



Welton St Mary's Church of England Primary Academy










Art Curriculum










‘Every human is an artist’ Don Miguel Ruiz




‘An artist is an explorer’ Henri Matisse

‘Through our art curriculum we will provide children with the **opportunities to explore and create** using a range of media and materials to develop their skills and artistic style. We want our children to feel **confident and excited when taking risks and experimenting** with new techniques within the disciplines of colour, pattern, texture, line, shape, form and space. Children, with their newly acquired knowledge, will then be encouraged to critically evaluate the work of artists, designers and craft makers using subject specific vocabulary and discover how an artist’s work has contributed to cultural history. We believe that understanding the purpose of art and the process of skills involved is significant for our children to become artists, storytellers, and individuals who can make a **positive change in this world**.

Art Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1 Artist/ study	Van Gogh Artist study 	Van Gogh Artist study 	Kandinsky Artist study 	Giant's Causeway Skills 		
media	Pencil, paint	Paint, pastel	Paper, coils and prints Paint –mixing colours (secondary)		Natural materials (leaves, sticks for prints, imprints and rubbings) clay	
skills	Colour, line, texture, shape, pattern	Line, texture, shape, pattern	Colour choice, pattern, shape, roll, coil, tone		Texture, shape , form and space	
concept focus	Exploring and creating	Exploring and creating	Exploring and creating		Exploring and creating/ Awareness of art contribution to cultural history	
final outcome	Flowers in a vase	Innovation - A night scene using pastel	Recreation of Kandinsky using paper and print skills Innovation – own version of Kandinsky		Create own sculpture from natural materials	
Year 2 artist	Kandinsky Artist study 	Bruegel Artist study 	Gormley Sculpture 			
media	pencil, pastel (blending), paint, tints and tones		Pencil, crayon, Charcoal		clay	
skills	colour, pattern, texture, line, shape, IT		Viewfinder, line, shape , form and space		texture, shape , form and space	
concept focus	Exploring and creating		Critical thinking and interpretation/ Awareness of art contribution to cultural history/ Exploring and creating		Awareness of art contribution to cultural history/ Exploring and creating	

final outcome	Innovation using charcoal/pencil grades	Recreation of section of painting using viewfinder	Recreation of Angel or the North
Year 3 artist	Escher Skills 	Emma Biggs, Sagrada Familia and Pietro Cavallini Surface decoration 	Georgie O'Keefe Artist study 
media	Pencil, charcoal, IT	Mosaics/ IT, pencils, crayons	Pencil, paint, pastel, water colour pencils
skills	Drawing, photography	Sculpture, drawing	drawing, using pastels and painting washes, ways to use paint brushes
concept focus	Exploring and creating	Awareness of art contribution to cultural history	Critical thinking and interpretation/ Exploring and creating
final outcome	Portrait sketch	Mosaic piece	Watercolour/pastel piece (master blending)
Year 4 artist	Sir Christopher Wren, Renzo Piano, Zara Hadid Design/Architecture Skills 	African art Skills 	Ella Maria Ray Sculpture 
media	pencil	Paint/print silhouette onto wash, drawing	Modroc
skills	drawing	Painting, crayons, printing (single layer)	Sculpture- Line, texture, shape, pattern
concept focus	Exploring and creating/ Awareness of art contribution to cultural history/ Critical thinking and interpretation	Exploring and creating	Exploring and creating/ Awareness of art contribution to cultural history
final outcome	British Art Through Time Scaled drawings	Recreate Benin silhouette sunset	Innovate - African mask (base given)
Year 5 artist	Anna Bjerger Artist study 	William Morris/ Hokusai Skills 	Ancient Egypt Sculpture 

media	Oil paint, charcoal, pastel, IT, pencil, crayon	I.T Pencil, paint, paper, printing blocks	Clay/Mod roc
skills	Drawing, painting	Carving, etching, drawing painting	Line, texture, shape, pattern
concept focus	Exploring and creating	Exploring and creating/ Awareness of art contribution to cultural history/ Critical thinking and interpretation	Exploring and creating/
final outcome	Innovation- evidence of using IT to create movement and transferring this to alternative media	Innovation- create a wallpaper in style of William Morris (telling a story through art)	Recreation of Tutankhamun mask using mod roc/clay – need to create base
Year 6 artist	Lowry Artist study 	Banksy Artist study 	Bomber Command sculpture Sculpture 
media	Viewfinder, watercolours, pencils, crayon, charcoal	Paint, print, pencils, charcoal IT	Wire and clay
skills	Perspective, drawing, painting	Drawing, creating stencil, printing, using IT to create art	Joining materials securely, using a wire frame
concept focus	Exploring and creating/ Critical thinking and interpretation	Exploring and creating	Awareness of art contribution to cultural history
final outcome	Recreation as a whole class Section per child	Innovation using stencil to print	Recreation of Bomber command sculpture

Core Concepts

CONCEPT – critical thinking and interpretation

- Think critically
- Evaluate and analyse creative works using the language of art, craft and design

CONCEPT –exploring and creating


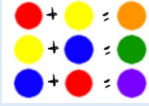



- Explore, invent and create own art, craft and design
- Produce creative work, exploring ideas and recording experiences
- Become proficient in drawing, painting, sculpture, and other art, craft and design techniques

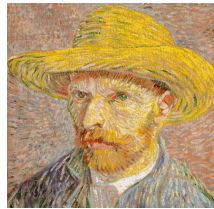
CONCEPT – awareness of art contribution to cultural history

- Know how art and design both shapes and reflects our history and contributes to the culture, creativity and wealth of our nation
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

Art: Year 1

Vincent Van Gogh - artist study

Key Vocabulary	
Primary colours	
Secondary colours	
Texture - how it feels or looks	
Shade - adding black	
Tint - adding white	



Art: Year 1

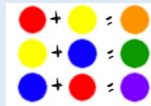
Wassily Kandinsky - artist study

Key Vocabulary

Primary colours



Secondary colours



Abstract- doesn't look like real life objects.



Texture - how it feels



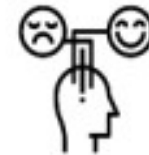
Shade - adding black



Tint - adding white



Scale - how big or small objects are in the art



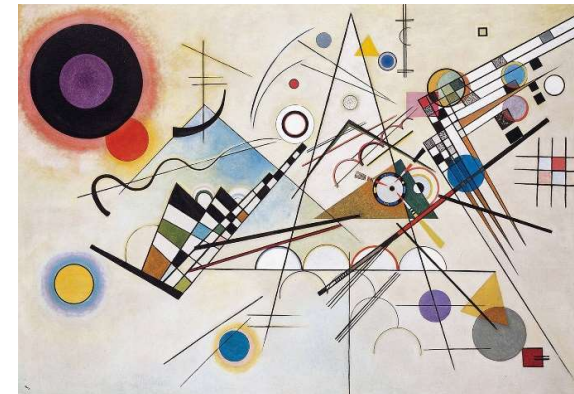
Colour Studies: Squares with Concentric Circles



Red Spot II (1921)



Improvisation 26 (Rowing) (1912)
by Wassily Kandinsky



Art: Year 1

Giant's Causeway (natural sculpture) - skills study

Key Vocabulary

Texture - how it feels



Imprint- making marks



Rubbing- copying texture onto paper



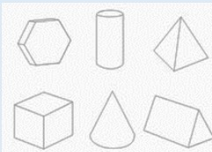
Repeating pattern - same again and again



2D



3D



Art: Year 2

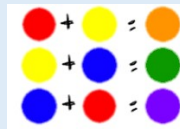
Wassily Kandinsky - artist study

Key Vocabulary

Abstract - doesn't look like real life objects.



Colours; primary, secondary, complimentary, contrasting, warm or cold.



Blending - mixing colours together smoothly.



Shade - adding black.



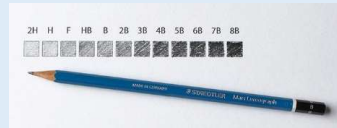
Tint - adding white.



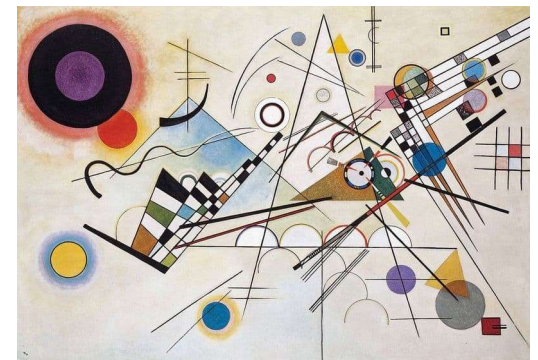
Tone - adding grey.



Pencil grade - how light (hard) or dark (soft) a pencil lines are.



Scale - how big or small objects are in the art.



Art: Year 2

Pieter Bruegel - artist study

Key Vocabulary

Colours; primary and secondary.



Shade - adding black.



Tint - adding white.



Tone - adding grey.



View finder - A tool used to focus on a smaller section of a picture or object.



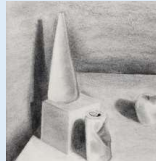
Charcoal - a black crumbly drawing material.



Scale - how big or small objects are in the art.



Form - creating objects that are 3D in art.



Art: Year 2

Anthony Gormley - Sculpture

Key Vocabulary

Sculpture - the art of making 2D or 3D shapes, using stone, wood or metal, clay or plaster.



Slip



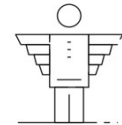
Score



Texture



Pinch



Art: Year 3

Georgia O'Keeffe - artist study

Key Vocabulary

Texture - How smooth or rough something looks or feels



Blending - When two or more colours are mixed together to make a new or subtle change to the colour (often paint or pastels)



Enlarge - to increase the size of an original object/ picture

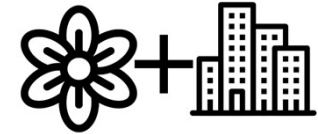


Abstract - doesn't look like real life objects



Water colour paint - a medium in which dry colour is mixed water to paint (used by Georgie O'Keeffe)

Chalk pastels - a dry, chalky medium that has bright colour and is easy to blend (used by Georgia O'Keeffe)



Art: Year 3

M.C. Escher - skill study

Key Vocabulary

Portrait - Picture or drawing of a face

Scale - how big or small objects are in the art



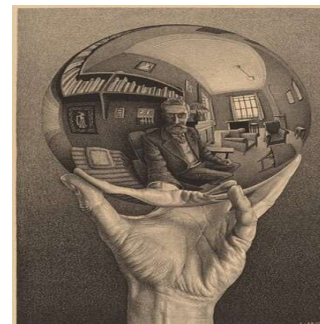
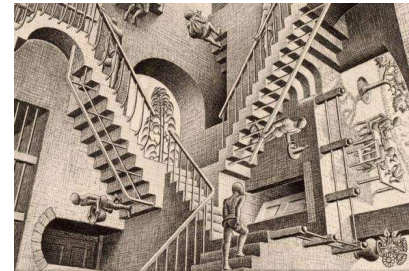
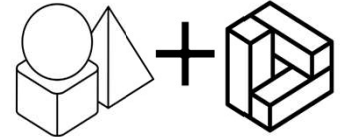
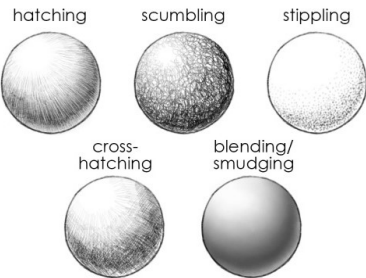
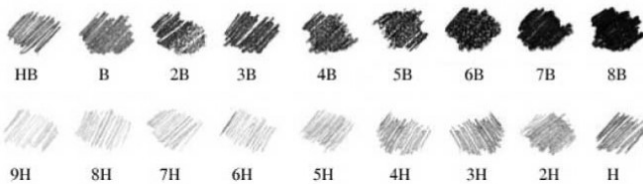
Outline - a line that shows the outer edge of something



Shading - a technique used to make the drawing darker using lines or blocks of colour (see below)

Pencil grade - how light (hard) or dark (soft) a pencil lines are (see below)

Graphite scale - B (black, soft), H (hard)



Art: Year 3

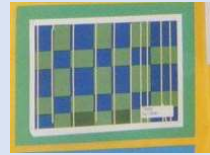
Mosaic - Surface decoration

Key Vocabulary

Mosaics - A picture or pattern produced by arranging small pieces of stone, pottery or glass together



Overlapping - To cover part of the same area



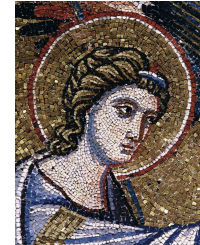
Surface decoration - any type of artwork (e.g. pattern, drawing) made to be applied to a surface to improve its appearance or functionality



Collage - when paper, photographs, fabric and other media are arranged and stuck down onto a surface



Pattern - same again and again. They can be made by repeating shape, line, or colour



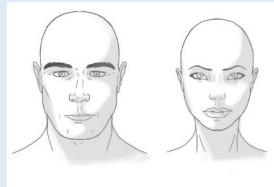
Art: Year 4

Mayan Mask - Sculpture

Key Vocabulary

Mayan - from the ancient Maya civilisation.

A portrait - Picture of a face.



Facial features - parts of the face (eyes, nose, mouth).

Texture - How smooth or rough something is.

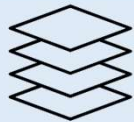


Ornate sculpture - A 3-dimensional piece of art (3D) with lots of decoration and detail.



Mod-roc - used to create sculptures

Layer



Smooth



Mould



Pinch



Art: Year 4

Architects and architecture - skill study

Key Vocabulary

Architect - Someone who designs buildings

Architecture - The design of buildings

Scale - The size of something within its surroundings



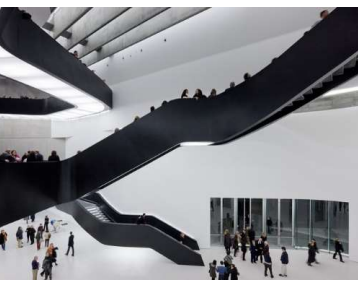
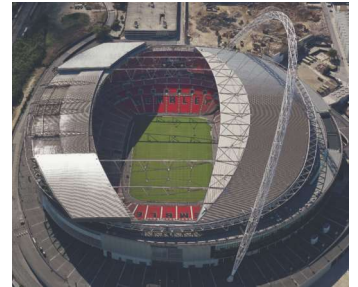
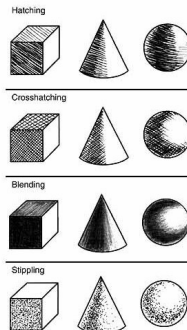
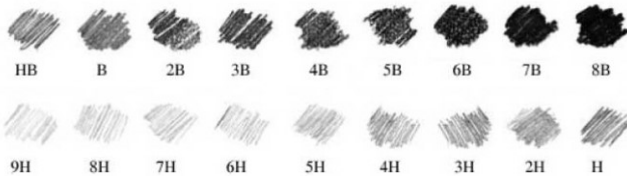
Perspective - Representing a 3D object effectively to give a good idea of its size in comparison to its surroundings.



Pencil grade - How hard (light) or soft (dark) a pencil is when creating marks

Shading - see below

Graphite scale - B (black, soft), H (hard)



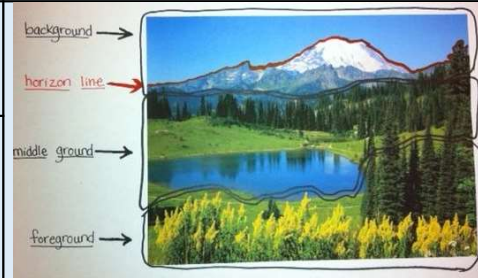
Art: Year 4

African art - skill study

Key Vocabulary

Landscape scene - Everything you can see in an area of land.

Perspective - Representing a 3D object effectively to give a good idea of its size in comparison to its surroundings.

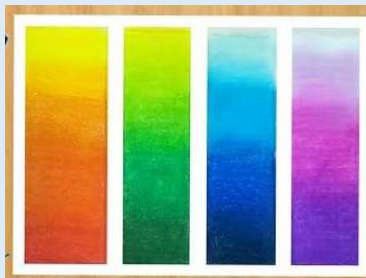


Silhouette - A solid dark shape of an object or person, usually against a bright background.

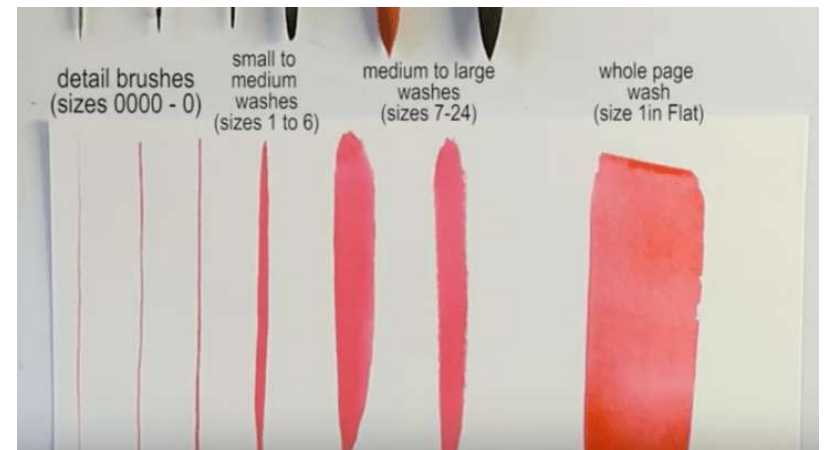
Wash - A thin layer of paint diluted with water.



Blend - Colours mix gradually with no hard lines. This can be achieved using both water colours and pastels.



Colour mixing - using primary colours to make secondary and tertiary colours. These can be vivid (bright) or muted (soft and gentle).



Art: Year 5

Tutankhamun's Death Mask - Sculpture

Key Vocabulary

Coil



Pinch



Score



Slab



Texture



Slip



Carve/gouge



Acrylic paint -
fast drying,
water-based
paint



Headdress - glass

lapis lazuli - a blue
gem stone

Pupils (eyes) -
obsidian (black
volcanic glass)

whites of eye - quartz



It is constructed of two sheets of
gold that were hammered together



Art: Year 5

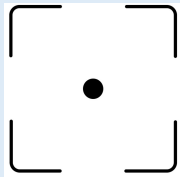
Anna Bjerger - artist study

Key Vocabulary

Oil paint - A thick paint made with dried colour powder and oil.



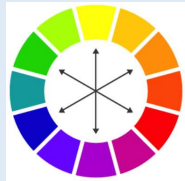
Focal point - The area in the composition to which the viewer's eye is naturally drawn.



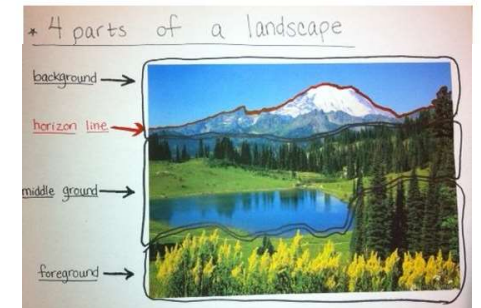
Perspective - Representing a 3D object effectively to give a good idea of its size in comparison to its surroundings.



Complimentary colours - When complementary colours are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter.



Composition - the way in which different elements of an artwork are combined or arranged.

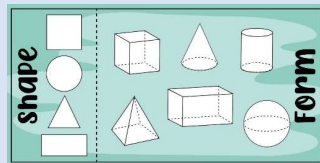


Art: Year 6

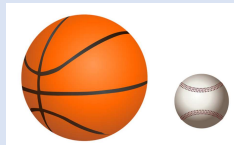
Lincolnshire Bomber- Sculpture

Key Vocabulary

Form - a 3D objects in art.
Shape - Flat 2D shape of objects in art.



Proportion - The size and shape of an object in relation to other objects.



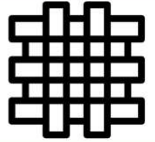
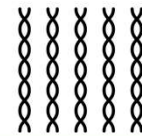
Hexagonal (chicken) wire - a metal mesh material that can be molded to add support and strength to a structure or form the sculpture itself.



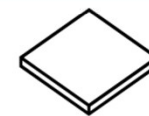
Medium - substance or material used to create art e.g paint, clay, wire, pencil.

Digital Media -Using technology to create art. E.g computer, camera, iPad.

Wire



Clay



Art: Year 6

LS Lowry - artist study

Key Vocabulary

Industrial - In this context, meaning pictures of factories and manufacturers.



Urban - Cities or towns.

Stylised figures - Figures that are presented in an unrealistic way. In Lowry's case, it is because the people aren't quite as important as the mood of his art, so he didn't see a need to paint/draw his figures in an absolutely realistic sense.



Perspective - Representing a 3D object effectively to give a good idea of its size in comparison to its surroundings.



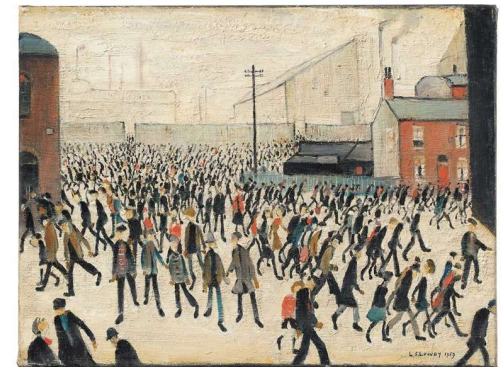
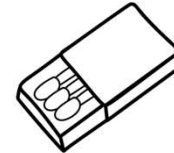
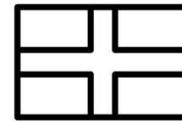
Colour pallet - Range of colours an artist uses. Lowry mostly used just five: black, vermilion, dark blue, yellow ochre, flake white.



Complimentary colour - they are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter



Digital media - Using technology to create art e.g. a computer, camera, iPad.



Art: Year 6

Banksy - artist study

Key Vocabulary

Stencil - A pattern cut out from paper/card, to produce the cut out design on another surface.



Graffiti - Writing or drawings, sprayed on surface in a public place.



Street art - Artwork that is created in a public place, usually without permission.

Spray paint - Paint that is held in an aerosol can to spray onto a surface.



Step 1: Paint your cardboard to make it look like a wall (you could add black/white 'splatters' for effect).

Step 2: Use your paper plate to create your stencil.

Step 3: Carefully cut the stencil shape/s out of the paper plate. Begin by putting your pencil through the plate.

Step 4: Holding the paper plate in place over your cardboard, spray/paint in black through the stencil.

Step 5: Remove the paper plate stencil. Add white/grey for shading and final details.

Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
drawing and painting	<p>Observe and draw shapes from objects</p> <p>Investigate tone and shade by drawing light / dark lines, light/ dark patterns, light and dark shapes using pencil and paint</p> <p>Investigate textures by describing, naming, copying</p> <p>Use a variety of techniques and tools including different brush sizes</p> <p>Work on different scales</p> <p>Identify primary colours by name</p> <p>Mix primary colours to identify some secondary colours</p>	<p>Observe and draw shapes from objects</p> <p>Investigate tone by drawing light / dark lines, light/ dark patterns, light and dark shapes using pencil, pencil crayon, paint and charcoal</p> <p>Investigate textures by describing, naming, copying and innovating</p> <p>Use a variety of techniques and tools including different brush sizes</p> <p>Work on different scales</p> <p>Identify and select a small area to focus on using a viewfinder</p> <p>Mix primary colours to explore shades, tints and tones.</p> <p>Identify some secondary colours by name</p> <p>Experiment with blending pastels</p>	<p>Develop proficiency with using: charcoal, pencil, chalk, chalk pastels and crayon</p> <p>Make marks and lines with a range of drawing implements</p> <p>Experiment with grades of pencil to create lines and marks and achieve variation of tone</p> <p>Apply simple use of pattern and texture in a drawing and sculpture (mosaic)</p> <p>Use more specific colour language</p> <p>Work with a range of scales when considering brush choice</p> <p>Experiment with water colour paints</p>	<p>Become proficient with using: charcoal chalk, water colours, pencils</p> <p>Create a wash</p> <p>Mix and use tints and shades</p> <p>Use grades of pencil to create different forms and shape</p> <p>Create textures with a wide range of drawing implements</p> <p>Develop an awareness of objects having a third dimension</p> <p>Apply tone in a drawing</p>	<p>Become proficient with using: oil pastels and oil paints</p> <p>Apply a range of skills when using oil pastels</p> <p>Develop a painting from a drawing</p> <p>Identify primary, secondary, complimentary and contrasting colours</p> <p>Begin to use a simple perspective with a focal point and horizon</p> <p>Represent figures and forms in movement</p> <p>Develop awareness of composition, scale and proportion</p> <p>Start to develop a style using tonal contrast</p>	<p>Develop style when using: watercolours, oil pastels, paints (spray), pencils and charcoal</p> <p>Become more concise with colour mixing and blending techniques</p> <p>Draw upon and use different techniques for different purposes within their own work</p> <p>Develop an individual style using tonal contrast and mixed media</p> <p>Mix and match colours to create atmosphere and light effects</p>

mixed media	Explore textures of natural and man-made materials and objects	Manipulate malleable materials in a variety of ways including rolling and kneading	Experiment with a range of collage techniques such as overlapping and layering	Shape, form and construct from observation or imagination	Create repeating patterns	Shape, form and construct from observation or imagination
	Create images from a variety of different media	Explore sculpture with a range of malleable media	Add collage to a painted, printed or drawn background	Plan a structure through drawing and preparatory work	Create printing blocks by simplifying an initial sketch book idea	Plan a structure through drawing and preparatory work using annotation
	Arrange and glue materials onto different backgrounds	Experiment with constructing and joining recycled, manmade and natural materials	Use a range of media including IT to create collages	Join materials adequately	Use relief or impressed materials	Join materials securely
	Fold, crumple, tear and overlap papers	Use simple 2D shapes to create a 3D form	Use collage as a means of collecting ideas and information	Produce intricate patterns and textures in a malleable media	Work into prints with a range of media (pens, paints)	Use different techniques for different purposes within their own work
	Collect, sort, name and match colours appropriate for an image		Use collage as a means of extending work from initial ideas	Experiment with shape, form and texture using clay/ mod roc	Create, select and use textured paper for an image	Decide how to work into prints with a range of media (pens, paints)
	Create and arrange shapes		Apply simple use of pattern and texture in a drawing (portrait) and sculpture (mosaic)	Use digital images and combine with other media in my art such a pencil or paint	Become proficient with shape, form and texture using clay/ mod roc	Experiment with images that have been created, scanned and found; altering them where necessary to create art (photography)
	Create imprints and rubbings to explore texture		Experiment with using IT to create art which includes my own work and that of others E.G self portrait		Create prints with 2 and 3 overlays	
					Combine different media to create art e.g. mod roc, clay and paint.	
					Experiment with a range of e-resources to create art	

	Assessment	
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Concept: Critical Thinking <ul style="list-style-type: none"> To think critically Evaluate and analyse creative work using the language of art, craft and design. 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Describe what I can see and give an opinion about the work of an artist and my own work. Ask questions about a piece of art. Suggest how artists have used colour, pattern and shape.	Compare the work of different artists. Identify the techniques used by different artists. Give an opinion on my own work and comment on what was successful.	Explain why I have used different tools to create art. Explain why I have chosen specific techniques to create my art. Explain the style of my work and how it has been influenced by a famous artist. Use feedback from others and of my own to make amendments and improvement to my art.
Concept: Exploring and creating <ul style="list-style-type: none"> Explore, invent and create own art, craft and design Produce creative work, exploring ideas and recording experiences Become proficient in drawing, painting, sculpture and other art, craft and design 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Create moods in art work. Show how people feel in paintings and drawings. Create a piece of art in response to the work of another artist Create a printed piece of art by pressing, rolling, rubbing and stamping. Experiment with different shapes when creating art. Mix paint to create secondary colours. Name the primary and secondary colours. Create brown with paint. Create tints with paint by adding white.	Show facial expressions in my art. Use a range of brushes to create different effects in painting. Use sketches to produce a final piece of art. Create a surface decoration (mosaic). Use different grades of pencil to shade and to show different tones and textures. Use water colour paint to create art. Create a background using a wash. Use digital images and combine with other media in my art (photography). Use IT to create art which includes my own work and that of others.	Identify, draw and create objects and use marks and lines to produce texture. Use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Consider perspective and viewpoints when creating art. Express emotion in my art. Create an accurate print design following criteria. Use images, which I have created, scanned and found; altering them where necessary to create art (photography). Over print to create different patterns. Use a range of e-resources to create art.

	<p>Create shades of colours with paint by adding black.</p> <p>Explore different tones.</p> <p>Use IT to create a picture.</p> <p>Choose and use three different grades of pencil when drawing.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Use charcoal, pencil and pastel to create art.</p> <p>Use pencils and other media to create lines of different thickness in drawings.</p> <p>Create a repeating pattern in print.</p> <p>Cut, roll, tear and coil materials.</p> <p>Make a clay sculpture.</p> <p>Join two pieces of clay together.</p>		
<p>Concept: awareness of art contribution to cultural history</p> <ul style="list-style-type: none"> • Know how art and design both shapes and reflects our history and contributes to the culture, creativity and wealth of our nation • Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Know how art reflects our history</p> <p>Recall some great artists and significant pieces of work</p>	<p>Recognise when art is from different cultures.</p> <p>Recognise when art is from different historical periods.</p> <p>Recall some great artists and significant pieces of work</p>	<p>Research the work of an artist and use their work to replicate a style.</p> <p>Explain the style of my work and how it has been influenced by a famous artist.</p> <p>Recall some great artists and significant pieces of work</p>