



Art – Curriculum Objectives

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|--|
| ART- Drawing | | | | | |
| <ul style="list-style-type: none"> • Colour (own work) neatly following the lines. • To create mood in their drawing • Show pattern and texture by adding dots and lines. | <ul style="list-style-type: none"> • Show different tones by using coloured pencils • To use charcoal, pencil and pastels • Draw lines of different sizes and thickness. | <ul style="list-style-type: none"> • Use different hardness's of pencils to show line, tone and texture. • Use hatching and cross hatching to show tone and texture. • To be able to show facial expressions in their drawings | <ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes). • To identify and draw simple objects and use marks and lines to produce texture • Annotate sketches to explain and elaborate ideas. • Use shading to show light and shadow. | <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use lines to represent movement. | <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • To be able to use sketches to communicate emotions and a sense of self with accuracy and imagination • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) |
| VOCABULARY Thick, Thin Soft Broad, Narrow, Fine Pattern, Line, Shape Detail Mirror image, Charcoal, Coloured pencil, Drawing pencil, Felt tip pen Marker | VOCABULARY Thick, Thin Soft Broad, Narrow, Fine Pattern, Line, Shape, Detail Comparison Still life, Charcoal, Coloured pencil, Drawing pencil, Felt tip pen Marker | VOCABULARY Line, Tone, Texture, Hatching, Cross- Hatching, Shadow, Change, Improve Appearance, Portrait Character, Personality | VOCABULARY Annotate, Shade, Sketch, Light, Shadow Plan, Distance Direction, Position Form, Texture, Tone Weight, Pressure, Interior, Exterior | VOCABULARY Shadow, Direction, Effect, Viewpoint, Distance, Direction, Angle Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural, Expression, Personality | VOCABULARY Realistic, Impressionist, Balance, Direction, Dynamic, Imbalance Movement, Poised Transition, Viewpoint Weight |
| Painting | | | | | |



Art – Curriculum Objectives

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| <ul style="list-style-type: none"> To name the primary and secondary colours To create mood in their painting To paint a picture of something they can see Use thick and thin brushes. | <ul style="list-style-type: none"> Mix primary colours to make secondary. Add white to colours to make tints and black To mix their own brown | <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. (being able to predict with accuracy the colour that they mix) To know where the primary and secondary colours are on a colour wheel | <ul style="list-style-type: none"> Experiment with creating mood with colour. To be able to create all the colours they need Use watercolour paint to produce washes for backgrounds then add detail. | <ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour. To combine colours, tones and tints to enhance the mood of a piece Use the qualities of watercolour and acrylic paints to create visually interesting pieces. | <ul style="list-style-type: none"> Create a colour palette based upon colours observed in the natural or built world. Develop a personal style of painting drawing upon ideas from other artists |
| VOCABULARY Primary (colour) Secondary (colour) Light, Dark Thick, Thin, Tone Warm ,Cold Shade e.g. different shades of red, green, blue, yellow Bright | VOCABULARY Primary (colour) Secondary (colour) Tint, Mix, Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow Bright Colour wash | VOCABULARY Primary (colour) Secondary (colour) Light, Dark, Bold, Delicate Detailed, Colour descriptors e.g. scarlet, crimson, emerald, turquoise Watery, Intense Strong, Opaque Translucent, Wash Tint, Background Foreground | VOCABULARY Impressionist, Abstract, Foreground Background Middle ground, Horizon Abstract, Natural | VOCABULARY Tone, Light, Dark, Abstract, Impressionist Stippled, Splattered Dabbed, Scraped, Dotted Stroked, Textured, Flat, Layered, Opaque Translucent, Intense | VOCABULARY Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Collage | | | | | |



Art – Curriculum Objectives

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| <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. | <ul style="list-style-type: none"> Mix materials to create texture. Sort and arrange materials. | <ul style="list-style-type: none"> Use coiling, overlapping, tessellation, mosaic and montage. | <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. | <ul style="list-style-type: none"> Use ceramic mosaic materials and techniques | <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities. |
| VOCABULARY Fabric, Colour, Torn Pattern, Shape Texture , Glue Stick | VOCABULARY Fabric, Colour Pattern, Shape Texture, Glue Stick Hessian, Scraps Wool, Yarn, Mixed media, Collage Layers, Combine Thread, Fur, Silk Satin, Net | VOCABULARY Pattern, Shape, Tessellation, mosaic, montage, coiling, overlap | VOCABULARY Daub, Stamp, Emblem, Motif Ornamentation, Geometric, Stylised, Abstract | VOCABULARY Ceramic, Replicate, Motif Ornamentation, Geometric, Stylised, Abstract | VOCABULARY Manipulation, Embellish Accentuate, Enhance, Detract, Practicality, Aesthetic |
| Sculpture | | | | | |
| <ul style="list-style-type: none"> Use a combination of shapes Use rolled up paper, straws, paper, card and clay as materials. | <ul style="list-style-type: none"> Include lines and texture. Use techniques such as rolling, cutting, moulding and carving. | <ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. | <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Add materials to provide interesting detail. | <ul style="list-style-type: none"> Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. | <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use frameworks (such as wire or moulds) to provide stability and form. |
| VOCABULARY Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue | VOCABULARY Roll, cut, mould, carve, texture | VOCABULARY Natural, Form, Two-dimensional, Three-dimensional, | VOCABULARY Form, Shape, Texture Composition, Profile Stylised, Proportion Decoration, Ornate Symbolic, Perspective | VOCABULARY Realistic, Proportion Surface, texture, Balance Scale, Relationship, Transform, Movement, Composition, Structure Construct, Flexible, Pliable, Hollow, Solid | VOCABULARY Proportions, Abstract, Stability, Line, Shape, Pose, Position, Gesture, Balance, Dynamic |



Art – Curriculum Objectives

| Print | | | | | |
|---|--|--|--|--|---|
| <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). | <ul style="list-style-type: none"> • Mimic print from the environment (e.g. wallpapers) • Press, roll, rub and stamp to make prints. | <ul style="list-style-type: none"> • Use layers of two or more colour • Make printing blocks (e.g. from coiled string glued to a block). | <ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments • Make precise repeating patterns. | <ul style="list-style-type: none"> • Build up layers of colours. • Combine previously learned techniques to create pieces. | <ul style="list-style-type: none"> • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. |
| VOCABULARY Print, Rubbing Smudge, Image Reverse, Shapes Surface, Pressure Decoration, Cloth | VOCABULARY Print, Rubbing, Smudge, Image, Reverse, Shapes Surface, Pressure, Decoration, Cloth, Repeat, Rotate Mono-print, Two-tone print | VOCABULARY Imprint, Impression, Mould Monoprint Background Marbling, Surface Absorb, Stencil Negative space Positive space | VOCABULARY Trace, Manipulate Block, Repeat Continuous, Negative space Positive space | VOCABULARY Monotype, Printing, Inking up, Water-based Oil-based, Overlap, Etching, Engraving Indentation, Pressure | VOCABULARY Aesthetic, Pattern, Motif Victorian, Islamic, Rotation, Reflection Symmetrical, Repetition |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Textiles | | | | | |



Art – Curriculum Objectives

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| <ul style="list-style-type: none"> • Use weaving to create a patter. • Join materials using glue and/or a stitch. | <ul style="list-style-type: none"> • Use plaiting. • Join materials using glue and/or a stitch. • Use dip- dye techniques. | <ul style="list-style-type: none"> • Quilt, pad and gather fabric • Colour fabric. • Create weavings. | <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch | <ul style="list-style-type: none"> • Combine previously learned techniques to create pieces <ul style="list-style-type: none"> • Choose from a range of stitching techniques. | <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. |
| VOCABULARY Scissors, Sew, Needle Felt, Hessian, Scraps, Wool, Yarn, Thread Fur | VOCABULARY Plait, Fabric, Colour, Pattern Shape, Texture, Soak, Bunching, Tie and dye | VOCABULARY Tie and dye, Natural, Synthetic, Bunching, Dip, Soak, Resist Threading | VOCABULARY Stitching Embroidery Cross stitch Back stitch | VOCABULARY Stitching Embroidery Cross stitch Back stitch Fray | VOCABULARY Stitching Detract Embellish Accentuate Embroidery Cross stitch Back stitch Fray |
| Digital Media | | | | | |
| <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. | <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. | <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). | <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). |



Art – Curriculum Objectives

| VOCABULARY | VOCABULARY | VOCABULARY | VOCABULARY | VOCABULARY | VOCABULARY |
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| Texture, line, tone, colour, shape | Texture, line, tone, colour, shape | Cut, Paste, Programme, Clone, Move, Enlarge Layer, Scale, Overlay Transparent, Green screen, Hue Saturation, Enhance | Cut, Paste, Cloning Opacity, Translucence Scale, Merge, Detail Textures, Layer palette, Text box Style | Cut, Paste, Cloning, Opacity, Scale, Merge Structure, Detail, Textures Layer palette, Text box Style, Opacity | Cut, Paste, Cloning, Opacity, Scale, Merge, Structure, Detail, Layer palette, Text box, Style |
| Art Knowledge To develop Ideas | | | | | |
| <ul style="list-style-type: none"> Explore different methods and materials as ideas develop To talk about how they have made something and how they could have made it differently (Children refer to line, shape, texture, colour) | <ul style="list-style-type: none"> Respond to ideas and starting points To identify a number of improvements they could make to their own work (Children refer to line, shape, texture, colour) Explore artists ideas and collect visual information to help inspire their creations | <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources to use for inspiration in their own artwork | <ul style="list-style-type: none"> Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on their own artworks using visual language (Eg- shape, tone, form, texture, colour, line, shape, value(contrast)) | <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book. Children use the elements of art to comment on their own works of art (eg-choice of shape, tone, form, texture, colour, line, shape, value(contrast)) | <ul style="list-style-type: none"> Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. (eg- Elements of Art- shape, tone, form, texture, colour, line, shape, value(contrast)) |



Art – Curriculum Objectives

| To take Inspiration from the Greats | | | | | |
|---|--|---|---|--|--|
| <ul style="list-style-type: none"> To compare artist's work and talk about each artists style Express their likes or dislikes about a work of Art Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Form an opinion of the artist's work and offer explanation Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. <ul style="list-style-type: none"> Form an opinion of the artist's work and talk about the colour/ shape/ design in their explanation Create original pieces that are influenced by studies of others. | <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. <ul style="list-style-type: none"> Form an opinion of the artist's work and talk about the elements of art in their explanation (eg-shape, tone, form, texture, colour, line, shape, value(contrast)) Create original pieces that are influenced by studies of others. | <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Form an opinion of the artist's work and talk about the elements of art in their explanation (eg-shape, tone, form, texture, colour, line, shape, value(contrast)) | <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Form an opinion of the artist's work and talk about the elements of art in their explanation (eg-shape, tone, form, texture, colour, line, shape, value(contrast)) |



Art – Curriculum Objectives

| Greats to be covered in each Year Group | | | | | |
|--|--|---|---|---|---|
| <p>Tony Cragg – Recycling sculptures covered in 'Our World'</p> <p>Andy Goldsworthy - covered in 'Our World'</p> <p>Vincent Van Gogh - Covered in 'Sensational'</p> | <p>Picasso cubism- covered in 'People of the Past unit'</p> <p>Bridgette Riley – Op Art 'Super Human Body'</p> <p>Peter Doig – paintings of homes and landscapes Covered in the Earth our Home unit'</p> <p>Lowry/Peter Blake/ Pieter Bruegel 'Toy Maker Unit'</p> | <p>Andy Warhol- covered in digital gamers?</p> <p>Niki de saint phalle and Martin Creed- Covered in 'How Human's work'</p> <p>Jean Dubuffet- covered in History of scavengers and Settlers</p> | <p>-Rousseau paintings - Georgia O'Keeffe (1887-1986) Covered in Saving the World</p> <p>Banksy- Covered in 'Active planet'</p> | <p>David Hockney -covered in Climate and Weather</p> <p>Illuminated manuscripts compare to modern artists like Martin Par (photographer)- covered in History of English unit</p> <p>Sculpture comparison- Elizabeth Frink -Compare to sculpture in time period Covered in the Great, the Bold and the Brave</p> | <p>William Morris and Claude Monet - Covered in 'What a Wonderful World Autumn 1'</p> <p>Damien Hirst – Dissected Figure Rembrandt – The Anatomy - Covered in 'Being Human'</p> <p>Oversized bodies' Giacometti sculptures Covered in 'Being Human'</p> |