

| Curriculum Pathway (Years 1 & 2) | | |
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| Knowledge | Skills | Concepts |
| <p>Children will know:</p> <ul style="list-style-type: none"> • How to mix a range of colours • That printmaking is transferring an image from one surface to another. • That sculpture is three-dimensional art. <p>Children will know about the lives, style and works of art of significant artists, architects, and designers, including Vincent Van Gogh,</p> <p>Children will know and be able to identify some of the key painting genres, including landscape, portrait, still life, abstract.</p> <p>Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including: <i>Georgia O'Keefe, Claude Monet</i> and to be able to explain how they were created.</p> <p>Children will understand and use key vocabulary to demonstrate knowledge and understanding.</p> | <p>Drawing Through experimenting with a range of drawing materials, children;</p> <ul style="list-style-type: none"> • draw lines and shapes of different thicknesses and sizes. • create detail, patterns and textures using different lines and marks. • develop pencil control, learning how to draw and colour in carefully. • draw from both imagination, observation, and a range of sources. • create lighter and darker tones beginning to show the effect of light and dark. <p>Painting Through experimenting with a range of painting materials, children;</p> <ul style="list-style-type: none"> • create new colours by mixing colours together. • make colours lighter or darker by adding white or black paint. • select the appropriate brush or painting tool to create different painted effects. • develop brush control, learning how to paint carefully. • apply an increasing range of brush strokes and techniques to create different paint effects. <p>Printmaking Children will be able to:</p> <ul style="list-style-type: none"> • use objects, stamps, and stencils to create images. • use a range of techniques to create monoprints. • use a range of techniques to create simple printing blocks. • make repeating patterns using a range of printing techniques. <p>Sculpture/3D Children will be able to:</p> <ul style="list-style-type: none"> • shape and combine different malleable materials using techniques to create interesting forms. • cut, shape, and join different materials together to create interesting forms. <p>Collage Children will be able to:</p> <ul style="list-style-type: none"> • sort, mix and arrange materials from a range of sources when creating a collage. • create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. <p>Textiles Children will be able to:</p> <ul style="list-style-type: none"> • use simple stitching to create pattern • join textiles together using a simple stitch or glue. • decorate textiles using applique techniques. • create patterns by using a simple weave with different materials. | <p>Children will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Using their own personal experiences to create art. • Using their imagination to create art. • Expressing feelings and emotions about their own art and the art of others. • Choosing appropriate media and materials with which to create their art. • Developing ideas linked to a topic they are interested in. • Comparing their art with iconic works of art by significant artists. • Talking about their art, explaining its meaning and their intentions. • Being able to identify ways in which to improve their artwork and the work of others. • Working with local artists. |

| Curriculum Pathway (Years 3 & 4) | | |
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| Knowledge | Skills | Concepts |
| <p>Children will know:</p> <ul style="list-style-type: none"> • How to use a viewfinder to develop close observational skills • The basic (primary and secondary) colours in the colour wheel and how to mix them. • The difference between painting and printmaking techniques. • How different types of sculpture are created (shaping or combining, free-standing or relief) <p>Children will know about the lives, style and works of art of significant artists, architects, and designers, including: Vincent Van Gogh, Wassily Kandinsky, Piet Mondrian, Pablo Picasso, Frida Kahlo, Clarice Cliff</p> <p>Children will know and be able to identify some of the key painting genres, including landscape, portrait, still life, abstract.</p> <p>Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including: xxxxx and to be able to explain how they were created.</p> <p>Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Develop a sketchbook to record images and ideas of interest and examples of their artwork. • Use sketchbooks to try out ideas and different techniques. • Use a digital device to take photographs of their artwork or images to include in their artwork. <p>Drawing</p> <ul style="list-style-type: none"> • Make marks, lines, textures, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens. • Make decisions about which drawing implements to use and which techniques to apply for the task. • Draw with more accuracy and detail things that they observe. • Draw objects to scale and in proportion. <p>Painting</p> <ul style="list-style-type: none"> • Develop painted compositions from drawings including sketchbook ideas with increasing detail and precision. • Create different effects and textures using a range of brushes, techniques, and paints. • Mix colours based on their knowledge of colour theory, including tints and shades. <p>Printmaking</p> <ul style="list-style-type: none"> • Use initial sketchbook ideas to create motifs that are made into printing blocks and stencils and use them to make complex patterns. • Create printing blocks using a range of relief methods and make precise repeating patterns. <p>Sculpture/3D</p> <ul style="list-style-type: none"> • Combine paper, card, and cardboard to create sculptures. • Create patterns and textures when using malleable materials such as clay. • Shape clay and other malleable materials to create sculptures. <p>Collage</p> <ul style="list-style-type: none"> • Use collage as a means of expression from sketchbook ideas. • Use cutting, tearing, and gluing skills to create collage and mixed media compositions. • Add collage to a painted, printed or drawn background. <p>Textiles</p> <ul style="list-style-type: none"> • Create patterned textile material using sewing techniques. • Apply weaving techniques to create compositions. • Use a simple weaving loom to create patterned cloth. • Use applique to create decoration and detail to textile compositions. • Dye textiles to create different textural effects. | <p>Children will develop an understanding of the elements of art and be able to apply them to the creative process.</p> <p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating, and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Presenting ideas imaginatively in a sketchbook. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language. • Working with local artists. |

| Curriculum Pathway (Years 5 & 6) | | |
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| Knowledge | Skills | Concepts |
| <p>Children will know:</p> <ul style="list-style-type: none"> • How to use a viewfinder to gain a variety of viewpoints. • An extended knowledge of colour theory; tones (tints, and shades). • An extended knowledge of colour theory; complementary and contrasting colours. • How colour is used to create mood and to show the effect of light. <p>Children will know about the lives, style and works of art of significant artists, architects, and designers, including: <i>David Hockney, Andy Warhol, Henri Rousseau, William Morris, Yinka Shonibare, Patrick Caulfield, Henri Matisse</i></p> <p>Children will know and be able to identify some of the key painting genres, including landscape, portrait, still life, abstract.</p> <p>Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including:</p> <p>Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. • Use their sketchbook to detail their personal journey as an artist. • Use a digital device to take photographs of their artwork or images to include in their artwork. <p>Drawing</p> <ul style="list-style-type: none"> • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. • Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. • Begin to show an awareness of objects having a third dimension. • Use simple perspective in their work using a single focal point and horizon. <p>Painting</p> <ul style="list-style-type: none"> • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Develop an awareness of composition, scale, and proportion in their paintings. <p>Printmaking</p> <ul style="list-style-type: none"> • Create more complex printing blocks using a range of techniques. • Use printing on textiles to create different textural effects. <p>Sculpture/3D</p> <ul style="list-style-type: none"> • Plan and design sculptures from observation or imagination using sketchbook ideas. • Use a range of tools to shape, cut and add detail to sculpture materials. • Develop skills in using clay through making slab pots and relief tiles. <p>Collage</p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures. • Use a range of media to create collages and other mixed media forms. <p>Textiles</p> <ul style="list-style-type: none"> • Apply paste resist and/or batik on textiles to create different textural effects. • Develop skills in using tools to manipulate textiles through stitching, cutting, and joining. • Embellish textiles using a range of different techniques and materials. | <p>Children will have an understanding of the elements of art and be able to apply them to the creative process.</p> <p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating, and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Presenting ideas imaginatively in a sketchbook. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language. • Working with local artists. |