

Kingsbridge Community Primary School

Art Curriculum Overview

This document outlines the Art units our children will study, the key concepts, vocabulary and National Curriculum coverage. The specific subject knowledge and disciplinary skills within our curriculum are detailed in our Year Group Plans.

At Kingsbridge Community Primary School, we believe that art, craft and design can provide children with valuable opportunities to develop imaginative, creative thinking that is fundamental to engendering lifelong learners. We hope that art learning will enable children to explore, build on and record their own ideas. The children can take their experiences of the world and transform them through art, making new connections and relationships through their inventive minds. We take every opportunity to encourage a love for learning within all of our pupils, allowing children to learn in a safe and stimulating environment, where their views are valued.

National Curriculum

Level expected at the End of EYFS:

Expressive Arts and Design (exploring and using media and materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Expressive Arts and Design (being imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: <ul style="list-style-type: none">- 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.	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. Pupils should be taught: <ul style="list-style-type: none">- 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 history
The National Curriculum for art craft and design aims to ensure that all pupils by the end of year 6: Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form	

Key Concepts (visual and tactile elements) <ul style="list-style-type: none"> • Line and mark making • Colour and mood • Shape, space and form • Light and dark - tone • Texture and pattern • Proportion, scale and depth 	Techniques: <ul style="list-style-type: none"> • Drawing • Painting • 3D sculpture • Printmaking • Textiles • Mixed media and collage • Digital Media
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Key Vocabulary that will be learned by children at Kingsbridge Community Primary School

KS1	LKS2	UKS2
Work, work of art, idea, starting point, observe, focus, design, improve, portrait, self portrait, line drawing, detail, landscape, cityscape, building pastels, mark making, line, bold, space, size, primary colours, secondary colours, neutral colours, tints, shades, war colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, sculpture, sculptor, statue, model, 3D, carving, installation, shapes, materials, pyramid, abstract, geometric, printing, printmaking, woodcut, relief printing, objects, collage, squares, mosaic, gaps, features, cut, place, arrange, textile, fabric, weaving, woven, over, under decoration, decorative, batik dye, wax, resist, apply, set	Line, pattern, texture, form, record, detail, question, observe, refine, portrait, light, dark, tone, shadow, shape, outline, foreground, background, middle ground, abstract, emotion, blend, mix, fresco, rectangular, concrete, terrace, architect, 2D, shadow, block printing, polystyrene printing tiles, inking rollers, mosaic, stuffing, thread, needle	Sketchbook, journal, develop, refine, analyse, evaluate, observation, technique, critical, experiment, investigate, explore, impact, creativity, line, texture, pattern shape, space, form, tone, smudge, blend, soft, hard, mark, light, heavy, graffiti, abstract, absorb, mix, impressionism, impressionist, structure, cast, collograph, effect

Year 1		
Autumn	Spring	Summer
<u>End point</u> All children to be able to create a landscape collage using new skills taught in this unit. Final artwork should include: <ul style="list-style-type: none"> - Evidence of colour mixing to represent observed colours - Appropriate shapes to represent buildings and features of buildings - Use of line to add texture/details 	<u>End point</u> All children to be able to create an animal print using new skills taught in this unit. Final artwork should include: <ul style="list-style-type: none"> - repeating/non-repeating pattern - image created by printing - a clear awareness of what pattern is - a print referencing an animal print 	<u>End point</u> All children to be able to create a relief print in clay using new skills taught in this unit. Final artwork should include: <ul style="list-style-type: none"> - Evidence of colour mixing to create shades of green (i.e. different colour leaves) - Rolled clay - Evidence of understanding of creating a relief print (i.e. a suitable leaf chosen to make print)

(- Developing pencil techniques – observational drawings of building from photos [prep lesson])

Outcome: Landscape of Local Area

Cross Curricular Link:
Our Local Area (Geography)

Medium: Multimedia/paint/collage

Artist: Liz and Kate Pope

Artwork:



Materials/equipment: Paint, paper, pen, pencils, paint brushes, scissors, glue

National curriculum coverage

-Use a range of materials creatively to design and make products

Outcome: Patterns influenced by African animals

Cross Curricular Link: Animals and their habitats and where in the world we can find them (Geography)

Medium: Printing/Textiles

Artist: N/A

Artwork:



Materials/equipment: Pencils, paper, paint, stamps (purpose made and created/found), fabric

National curriculum coverage

-Use a range of materials creatively to design and make products

Outcome: Leaf prints on clay

Cross Curricular Link: Plants (Science)

Medium: Clay/printing

Artist: N/A

Artwork:



Materials/equipment: Wax crayons, paint, leaves, paint brushes, paint pallets, paper, clay

National curriculum coverage

-Use a range of materials creatively to design and make products

<p>-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-Learn 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.</p>	<p>-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-Learn 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.</p>	<p>-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-Learn 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.</p>
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Year 2		
Autumn	Spring	Summer
<p>End point</p> <p>All children to be able to create a painting with cut out silhouettes using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - A range of mixed red, yellows and oranges - Silhouettes of buildings (at the bottom of the artwork, shapes of buildings taken from observational drawings, some details taken from observational drawings (e.g. chimneys, windows) - Evidence of control over colour mixing and cutting skills - Evidence of an understanding of how silhouettes work (i.e. only the outline shows) - Evidence of use of observational drawings to influence silhouettes <p>Outcome: Bonfire image with fire and house silhouettes</p> <p>Cross Curricular Link: Great Fire of London (History)</p> <p>Medium: Paint and paper cut-out</p>	<p>End point</p> <p>All children to be able to create a portrait using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Accurate proportions - Evidence of an understanding of a purpose of a portrait (i.e. added details to build a story) <p>Outcome: Pencil portrait of a famous nurse from history</p> <p>Cross Curricular Link: Nurses from History (History)</p> <p>Medium: Pencil on paper</p> <p>Artists: Marcus Gheeraerts the Younger, Maggi Hambling, Frida Kahlo</p> <p>Artwork:</p>	<p>End point</p> <p>All children to be able to create a sculpture made from natural materials using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Shapes and patterns inspired by Andy Goldsworthy - Natural objects chosen based on their properties (e.g. colour, shape, size, etc) - Developed drawing techniques (observational drawing [prep lesson]) <p>Outcome: Nature sculpture</p> <p>Cross Curricular Link: Plants (science)</p> <p>Medium: Natural materials</p> <p>Artist: Anthony Goldsworthy</p> <p>Artwork:</p>

Artist: Jan Pienkowski
Artwork:



Materials/equipment: Paper, pencil, paint, brushes, black-paper, scissors, glue



Elizabeth I Dorothy Hodgkins Frida Kahlo

Materials/equipment: Pencil and paper



Materials/equipment: Found materials (sticks, stones, leaves, etc), camera for recording

National curriculum coverage

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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.

National curriculum coverage

- Use a range of materials creatively to design and make products
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National curriculum coverage

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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.

Year 3

Autumn

End point

All children to be able to create a cave painting using new skills taught in this unit.

Final artwork should include:

- stylised charcoal line drawing
- flat colour fill with paint, charcoal and/or chalk
- Added details/patterns in paint, charcoal and/or chalk
- Chalk hand stencil

Outcome: "Cave Painting"

Cross Curricular Link: History – Stone Age

Medium: Chalk, charcoal, paint

Artist: N/A

Artwork:



Materials/equipment: Paper, chalk, charcoal, items for paint making, brushes, scissors

Spring

End point

All children to be able to create an Indus Animal Sculpture made of clay using new skills taught in this unit. Final artwork should include:

- simplified/stylised shapes
- pattern drawn into clay
- evidence of shaping and joining clay
- (- developing pencil drawing techniques – observational drawing [prep lesson])

Outcome: Indus Animal Sculpture

Cross Curricular Link: History – Indus Valley Civilisation

Medium: Clay

Artist: N/A

Artwork:



Materials/equipment: Pencil, clay, clay tools, boards, kiln

Summer

End point

All children to be able to create a landscape painting using new skills taught in this unit.

Final artwork should include:

- Representation of water using chosen painting technique
- Pattern representing geographical features
- Evidence of decisions made about composition
- Base layer in paint
- Details added in pen

Outcome: David Hockney inspired coastal landscape

Cross Curricular Link: Geography - Coasts

Medium: Paint and pen on paper

Artist: David Hockney

Artwork:



Pupil example:



		Materials/equipment: Paper, paint, marker pens, paint pens?
<p><u>National curriculum coverage</u> Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -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 history 	<p><u>National curriculum coverage</u> Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -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 history 	<p><u>National curriculum coverage</u> Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -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 history

Year 4		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>End point</u> All children to be able to create a mosaic in the Roman style using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Evidence of Roman style (i.e. it should look Roman or Roman inspired) - A pattern or image taken from or inspired by Roman mosaics - Evenly rolled and cut clay to make tiles - Appropriate colours <p>Outcome: Roman Mosaics</p> <p>Cross Curricular Link: History - Romans</p>	<p><u>End point</u> All children to be able to create an Egyptian death mask in papier mache using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Evidence of Ancient Egyptian style (i.e. it should look Ancient Egyptian or inspired by Ancient Egyptian Gods/death masks. - A smooth, strong papier mache base - Added details made from papier mache or cardboard (firmly attached and covered in papier mache) - Appropriate colours and details 	<p><u>End point</u> All children to be able to create a self-portrait inspired by Frida Kahlo using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Elements inspired by Frida Kahlo (i.e. tropical flowers, leaves, plants) - Evenly painted background - Collage (including own artwork and printed resources) - Added details - Developing observational drawing skills [prep lesson]

Medium: Mosaic tiles

Artist: N/A

Artwork:



Pupil examples:



Materials/equipment: Pencils, sketchbooks, clay tiles, tile boards, grout, glue spreaders for grouting

National curriculum coverage

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

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

Outcome: Egyptian Death Mask

Cross Curricular Link: History – Ancient Egypt

Medium: Papier mâché/paint

Artist: N/A

Artwork:



Materials/equipment: newspaper, tissue paper, PVA or papier mâché glue, sketchbooks, pencils, paint, paint brushes, water pots

National curriculum coverage

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

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

Outcome: Frida Kahlo portrait

Cross Curricular Link: Geography – The Americas

Medium: Paint/collage

Artist: Frida Kahlo

Artwork:



Artwork inspired by Kahlo:



Materials/equipment: Paint, paper, scissors, pencils, sketchbooks

National curriculum coverage



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

-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 history	-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 history	-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 history
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Year 5

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>End point</u>	<u>End point</u>	<u>End point</u>
<p>All children to be able to create an Anglo-Saxon medallion made from card, string and foil, using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Evidence of an understanding of the Anglo-Saxon style (i.e. it should look Anglo-Saxon) - An Anglo-Saxon inspired pattern or image - A clear pattern/image drawn with string - An appropriately shaped base - Dry brushing <p>Outcome: Anglo-Saxon jewellery (medallion)</p> <p>Cross Curricular Link: History – Anglo Saxons</p> <p>Medium: Card, foil, string</p> <p>Artist: N/A</p> <p>Artwork:</p>  <p>Pupil examples:</p>	<p>All children to be able to create an illustration of a Viking scene using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Evidence of an understanding of what illustration is (i.e. their image is informative or tells a story) <ul style="list-style-type: none"> - Accurate, detailed line drawing in pen - Accurate colour choices - Skilfully applied watercolour <p>Outcome: Illustration of Viking or Viking scene</p> <p>Cross Curricular Link: History - Vikings</p> <p>Medium: Pen and watercolour</p> <p>Artist: Victor Ambrus</p> <p>Artwork:</p>	<p>All children to be able to create a landscape painting including boats on water using new skills taught in this unit. Final artwork should include:</p> <ul style="list-style-type: none"> - Effectively painted reflections - Impressionist painting style <p>- Evidence of drawing lesson in composition and content (e.g. boats)</p> <p>- Improved observational drawing skills [prep lesson]</p> <p>Outcome: Kingsbridge landscape (boats on water)</p> <p>Cross Curricular Link: Geography – Kingsbridge changes over time</p> <p>Medium: Paint on paper</p> <p>Artist: Claude Monet</p> <p>Artwork:</p> 

 <p>(but without colour and with dry brushing)</p> <p>Materials/equipment: sketchbooks, pencils, card, string, glue, foil, black paint, paint brushes</p>	 <p>Materials/equipment: Sketchbooks, pencils, pen, watercolour, brushes</p>	<p>Materials/equipment: Paint, paper, brushes, water pots, paint pallets</p>
<p><u>National curriculum coverage</u> Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -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 history 	<p><u>National curriculum coverage</u> Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -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 history 	<p><u>National curriculum coverage</u> Pupils should be taught:</p> <ul style="list-style-type: none"> -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 -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 history

Year 6		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>

End point

All children to be able to create an Ancient Greek style pot in clay using new skills taught in this unit. Final artwork should include:

- Shape and features in the style of Ancient Greek pottery
- Drawn in and painted on details in the style of Ancient Greek pottery
- Colours inspired by Ancient Greek pottery
- Carefully shaped clay at the correct thickness
 - Well attached features (e.g. handles)
 - A steady base
- Imagery and patterns inspired by Ancient Greece

Outcome: Greek Pots

Cross Curricular Link: History – Ancient Greeks

Medium: Clay

Artist: N/A

Artwork:



Materials/equipment: clay, clay boards, clay tools, water pots, kiln, acrylic paint

National curriculum coverage

Pupils should be taught:

End point

All children to be able to create a tonal pencil drawing using new skills taught in this unit.

Final artwork should include:

- A smooth outline
- Tone to create a 3D look
- Evidence of high level of pencil control
- Accurate proportions
- Accurately drawn details

Outcome: Tonal pencil drawings

Cross Curricular Link: History – Kingdom of Benin

Medium: Pencil on paper

Artist: N/A

Artwork:



Materials/equipment: Pencil, paper

National curriculum coverage

Pupils should be taught:

End point

All children to be able to create a civil rights poster using new skills taught in this unit.

Final artwork should include:

- An image/symbol inspired by civil rights
- Typography appropriate to the style
 - An accurately drawn fist
 - Appropriate colours
 - Effective composition
- An overall bold clear theme
- Improved observational drawing skills [prep lesson]

Outcome: Civil Rights Poster

Cross Curricular Link: History – civil rights

Medium: collage

Artist: Barbara Jones-Hogu

Artwork:



Materials/equipment: Pencil, paper, scissors, laptops/Chromebooks, printer, glue, paint, brushes, water pots, marker pens?

National curriculum coverage

Pupils should be taught:

<p>-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</p> <p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>-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]</p> <p>-about great artists, architects and designers in history</p>	<p>-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</p> <p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>-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]</p> <p>-about great artists, architects and designers in history</p>	<p>-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</p> <p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>-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]</p> <p>-about great artists, architects and designers in history</p>
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