the four techniques. They will focus on blending and creating a wash to recreate Georgia O’Keeffe’s artwork. | Children will continue to use cardboard but focus more on the finer details, cutting and joining techniques as well as using a range of finishing techniques. |

YEAR FIVE

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| Previous Knowledge | Drawing | Painting | Sculpture |
| Children are now experienced with tertiary colours, watercolours, proportion and finishing techniques. | Children will sketch their ideas first and look at perspective as an art technique. They will also begin to show where the light and shadows are within their drawings. | Children will use a single focal point and begin to think about the composition of their paintings. | Children will explore clay as a medium. They will learn to pinch, roll, slab and carve clay. |

YEAR SIX

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| Previous Knowledge | Drawing | Painting | Sculpture |
| Children have looked at new mediums such as charcoal and a range of pencils as well as experienced using clay tools. | Children will look at proportion in more detail as well as composition and scale. They will choose the medium and tools they require. | Children will choose colours to create mood, use a focus point and the horizon to demonstrate perspective and begin to look at Post-Impressionist and Impressionist artists. | Children will continue to use clay as a sculpture. Children will explore slips as well as recapping last year’s clay techniques. They will add detailed features to the clay’s surface. |