

<b>CYCLE B</b>		
<b>Year 1/2 Art Curriculum</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Cubism Self-Portraits</b></p> <p>Focus: drawing, collage, use of shape and work of other artists</p>	<p><b>'Colour Chaos'</b></p> <p>Focus: learning about colour (paint, felt tips and pastels) and work of other artists.</p>	<p><b>'Fabricate'</b></p> <p>Focus: textile art, weaving, wax resist dyeing, use of pattern and work of other artists.</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• To make larger scale drawing from observation and imagination.</li> <li>• To experiment with different drawing techniques such as shading, thick and thin lines.</li> <li>• To learn about the work of famous artist Pablo Picasso, abstract portraits and Cubism.</li> <li>• To learn and practise the skill of collaging using a variety of media, e.g. paper, magazines, newspaper, fabric etc.</li> <li>• To cut, make and combine abstract shapes to create a collage portrait in a Picasso cubist style.</li> <li>• To refine work as they go to ensure precision.</li> <li>• To begin to be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary.</li> <li>• With support, to begin to learn how to peer assess and self-evaluate their work.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• To decide if colours are warm or cool.</li> <li>• To explore the effect of colour on mood/feelings.</li> <li>• To understand what primary, secondary and tertiary colours are.</li> <li>• To explore colour mixing and create their own colour wheel.</li> <li>• To mix tints.</li> <li>• To explore painting with a variety of unusual objects and to explore the different patterns and textures each object creates.</li> <li>• To begin to explore different brush techniques when painting.</li> <li>• To investigate the work of abstract artist Piet Mondrian and his use of shape and colour in his art work.</li> <li>• To experiment with the use of felt tips, pastels and paint to create a piece of abstract art using shape in the style of Piet Mondrian.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• About different techniques for textile art.</li> <li>• The different materials used for weaving and the technique it involves.</li> <li>• Products from around the world that are created by weaving.</li> <li>• They will investigate the work of textile artist Gunta Stolz and the decorative art of Gustav Klimt.</li> <li>• To develop paper weaving skills and create a decorative under the sea placemat and handmade heart bags.</li> <li>• To explore the use of traditional batik in Indonesia and around the world.</li> <li>• To design, make and evaluate their own batik coasters using wax resist sticks and dye.</li> </ul>

	<ul style="list-style-type: none"> <li>To compare the work of Mondrian with that of other abstract artists such as Wassily Kandinsky.</li> </ul>	
<b>Year 3/4 Art Curriculum</b>		
<b>Autumn</b> Mosaics	<b>Spring</b> Landscapes	<b>Summer</b> Natural Sculptures
Focus: use of colour, shape and pattern, work of other artists and history of art.	Focus: drawing, painting (watercolours) and work of other artists.	Focus: collage, shape, pattern and work of other artists.
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>About the key characteristics of mosaic art.</li> <li>To explore the use of shape and colour in mosaics.</li> <li>To investigate the use of different materials to mosaic with.</li> <li>To experiment with different mosaic techniques.</li> <li>To investigate the art work of artist Antoni Gaudi.</li> <li>To create a mosaic using Gaudi's work as inspiration.</li> <li>To research Roman Mosaics and their significance during Roman Britain.</li> <li>To use what has been learnt about mosaics to work as a group to plan, create and evaluate a Roman Mosaic</li> <li>To evaluate, analyse and assess their creative work using appropriate vocabulary.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>How to make larger scale drawing from observation and imagination.</li> <li>To create sketchbooks to record their observations.</li> <li>To experiment with showing line, tone and texture with different hardness of pencils.</li> <li>To use shading to show light and shadow effects.</li> <li>To select colours and materials to create effect, giving reasons for their choices.</li> <li>To refine work as they go to ensure precision.</li> <li>To research the work and life of artist Henry Rousseau</li> <li>To use Rousseau's work as inspiration to create a watercolour landscape portrait in the same style.</li> <li>To develop their use of different painting techniques and to discuss their effect.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>To use their imagination and creative skills to help them sort and arrange natural materials to create different images as natural sculptures.</li> <li>To consider the effect of colour, shape and repeated patterns on sculptures.</li> <li>About the life and artwork of artist Andy Goldsworthy.</li> <li>To use Goldsworthy's work as inspiration to plan and create their own natural sculptures.</li> <li>To learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</li> <li>To evaluate and assess their sculptures using appropriate vocabulary.</li> </ul>

Year 5/6 Art Curriculum		
Autumn Space Art	Spring Pencil Sketches	Summer Pop Art
<p>Focus: different paint, pastel and chalk abstract techniques to create the background and work of other artists.</p>	<p>Focus: drawing and work of other artists.</p>	<p>Focus: use of contrasting colours and comparing the work of different pop artists.</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• Different paint, pastel and chalk abstract techniques to create visually different effects.</li> <li>• To improve their mastery of art and design techniques, including using a range of different materials.</li> <li>• To alter and modify work.</li> <li>• To use a variety of techniques to add effects e.g. shadows and reflection</li> <li>• To be able to select block colours for different backgrounds and discuss their effect.</li> <li>• To use a variety of tools and select the most appropriate.</li> <li>• To research, compare and review the work of artist Peter Thorpe.</li> <li>• To use Thorpe's art work as inspiration for creating a piece of Space Art in the same style.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• To experiment with showing line, tone and texture with different hardness of pencils.</li> <li>• To show an awareness of space when drawing.</li> <li>• To show awareness of objects having a third dimension by using shading for effect.</li> <li>• To use a variety of source material for their work.</li> <li>• To work in a sustained and independent way</li> <li>• To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>• To use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</li> <li>• To depict movement and perspective in drawings</li> <li>• To use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> <li>• To research and compare the art work of Leonardo da Vinci and to use this as inspiration for creating own artwork in the same style.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• What Pop Art is.</li> <li>• The history of Pop Art.</li> <li>• Specific features of Pop Art.</li> <li>• The difference between hot and cold colours and the impact colour can have on emotions and feelings.</li> <li>• To explore contrasting colours.</li> <li>• To experiment with different Pop Art techniques such as the thickness of lines as an outline and the use of dots.</li> <li>• To identify Pop Artists who have a similar technique and to discuss and share ideas.</li> <li>• To compare the work of Andy Warhol and Roy Lichtenstein.</li> <li>• To share facts about notable artists and their work.</li> <li>• To use Lichtenstein's artwork as an inspiration for creating own Pop Art in the same style.</li> <li>• To be expressive and analytical to adapt, extend and justify own work.</li> </ul>

--	--	--

<b>CYCLE A</b>		
<b>Year 1/2 Art Curriculum</b>		
<b>Autumn</b> Pencil Portraits Focus: pencil, portraits, work of other artists.	<b>Spring</b> Abstract Collages Focus: Use of colour and pattern, work of other artists.	<b>Summer</b> Focus: sculpture, clay, African art, colour and pattern, work of other artists.
Children will know by the end of this unit: <ul style="list-style-type: none"> <li>• The work of the disabled Polish artist Mariusz Kedzierski.</li> <li>• The impact his disabilities have on his artwork.</li> <li>• To explore the different techniques he uses and their effectiveness.</li> <li>• To begin to develop their different pencil skills for drawing including different thicknesses of line, use of shading and shadow using different thickness of pencil.</li> <li>• To develop their use of shape whilst drawing.</li> <li>• To use Mariusz as an inspiration for creating their own piece of artwork in the same style.</li> </ul>	Children will know by the end of this unit: <ul style="list-style-type: none"> <li>• The work of African American artist Alma Thomas.</li> <li>• The difference between 'warm' and 'cold' colours,</li> <li>• Be able to effectively select colours to express their mood and feelings.</li> <li>• With support. To being to be able to feedback to the class their thoughts, reasons and choices for a piece of art.</li> <li>• To be able to identify and use shape in their work.</li> <li>• To be able to use repeating patterns.</li> <li>• To learn and practise a variety of collaging techniques, e.g. overlapping, tessellation, mosaic and montage.</li> <li>• To create a piece of art work in the style of Alma Thomas.</li> </ul>	Children will know by the end of this unit: <ul style="list-style-type: none"> <li>• The work of South African artist Esther Mahlangu.</li> <li>• To design and create clay pots wit repeating patterns in the style of Esther Mahlangu.</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes. Y3 used more than one colour to layer in a print.</li> <li>• To carefully consider their use of, shape, pattern and colour.</li> <li>• Mix colours from primary colours To make and match colours with increasing accuracy. To use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• To develop use of self and peer assessment.</li> </ul>
<b>Year 3/4 Art Curriculum</b>		
<b>Autumn</b> The Iron Man Focus: pencil, chalk portraits, work of other artists, Giacometti Iron Man sculptures	<b>Spring</b> Story Quilt	<b>Summer</b> Street Art Focus: pencil, felt tips, oil pastels, graffiti, work of other artists

	Focus: mixed media, collage (fabric, paper), drawing, watercolours, pencil crayons, felt tips, work of other artists	
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>To show an awareness of different shapes when creating a portrait.</li> <li>To begin to understand and depict spatial relationships between objects.</li> <li>To experiment with showing line, tone and texture with different hardness of pencils</li> <li>To use shading to show light and shadow effects.</li> <li>To show awareness of objects having a third dimension by introducing shade.</li> <li>To explore creating portraits with different mediums and comparing their effectiveness (pencil and chalk).</li> <li>To explore the work of the artist Alberto Giacometti.</li> <li>To create a pipe cleaner/ tin foil sculpture of the Iron Man.</li> <li>To use a variety of material to make and combine shapes to create recognisable forms.</li> <li>To practise joining techniques.</li> <li>To depict movement in a sculpture.</li> <li>To make improvements to work as they go along.</li> <li>To evaluate work, celebrate success and identify improvements that could be further made.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>To explore the work of artist Faith Ringgold and to use her book Tar Beach as inspiration for their own work.</li> <li>To plan, design and create a 'story quilt'</li> <li>To draw from observation and to use their creative skills to draw from imagination.</li> <li>To develop key skills and begin to show an awareness of shape, line, tone and texture when they draw.</li> <li>To begin to demonstrate spatial awareness and carefully consider size and shape.</li> <li>To be able to explain what they have drawn and give reasons for their choices.</li> <li>To be able to demonstrate careful consideration when selecting colours to use.</li> <li>To become more confident with mixing colours effectively and to be able to use key vocabulary: tint, shade, primary, secondary etc.</li> <li>To choose collage materials to create 'quilt' border.</li> <li>To experiment with different techniques for collaging such as tearing, overlapping and layering.</li> <li>To refine work as they go to ensure precision.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>The history of Street Art.</li> <li>What makes art work Street Art?</li> <li>The different types of Street Art.</li> <li>Whether Street Art is the same as graffiti?</li> <li>To explore the work of the artist Jean-Michel Basquiat.</li> <li>To be able to use block lettering, serifs contrasting colours and shadow.</li> <li>To be able to demonstrate careful consideration when selecting colours to use.</li> <li>To express their personality through their artwork.</li> <li>To transform their names into graffiti tags.</li> <li>To explore Street Art through different mediums and to discuss their effectiveness.</li> <li>To make improvements to work as they go along.</li> <li>To create their own Street Art in the style of Michel Basquiat.</li> <li>To evaluate work, celebrate success and identify improvements that could be further made.</li> </ul>
<b>Year 5/6 Art Curriculum</b>		
<b>Autumn</b> Winter Landscapes	<b>Spring</b> Rubber Stamp Art	<b>Summer</b> Cityscape Art Focus: Pencil sketches and work of other artists.

<p>Focus: watercolours, pencil crayons, work of disabled artists, make into Christmas cards.</p>	<p>Focus: portraits, design and make a rubber stamp, work of other artists.</p>	
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• To experiment with showing line, tone and texture with different hardness of pencils</li> <li>• To use shading to show light and shadow effects.</li> <li>• To show awareness of objects having a third dimension by introducing shade.</li> <li>• To draw familiar objects from a range of view- points.</li> <li>• To use varied brush techniques to create shapes, textures, patterns and lines</li> <li>• To mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</li> <li>• To research the art work of disabled artist Peter Longstaff.</li> <li>• To explore the different techniques that Longstaff uses to create his art work - painting with his feet.</li> <li>• To use Longstaff's art work as inspiration to create artwork in the same style.</li> <li>• To plan, design, create and evaluate a Winter Landscape piece of art to make into a Christmas card.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• About the life and art work of African American sculptor and graphic artist Elizabeth Catlett.</li> <li>• To use her art work as an inspiration to design and make their own rubber stamps to create a piece of art with.</li> <li>• To improve their mastery of art and design techniques with a range of materials.</li> <li>• To choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• To organise their work in terms of pattern, repetition, symmetry or random printing.</li> <li>• To choose inks and overlay design and create printing blocks/tiles.</li> <li>• To develop techniques in mono, block and relief printing.</li> <li>• To create and arrange accurate patterns.</li> </ul>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> <li>• About the life and art work of Stephen Wiltshire an autistic artist.</li> <li>• To use his art work as an inspiration to create their own art in the same style.</li> <li>• To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>• To use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</li> <li>• To depict movement and perspective in drawings.</li> <li>• To use a variety of tools and select the most appropriate.</li> </ul>