



# Progression Documents

## Art

### Curriculum Overview:

Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.  
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.  
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.  
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p>As a school we provide Art for all registered pupils, including those in reception classes.</p> <p><b>Early years Foundation Stage:</b>            In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into our Art curriculum and which statements from the 2020 Development Matters are prerequisite skills.</p> <p><b>KS1 and KS2:</b>            Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</p> <p>At Spalding St Pauls Primary School we use the United Learning Curriculum as a base to form our teaching as it is designed to take account of statutory requirements and curriculum research. The core content – the ‘what’ – of the curriculum is stable, but as a school we will bring it to life in our own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of our own classes, school and community.</p> <p>Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.</p> <p><b>Our Curriculum for Art provides all children, regardless of their background, with:</b></p> <ul style="list-style-type: none"> <li>Entitlement: Regardless of their starting point, the curriculum allows pupils to produce creative work, to explore ideas and develop the confidence to excel in a broad range of artistic techniques. All pupils will learn about artists and cultures from across history and across the world.</li> <li>Coherence: Taking the National Curriculum as its starting point, the curriculum is sequenced from Early Years to Key Stage 2 and beyond so that pupils gradually develop and build their practical knowledge, including the formal elements, the use of a range of materials in two and three dimensions, and the techniques required to produce artwork. Theoretical and disciplinary knowledge is sequenced so that pupils build a deeper understanding across key stages.</li> <li>Mastery: All pupils will be explicitly taught about the formal elements – colour, form, line, pattern, shape, texture and tone – and other aspects of art knowledge in small steps. Pupils will revisit, develop and apply their skills with increasing technical proficiency</li> <li>Adaptability: Our art curriculum is designed to give teachers flexibility, allowing them to select and adapt resources for their specific context. Schools are encouraged to bring it to life for their pupils by supplementing it with artists from their local area.</li> <li>Representation: The Art curriculum provides children with the opportunity to explore historical and contemporary artists and artworks, who represent their own and others’ cultures, values and beliefs. We will explore the context in which the art was produced, and consider the full breadth of human experience and expression through art.</li> <li>Education with Character: We aim to build and maintain pupils’ confidence in their ability as artists to create. The curriculum will develop aspects of character such as resilience, confidence and risk taking. Through the curriculum, pupils are given opportunities to share, reflect and learn about each other’s experiences whilst recognising the things we have in common.</li> </ul>	<p>The Early years Foundation Stage (EYFS) follows the ‘Development Matters’ in the EYFS guidance. In EYFS Art is taught as part of ‘Expressive Art and Design’ and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, Art is taught as a discreet subject every week, every other term, to allow time to embed skills in the subject.</p> <p><b>The Teaching Sequence</b>  <b>Within each Subject</b>            Our Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.</p> <p><b>Within the Unit</b></p> <ol style="list-style-type: none"> <li><b>KNOWLEDGE ORGANISER:</b> A knowledge organizer is provided to show coverage of each unit of work, outlining key fact to be covered over the unit of work and key vocabulary. Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons. Each unit is planned to cover six lessons</li> <li><b>PRE-UNIT ASSESSMENT:</b> Each unit of work begins with a pre-learning quiz.</li> </ol> <p><b>Within the Lesson</b></p> <ol style="list-style-type: none"> <li><b>SUBJECT OVERVIEW:</b> At the start of a lesson children are reminded about the subject being taught and what this covers (Art and Design: Is the study of different visual media like drawing, painting, sculpture, and graphic design used creatively that teaches us how to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. As an artist we will know ...)</li> <li><b>FLASHBACK:</b> Each lesson begins with a flashback to recap prior knowledge of the unit, previous units or previous years learning.</li> <li><b>VOCABULARY:</b> Subject specific key vocabulary is then taught which will be covered in the lesson. See word aware books for more information.</li> <li><b>MAIN TEACHING:</b> (‘I do’, ‘We do’, and ‘You do’). During the main teaching, content broken down into small steps of ‘I do’, ‘We do’, and ‘You do’ to allow for modelling, guided practice and independent practice.</li> <li><b>RECAP:</b> At the end of the lesson children will have an opportunity to recap on the knowledge they have been taught throughout the session.</li> </ol> <p><b>End of the Unit</b></p> <ol style="list-style-type: none"> <li><b>ASSESSMENT:</b> At the end of a unit of work children will carry out a post-learning quiz to see how much knowledge they have maintained and so teachers can pick up any misconceptions and fill gaps where needed. This assessment will inform end of unit summative assessments.</li> </ol>	<p>Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum.</p> <p>It is not about lots of tests, or meticulously comparing pupils’ outcomes at the start and end of each unit.</p> <p><b>If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!</b></p> <p>The Curriculum has this progression built in, and teachers and subject leads monitor how well pupils are keeping up with it.</p> <p>This can be done through:  <b>Formative assessment in lessons</b>            There are opportunities for formative assessment in the lesson slides, and teachers continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.</p> <p><b>Low-stakes summative assessment</b>            A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers will plan to fill gaps and address misconceptions before moving on.</p> <p><b>Use of sketchbooks and pupil-conferencing</b>            Unless it is unavoidable, pupils will use the same sketchbook over multiple years, until it is complete. Sketchbooks will contain a record of pupils’ progress over a significant period of time. Talking to pupils about their sketchbooks allows us to assess how much of the curriculum content is secure. These conversations are used effectively to determine whether pupils have a good understanding of the vertical concepts (<b>practical knowledge</b>), and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).</p>

## Breadth of Study

### Breadth of Study EYFS:

Three and Four Year-Olds	Physical Development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical Development		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

### Breadth of study Key Stage 1:

Pupils should be taught:

- to 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.

### Breadth of study Key Stage 2:

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in art & design.

### Alignment to the National Curriculum

**In KS1, pupils should be taught:**

To use a range of materials creatively to design and make products

Y1 Aut, Y1 Spr, Y1 Sum, Y2 Aut

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Y1 Aut, Y1 Spr, Y1 Sum, Y2 Sum

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Y1 Aut, Y1 Spr, Y2 Aut, Y2 Sum

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.

Y1 Aut, Y1 Spr, Y1 Sum, Y2 Aut, Y2 Sum

**In KS2, pupils should be taught:**

To 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.

Y3 Aut, Y4 Aut, Y4 Sum

To create sketch books to record their observations and use them to review and revisit ideas

(Y1) Y3 Aut, Y4 Aut, Y4 Spr, Y4 Sum, Y5 Aut, Y6 Sum

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Y3 Aut, Y3 Spr, Y4 Aut, Y4 Spr, Y4 Sum

About great artists, architects and designers in history.

Y3 Aut, Y3 Sum, Y4 Aut, Y4 Spr, Y5 Aut

**Vertical Concepts**

The subject of Art & Design categorises substantive knowledge to be taught as practical or theoretical knowledge; we have therefore used the same terminology here.

However, in the context of our Curriculum, the practical knowledge could be considered as the 'Vertical Concepts'.  
 As they progress through the curriculum, pupils build their understanding of practical concepts like colour or the use of clay; they revisit and add layers to their understanding throughout the curriculum.  
 No matter what artists have been chosen to illustrate the theoretical, disciplinary or practical knowledge, the core understanding of practical knowledge – the vertical concepts – should remain the same.

### Practical knowledge:

The things pupils need to know in order to produce art.

These have each been sequenced so that pupils are explicitly taught aspects in small steps, allowing pupils to gradually build their understanding and mastery of practical knowledge.

Formal Elements								Control of Materials						
Colour	Form	Line	Pattern	Shape	Texture	Tone	Space	Mark making	Drawing	Painting	Printing	sculpture	Digital	Mixed Media

### Theoretical Knowledge:

Theoretical knowledge includes the history of art. In the Primary Art & Design Curriculum, a range of artists have been selected to not only illustrate quality examples of the practical knowledge outline above, but to build pupils' knowledge of the diversity of artists (their backgrounds, inspiration, and approaches). They will also examine how artists have inspired each other, and how artists are connected within the paradigms of Traditional, Modern and Contemporary art.

## Disciplinary Knowledge

### *Disciplinary Knowledge (and Procedural Knowledge)*

*Disciplinary knowledge asks the questions that are at the heart of the subject:*

What do Artist Do?	What Inspires Artists?	Understanding Art Work What is art?
Pupils learn about how artists are influenced by their own contexts and worldviews, and present this worldview through their art; they can choose to accurately represent the world around them, choose to express themselves and/or challenge others' worldviews through their art	Pupils learn about the range of ways that artists – and that pupils as artists – can be inspired.	Pupils learn about the diversity of artistic outcomes, the purpose and the meaning of art, and how it has been part of much of human history.

## Vertical Concepts Practical Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	
Formal Elements	Colour	<ul style="list-style-type: none"> <li>• <b>Primary colours</b> are red, blue and yellow. They cannot be mixed from other colours.</li> <li>• <b>Secondary colours</b> are green, orange and purple. They are mixed from primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists can change the way a colour looks by making tints, tones and shades.</li> <li>• <b>Tints</b> are made by adding white to a colour.</li> <li>• <b>Tones</b> are made by adding grey to a colour.</li> <li>• <b>Shades</b> are made by adding black to a colour.</li> <li>• (We know that tone is about areas of light and dark. Creating tones makes colours look different by making them darker).</li> <li>• <b>Warm colours</b> are red, orange and yellow.</li> <li>• <b>Cool colours</b> are blue, purple and green.</li> <li>• Colours can be used to represent emotions. For example, red can represent anger and blue can represent sadness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Earthy</b> colours are reds, browns, oranges (colours of the earth).</li> <li>• <b>Tertiary</b> colours are red-orange, yellow-orange, yellow-green, blue-green, blue-purple, red-purple. They are mixed from one primary and one secondary colour.</li> </ul>	<ul style="list-style-type: none"> <li>• The appearance of secondary colours can vary according to the amount of each primary colour used.</li> </ul>		
	Form	<ul style="list-style-type: none"> <li>• A form is something that you can view from all sides.</li> <li>• A form can be created as a sculpture</li> </ul>			<ul style="list-style-type: none"> <li>• A form can be represented using tone in a 2D artwork.</li> </ul>		
	Line	<ul style="list-style-type: none"> <li>• A line is a mark made on a surface that joins different points.</li> <li>• Lines can vary in length, width, direction and shape.</li> <li>• Doing the same thing with different materials - like pencil, crayon, pens, charcoal - can create different lines.</li> </ul>					
	Pattern	<ul style="list-style-type: none"> <li>• Patterns can be created with a series of repeated marks like dots and lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns in the world around us.</li> </ul>				
	Shape	<ul style="list-style-type: none"> <li>• Drawing can be about representing flat objects using shapes on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes can be found in existing objects and used to create art.</li> </ul>		<ul style="list-style-type: none"> <li>• Drawing can be about representing 3D forms with 2D shapes on paper.</li> </ul>		
	Texture		<ul style="list-style-type: none"> <li>• Texture is how something feels. Artists can make art that tells us how something might feel, without us having to touch it.</li> </ul>				
	Tone	<ul style="list-style-type: none"> <li>• Tone is about light and dark in an artwork. A strong tone means there is a big difference (<b>contrast</b>) between the light and the dark areas.</li> <li>• Doing the same thing with different materials - like pencil, fineliner, biro, felt tip - can create a different tone.</li> <li>• <b>Shadows</b> are an area of darkness that can be created by a <b>sculpture</b> or other object.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate shadows using torches to create a different tone.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tone</b> can be created using the same pencil by pressing harder or lighter.</li> </ul>	<ul style="list-style-type: none"> <li>• Tone can be created using different grades of pencil.</li> </ul>	<ul style="list-style-type: none"> <li>• Tone can be created using white pens and pencils, which highlight areas of the artwork.</li> <li>• <b>Linear shading</b> is a method of creating tone, often with a pen.</li> <li>• Examples of linear shading include <b>hatching, cross hatching and contoured hatching</b>.</li> </ul>	
	Space	<ul style="list-style-type: none"> <li>• Space is an area around an object. Space is created when you make a sculpture (e.g. the gap between two parts of the sculpture).</li> </ul>	<ul style="list-style-type: none"> <li>• Space can be found around existing objects and used to create art.</li> </ul>				

Control of Material	Drawing	<ul style="list-style-type: none"> <li>Use pens - felt tips, fine liners and biros - to draw lines and shapes.</li> <li>Use wax crayons to draw lines and shapes.</li> </ul>		<ul style="list-style-type: none"> <li>Use chalk pastels to draw on a page using a dynamic tripod grip and using the pastels on their side.</li> <li>When drawing from observation, artists look at the object they're drawing from.</li> </ul>		<ul style="list-style-type: none"> <li>When drawing from <b>primary observation</b>, artists look at the object they're drawing from. When drawing from <b>secondary observation</b>, artists look at a drawing or a copy of object.</li> </ul>	<ul style="list-style-type: none"> <li>Draw the human face and its features in proportion using pencil.</li> </ul>
	Painting	<ul style="list-style-type: none"> <li>Use the <b>wax resist</b> technique using watercolour paints.</li> <li>Mix colours using watercolour paints on the page (not in a palette).</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours using poster paints in a palette.</li> <li>Use <b>stippling, tapered and dry</b> brushstrokes with watercolour paint.</li> <li>Use <b>wet on wet</b> and 'less to more see through' [opaque to translucent] techniques.</li> <li>Use different amounts of water to create stronger [more opaque] and weaker [more translucent] colours.</li> <li>Different paintbrushes are suited to different brush strokes and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours using acrylic paints in a palette.</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours using watercolour paints in a palette.</li> </ul>		
	Printing	<ul style="list-style-type: none"> <li><b>Press print</b> onto paper or fabric using the natural colour of the leaves.</li> </ul>	<ul style="list-style-type: none"> <li><b>Monoprint</b> onto paper.</li> <li>Using crayons to transfer texture and pattern from existing surfaces.</li> <li>Create a plate to make a press print.</li> <li>Press print onto paper or fabric using a plate.</li> <li>Apply ink (or paint) with a roller.</li> </ul>		<ul style="list-style-type: none"> <li><b>Collagraphic</b> printmaking is a process in which materials are built up on a plate to be printed from.</li> </ul>	<ul style="list-style-type: none"> <li><b>Collagraphic</b> printmaking is a process in which materials are built up on a plate to be printed from.</li> </ul>	
	Sculpture		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Make a 3D sculpture using clay.</li> <li>Make a tile using clay.</li> <li>Make a <b>raised relief</b> by adding layers of clay.</li> <li><b>Slip</b> is a mixture of clay and water and is used as a glue in ceramics.</li> <li><b>Scoring</b> surfaces before adding slip means the pieces will attach more reliably.</li> <li>A <b>tableau vivant</b> is made by standing still to represent the figures in a story</li> </ul>		<ul style="list-style-type: none"> <li><b>Origami</b> is a Japanese artform of creating 3D models by folding a piece of paper.</li> </ul>	<ul style="list-style-type: none"> <li>Cut, shape and manipulate existing objects to create a sculpture.</li> </ul>
	Digital	<ul style="list-style-type: none"> <li>Take photographs using cameras and tablets.</li> </ul>	<ul style="list-style-type: none"> <li>Take photographs using cameras and tablets.</li> </ul>			<ul style="list-style-type: none"> <li>Design figures and characters in software programmes (e.g. PowerPoint).</li> </ul>	
	Mixed Media			<ul style="list-style-type: none"> <li><b>Mixed-media</b> is artwork that uses more than one art material e.g., paint and pens..</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Arrange a 3D composition by considering size, shape, texture and space between objects.</li> </ul>	

## Vertical Concepts Theoretical Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Different Artworks	<ul style="list-style-type: none"> <li>• <b>Abstract</b> art is art that does not try to look like things in the real world. Instead, it is made up of shapes, colors, and lines that might not look like anything you recognize. <b>Representational</b> art tries to look like things in the real world, such as people, animals, or objects. When you look at representational art, you can usually tell what it is supposed to be.</li> <li>• Art can be flat [2D] or something that you look around [3D].</li> <li>• A <b>sculpture</b> is an artwork can be viewed from all sides [it is 3D]. A <b>sculptor</b> is an artist who makes sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Illustrations</b> help to tell a story. Artists who make illustrations are called <b>illustrators</b>.</li> <li>• A <b>collage</b> is an artwork made by sticking pieces of paper or other materials onto a background.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mixed-media</b> is artwork that uses more than one art material e.g., paint and pens.</li> <li>• <b>Ceramics</b> is the process of making art from clay.</li> <li>• A <b>montage</b> is a mixed-media artwork including collaged photographs.</li> <li>• <b>Traditional art</b> describes everything from early Christian art to the 1850s and is usually representational.</li> <li>• <b>Modern art</b> describes art made from around the 1850s to the 1970s. Modern artists wanted their art to show how they felt. It was more abstract than representational.</li> <li>• <b>Contemporary art</b> describes artwork being made by living artists, or art that has been made recently (e.g., 1980s onwards). Contemporary art can be anything and artists create work using traditional, modern and other techniques.</li> <li>• Traditional, modern and contemporary art definitions can only be applied to western art.</li> <li>• Artists can arrange objects or images in a <b>composition</b>.</li> <li>• Traditional composition is often made up of <b>foreground, midground</b> and <b>background</b>.</li> <li>• <b>Perspective</b> is the way a flat (2D) image looks deep (3D).</li> <li>• Illustrations help to tell a story. <b>Narrative art</b> tells a story on its own.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>viewfinder</b> can be used to identify an interesting section within a composition.</li> <li>• An <b>assemblage</b> is a 3D artwork usually made of found objects.</li> <li>• A <b>still life</b> is a genre of artwork that shows a collection of objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Artwork does not have to be abstract or representational. It is a spectrum. Some artworks are representational (so you can recognise the objects from the real world), but they don't look realistic.</li> <li>• <b>Expressive art</b> conveys emotions and feelings. There are more examples of expressive art in modern and contemporary than traditional art. Expressive art can be representational or abstract.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Installation</b> art is designed to fill a specific space, often for a particular length of time.</li> <li>• An <b>exhibition</b> is a display of artwork. It is curated by a <b>curator</b>.</li> </ul>

## Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What do Artists do?	<ul style="list-style-type: none"> <li>Artists experiment, explore and play.</li> <li>A sketchbook is a special book that artists use.</li> </ul>	<ul style="list-style-type: none"> <li>Artists often create art for its own sake. Designers create things that are useful and have a purpose.</li> <li>Sometimes artists are designers who create art for a specific purpose.</li> <li>Architects are artists and designers who design buildings.</li> <li>Art can be made by individual artists, or by a group of artists who collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>Creating art is something humans have done from the very beginnings of their existence.</li> <li>Artists make choices about materials that are appropriate for their composition.</li> </ul>		<ul style="list-style-type: none"> <li>Artists can make mood boards to help them collect and shape ideas.</li> </ul>	
What inspires artists?	<ul style="list-style-type: none"> <li>Artists can be inspired by the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can be inspired by hidden details in seemingly ordinary objects.</li> <li>Artists can be inspired by the artificial (man-made) world.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can be inspired by each other, and we can make connections between our artworks and theirs.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can be inspired by their own experiences and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can be inspired by their own experiences and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can be inspired to bring difficult or contentious issues to light and provoke debate and discussion.</li> </ul>
Understanding Artworks	<ul style="list-style-type: none"> <li>Make statements about my artwork.</li> <li>Discuss the work of artists, including our own.</li> </ul>	<ul style="list-style-type: none"> <li>Label the features of different artworks with key words.</li> </ul>	<ul style="list-style-type: none"> <li>Annotate the features of different artworks and the effects they have on the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>Annotate my artwork with connections to another artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the artwork of two artists.</li> <li>Curate an exhibition, deciding how the artwork will be displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Write as an art historian to analyse artists and their artworks.</li> </ul>





# Overview Document

## ART OVERVIEW

	Autumn 1	Spring 1	Summer 1
Year 1	<p><b>I Am An Artist</b> Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p><b>Paul Klee</b> <b>Piet Mondrian</b> <b>Wassily Kandinsky</b></p>	<p><b>Paper Sculpture</b> Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p><b>Charles McGee</b></p>	<p><b>The Natural World</b> Drawing from observation, printmaking using leaves and introducing secondary colours</p> <p><b>Leonardo Da Vinci</b> <b>Claude Monet</b> <b>Frances Hatch</b></p>
Year 2	<p><b>Our School</b> Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid</b> <b>The Boyle Family</b></p>	<p><b>Colour and Tone</b> Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth</b> <b>Pablo Picasso</b> English</p>	<p><b>Painting Water</b> Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai</b> <b>David Hockney</b> <b>Claude Monet</b> Geography</p>
Year 3	<p><b>Why Do We Make Art?</b> Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p><b>Satoshi Kitamura</b> <b>Pablo Picasso</b> History</p>	<p><b>Clay Fairy Tales</b> Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p><b>Anthony Browne</b> <b>Quentin Blake</b> English</p>	<p><b>Mythology</b> Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p><b>Raphael</b> <b>Van Gogh</b> <b>Frank Auerbach, Chris Ofili</b> History</p>
Year 4	<p><b>Pattern &amp; Pumpkins</b> Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p><b>Yayoi Kusama</b></p>	<p><b>Watercolour Tropical Rainforest</b> Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p><b>Abel Rodriguez</b> <b>Henri Rousseau</b> <b>Henri Matisse</b> Geography</p>	<p><b>My Favourite Things</b> Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions.</p> <p><b>Pippa Goodhart</b> <b>Joseph Cornell</b> English</p>
Year 5	<p><b>Illustration &amp; Narrative Art</b> Developing a visual response to a text, creating digital art.</p> <p><b>Raphael, Leonardo, Michelangelo</b> <b>Marjane Satrapi, Mel Tregonning</b> English</p>	<p><b>Journeys</b> Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p><b>Richard Long, Frida Kahlo, Lubaina Himid</b> English</p>	<p><b>Pattern &amp; Sculpture</b> Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p><b>Mark Hearld</b> <b>Jackie Morris</b></p>
Year 6	<p><b>Recycled Materials Installation</b> Using plastic waste to create an installation.</p> <p><b>Ifeoma Anyaeji</b> <b>Serge Attukwei Clottey</b> <b>Veronika Richterová</b> Katharine Harvey Geography, Science</p>	<p><b>Displacement / Challenges</b> Looking at the work of artists who have been refugees or have produced art in different circumstances.</p> <p><b>Pissarro, Wiltshire, Schwitters, Kerr</b> Geography</p>	<p><b>Art &amp; Identity</b> Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition.</p> <p><b>Yinka Shonibare</b> <b>Sonia Boyce</b> [History]</p>

## ART OVERVIEW: Skills



	Autumn 1		Spring 1		Summer 1	
	I Am An Artist		Paper Sculpture		The Natural World	
	Formal Elements	Control of Materials	Formal Elements	Control of Materials	Formal Elements	Control of Materials
Year 1	<b>LINE:</b> -Introducing sketchbooks <b>COLOUR:</b> -Primary colours	<b>DRAWING:</b> -Experimenting with mark-making	FORM TONE SPACE PATTERN CONTROL OF MATERIALS	<b>DRAWING:</b> -Use pens - felt tips, fine liners and biro - to draw lines and shapes.	SHAPE COLOUR CONTROL OF MATERIAL	<b>DRAWING:</b> -Wax Crayon
				<b>SCULPTURE</b>		<b>PAINTING:</b> -Wax resist using watercolour paints. -Watercolour paint on the page (Not in a palette) -Secondary colours
				<b>DIGITAL MEDIA:</b> -Photography		<b>PRINTING:</b> -Press Print
Year 2	Our School		Colour and Tone		Painting Water	
	Formal Elements	Control of Materials	Formal Elements	Control of Materials	Formal Elements	Control of Materials
	SPACE SHAPE PATTERN TEXTURE CONTROL OF MATERIAL	<b>PRINTING:</b> -Monoprinting -Press Print <b>DIGITAL MEDIA:</b> -Photography	TINTS TONES SHADES COLOUR CONTROL OF MATERIAL	<b>PAINTING:</b> -Colour Mixing -Poster Paint in Pallets	CONTROL OF MATERIAL	<b>PAINTING:</b> -Watercolours using Stippling, tapered and dry brushstrokes. <b>-COLLAGE</b>
Year 3	Why Do We Make Art?		Clay Fairy Tales		Mythology	
	Formal Elements	Control of Materials	Formal Elements	Control of Materials	Formal Elements	Control of Materials
	COLOUR: -Tertiary CONTROL OF MATERIAL	<b>DRAWING:</b> -Chalk Pastels -Cave paintings	TONE CONTROL OF MATERIAL	<b>PAINT:</b> -Mix Colours -Acrylic Paints in a Palette  <b>SCULPTURE:</b> CLAY -3D Sculptures -Raised Relief -Slip -Scoring	CONTROL OF MATERIAL	<b>MIXED MEDIA MONTAGE:</b> -A tableau vivant is made by standing still to represent the figures in a story.
Year 4	Pattern & Pumpkins		Watercolour Tropical Rainforest		My Favourite Things	
	Formal Elements	Control of Materials	Formal Elements	Control of Materials	Formal Elements	Control of Materials
	CONTROL OF MATERIAL	<b>PRINTING:</b> -Collagraphic -Bubble wrap. <b>Screen Printing</b> CLAY	COLOUR CONTROL OF MATERIAL	<b>PAINTING:</b> -Mix colours -Watercolour paints in a palette.	TONE SHAPE FORM CONTROL OF MATERIAL	<b>DRAWING:</b> -Still life
Year 5	Illustration & Narrative Art		Journeys		Pattern & Sculpture	
	Formal Elements	Control of Materials	Formal Elements	Control of Materials	Formal Elements	Control of Materials
	TONE SHADE: -linear shading CONTROL OF MATERIAL	<b>DRAWING:</b> -Observational Drawing <b>DIGITAL MEDIA:</b> -PowerPoint		<b>COLLAGE:</b>  <b>PRINTING:</b> -Collagraph printing plate using cardboard, <b>Lino Printing</b> <b>MIXED-MEDIA OUTCOMES.</b>	CONTROL OF MATERIAL	<b>DRAWING:</b> -Observational Drawing <b>SCULPTURE:</b> -Origami
Year 6	Recycled Materials Installation		Displacement / Challenges		Art & Identity	
	Formal Elements	Control of Materials	Formal Elements	Control of Materials	Formal Elements	Control of Materials
	CONTROL OF MATERIAL	<b>SCULPTURE:</b> - Using plastic waste			CONTROL OF MATERIAL	<b>DRAWING:</b> -Self Portraits

## ART OVERVIEW: Skills

	Autumn 1	Spring 1	Summer 1
Year 1	<b>I Am An Artist</b>	<b>Paper Sculpture</b>	<b>The Natural World</b>
	DRAWING: -Experimenting with mark-making	DRAWING: -Use pens - felt tips, fine liners and biros - to draw lines and shapes.	DRAWING: -Wax Crayon
		SCULPTURE	PAINTING: -Wax resist using watercolour paints. -Watercolour paint on the page (Not in a palette) -Secondary colours
		DIGITAL MEDIA: -Photography	PRINTING: -Press Print
Year 2	<b>Our School</b>	<b>Colour and Tone</b>	<b>Painting Water</b>
	PRINTING: -Monoprinting -Press Print	PAINTING: -Colour Mixing -Poster Paint in Pallets	PAINTING: -Watercolours using Stippling, tapered and dry brushstrokes.
	DIGITAL MEDIA: -Photography		-COLLAGE
Year 3	<b>Why Do We Make Art?</b>	<b>Clay Fairy Tales</b>	<b>Mythology</b>
	DRAWING: -Chalk Pastels -Cave paintings	PAINT: -Mix Colours -Acrylic Paints in a Palette	MIXED MEDIA MONTAGE: -A tableau vivant is made by standing still to represent the figures in a story.
		SCULPTURE: CLAY -3D Sculptures / Raised Relief / Slip / Scoring	
Year 4	<b>Pattern &amp; Pumpkins</b>	<b>Watercolour Tropical Rainforest</b>	<b>My Favourite Things</b>
	PRINTING: -Collagraphic -Bubble wrap. <b>Screen Printing</b>	PAINTING: -Mix colours -Watercolour paints in a palette.	DRAWING: -Still life
	CLAY		
Year 5	<b>Illustration &amp; Narrative Art</b>	<b>Journeys</b>	<b>Pattern &amp; Sculpture</b>
	DRAWING: -Observational Drawing	COLLAGE:	DRAWING: -Observational Drawing
	DIGITAL MEDIA: -PowerPoint	PRINTING: -Collagraph printing plate using cardboard, <b>Lino Printing</b>	SCULPTURE: -Origami
	MIXED-MEDIA OUTCOMES.		
Year 6	<b>Recycled Materials Installation</b>	<b>Displacement / Challenges</b>	<b>Art &amp; Identity</b>
	SCULPTURE: - Using plastic waste		DRAWING: -Self Portraits

# Artists

NB. The key artists in these slides will ensure that pupils can see high-quality examples of practical knowledge, as well as be exposed to artists who have made great contributions to global art, building their cultural capital. Many of the artists also allow all pupils to see themselves reflected positively in the curriculum. However, much of art history has been dominated by white men. Therefore, to ensure a diverse and inclusive curriculum, we have also included 'hinterland' artists – shown in grey. Their work may be less mainstream or prominent from art history perspective, but their inclusion in the curriculum ensures that all pupils have positive role models within the field of art.

Year 1	<p>Leonardo Da Vinci 1452-1519</p> 	<p>Claude Monet 1840-1926</p> 	<p>Wassily Kandinsky 1866-1944</p> 	<p>Paul Klee 1879-1940</p> 	<p>Piet Mondrian 1872-1944</p> 	<p>Charles McGee 1924-2021</p> 	<p>(Frances Hatch)</p>					
Year 2	<p>Katsushika Hokusai 1750-1849</p> 	<p>Claude Monet 1840-1926</p> 	<p>Pablo Picasso 1881-1973</p> 	<p>(Boyle Family) Active c.1960-</p>	<p>Zaha Hadid 1950-2016</p> 	<p>David Hockney 1937-</p> 	<p>(Emily Haworth-Booth)</p>					
Year 3	<p>Lascaux Cave Art 17 000 - 15 000 BC</p> 	<p>Raphael 1483-1520</p> 	<p>Vincent Van Gogh 1833-1898</p> 	<p>Frank Auerbach 1931-</p> 	<p>(Quentin Blake) 1932-</p>	<p>(Anthony Browne) 1946-</p>	<p>(Satoshi Kitamura) 1937-</p>	<p>Chris Ofili 1968-</p> 				
Year 4	<p>Henri Rousseau 1844-1910</p> 	<p>Henri Matisse 1869-1954</p> 	<p>Joseph Cornell 1903-1972</p> 	<p>Yayoi Kusama 1929-</p> 	<p>(Abel Rodriguez) 1941-</p>							
Year 5	<p>Leonardo 1452-1519</p> 	<p>Raphael 1483-1520</p> 	<p>Michelangelo 1475-1564</p> 	<p>Frida Kahlo 1907-1954</p> 	<p>Mona Hatoum 1952-</p> 	<p>Richard Long 1945-</p> 	<p>Lubaina Himid 1954-</p>	<p>Jackie Morris 1961-</p>	<p>Marjane Satrapi 1969-</p>	<p>Mark Hearld 1974-</p>	<p>Mel Tregonning 1983-2014</p>	<p>William Grill 1990-</p>
Year 6	<p>Camille Pissarro 1830-1903</p>	<p>Kurt Schwitters 1887-1948</p>	<p>Judith Kerr 1923-2019</p>	<p>Sonia Boyce 1962-</p> 	<p>Yinka Shonibare 1962-</p> 	<p>Katharine Harvey 1963-</p>	<p>Veronika Richterová 1964-</p>	<p>Stephen Wiltshire 1974 -</p>	<p>Ifeoma Anyaeji 1981-</p>	<p>Serge Attukwei Clottey 1985-</p>		



## Artists from around the world

