

Art Curriculum Overview 2021-2022

Each year group must cover a minimum of 3 techniques over the year, linking in with the progression of skills e.g. drawing, colour, texture, printing, pattern.

	Autumn Term	Spring Term	Summer Term
Year 1	<p><u>Starry night silhouettes - drawing and colour</u> Purpose: To expose the children to a wider variety of materials and to explore how to combine and use the materials effectively. Outcome: I can make a silhouette picture using watercolours, crayons and black paper.</p>	<p><u>Daffodil watercolour paintings - colour</u> Purpose: To develop knowledge of colour and how to effectively use water colours. Outcome: I can make a daffodil painting with smooth lines in the style of Georgia O'Keefe.</p>	<p><u>Clay sea creatures - form and texture</u> Purpose: To develop moulding and shaping techniques. To explore tools and learn about the effects different tools can make. Outcome: I can design and make my own painted clay sea creature.</p>
Year 2	<p><u>Firework pop art - printing and colour</u> Purpose: To look at printing and the art style pop art by Andy Warhol Outcome: I can create a repeated print using different colours in the style of Andy Warhol.</p>	<p><u>Coats of arms - drawing</u> Purpose: To develop accuracy and personal identity when drawing and creating art work Outcome: I can make my own coat of arms</p>	<p><u>Namalemba silhouettes - colour and texture</u> Purpose: To explore pastel blending and how effects are created through layering materials. Outcome: I can create an African silhouette with pastels and black paper.</p>
Year 3	<p><u>Ton Schulten Southampton paintings - drawing and colour</u> Purpose: To explore the effects of shapes and spacing in paintings. To develop skills with a brush to create concise clear lines. Outcome: I can create a painting of Southampton in the style of Ton Schulten.</p>	<p><u>Volcano oil pastel paintings - colour</u> Purpose: To look at colour mixing and how to create different shades by combining different colours. Outcome: I can create a volcano landscape picture in the style of Hokusai.</p>	<p><u>Clay flower pots - form and printing</u> Purpose: To learn how to make a pot using a coil method. To explore how to add decoration through printing into wet clay. Outcome: I can make a clay pot from a coil with nature imprints.</p>
Year 4	<p><u>Canopic jars - form</u> Purpose: To explore different methods of decorating clay to match a specification (imprinting, painting, carving, shaping and moulding). Outcome: I can make a decorated and detailed canopic jar which matches my design.</p>	<p><u>Tudor fabric prints - texture and printing</u> Purpose: To look at how fabric patterns can be made through printing onto cloth. Outcome: I can make a piece of fabric with a Tudor style print pattern on it.</p>	<p><u>Coastal paintings - colour</u> Purpose: To explore how different tints, tones and shades can create definition in a painting. To look at effectively using watercolours for painting. Outcome: I can create a detailed watercolour coastal painting.</p>
Year 5	<p><u>Pointillism paintings - colour</u> Purpose: To explore and learn about different painting techniques. Outcome: I can create a neat pointillism painting.</p>	<p><u>Viking boat collages - texture</u> Purpose: To explore and learn how shaping and sizing materials as you combine them can create detailed pictures showing colour depth. Outcome: I can make a collage Viking boat picture.</p>	<p><u>Tin foil Greek statues - form</u> Purpose: To explore how different materials can be shaped and manipulated to create sculptures.</p>
Year 6	<p><u>Empty cross stain glass pictures - texture</u> Purpose: To look at how materials can be combined as well as shaped to create new effects. Outcome: I can make a stain glass cross picture.</p>	<p><u>Reflective garden - form</u> Purpose: To look at how materials can be used to fulfill a specific purpose and specification. Outcome: I can help design and make a reflective garden.</p>	<p><u>Portrait sketches - drawing</u> Purpose: To develop drawing skills and techniques such as stippling and cross hatch to provide depth and detail to drawings. Outcome: I can create a detailed portrait.</p>

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Should be topic linked wherever possible.

Each year group should, where possible, study an artist for each art topic, looking at similarities and differences between the work, as well as similarities and differences amongst their own work.

Please see progression of skills to look at the development required for the techniques related to your year group.

Please note under each unit there is an example of success criteria to meet for well below, below, at and above age expectations taken from the progression of skills. Please look at this as well for the other areas. Under the heading "Other elements" there are other parts with suggestions of subheadings to focus on e.g.

Year Group	Autumn	Spring	Summer
EYFS			
R	<p><u>Check points for learning (Christmas):</u></p> <p><u>Creating with materials:</u> Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p> <p><u>Being imaginative and expressive:</u> Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar songs/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</p>	<p><u>Check points for learning (Easter):</u></p> <p><u>Creating with materials:</u> Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".</p> <p><u>Being imaginative and expressive:</u> Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>	<p><u>Check points for learning (end of year):</u></p> <p><u>Creating with materials:</u> ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - Share their creations, explaining the process they have used. ELG - Make use of props and materials when role playing characters in narratives and stories. GD: Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist. Show mastery and confidence in techniques, e.g. colour-mixing.</p> <p><u>Being imaginative and expressive:</u> ELG - Invent, adapt and recount narratives and stories with peers and their teacher. ELG - Sing a range of well-known nursery rhymes and songs. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. GD: Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music. Perform with confidence and awareness of the audience, e.g. using expression. Talk about the ideas/processes that led them to produce</p>

	Retell parts of familiar stories through use of puppets, toys, masks or small-world.	Organise themselves into collaborative creative opportunities (role play, performance, artwork).	their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.
KS1			
1	<p>Technique: Drawing/Colour Specific Focus: Tools and skills/mixing Other Areas: Techniques and effects (drawing), purpose (drawing), use of colour (colour), shades (colour), techniques (colour) Material: Pastels (oil and chalk) Artist Link: Vincent Van Gogh Task: Creating night sky silhouettes Topic Link: Starry Night Purpose: To create a silhouette for Christmas calendars. Audience: Parents Well Below AE Statement: They select known tools or from adult direction. Below AE Statement: They are beginning to use a variety of drawing tools – e.g. fingers or sticks in sand, pencils, coloured pencils, crayons, chalk. AE Statement: They extend the variety of drawing tools to include charcoal, oil pastels, chalk pastels and water colour pencils. Above AE Statement: They can experiment using different drawing tools on different surfaces e.g. using a pencil to create a drawing on foam for printing.</p>	<p>Technique: Colour Specific Focus: Shades Other Areas: Accuracy (drawing), mixing (colour), use of colour (colour), tools (colour) Material: Water colours Artist Link: Georgia O’Keefe Task: Painting daffodils in the style O’Keefe Topic Link: Spring, nature, flowers Purpose: To explore using different resources and techniques Audience: Visitors to the school Well Below AE Statement: They can name specific colours by shade e.g. dark blue, light blue. Below AE Statement: They know that one colour can have multiple shades. AE Statement: They can find collections of colours e.g. different sorts of blues, greens, purples. They can use accurate language to name and describe them. Above AE Statement: They can make as many tones of one colour as possibly using primary colours, white and black.</p>	<p>Technique: Form/Texture Specific Focus: Moulding/combining materials Other Areas: Accuracy (drawing), mixing (colour), joining and combing (form) Material: Clay/ Mod Roc Artist Link: Michelangelo Task: Creating models of sea creatures by manipulating the material using tools and hands Topic Link: Under the sea Purpose: To create a model of a sea creature to go on display at home Audience: Family members Well Below AE Statement: With adult support to create their shape, they can carve into media using tools. Below AE Statement: With some support from an adult to create a clear design, they can carve into media using tools. AE Statement: They can carve into media using tools – clay etc. Above AE Statement: They can use a range of tools for shaping and mark making. They can pinch and mould slabs.</p>
2	<p>Technique: Printing/Colour Specific Focus: Patterns Other Areas: Tools and techniques (drawing), mixing (colour), types of printing (printing), discussion and review (printing), ideas (pattern) Material: Polystyrene and Paint Artist Link: Andy Warhol Topic Link: Bonfire Night Task: Using polystyrene to help paint and print Purpose: To explore printing and creating patterns through different techniques Audience: Visitors to the school Well Below AE Statement: Will adult support they can create their pattern using one or two colours.</p>	<p>Technique: Drawing Specific Focus: Purpose Other Areas: Mixing (colour), use of colour (colour), joining (form) designs (form) accuracy (drawing), aesthetics (form) Material: paper, card, pens, pencils, paint Artist Link: N/A Topic Link: Castles Task: Design and create own coat of arms Purpose: To create a symbol to represent themselves and their family Audience: Them Well Below AE Statement: They use drawings to tell a story from retelling or their imagination. Below AE Statement: Draw as a way to record experiences and how to express feelings.</p>	<p>Technique: Colour/Texture Specific Focus: Mixing Other Areas: Combing materials (texture), purpose (drawing), proportion and scale (drawing), use of colour (colour) Material: Sugar paper, water colours Artist Link: 2 African artists Topic link: Namalemba Task: To create a shadow picture of their favourite African animal Purpose: To look at how different resources can be combined to create effects Audience: Visitors to the school Well Below AE Statement: Complete support and guidance is needed to complete their art work.</p>

	<p>Below AE Statement: They can create patterns and pictures by printing from objects using more than one colour.</p> <p>AE Statement: They can create symmetrical or irregular patterns using a range of different media. They can extend repeating patterns through overlapping or contrasting patterns.</p> <p>Above AE Statement: They explore colour mixing in patterns by overlapping colour prints purposefully.</p>	<p>AE Statement: They sketch to make quick or simple records of something. They develop and work out ideas through drawing.</p> <p>Above AE Statement: They make initial sketches to prepare for painting or other work.</p>	<p>Below AE Statement: Support is needed with overlapping and overlaying.</p> <p>AE Statement: They develop skills of overlapping and overlaying to create an effect.</p> <p>Above AE Statement: They think carefully about the resources and materials they use and what it means using two different materials.</p>
Lower KS2			
3	<p>Technique: Drawing/Colour Specific Focus: Techniques and Effects Other Areas: Proportion and scale (drawing), accuracy (drawing), use of colour (colour), shades (colour) Material: Charcoal, pencils, water colours Artist Link: Ton Schulten Topic link: Southampton Task: Sketching and painting pictures of buildings in style of artist Purpose: To create portraits of buildings to celebrate Southampton Audience: Southampton Art Gallery Well Below AE Statement: They explore different textures and experiment with different ways to make marks, building on previous experiences. Below AE Statement: They look at drawings and comment thoughtfully. They begin to discuss the use of shadows and the use of light and dark. AE Statement: They can draw both positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it. Above AE Statement: They can identify the effect of light (shadows) on a surface, on objects and on people. They are able to think about how to draw from another direction.</p>	<p>Technique: Colour Specific Focus: Mixing Other Areas: Purpose (drawing), techniques (colour), tools (colour), Material: Pastels, chalks Artist Link: Hokusai Topic Link: Volcanoes Task: Volcano pictures using pastels Purpose: To create pastel pictures to show what an erupting volcano looks like Audience: Geographical textbooks Well Below AE Statement: They are beginning to look at which colours mix together to make new colours. Below AE Statement: They can darken colours without using black. They can mix colours together to match those of the natural world. AE Statement: They can explore and apply colour mixing to get the colours they want. Above AE Statement: They observe the colours in nature and can mix to make shades.</p>	<p>Focus Element: Form Specific Element: Moulding Other Elements: Shaping (form), aesthetics and decorations (form), knowledge (form), combining materials (texture), tools (colour) Unit: Clay Resources: Clay, tools for shaping, water, paint to decorate, leaves for printing into Task: To make a coil pot with flower decorations Topic Link: Flowers and science Purpose: To create a nice pot to grow small flowers in Audience: Haskins Well Below AE Statement: They mould and shape using tools. They can pinch a slab to help mould it. Below AE Statement: They can use a range of tools for shaping and mark making. They can make a rough coil shape, possibly with support. AE Statement: They use the equipment and media with increasing confidence. They can use a coil method to make a model or sculpture. Above AE Statement: They are able to decorate a coiled shape, imprinting and using colour.</p>
4	<p>Technique: Form Specific Focus: Moulding Other Areas: Joining and combining (form), shaping (form), aesthetics and decorations (form) tools (colour) Material: Clay Artist Link: N/A Topic Link: Egyptians Task: Creating painted coil/slab pots Purpose: To create replicas of canopic jars for display in a museum Audience: British Museum</p>	<p>Technique: Texture Specific Focus: Combining Materials Other Areas: Collage (texture), ideas (texture), shades (colour), techniques (colour) Material: Fabric, printing ink Artist Link: Topic Link: Tudors Task: Creating samples of Tudor clothing through printing Purpose: To compare and explore how clothing styles and patterns have changed over the years. Audience: Parents</p>	<p>Technique: Colour Specific Focus: Shades Other Areas: tools (colour), technique (colour), purpose (drawing), techniques and effect (drawing) Material: Water colour paints Artist Link: Monet Topic Link: Coastal painting Task: To create their own coastal/ seascape picture in the style of Monet Purpose: To create artwork showing different parts of the UK to develop knowledge of our country Audience: Miss Strange</p>

	<p>Well Below AE Statement: They can pinch and mould flat slabs which are pieced together with support.</p> <p>Below AE Statement: They can use a coil method to make an effective pot.</p> <p>AE Statement: They are able to decorate a coiled/slab pot, imprinting and using colour.</p> <p>Above AE Statement: They can confidently create a media from one initial slab which can be decorated.</p>	<p>Well Below AE Statement: They develop skills of overlapping and overlaying to create effects.</p> <p>Below AE Statement: They think carefully about materials and resources to use including pasta, lentils and paint.</p> <p>AE Statement: They can embellish work using a variety of techniques including drawing, painting and printing on top of textured work.</p> <p>Above AE Statement: They combine and explore the effects of layering materials through adding resources to paint or detailed embellishments.</p>	<p>Well Below AE Statement: They make choices about the colours they use considering the shade.</p> <p>Below AE Statement: They are beginning to use different shades in simple ways to provide depth within a piece.</p> <p>AE Statement: They can use different tints, tones and shades to create definition within a piece.</p> <p>Above AE Statement: They can mix and match colours to those in art work looking closely at the tint, tone and shade.</p>
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Upper KS2

<p>5</p>	<p>Technique: Colour Specific Focus: Tools Other Areas: Use of colour (colour), purpose (drawing), types of printing (printing) Material: Paint, thin brushes, end of brushes Artist Link: Derain, Seurat Topic link: Core Values and RE Task: Creating paintings using pointillism, depicting symbols of religion and the schools core values Purpose: To create religious paintings to explore new techniques and Christianity Audience: Church representatives e.g. Barry, Matt Well Below AE Statement: They know about and can use different types of brushes for specific purposes. Below AE Statement: They advise others and question suitable equipment for the task e.g. the size of the paintbrush or paper needed. AE Statement: They can identify which tools they will need and whether or not what they have is suitable for the task. Above AE Statement: They can evaluate the effectiveness of different tools for different purposes.</p>	<p>Technique: Texture Specific Focus: Collage Other Areas: purpose (drawing), ideas (texture), combining materials (texture) Material: Fabrics, tissue paper, glue, pencils Artist Link: N/A Topic Link: Rainforest / vikings Task: Creating collages based off of pictures Purpose: To create a picture that represents a memory from the trip / to design and create their own Viking boat Audience: Themselves, parents, family Well Below AE Statement: With support they can shape collage materials. Below AE Statement: They think carefully about the different collage materials they will use to make a picture. AE Statement: They select and use materials to achieve a specific outcome, manipulating them accurately to affect the shape and size. Above AE Statement: They select, shape and use materials to make a build collages that express their feelings.</p>	<p>Technique: Form Specific Focus: Shaping Other Areas: Moulding (form), artist links (form), planning and ideas (form) Material: Tin foil (practise using plasticine/playdough) Artist Link: Greek sculptors Topic Link: Greece, Olympics Task: To create a tin foil sculpture based on a position and movements they have already explored Purpose: To look at how movement can be shown through 3D art Audience: A Greek museum Well Below AE Statement: They can shape and form objects from malleable materials from direct observation or visual pictures. Below AE Statement: They can shape, form, model and construct from memory and imagination with increasing confidence and accuracy. AE Statement: They shape, form, model and join malleable materials with increasing accuracy. Above AE Statement: They can manipulate and shape malleable materials with good accuracy relating to their design.</p>
<p>6</p>	<p>Technique: Texture Specific Focus: Collage Other Areas: Ideas (texture), artist links (form), use of colour (colour), shades (colour) Material: Dry Pastels and PVA glue Artist Link: Christina Saj Topic link: RE Task: Stain glass pictures of the empty cross at Easter Purpose: To create religious paintings to explore new techniques and Christianity</p>	<p>Summer 1 Technique: Form Specific Focus: Joining and combining Other Areas: Planning designs and ideas (form) Material: Junk materials, specifically plastic Artist: N/A Topic link: Geography and global warming Task: To create a sculpture that is strong and well finished that highlights the issues in the world.</p>	<p>Summer 2 Technique: Drawing Specific Focus: Proportion and scale Other Areas: Other drawing aspects Material: Graphite pencils, sketching pencils Artist Link: N/A Topic link: WW2 Task: To create a pencil sketch to send home Purpose: To explore and look at what life was like as an evacuee</p>

<p>Audience: Church representatives e.g. Barry, Matt</p> <p>Well Below AE Statement: They think carefully about the different collage materials they will use to make a picture.</p> <p>Below AE Statement: They select and use materials to achieve a specific outcome, manipulating them accurately to affect the shape and size.</p> <p>AE Statement: They select, shape and use materials to make a build collages that express their feelings.</p> <p>Above AE Statement: They demonstrate good control and fines when using materials to build collages that express their feelings.</p>	<p>Purpose: To show and highlight issues in the world to do with materials and recycling</p> <p>Audience: School, councillors</p> <p>Well Below AE Statement: They have a good understanding of different ways to combine and construct materials, knowing some which work better in situations.</p> <p>Below AE Statement: They make active choices about how to join and construct.</p> <p>AE Statement: They make active choices about how to join and construct and analyse the effectiveness.</p> <p>Above AE Statement: They carefully think about and measure out the required adhesive to join materials.</p>	<p>Audience: Family members of evacuees</p> <p>Well Below AE Statement: They show awareness and understanding of proportion and scale in their drawings</p> <p>Below AE Statement: They understand that drawings show perspective and can be used to show inside of objects or different angles.</p> <p>AE Statement: They think about alternative perspectives they could draw from including aerial shots and how they differ.</p> <p>Above AE Statement: They are beginning to show accuracy when drawing from alternative perspectives.</p>
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