



Yorke Mead Primary School

Art Curriculum



EYFS:

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Use a range of small tools including scissors and paintbrushes.

- Able to explore what happens when colours are mixed
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Creates simple representations of events, people and places.
- Chooses particular colours to use for a purpose.
- Recognises that ideas can be expressed in art work.
- Experiment with an open mind

All about me

Use a mirror to make observations of self

Mix paints to match skin tone

Use mixed media to create features

Create a face using collage and paint

Amazing animals

Observe features of animals adding to make drawings realistic – considering shapes and size

Pencil drawings of animals

Clay modelling (hedgehogs)

Ticket to ride

Experiment with 3D modelling techniques (DT joins)

Create a London skyline using collage and pencil/pen details

Ready, steady grow

Explore the artwork of Lucy Arnold and Georgia O'Keefe

Use pastels and oil pastels to create work inspired by artists

Long, long, ago

Experiment with creating textures

Clay modelling with texture (dinosaurs)

Once upon a time

Vocabulary

Colour names

Primary colour

Secondary colour

Self portrait



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Year 1: Seasons and Climate & India.

Key Theme: Collage & Indian Art.

Key Mediums: Collage materials (variety of papers, magazines etc...) paints and inks.

Key Artist Techniques to study: Rangoli patterns, Henna patterns.

Enrichment Opportunities: Holi festival – Children to have the opportunity to celebrate the festival of colour with powder paints themselves. Listen to Indian music whilst creating.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary Bold = Key	
<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Use a range of small tools including scissors and paintbrushes.</p> <ul style="list-style-type: none"> ○ Uses a variety of materials and processes to communicate ideas and meaning. ○ Works spontaneously and enjoys the act of making/creating. ○ Able to talk about their own work and work of others, expressing their feeling and thoughts. ○ Is aware of and able to talk about colour, shape, texture, space and pattern. ○ Can describe what they can see and give an opinion about the work of an artist. ○ Is able to select and use paintbrushes correctly. ○ Can exercise some care and control over the application of paint. 	<p>Indian Art:</p> <ul style="list-style-type: none"> • Can talk about artwork from other cultures. • Understand that art has different purposes in different cultures. • Can create a simple press print. • Can explore and create repeating patterns. • Can explore the different meanings and significance of colour. • Understands the difference between drawing, printing and painting. <p>Lesson 1: Why is art important in different cultures?</p> <p>Lesson 2: What is the difference between drawing, printing and painting?</p> <p>Lesson 3: What is a print press?</p> <p>Lesson 4: What is a repeating pattern?</p> <p>Lesson 5: Can you evaluate your work and make improvements?</p>	<ul style="list-style-type: none"> • Can use key vocabulary appropriately when describing their artwork and that of others. • Experiments with compositional ideas before making a sensible choice about what to do next. • Can explore and discuss colour, showing understanding of tone, shade and mood. • Develops and exercises control over the range of materials used. Refining and improving their work. <p>Rousseau:</p> <ul style="list-style-type: none"> • Can create an artwork showing appropriate tones of colour. • Can add pattern and texture using a range of available materials. • Experiments with and can discuss ideas for composition, thinking about foreground and background, light and dark. <p>Indian Art:</p> <ul style="list-style-type: none"> • Can create a variety of press prints designs using colour and pattern to create a variety of effects. • Can self-evaluate their own work and make improvements. 	<p>Henri</p> <p>Rousseau:</p> <p>art</p> <p>artist</p> <p>background</p> <p>collage</p> <p>colour</p> <p>dark</p> <p>foreground</p> <p>Henri</p> <p>Rousseau</p> <p>light</p> <p>paper</p> <p>pattern</p> <p>position</p> <p>shade</p> <p>space</p> <p>texture</p> <p>tone</p>	<p>Indian Art:</p> <p>colour</p> <p>dark</p> <p>ink</p> <p>light</p> <p>meaning</p> <p>paint</p> <p>pattern</p> <p>press</p> <p>print</p> <p>position</p> <p>Rangoli</p> <p>repeat</p> <p>space</p> <p>texture</p>



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<ul style="list-style-type: none"> ○ Is able to name the primary colours and can combine them to make secondary colours. ○ Understands how to make colours lighter and darker. <p>Vocabulary: Thin, thick, lighter, darker Colour names 'Primary' and 'Secondary' Bright, dull Bumpy, smooth, rough, pattern</p>				
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Year 1 : Animals and Heroes and Villains.

Key Theme: Collage Art and Cartoon drawing.

Key Mediums: Collage materials (variety of papers, magazines etc...) paints and watercolours.

Key Artists to study: Henri Matisse cut-outs

Enrichment Opportunities: Outdoor learning opportunities to explore movement and expression. Listen to jazz music when studying and creating Matisse artworks.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key	
<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Use a range of small tools including scissors and paintbrushes.</p> <ul style="list-style-type: none"> ○ Uses a variety of materials and processes to communicate ideas. 	<p><u>Henri Matisse:</u></p> <ul style="list-style-type: none"> • Understands that real things can be represented in abstract form. • Can experiment with colour combinations – warm and cold. • Can use scissors accurately to cut out shapes for attaching. • Understands that movement can be represented in art. <p>Lesson 1: Who is Henri Matisse?</p>	<ul style="list-style-type: none"> • Can use key vocabulary appropriately when describing their artwork and that of others. • Experiments with compositional ideas before making a sensible choice about what to do next. • Can explore and discuss colour, showing understanding of tone, shade and mood. • Develops and exercises control over the range of materials used. Refining and improving their work. 	<p><u>Superhero</u> <u>cartoons</u> cartoonist character colour comic baddy bold bright brush</p>	<p><u>Henri Matisse</u> abstract bright bold cold collage colour complementary dark Henri Matisse light</p>



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<ul style="list-style-type: none"> ○ Able to talk about their own work and that of others, expressing their feelings and thoughts. ○ Is aware of and able to talk about colour, shape, texture, space and pattern. ○ Is able to name primary colours and can combine to make secondary colours. ○ Able to colour staying within the lines and in one direction. ○ Understands how to make colours lighter and darker. ○ Is aware of the proportions of the face and can position features appropriately. ○ Is able to exercise control over the application of paint and brushes. ○ Understands foreground and background in a composition. ○ Can create repeating patterns. ○ Understands difference between drawing/printing/ painting. ○ Understand that art has different purposes in different cultures. <p>Vocabulary: Thin, thick, lighter, darker Colour names 'Primary' and 'Secondary' Bright, dull Bumpy, smooth, rough, pattern</p>	<p>Lesson 2: What are warm and cool tones? Lesson 3: What is a collage? Lesson 4: How can I create a collage?</p>	<p>Henri Matisse:</p> <ul style="list-style-type: none"> • Can create a variety of different movements in their artwork. • Understands and can use complementary colours. • Can arrange and refine their artwork to achieve the best effect. 	<p>dark expression feature feelings light line mood outline shape sketch superhero watercolours</p>	<p>shape movement warm</p>
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Year 2 : Ourselves and The Great Fire of London .

Key Theme: Collage and Digital Art.

Key Mediums: Collage materials (variety of papers, magazines etc...) IT computers.

Key Artists to study: Key artworks showing images of the fire (J M W Turner, Jan Griffier, John Everett Millais)

Enrichment Opportunities: Children to explore making an alternative version of their artwork digitally. Listen to classical music whilst creating.



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Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key
<p>Coverage in Year 1 includes: Matisse, Rousseau, self-portraits, cartoon drawing, collage, Indian art, press printing, paint, watercolours).</p> <ul style="list-style-type: none"> • Uses a variety of materials and processes to communicate ideas. • Able to talk about their own work and that of others, expressing their feelings and thoughts. • Understand that art has different purposes in different cultures. • Is aware of and able to talk about colour, shape, texture, space and pattern. • Can name primary colours and knows how to combine these to make secondary colours. • Able to colour and paint within the lines and in one direction. • Can experiment with colour combinations – warm and cold. • Understands how to make colours lighter and darker. • Is aware of the proportions of the face and can position features appropriately. • Can show simple expression in artworks. • Is able to select and use paintbrushes correctly and exercise care and control over the application of paint. • Understands foreground and background in a composition. • Can create repeating patterns. 	<p><u>Great Fire of London Artworks:</u></p> <ul style="list-style-type: none"> • Can use colour, shape, texture, space and pattern in art. • Mix secondary colours in a range of tones - using red, blue, yellow and white. • Understands how to mix colours starting with the lighter colour. • Understands how colours links to mood and feelings. • Can select from a range of brushes (thick, thin, flat and round) to suit a given task. • Can apply paint in a range of strokes, dots and lines. • Can vary the thickness of paint to match the task. • Can reproduce their work digitally. • Can create a composition with a foreground and background. <p>Lesson 1: Which artists are famous for artwork linked to The Great Fire of London?</p> <p>Lesson 2: How do I make different shades of secondary colours?</p> <p>Lesson 3: How do you create a fiery background?</p> <p>Lesson 4: How can you make a Tudor house collage?</p> <p>Lesson 5: How does traditional artwork methods differ from computer generated pictures? (cross curricular computing)</p>	<ul style="list-style-type: none"> • Can explore and talk about other ways in which fire could be represented using different materials or techniques. • Can compare and discuss the work of different artists who represented the fire. • Can use a range of vocabulary to describe the colour and consistency of paint. • Experiments with compositional ideas before making a sensible choice about what to do next. • Can explore and discuss colour, showing understanding of tone, shade and mood. • Develops and exercises control over the range of materials used. Refining and improving their work. 	<p>Background</p> <p>cold</p> <p>colour</p> <p>darker</p> <p>dots</p> <p>effect</p> <p>foreground</p> <p>flat</p> <p>J M W Turner</p> <p>John Everett Millais</p> <p>lighter</p> <p>line</p> <p>mixing</p> <p>mood</p> <p>paint</p> <p>paintbrush</p> <p>primary</p> <p>secondary</p> <p>shade</p> <p>size</p> <p>space</p> <p>strokes</p> <p>thick</p> <p>thin</p> <p>texture</p> <p>tone</p> <p>warm</p>



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<ul style="list-style-type: none"> • Understands the difference between drawing, printing and painting. • Can create a simple press print. • Understands that movement can be represented in art. • Understand that different materials can be assembled to create images (collage). • Can use scissors accurately to cut out shapes for attaching. 			
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<u>Year 2 : Under the Sea & Explorers.</u>				
<u>Key Theme:</u> Impressionism, Observational drawing, exploring line – map making.				
<u>Key Mediums:</u> Sketching pencils, watercolours, oil pastels, inks, paints, wax resist/crayons.				
<u>Key Artists to study:</u> Claude Monet. Variety of maps.				
<u>Enrichment Opportunities:</u> Sketching outdoors and opportunities to observe nature. Listen to classical music whilst creating.				
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key	
<ul style="list-style-type: none"> • Uses a variety of materials and processes to communicate ideas. • Able to talk about their own work and that of others, expressing their feelings and thoughts. • Understand that art has different purposes in different times. • Is able to use and talk about colour, shape, texture, space and pattern. • Can mix secondary colours in a range of tones - using red, blue, yellow and white. • Understands how colours links to mood and feelings. • Can select from a range of brushes to suit a given task. 	<u>Claude Monet:</u> <ul style="list-style-type: none"> • Develop an understanding about different styles of art, recognising the key features of the Impressionist style. • Can create an artwork in the Impressionist style. • Understands how to use watercolours - water control, lighter colours first. • Can create a wash using watercolours. • Can create a mood and tone with colour. • Understands how to observe when drawing from life (e.g flowers). • Can use key vocabulary appropriately when describing their artwork and that of others. 	<u>Claude Monet:</u> <ul style="list-style-type: none"> • Shows control and can explore and demonstrate a range of effects with watercolours (wet on dry, wet on wet, blotting, creating a wash). • Can generate own success criteria for a successful Impressionistic artwork. • Experiments with compositional ideas before making a sensible choice about what to do next. • Can explore and discuss colour, showing understanding of tone, shade and mood. • Shows understanding of shape and scale when drawing from life. 	<u>Claude Monet:</u> blotting Claude Monet colour composition light lighter mood primary darker effect Impressionism Reflection secondary shade	<u>Maps:</u> Brusho collage colour, curved detail effect emotion key legends line outline straight shape, sketch, story,



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<ul style="list-style-type: none"> • Can apply paint in a range of strokes, dots and lines. • Can create a composition with a foreground and background. • Able to colour and paint within the lines and in one direction. • Can experiment with colour combinations – warm and cold. • Understands how to make colours lighter and darker. • Understand that different materials can be assembled to create images (collage). 	<ul style="list-style-type: none"> • Can evaluate own work and that of others, expressing feelings/thoughts <p>Lesson 1: Who is Claude Monet and what is his style of art?</p> <p>Lesson 2: What do I like and dislike about Monet’s artwork?</p> <p>Lesson 3: How can you create a water effect using paints in the style of Claude Monet?</p> <p>Lesson 4: How do you create a wash background using watercolours?</p> <p>Lesson 5: How do you sketch flowers?</p> <p>Optional topic: Explorer – Map Making Art.</p> <ul style="list-style-type: none"> • <i>Uses a variety of materials and processes to communicate ideas.</i> • <i>Understands that lines can communicate ideas and can vary them.</i> • <i>Understands how to create a collage.</i> • <i>Understands that artwork does not always need to be realistic.</i> 	<ul style="list-style-type: none"> • Develops and exercises control over the range of materials used. Refining and improving their work. <p>Explorer – Map Making Art.</p> <ul style="list-style-type: none"> • Can evaluate the effects of different techniques. • Experiments with arrangement and combinations of materials to create a composition and achieve the best effect. • Can suggest alternative material/techniques to match ideas. 	<p>shadow tone wet watercolour</p>	<p>technique texture</p>
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<u>Year 2 : Hot Climates & Cold Climates.</u>			
<u>Key Theme:</u> African art – line drawings and sunsets. Clay animals.			
<u>Key Mediums:</u> Paint, oil pastels, clay, IT computers.			
<u>Key Artists to study:</u> African line drawings.			
<u>Enrichment Opportunities:</u> Art week. Listen to traditional African music whilst creating.			
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key



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<ul style="list-style-type: none"> • Uses a variety of materials and processes to communicate ideas. • Able to talk about their own work and that of others, expressing their feelings and thoughts. • Is able to use and talk about colour, shape, texture, space and pattern. • Can experiment with colour combinations – warm and cold. • Can mix secondary colours in a range of tones - using red, blue, yellow and white. • Understands how colours links to mood and feelings. • Understands how to make colours lighter and darker. • Can select from a range of brushes to suit a given task. • Can apply paint in a range of strokes, dots and lines. • Can vary the thickness of paint to match the task. • Can create a composition with a foreground and background. • Understands that lines can communicate ideas and can vary them accordingly. • Understands how to create a collage. • Can use key vocabulary appropriately when describing their artwork and that of others. • Can evaluate own work and that of others, expressing feelings and thoughts 	<p>African line art & African sunsets:</p> <ul style="list-style-type: none"> • Is able to recognise the differing features and styles of artwork from different cultures and can recreate this style in their own artwork. • Is able to draw taking account of simple scale. • Understands how lines can be varied in terms of thickness. • Can mix paint to match colour intentions, e.g. orange for sunsets, purple for night skies. <p>Can arrange materials to create a collage, showing awareness of compositional elements.</p> <p>Lesson 1: What colours are needed to create a sunset background? Lesson 2: What is a silhouette? Lesson 3: Can I recreate an African line drawing?</p> <ul style="list-style-type: none"> • <p>Clay animals: Elephant Head</p> <ul style="list-style-type: none"> • Combines and manipulates materials to explore structure/form. • Uses sculpture to develop and share ideas, experiences and imagination. • Understands that there is a specific vocabulary relating to sculpture and 3D materials. • Understands how to handle clay and basic techniques of, rolling, pulling and pinching, carving, smoothing and joining. <p>Lesson 1: What are the different techniques for shaping clay Lesson 2: What will my final design look like and what techniques will I use</p>	<p>African line art & African sunsets:</p> <ul style="list-style-type: none"> • Can mix paint accordingly to create a range of tones/shades in any given colour. • Experiments with line to achieve different effects, giving reasons for choices. • Experiments with compositional ideas before making a sensible choice about what to do next. • Develops and exercises control over the range of materials used. Refining and improving their work. <p>Clay animals</p> <ul style="list-style-type: none"> • Independently explores different techniques when creating. • Can decide upon the best techniques for their intentions. • Uses and understands the vocabulary associated with clay and sculpture. • Can refine their work to show understanding of scale and proportion. 	<p>African Art: background cold colour darker effect foreground lighter line mixing mood paint paintbrush primary secondary shade size space strokes thick thin texture tone warm</p>	<p>Clay: carving clay dry joining modelling moist pinching proportion pulling rolling scale sculpture shape squeezing three – dimensional (3D) wet</p>
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	Lesson 3: Can I apply techniques and vocabulary in my sculpture?			
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<u>Year 3 : Ourselves & The Romans.</u>			
<u>Key Theme:</u> Self Portraits & Mosaics.			
<u>Key Mediums:</u> Sketching pencils, oil pastels, paints, felt pens, IT – Computers and I-pads.			
<u>Key Artists to study:</u> Van Gogh, Frieda Kahlo, Giuseppe Arcimboldo.			
<u>Enrichment Opportunities:</u> Visit to Verulamium to see Mosaics. Listen to classical music/Roman themed music whilst creating.			
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key



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<p>Coverage in year 2 includes: Monet, Impressionism, African line drawing, clay, collage, paint, watercolours, digital art).</p> <ul style="list-style-type: none"> • Uses a variety of materials and processes to communicate ideas. • Understands that art has different purposes in different times. • Able to talk about their own work and that of others, expressing their thoughts and using key vocabulary. • Is able to use and talk about colour/shape/texture/space/pattern. • Is able to draw taking account of simple scale. • Can experiment with colour combinations – warm/cold. • Can mix secondary colours in a range of tones - using red, blue, yellow and white. • Can mix paint to match colour intentions. • Understands how colours links to mood and feelings • Understands how to make colours lighter and darker. • Can select from a range of brushes to suit a given task. • Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. • Can create a composition with a foreground and background. • Understands that lines can communicate ideas and can vary them. • Understands how to handle clay and basic techniques. • Understands how to create a collage. 	<ul style="list-style-type: none"> • Able to compare and discuss the work of different artists. • Able to recognise and talk about art from different times and cultures. • Able to collect visual and other information for their sketchbook and to develop their own ideas. • Able to use sketches to produce a final piece of art. • Can evaluate their work and those of other, making improvements if necessary. <p>Self portraits:</p> <ul style="list-style-type: none"> • Understands the proportion of the face and where to place features. • Can draw features with attention to shape and proportion • Understands how colour links to mood and feelings. • Develops observational drawing skills. • Can arrange materials to create a collage, showing awareness of compositional elements. • <p>Lesson 1: Who is Giuseppe Archimboldo? Lesson 2: Can I develop my observational skills? Lesson 3/4: Can I arrange materials to create a collage? Lesson 3/4: Why is composition important when creating a self-portrait? (final piece) Lesson 5: Can I evaluate my art work and suggest improvements?</p> <p>Clay coil pots</p> <ul style="list-style-type: none"> • Understand how to roll clay evenly by hand 	<ul style="list-style-type: none"> • Is able to give own opinions on artworks using appropriate vocabulary. • Can independently gather extra material for their sketchbook in order to develop their ideas. • Can create a number of compositions and can justify final choice. • Demonstrates light sketch work. <p>Self portraits:</p> <ul style="list-style-type: none"> • Understands the expressive qualities of line and colour e.g. calm/angry. • Able to shade and show areas of tone. • Experiments with compositional ideas before deciding on final design. 	<p>Self Portraits: colour, composition. Frieda Kahlo Giuseppe Arcimboldo line, mood, observational, proportion, self-portrait, scale, shade, space, shape, size, sketch sketching, tone, Van Gogh</p> <p>Mosaics: colour, design grid pattern symmetry symmetrical tesserae tiles</p>
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<ul style="list-style-type: none"> • Can create repeating patterns. • Understands the difference between drawing/printing/painting. 	<ul style="list-style-type: none"> • Understand how to carve patterns into clay • Understand how slip is used as a form of glue in clay. • Learn to create a simple pot using coiling technique • Learn how to smooth coils to create a flat surface. • Understand Roman pattern • <p>Lesson 1: How can coils create a 3d sculpture (using playdough)?</p> <p>Lesson 2/3: How can I apply my knowledge using clay?</p> <p>Lesson 2/3: How can I decorate a sculpture in the style of Roman Art.</p> <p>Lesson 4: How can varnish techniques finish and strengthen sculptures.</p>		
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<u>Year 3: Science Link Plants and Stone Age Day</u>			
<u>Key Theme:</u> Abstract art. Observational drawing.			
<u>Key Mediums:</u> Sketching pencils, paints, oil pastels			
<u>Key Artists to study:</u> Georgia O’Keeffe, cave art			
<u>Enrichment Opportunities:</u> Outdoor learning – observational drawing of flowers/plants. Listen to classical music/Stone Age themed music whilst creating.			
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key



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<ul style="list-style-type: none">• Able to compare/ discuss the work of different artists.• Able to recognise and talk about art from different times and cultures.• Able to collect visual and other information for their sketchbook and to develop their own ideas.• Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art.• Able to use sketches to produce a final piece of art.• Can evaluate their work and those of other, making improvements if necessary.• Understands how colour links to mood and feelings.• Demonstrates observational drawing skills.• Experiments with colour combinations – warm/cold.• Can mix secondary colours in a range of tones - using red, blue, yellow and white.• Can mix paint to match colour intentions.• Understands how colours links to mood and feelings.• Understands how to make colours lighter and darker.• Can select from a range of brushes to suit a given task.• Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task.• Can create a composition with a foreground and background.• Understands that lines can communicate ideas and can vary them.	<p><u>O’Keeffe:</u></p> <ul style="list-style-type: none">• Understands the key features of an artist’s work.• Develops observational drawing.• Can use different grades of pencil to shade and show tones and textures.• Understands how to use a pencil lightly to create a sketch.• Able to work with a variety of tools and techniques with increasing control and thought.• Understands how colour can create mood and uses complementary colours for effect.• Paints with smooth edges and control.• Understands how to mix colour to create tones and shades. <p>Lesson 1: Can I identify features of O’Keeffe’s work? Can I develop my skills in observational drawing through the art of Georgia O’Keeffe? L2 How does colour create mood? Can I mix colours to create tones and shades? Do I understand complementary colours L3 (final piece)</p> <p><u>Cave art: > Stone Age day</u></p> <ul style="list-style-type: none">• Understands that art can communicate ideas and be used for different purposes.• Understands how to use line to communicate ideas.• Understands how use of colour has developed and makes appropriate colour choices.• Develops understanding of how to use chalk – lighter colours first/blending.• Can create a basic form – animal/person. <p>Lesson 1: How were natural materials used to create art in primitive forms?</p>	<ul style="list-style-type: none">• Is able to give own opinions on artworks using key vocabulary.• Can independently gather extra material for their sketchbook in order to develop their ideas.• Can create a number of compositions and can justify final choice.• Demonstrates light sketch work whilst developing ideas. <p><u>O’Keeffe:</u></p> <ul style="list-style-type: none">• Can describe and recognise the differences in an artist style.• Uses a variety of sketching techniques within a piece of art to show tone, shade and texture.• Can use colour effectively and with knowledge of the colour wheel to create mood.• Independently selects/ alternates between brushes in order to paint with control and for effect.• Prepares paint palette independently with awareness of lighter colours first. <p><u>Cave art:</u></p> <ul style="list-style-type: none">• Explores how line and colour can vary to communicate different ideas.• Experiments with oil pastels effects.• Pays greater attention to form.	<p><u>O’Keeffe:</u> colour complementary composition contrast dark darker detail emotion flower Georgia O’Keeffe lighter looking mood observational painting pattern petal seeing shade sketch texture tone zoom</p> <p><u>Cave art:</u> colour line pattern pastels shape</p>
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Year 3: Mountains and Volcanoes & France

Key Theme: Post Impressionists - Pointillism and Observational drawing.

Key Mediums: Sketching pencils, felt tips, paints (variety of painting tools – e.g. different brush sizes, end of paintbrush, cotton buds, small sticks etc..).

Key Artists to study: George Seurat

Enrichment Opportunities: Outdoor learning – compositional sketches. Listen to classical musical/French music whilst creating.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next Steps	Vocabulary BOLD = Key
<ul style="list-style-type: none"> • Able to compare/ discuss the work of different artists. • Able to recognise and talk about art from different times and cultures. • Able to collect visual and other information for their sketchbook and to develop their own ideas. • Able to work with a variety of tools and techniques with increasing control and thought. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Able to use sketches to produce a final piece of art. • Can evaluate their work and those of other, making improvements. • Can create a composition with a foreground and background. • Demonstrates observational drawing skills. • Can use different grades of pencil to shade and to show different tones and textures. • Understands how to sketch using a pencil lightly. • Understands how colour can create mood and can use complementary colours for effect. • Understands how to mix colour to create tones and shades. 	<p>Seurat:</p> <ul style="list-style-type: none"> • Understand the key features of an artist’s style and technique. • Deepens understanding of how to use a sketchbook to develop ideas. • Understands the technique of Pointillism and experiments with its style. • Develops observational drawing skills and understands its purpose. • Develops sketching skills, using a variety of sketching pencils increasingly independently. • Can use colour effectively and with knowledge of the colour wheel to create different moods. • Shows greater understanding of harmonious and complementary colours. • Can create areas of light and dark effectively using the Pointillism technique. • Understand that pointillism is most effectively viewed from a distance. <p>Lesson 1: How does Seurat’s work use a different technique to create art (pointillism)? Lesson 2: How do artists use sketch books to develop their ideas? Lesson 3: What is the colour wheel and how are secondary and tertiary colours created?</p>	<ul style="list-style-type: none"> • Is able to give own opinions on artworks using appropriate vocabulary and can compare the work of different artists. • Can generate own success criteria for a successful Pointillist artwork. • Can independently gather extra material for their sketchbook in order to develop their ideas. • Can create a number of compositions and can justify final choice. • Demonstrates increasing control over sketch work whilst developing ideas. <p>Seurat:</p> <ul style="list-style-type: none"> • Independently selects/ alternates between brushes/tools in order to experiment with the technique and can evaluate their effectiveness. • Prepares paint palette independently with awareness of lighter colours first. • Experiments with differing space between dots. • Experiments with colour choices, using knowledge of the colour wheel. 	<p>Seurat:</p> <p>blend colour complementary dark dots geometry George Seurat light merge Neo-Impressionism Pointillism primary secondary shade space style technique</p>



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<ul style="list-style-type: none"> • Understands how to make colours lighter and darker. • Can select from a range of brushes to suit a given task. • Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. • Understands how colour can create mood and can use complementary colours for effect. • Paints with smooth edges and with control • Is able to give own opinions on artworks using key vocabulary. • Can independently gather extra material for their sketchbook or add notes to it in order to develop their ideas. • Can create a number of compositions and can justify final choice. • Demonstrates light sketch work whilst developing ideas. 	<p>Lesson 4/5: How can I apply my knowledge creating colour using only primary colours?</p> <p>Can I create areas of light and dark effectively using the Pointillism technique?</p>		
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Year 4: Habitats and Victorians.

Key Theme: Photographic/Scientific Art. Victorian Art

Key Mediums: Sketching pencils, oil pastels, inks, paints, camera/IT

Key Artists to study: Levon Biss & William Morris

Enrichment Opportunities: Outdoor learning – sketching from nature. Listen to classical music whilst creating.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key	
<p>Coverage in Y3 includes: Van Gogh, Arcimboldo, Khalo, Seurat, O’Keeffe, self-portraits, abstract art, Pointillism, mosaics, observational drawing, collage, IT).</p> <ul style="list-style-type: none"> • Able to compare/ discuss the work of different artists. • Able to recognise and talk about art from different times/cultures. 	<p>Levon Biss:</p> <ul style="list-style-type: none"> • Understand the key features of Levon Biss’ style and technique. • Deepen understanding of how to use a sketchbook to develop ideas. • Deepen understanding of oil pastels by exploring a range of effects – blending, smudging, scumbling. • Use colour effectively and with full knowledge of the colour wheel. 	<ul style="list-style-type: none"> • Apply the technical skills they have learnt to improve the quality of their work. E.g. selecting different effects for different purposes. • Reflect upon own work in their sketchbooks, using comparisons with peers/artists to identify how to improve. • Use sketchbooks with increasing purpose, creating several different versions of an idea. 	<p>Biss:</p> <p>blending colour dark form Levon Biss light oil pastel photography scumbling</p>	<p>Morris:</p> <p>Arts and Crafts block colour designs form geometric ink line miniatures</p>



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<ul style="list-style-type: none"> • Able to collect visual and other information for their sketchbook and to develop their own ideas. • Able to work with a variety of tools and techniques with increasing control and thought. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Able to use sketches to produce a final piece of art. • Can evaluate their work and those of other, making improvements. • Can create a composition with a foreground and background. • Demonstrates observational drawing skills. • Can use different pencil grades to shade & create tone and texture. • Understands how to sketch using a pencil lightly. • Understands how colour can create mood and can use complementary colours for effect. • Understands how to mix colour to create tones and shades. • Understands how to make colours lighter and darker. • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. • Understands that lines can communicate ideas and can vary them. • Can create symmetrical and non-symmetrical designs. 	<ul style="list-style-type: none"> • Develop observational drawing skills alongside sketching skills, paying greater attention to form, structure, tone and texture. <p>Lesson 1: Who is Levon Biss and what techniques does he use?</p> <p>Lesson 2: How can colour and effect be created using blend, smudge and scumbling with oil pastels?</p> <p>Lesson 3 How can I apply my knowledge to create work in the style of Levon Biss?</p> <p>William Morris:</p> <ul style="list-style-type: none"> • Explore the development of art in the Victorian era. • Show an awareness of the features of William Morris' work. • Develop observational drawing skills, paying greater attention to form, structure, tone and texture. • Deepen understanding of printing process. • Show understanding of printing techniques to design and make own printing blocks. • Create repeating pattern designs. • Evaluate the effectiveness of the printing process. • Can use colour effectively. <p>Lesson 1: How did art develop in the Victorian era?</p> <p>Lesson 2: How do I develop observational drawing skills in the style of William Morris?</p> <p>Lesson 3: What is the printing process?</p> <p>Lesson 4: How do I create a repeating pattern design?</p> <p>Lesson 5: Can I evaluate my work reflecting on the style of art covered?</p>	<p>Levon Biss:</p> <ul style="list-style-type: none"> • Suggests and experiments with alternative mediums. evaluating the success of each. <p>William Morris:</p> <ul style="list-style-type: none"> • Experiments with design ideas, adapting the original by rotating, overlaying, using different colour, size, adding texture. 	<p>smudging</p> <p>shade</p> <p>shape</p> <p>sketch</p> <p>structure</p> <p>tone</p> <p>texture</p>	<p>natural</p> <p>nature</p> <p>observe</p> <p>pattern</p> <p>portrait</p> <p>printing</p> <p>profile</p> <p>repeated</p> <p>random</p> <p>shape</p> <p>silhouettes</p> <p>sketch</p> <p>structure</p> <p>symmetrical</p> <p>symmetry</p> <p>texture</p> <p>tone</p> <p>Victorians</p> <p>William</p> <p>Morris</p>
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<ul style="list-style-type: none"> • Able to use IT to create and develop ideas. • Can create repeating patterns. • Understands the difference between drawing/printing/painting. • Can create symmetrical and non-symmetrical designs. 				
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Year 4: Sound & Ancient Egypt.

Key Theme: Egyptian Art

Key Mediums: Sketching pencils, paint, clay.

Key Artists to study: Range of Egyptian artworks

Enrichment Opportunities: Egyptian day. Listen to Egyptian music whilst creating.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key
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<ul style="list-style-type: none"> • Able to recognise and talk about art from different times/cultures. • Able to collect visual and other information for their sketchbook and to develop their own ideas. • Able to work with a variety of tools and techniques with increasing control and thought. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Able to use sketches to produce a final piece of art. • Can evaluate their work and those of other, making improvements. • Demonstrates observational drawing skills. • Can use different pencil grades to shade, create tone and texture. • Understands how to sketch using a pencil lightly. • Understands how colour can create mood • Understands how to mix colour to create tones and shades. • Understands how to make colours lighter and darker. • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. • Understands that lines can communicate ideas and can vary them. • Can create a basic form – animal/person. 	<p><u>Egyptian masks/objects:</u></p> <ul style="list-style-type: none"> • Develops and shows understanding of clay techniques. • Can join clay using slip. • Understands that art can communicate ideas and be used for different purposes. • Understands how use of colour has developed and makes appropriate colour choices. • Uses key vocabulary related to clay. <p>What are clay techniques? Can I join using slip? How does art communicate ideas? Can I use key vocabulary and make appropriate colour choices?</p> <p><u>Egyptian art:</u></p> <ul style="list-style-type: none"> • Develops understanding of Egyptian art by investigating and collecting visual materials. • Can explain features of Egyptian Art and compare to other styles. • Can sketch and mix appropriate colours in the Egyptian style. • Understands colour can carry meaning. • Understands the use of symbols in art and can attribute meaning. • Can use line, shape and colour to represent figures and forms in the Egyptian style. • Can use marks and lines to show texture. <p>Can I develop my understanding of Egyptian art by investigating and collecting materials? What are the features of Egyptian art? How does colour carry meaning? How do symbols in art attribute meaning? Can I use line, shape and colour to represent figures and forms in the Egyptian style? Can I use marks and lines to show texture?</p>	<p><u>Egyptian masks/objects:</u></p> <ul style="list-style-type: none"> • Independently explores different techniques and tools when creating. • Can decide upon the best techniques for their intentions. <p><u>Egyptian art:</u></p> <ul style="list-style-type: none"> • Uses sketchbook to improve understanding and inform ideas – e.g. sketchbook will show several different version of an idea and how research has lead to improvements. • Develops and explores use of symbolism and can create artworks with a variety of meaning through different use of colour, proportion and space 	<p><u>Clay:</u> carving clay dry form joining modelling moist pinching proportion pulling rolling scale sculpture shape squeezing three – dimensional (3D) wet</p>	<p><u>Egyptian art:</u> colour Egyptian figure form hieroglyphics line paint profile proportion meaning space signs style symbolism tomb</p>
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<ul style="list-style-type: none"> • Combines and manipulates materials to explore structure/form. • Uses sculpture to develop and share ideas, experiences and imagination. • Understands that there is a specific vocabulary relating to sculpture and 3D materials. • Understands how to handle clay and basic techniques of, rolling, pulling and pinching, carving, smoothing and joining. 				
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<u>Year 4: Cities of Europe & Rivers and Waters.</u>				
Key Theme: Art Nouveau, Perspective, Observational drawing skills				
Key Mediums: Sketching pencils, paint, oil pastels.				
Key Artists to study: Antoni Gaudi & Katsushika Hokusai (choose one)				
Enrichment Opportunities: take learning outdoors – sketching in nature/trip to river. Listen to Spanish classical music whilst creating Gaudi work . Claude de Bussy – creating Hokusai				
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key	
<ul style="list-style-type: none"> • Able to recognise and talk about art from different times/cultures. 	<u>Katsushika Hokusai</u> <ul style="list-style-type: none"> • Understands and can describe the work and style of Hokusai. 	<u>Katsushika Hokusai (as above +...)</u> <ul style="list-style-type: none"> • Uses a limited palette to extend their knowledge of colour mixing, textures and mark making– adding white or black to 	<u>Katsushika Hokusai background</u>	<u>Antoni Gaudi</u>



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<ul style="list-style-type: none"> • Able to collect visual and other information for their sketchbook and to develop their own ideas. • Able to work with a variety of tools and techniques with increasing control and thought. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Able to use sketches to produce a final piece of art. • Can evaluate their work and those of other, making improvements. • Demonstrates increased observational drawing skills, paying greater attention to form, structure, tone and texture. • Can use different pencil grades to shade, create tone and texture. • Understands how to sketch using a pencil lightly. • Understands how colour can create mood • Understands how to mix colour to create tones and shades. • Understands how to make colours lighter and darker. • Understands colour wheel and can experiment with complementary and harmonious colours. • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. • Understands that lines can communicate ideas and can vary them. • Can create repeating pattern designs. 	<ul style="list-style-type: none"> • Explores and understands the basic principles of perspective and can create a composition based on this. • Can use knowledge of colour mixing to create different shades/ tones with paint. • Uses knowledge of warm and cool colours to inform work. <p>Lesson 1: Who is Hokusai and what style of work is he known for?</p> <p>Lesson 2: What are the basic principles of perspective?</p> <p>Lesson 3/4: Can I apply knowledge of colour to my work to create light and dark, shade, texture and tone?</p> <p>Lesson 5: How does art feel differently to others (peer evaluation).</p> <p style="text-align: center;"><u>Or</u></p> <p>Antoni Gaudi:</p> <ul style="list-style-type: none"> • Understands and can describe the work and style of Antoni Gaudi. • Collects visual and other information to develop work • Make observational studies from primary and secondary source material, paying greater attention to form, structure, tone and texture. • Develops sketching skills, independently selecting different pencil grades to suit a purpose and experimenting with sketching techniques • Uses colour effectively to create areas of light and dark and with knowledge of the colour wheel. <p>Lesson 1: Who is Gaudi and why is he famous?</p> <p>Lesson2: What are the features of Gaudi art and how will I use these?</p>	<p>blue, red or yellow to produce a range of tones and shades.</p> <ul style="list-style-type: none"> • Explore use of different brushstrokes and evaluates impact on their work. • Explores ideas for creating alternative landscapes in the style <p>Antoni Gaudi:</p> <ul style="list-style-type: none"> • Is able to give own opinions on artworks using appropriate vocabulary and can compare the work of different artists. • Can generate own success criteria for a successful artwork. • Can independently gather extra material for their sketchbook in order to develop their ideas. • Experiments with techniques and compositions and can justify final choice. • Uses prior knowledge to explore use of other media in design – pastels, watercolours... 	<p>colour composition cool foreground Japanese paint middle-ground shade tone warm woodcut</p>	<p>architecture, colour curved curves line movement nature pattern symmetry symmetrical shape shade texture tone trencadis</p>
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<ul style="list-style-type: none"> Can create symmetrical and non-symmetrical designs. 	<p>Lesson 3: What primary and secondary sources and how are these used to develop art?</p> <p>Lesson 4: How are pencils graded and what sketching techniques are used?</p> <p>Lesson 5: How do I create effective shape and form work in the style of Gaudi?</p>			
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Year 5: Space and WW1.

Key Theme: Drawing skills – Shading and Perspective

Key Mediums: Sketching pencils, paint, pastels.

Key Artists to study: Paul Nash

Enrichment Opportunities: Listen to classical music whilst creating Space art. Listen to war time songs whilst creating WW1 art.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key	
<p>Coverage in Y4 includes: William Morris, Levon Biss, Antoni Gaudi, Hokusai, Egyptian art. Observational drawing and sketching skills, painting, printing.</p> <ul style="list-style-type: none"> Able to recognise and talk about art from different times/cultures using key vocabulary. Able to collect visual and other information for their sketchbook and to develop their own ideas. Able to work with a variety of tools and techniques with increasing control and thought. Can evaluate their work and others, making improvements. Understands the basic principles of perspective and can create a composition based on this – including foreground and background. Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. Make observational studies from primary and secondary source material, 	<ul style="list-style-type: none"> Applies and develops knowledge of drawing tools and media, exploring techniques – blending and shading with pastels and sketching pencils. Confidently uses sketchbook for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information. Regularly analyses and reflects upon their progress taking account of what they hoped to achieve. Can generate own success criteria for a successful artwork. <p>Space – drawing skills:</p> <ul style="list-style-type: none"> Understands the relationship between shape, scale and position and can apply this when creating a composition. Understands the artistic terms known as tone, proportion and perspective. Understands how to make an object appear 3D using tone Uses knowledge of tone, proportion and perspective to create an artwork. <p>Or</p>	<ul style="list-style-type: none"> Experiments with ways to investigate the potential of new materials – makes comparisons with other media and can give reasons to justify choices. Can describe the processes they are using and how they hope to achieve high quality outcomes. Uses sketchbook to explore and creates a variety of compositions based on new knowledge and can select most successful giving reasons for choice. Develops and explores use of symbolism and can create artworks with a variety of meaning through different use of colour, proportion and space. 	<p>Space –</p> <p>background</p> <p>blending</p> <p>cast shadow</p> <p>colour</p> <p>composition</p> <p>core</p> <p>shadow</p> <p>cross –</p> <p>hatching</p> <p>dimensional</p> <p>foreground</p> <p>form</p> <p>highlight</p> <p>horizon line</p> <p>light</p> <p>line</p> <p>middle -</p> <p>ground</p> <p>orthogonal</p> <p>perspective</p> <p>proportion</p> <p>reflected</p> <p>shading</p> <p>shape</p>	<p>WW1</p> <p>background</p> <p>blending</p> <p>colour</p> <p>composition</p> <p>cross –</p> <p>hatching</p> <p>dimensional</p> <p>foreground</p> <p>form</p> <p>horizon line</p> <p>horizontal</p> <p>light</p> <p>line</p> <p>middle -</p> <p>ground</p> <p>orthogonal</p> <p>Paul Nash</p> <p>perspective</p> <p>proportion</p> <p>shading</p> <p>shape</p> <p>shadow</p> <p>space</p> <p>tone</p>



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<p>paying attention to form, structure, tone and texture.</p> <ul style="list-style-type: none"> • Able to use sketches to produce a final piece of art. • Understands how to sketch using a pencil lightly. • Can use different pencil grades to shade, create tone and texture using a variety of techniques. • Understands that lines can communicate ideas and can vary them. • Understands how colour can create mood and have meaning. • Uses knowledge of colour mixing to create different shades/ tones. • Uses knowledge of warm and cool colours to inform work. • Understands colour wheel - complementary & harmonious • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines and thickness. • Understands the use of symbols in art and can attribute meaning. • Understands that lines can communicate ideas and can vary them. • Can create symmetrical, non-symmetrical, repeated pattern designs. 	<p>WW1 art:</p> <ul style="list-style-type: none"> • Understands the technique of one-point perspective and can create an artwork demonstrating it. • Uses knowledge of colour to create mood. <p>Lesson 1: What are the different techniques for shading? Lesson 2: What is the relationship between shape, scale and position? (How can we analyse and reflect upon our progress?) Lesson 3: How can we use tone, proportion and perspective to create artwork?</p>		<p>shadow space sphere tone vanishing - point</p>	<p>vanishing - point vertical</p>
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Year 5: Maps and Vikings.

Key Theme: Birds: Observational drawing skill, collage and sculpture.

Key Mediums: Sketching pencils, watercolours, paint, pastels, collage materials.

Key Artists to study: look at example of birds drawn in bird spotting books, magazines etc

Enrichment Opportunities: Take learning outdoors to make observations from nature. Listen to classical music whilst creating artworks.

<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>	<p>Vocabulary BOLD = Key</p>
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<ul style="list-style-type: none"> • Able to recognise and talk about art from different times/cultures using key vocabulary. • Able to collect visual and other information for their sketchbook and to develop their own ideas. • Able to work with a variety of tools and techniques with increasing control and thought. • Can evaluate their work and those of other, making improvements. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Make observational studies from primary and secondary source material, paying attention to form, structure, tone and texture. • Able to use sketches to produce a final piece of art. • Understands how to sketch using a pencil lightly. • Can use different pencil grades to shade, create tone and texture using a variety of techniques. • Understands that lines can communicate ideas and can vary them. • Understands how colour can create mood. • Uses knowledge of colour mixing to create different shades/ tones. • Understands colour wheel - complementary and harmonious colours. • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. 	<p>Birds:</p> <ul style="list-style-type: none"> • Develops understanding of sketching skills, using a range of strategies to create tone and areas of light and dark. • Explores understanding that line can communicate ideas further – using a variety of lines to create mood, energy, texture. • Use drawing as a starting point that may be taken forward into work with other media. • Develops and build upon watercolour and colour mixing skills – reproducing, with accuracy, from the natural world. • Move away from stylisation in drawing by adding detail - referring to proportion, scale, tone and texture when making observational sketches. • Evaluates work in progress, reflecting on what they have achieved so far and taking account of what they hope to achieve. • Extends construction skills by experimenting - cutting, bending, scoring, folding and sticking. • Understands that 2D design is the starting point for 3D sculpture. • Explores different tools and surfaces and experiment with application of different media (watercolours, pastels, ink). <p>Lesson 1: How can different sculptures be interpreted? How can we use drawing as a starting point for other media? Lesson 2 : Can you develop and build upon watercolour?</p>	<ul style="list-style-type: none"> • Experiments with ways to investigate the potential of new materials – makes comparisons with other media and can give reasons for preferences. • Independently collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles. • Explores how certain colours and textures complement each other. • Suggests alternatives during the design process for making 2D designs 3D. • Recognises that sculpture may require different stages of construction and can plan work according to these steps. 	<p>blending colour colour mixing cross hatching cutting dark dimensional folding grade hard light line mood proportion pencil scale scribbling sculpture shade shading single hatching sketch smudging soft stippling technique texture tone watercolours</p>
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<ul style="list-style-type: none"> Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. Can arrange materials to create a collage, showing awareness of compositional elements. 	<p>Lesson 3: How can we change 2D design into a 3D sculpture?</p> <p>Lesson 4: How can we use different tools and surfaces to experiments with application of different media?</p> <p>How can we critically evaluate our own work?</p>		
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Year 5: Greek & London.

Key Theme: Sketching – landscape, faces and the human figure.

Key Mediums: pastels, charcoal, sketching pencils

Key Artists to study: L.S. Lowry, various self-portraits by significant artists.

Enrichment Opportunities: trip to London, opportunities to work outdoors. Play music whilst creating.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary BOLD = Key	
<ul style="list-style-type: none"> Able to recognise and talk about art from different times/cultures using key vocabulary. Able to collect visual and other information for their sketchbook and to develop their own ideas. Able to work with a variety of tools and techniques with increasing control and thought. Can evaluate their work and those of other, making improvements. Understands the principles of perspective and can create a composition based on this – including foreground and background. Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. Make observational studies from primary and secondary source 	<p><u>Figures and faces:</u></p> <ul style="list-style-type: none"> Develops an understanding of shape and proportion in figure drawing. Develops understanding of how to draw a head and position of features. Makes careful sketches of facial features, observing detail, in order to create a good likeness and moving away from more stylised drawing. Can create own self -portrait using what they learnt. <p><u>L.S Lowry:</u></p> <ul style="list-style-type: none"> Understands and can describe the work and style of Lowry, using key vocabulary. Confidently collects visual and other information to develop work using a sketchbook. Investigates potential of new materials (charcoal, pencil, pastels etc.), trying out different ways to use them. 	<p><u>Figures and faces:</u></p> <ul style="list-style-type: none"> Independently engages in open ended research to develop and collect ideas – e.g. adds photographs, magazines etc. to sketchbook. Uses sketching skills to explore adding tone and shade. Reflects upon and refines their work to create a truer likeness. <p><u>L.S Lowry:</u></p> <ul style="list-style-type: none"> Considers how society and emotion is reflected in Lowry’s work. Uses sketchbook to explore and create a variety of compositions, focusing on colour, use of space and perspective. Can select most successful giving reasons for choice. Further explores a variety of ways to capture the figure – capturing different poses with gestural drawing 	<p><u>Figures and faces</u> blending colour, composition features figure, form, head line, mood, observational, position proportion, self-portrait, scale, shade shadow, shape size space, sketch</p>	<p><u>Lowry</u> background buildings colour, composition dimensional features figure, foreground form, horizon line, mood, observational, position proportion, scale, shade shadow, shape size space,</p>



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<ul style="list-style-type: none"> material, paying attention to form, structure, tone and texture. • Understands the proportion of the face and where to place features. • Able to use sketches to produce a final piece of art. • Understands how to sketch using a pencil lightly. • Can use different pencil grades to shade, create tone and texture using a variety of techniques. • Understands that lines communicate ideas and can vary them. • Understands colour can create mood and have meaning. • Uses knowledge of colour mixing to create different shades/ tones (this applies to paint/watercolours/pastels). • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines and vary the thickness of paint to match the task. 	<ul style="list-style-type: none"> • Use prior knowledge of perspective to create a composition showing vanishing point into the horizon. • Applies knowledge of how to draw figures with accurate proportions. • Can capture action or poses through gesture figure drawing. • Uses knowledge of colour to create a mood/shades and tone. <p style="color: #0070c0; font-size: small;"> Lesson 1: Who is LS Lowry and what makes his style of work unique? Lesson 2: How is perspective used to create a composition? Lesson 3: How can we use colour to create mood and tone? Lesson 4: How do we apply our knowledge to work in the style of Lowry? (Evaluate) </p>		sketching, tone,	sketch sketching, tone, vanishing point
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Year 6: Extreme Earth and The Mayans

Key Theme: Mayan art – collaging.

Key Mediums: sketching pencils, paints, collage materials

Key Artists to study: Variety of Mayan Masks

Enrichment Opportunities: Mayan day. Play Mayan music whilst creating.

Lesson 1: What is a Mayan mask and when were they used?

Lesson 2: What colours, designs and patterns might be used in a Mayna mask?

Lesson 3: How can you use your knowledge to plan a successful Mayan mask?

Lesson 4: How can you use your plan to create a successful Mayan mask using a range of materials?

Lesson 5: Does your Mayan mask meet the success criteria?

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps	Vocabulary Bold = Key
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Yorke Mead Primary School

Art Curriculum



<p>Coverage in Y5 includes: Drawing skills - shading and perspective, landscape, faces and figures. Lowry, Nash. Paint, pastels, charcoal, watercolours, ink.</p> <ul style="list-style-type: none">• Able to recognise and talk about art from different times/cultures using key vocabulary.• Collects visual and other information to develop their own ideas.• Uses a variety of tools and techniques with control and thought.• Can evaluate their work and those of other, making improvements.• Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art.• Make observational studies from primary and secondary source material, paying attention to form, structure, tone and texture.• Understands the principles of perspective and creates compositions including a foreground and background.• Makes detailed sketches of facial features to create a good likeness.• Understands how to draw figures with accurate proportions.• Can capture action or poses through gesture figure drawing.• Able to use sketches to produce a final piece of art.• Understands how to sketch using a pencil lightly.• Can use different pencil grades to shade, create tone and texture.• Understands the use of symbols in art and can attribute meaning.	<p>Mayan Art:</p> <ul style="list-style-type: none">• Develops understanding of Mayan art by investigating and collecting visual materials.• Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles.• Uses their knowledge and understanding of materials and processes to decide the best approach to achieve their intentions.• Systematically plans and explores several alternatives before arriving at a final design. Sketchbooks show how work will be produced and how materials will be used.• Use drawing as a starting point that may, or may not, be taken forward into work with other media – designing, planning or producing a sketch.• Can design patterns of increasing complexity - studying how repetition, rotation and symmetry are used.• Independently applies painting and colour mixing skills.• Able to use a colour wheel effectively to create appropriate tones and contrasts.• Understands the use of colour as a symbol in art and can attribute meaning.• Can arrange materials to create a collage, showing awareness of compositional elements.• Can evaluate their own work, taking into account starting point, intentions and context behind the work.	<ul style="list-style-type: none">• Independently collects ideas for work in sketchbooks – including research digitally (computer, taking photographs etc.)• Explores how certain colours and textures complement each other.• Suggests alternatives techniques/materials during the design process for making 2D designs 3D.• Uses comparisons with the work of others to improve and refine own work.	<p>Mayan Art:</p> <p>ancient bold civilisation collage colour composition design detail headdress mask Mayan mood pattern repetition rotation symbolism symmetry texture vibrant</p>
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Yorke Mead Primary School

Art Curriculum



<ul style="list-style-type: none"> • Understands that lines communicate ideas and can vary them. • Can use marks and lines to show texture. • Understands how colour can create mood and carry meaning. • Uses knowledge of colour mixing to create different shades/ tones. • Can arrange materials to create a collage, showing awareness of compositional elements. • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines and thickness • Can create symmetrical, non-symmetrical, repeated pattern designs. • Understands that 2D design is the starting point for 3D sculpture. 			
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Year 6: The Tudors.

Key Theme: Tudor portraits.

Key Mediums: sketching pencils, paints, collage materials, camera.

Key Artists to study: Hans Holbein, variety of Tudor portraits.

Enrichment Opportunities: Trip to Hampton court. Play Tudor music whilst creating.

Lesson 1: What was portraiture art like in Tudor times?

Lesson 2: How can we sketch a figure and face accurately, showing an understanding of scale, proportion and perspective?

Lesson 3: What colours are used in Tudor portraiture and how do we make them?

Lesson 4: How can you apply your knowledge to create a realistic Tudor portrait?

Lesson 5: How can you enhance your Tudor portrait by adding detail and a frame?

<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>	<p>Vocabulary BOLD - Key</p>
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Yorke Mead Primary School

Art Curriculum



<ul style="list-style-type: none"> • Recognises and talk about art from different times using key vocabulary. • Collects visual and other information to develop their own ideas. • Uses their knowledge and understanding of materials and processes to decide the best approach to achieve their intentions. • Systematically plans and explores several alternatives before arriving at a final design. Sketchbooks show how work will be produced and how materials will be used. • Can evaluate their own work and that of others, taking into account starting point, intentions and context behind the work. • Use drawing as a starting point that may, or may not, be taken forward into work with other media – designing, planning or producing a sketch. • Uses a variety of tools and techniques with control and thought. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Make observational studies from primary and secondary source material, paying attention to form, structure, tone and texture. • Understands the principles of perspective and creates compositions including a foreground and background. • Makes detailed sketches of facial features to create a good likeness. • Understands how to draw figures with accurate proportions. 	<ul style="list-style-type: none"> • Develops understanding of Tudor art by investigating and collecting visual materials. • Draws upon prior knowledge to make comparisons between art from different times and can recognise differences. • Generates own success criteria. • Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – photos from books and magazines. • Applies knowledge of how to draw figures with accurate proportions. • Creates a self-portrait in the Tudor style, drawing upon previous understanding of how to sketch facial features with likeness. • Develops and explores use of symbolism and can create artworks with a variety of meaning through different use of colour, proportion, space and detail included. • Draws upon prior painting and colour mixing skills, independently mixing appropriate colour palettes and alternating brush choices and strokes. • Regularly analyses and reflects upon their progress taking account of what they hoped to achieve. • Develops awareness of how to arrange materials gathered to match intentions. 	<ul style="list-style-type: none"> • Can describe the work of significant artists taking account of the influence of historical, cultural and social contexts. • Explains why they have chosen specific techniques in their work. • Experiments with composition and symbolic choices to achieve different effects and can justify choices and explain symbolism. • Explores how to add add expression to figures and faces to match intention. • Independently incorporates other learned techniques into work – use of perspective, shading etc.. 	<p>anamorphosis cartoon colour composition costume display flattering form full-facing half-facing Henry V111 Holbein Jewellery Message metaphysical nobility object oil paints portrait pouncing power propoganda proportion realism sitter sketch space symbols symbolism tudor wealth viewer</p>
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Yorke Mead Primary School

Art Curriculum



<ul style="list-style-type: none"> • Can capture action or poses through gesture figure drawing. • Can use different pencil grades to sketch, shade, create tone and texture. • Can use marks and lines to show texture. • Understands the use of symbols in art and can attribute meaning. • Understands how colour can create mood and carry meaning. • Uses knowledge of colour mixing to create different shades. • Can select from a range of brushes to suit a given task. • Paints with smooth edges and with control. • Can apply paint in a range of strokes, dots and lines, variety of thickness. • Can arrange materials to create a collage, showing awareness of compositional elements. 			
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Year 6: Pop Art.

Key Theme: Pop Art – sculpture/painting.

Key Mediums: clay, paint, IT, collage.

Key Artists to study: Andy Warhol, Roy Lichtenstein, Richard Hamilton, Eduardo Paolozzi

Enrichment Opportunities: Showcase work with whole school gallery style display. Listen to popular music of the time.

Lesson 1: What is Pop Art and who were the artists of the time?

Lesson 2: How did Lichtenstein create an impact?

Lesson 3: How did Oldenburg create an impact with his 3D models?

Lesson 4: Can you make food in the pop art style using clay?

Lesson 5: What makes branding and packaging effective?

<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>	<p>Vocabulary BOLD = Key</p>
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Yorke Mead Primary School

Art Curriculum



<ul style="list-style-type: none"> • Recognises and talk about art from different times using key vocabulary. • Collects visual and other information to develop their own ideas. • Uses their knowledge and understanding of materials and processes to decide the best approach to achieve their intentions. • Systematically plans and explores alternatives before arriving at a final design. Sketchbooks show how work will be produced and how materials will be used. • Can evaluate their own work and that of others, taking into account starting point, intentions and context behind the work. • Use drawing as a starting point that may, or may not, be taken forward into work with other media – designing, planning or producing a sketch. • Uses a variety of tools and techniques with control and thought. • Understands composition and is able to think about how to use colour/shape/texture/space/pattern in art. • Make observational studies from primary and secondary source material, paying attention to form, structure, tone and texture. • Understands the principles of perspective and creates compositions including a foreground and background. • Makes detailed sketches of facial features to create a good likeness. • Understands how to draw figures with accurate proportions. 	<p>Pop Art paintings:</p> <ul style="list-style-type: none"> • Identifies the features of Pop Art and creates a success criteria for a successful artwork. • Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – photos from books and magazines as exemplars. • Independently explores different techniques and tools when creating. • Understands how to use colour for effect. • Builds upon understanding of how to create facial expressions using simple line. • Draws upon prior painting and colour mixing skills, independently mixing appropriate colour palettes and alternating brush choices and strokes. • Can explain the style of their work and how it has been influenced by a famous artist. <p><u>or</u></p> <p>Pop Art sculptures (as above but also..)</p> <ul style="list-style-type: none"> • Applies understanding of clay techniques to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> • Independently investigates other ways to achieve intended outcome using alternative media (including digital art). • Explores how to capture the humorous side of Pop Art in their work. • Experiments with compositional ideas to achieve different effects. • Uses comparisons with the work of others to improve and refine own work. <p>Pop Art sculptures (as above but also..)</p> <ul style="list-style-type: none"> • Anticipates and can discuss and plan for the limitations of some materials - e.g recognising clay will dry out and possibly crack, glue should not be heavily applied to get a strong bond etc. 	<p>Andy Warhol advertising benday dots</p> <p>bold brand bright celebrity colour consumerism culture</p> <p>Eduardo Paolozzi media</p> <p>onomatopoea outline</p> <p>Pop Art popular Richard Hamilton Roy Lichtenstein Vibrant</p> <p>Clay: carve dry joining moist</p> <p>pinching proportion pulling rolling scale sculpture shape three – dimensional (3D) wet</p>
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Art Curriculum



<ul style="list-style-type: none">• Can capture action or poses through gesture figure drawing.• Can use different pencil grades to sketch, shade, create tone and texture.• Can use marks and lines to show texture.• Understands the use of symbols in art and can attribute meaning.• Understands how colour can create mood and carry meaning.• Uses knowledge of colour mixing to create different shades.• Can select from a range of brushes to suit a given task.• Paints with smooth edges and with control.• Can apply paint in a range of strokes, dots and lines, variety of thickness.• Can arrange materials to create a collage, showing awareness of composition.• Shows understanding of clay techniques, including joining with slip.• Uses key vocabulary related to clay.			
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