



The Eliot Bank and Gordonbrock Schools Federation



ART CURRICULUM OVERVIEW

Curriculum Map

	Autumn	Spring	Summer
Cycle A	Sketching and painting: Portraits and people	Printing	Take One Picture/Take One Artist/Take One Book
Cycle B	Sketching and painting: Observational/still life/landscapes	3D/collage	Take One Picture/Take One Artist/Take One Book

Progression of knowledge and skills

Reception	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <ul style="list-style-type: none"> ● To explore, use and refine a variety of artistic effects to express their ideas and feelings ● To return to and build on their previous learning, refining ideas and developing their ability to represent them ● To create collaboratively, sharing ideas, resources and skills ● To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ● To share their creations, explaining the process they have used <p style="text-align: right;">[Bold indicates ELG.]</p>

Cycle A: Autumn - Sketching and painting: Portraits and people

Cycle B: Autumn - Sketching and painting: Observational/still life/landscapes

	Year 1	Year 2
Key objectives	<ul style="list-style-type: none"> ● To respond to ideas ● To explore materials and methods ● To create my own work 	

	<ul style="list-style-type: none"> ● To try out my own ideas ● To present my work for lots of different reasons ● To say what I think and feel about the work of others ● To say what I think and feel about what I have done in my own work ● To can see similarities and differences in artists and designers work and can make links to my own 	
<p>Key knowledge</p>	<ul style="list-style-type: none"> ● To see and say what they like in an artist's work ● To ask sensible questions about a piece of work 	<ul style="list-style-type: none"> ● To be able to say how and artist/craftsman/designer has used colour pattern and shape ● To be able to create a piece of work in response to another artists work
<p>Key skills</p>	<ul style="list-style-type: none"> ● To draw and paint to communicate themselves ● To be able to create a mood ● To draw draw using pencils and crayons ● To use different line -shape and thickness, to use different grades of pencil ● To explore the visual quality of a paintbrush ● To choose an appropriate brush for the task (thick or thin) ● To paint something they can see ● To name primary and secondary colours ● To use a simple painting programme using tools like fill and brushes ● To be able to go back and change a picture 	<ul style="list-style-type: none"> ● To be able to draw and paint to communicate something of themselves. ● To be able to create a mood ● To use different pencil grades(2B, 4B, H) ● To use charcoal, pencil and pastels ● To create different tones using light and dark ● To show pattern and texture in their drawing ● To use a viewfinder to focus on one aspect before drawing ● To be able to mix paint to create all secondary colours ● To be able to mix and match colours, predict outcomes ● To be able to make brown ● To be able to make tints by adding white ● To be able to add tones by adding black ● To set out ideas using annotations and keep notes as to how they've changed their work. ● To use a simple painting programme using tools like fill and brushes independently ● To take photographs of themselves showing different moods

Cycle A: Autumn - Sketching and painting: Portraits and people

Cycle B: Autumn - Sketching and painting: Observational/still life/landscapes

	Year 3	Year 4
Key objectives	<ul style="list-style-type: none"> • To explore lots of different materials and methods • To collect information and practical resources in order to make choices about my work • To investigate and use the qualities of materials and methods to develop my own practical skills • To adapt and improve my own work when making images and artefacts • To communicate my ideas and meanings • To describe the work of others commenting on the ideas and purposes that I encounter 	
Key knowledge	<ul style="list-style-type: none"> • To be able to compare the work of different artists • to explore work from other cultures and periods of time • To begin to understand the viewpoints of others by looking at images of people, to understand what the artist is trying to express in their work 	<ul style="list-style-type: none"> • To be able to experiment with different styles which artists have used • To be able to explain art from other periods of history
Key skills	<ul style="list-style-type: none"> • To show facial expression in their drawings • Use different grades of pencil shade to show tone and texture • Use sketches to help produce a final piece • To write explanations next to sketches. • To be able to mix paint accurately and know where the primary and secondary colours sit on the colour wheel • To be able to create a background colour using a wash • To be able to use a range of brushes for different effects used to describe feelings, likes and dislikes • To make notes about techniques used by artists • To suggest improvements to their own work through notes in sketchbook • To combine digital images and other media to produce artwork • To use the web to research an artist or style of art 	<ul style="list-style-type: none"> • To show facial expression and body language in their sketches • To use marks and lines to show tone and texture • To organise line, tone, shape and colour to represent figures and forms in motion • To explain why they have chosen specific materials to draw with • To be able to create all the colours they need • To be able to create mood in their paintings • To use shading to create mood and feeling used to describe feelings, likes and dislikes • To make a montage all about themselves • To use their sketchbooks to adapt and improve their original ideas • To keep notes about the purpose of their work • To present a collection of their work on a slideshow

	<ul style="list-style-type: none"> ● To create artwork which includes the integration of digital images they have taken ● To combine graphics and text based on their research
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Cycle A: Autumn - Sketching and painting: Portraits and people

Cycle B: Autumn - Sketching and painting: Observational/still life/landscapes

	Year 5	Year 6
Key objectives	<ul style="list-style-type: none"> ● To explore lots of different materials and methods ● To collect information and practical resources in order to make choices about my work ● To investigate and use the qualities of materials and methods to develop my own practical skills ● To adapt and improve my own work when making images and artefacts ● To communicate my ideas and meanings ● To describe the work of others commenting on the ideas and purposes that I encounter 	
Key knowledge	<ul style="list-style-type: none"> ● To experiment with different styles which artists have used ● To learn about the work of others using books, the internet, visits to galleries and other sources of information 	<ul style="list-style-type: none"> ● Children can say who they have been influenced by ● They can include technical aspects in their work eg architectural design
Key skills	<ul style="list-style-type: none"> ● To use marks and lines to show tone and texture ● To organise line, tone, shape and colour to represent figures and forms in motion ● To successfully use shade to create mood and feeling ● To explain why they have chosen specific materials to draw with. ● To be able to create all the colours they need ● To be able to create mood in their paintings ● To be able to express their emotions accurately through their paintings and sketches ● To keep notes about how they might develop their work further 	<ul style="list-style-type: none"> ● In sketches, to communicate emotions and a sense of self with accuracy and imagination ● To explain why they have combined different tools to create drawings ● To explain why they have chosen specific techniques. ● To explain what their own style is ● To use a wide range of techniques in their work ● To explain why they have chosen specific painting techniques ● To record detailed notes and quotes explaining about items in sketchbooks

	<ul style="list-style-type: none"> • To use their sketchbooks to compare and discuss ideas with others • To scan digital images and use software to adapt them and create work with meaning • To create artwork which includes the integration of digital images they have taken • To combine graphics and text based on their research 	<ul style="list-style-type: none"> • To compare their methods to those of others and keep notes • To combine graphics and text based research of commercial design to influence the layout of their sketchbooks • To adapt and refine their work keeping notes and annotations • To use software packages to create pieces of digital art • To create a piece of digital art which can be used a part of a wider presentation
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Cycle A: Spring - Printing

	Year 1	Year 2
Key objectives	<ul style="list-style-type: none"> • To respond to ideas • To explore materials and methods • To create my own work • To try out my own ideas • To present my work for lots of different reasons • To say what I think and feel about the work of others • To say what I think and feel about what I have done in my own work • To can see similarities and differences in artists and designers work and can make links to my own 	
Key knowledge	<ul style="list-style-type: none"> • To see and say what they like in an artist's work 	<ul style="list-style-type: none"> • To say how an artist/craftsman/designer has used colour, pattern and shape • To create a piece of work in response to another artist
Key skills	<ul style="list-style-type: none"> • To use objects and basic tools and equipment to make patterns and images • To print with sponges, vegetables and fruit • To print onto paper and textiles • To design their own printing block • To create a repeating pattern • To use a simple painting programme using tools like fill and brushes 	<ul style="list-style-type: none"> • To work with a range of processes, controlling materials and tools • To use printing to explore ideas • To set out ideas using annotations and keep notes as to how they've changed their work • To use a simple painting programme using tools like fill and brushes independently • To take photographs of themselves showing different moods

- To go back and change a picture

Cycle A: Spring - Printing

	Year 3	Year 4
Key objectives	<ul style="list-style-type: none"> • To explore lots of different materials and methods • To collect information and practical resources in order to make choices about my work • To investigate and use the qualities of materials and methods to develop my own practical skills • To adapt and improve my own work when making images and artefacts • To communicate my ideas and meanings • To describe the work of others commenting on the ideas and purposes that I encounter 	
Key knowledge	<ul style="list-style-type: none"> • To compare the work of different artists • To explore work from other cultures and periods of time • To begin to understand the viewpoints of others by looking at images of people to understand what the artist is trying to express in their work 	<ul style="list-style-type: none"> • To experiment with different styles which artists have used • To explain art from other periods of history
Key skills	<ul style="list-style-type: none"> • To approach work in stages to use simple processes to make more complex designs • To develop work from initial studies and investigations • To understand how printing differs from other art process and how it is used in other cultures • To make a printing block • To make a two-colour print • To describe feelings, likes and dislikes • To make notes about techniques used by artists • To suggest improvements to their own work through notes in sketchbook • To combine digital images and other media to produce artwork 	<ul style="list-style-type: none"> • To approach work in stages to use simple processes to make more complex designs • To develop work from initial studies and investigations • To understand how printing differs from other art process and how it is used in other cultures • To print using at least four colours • To create an accurate print design • To print onto different materials • To describe feelings, likes and dislikes • To make a montage all about themselves • To use their sketchbooks to adapt and improve their original ideas • To keep notes about the purpose of their work • To present a collection of their work on a slideshow

	<ul style="list-style-type: none"> To use the web to research an artist or style of art 	<ul style="list-style-type: none"> To create artwork which includes the integration of digital images they have taken To combine graphics and text based on their research
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Cycle A: Spring - Printing

	Year 5	Year 6
Key objectives	<ul style="list-style-type: none"> To explore lots of different materials and methods To collect information and practical resources in order to make choices about my work To investigate and use the qualities of materials and methods to develop my own practical skills To adapt and improve my own work when making images and artefacts To communicate my ideas and meanings To describe the work of others commenting on the ideas and purposes that I encounter 	
Key knowledge	<ul style="list-style-type: none"> To experiment with different styles which artists have used To learn about the work of others using books, the internet, visits to galleries and other sources of information 	<ul style="list-style-type: none"> To say who they have been influenced by To include technical aspects in their work, e.g. architectural design
Key skills	<ul style="list-style-type: none"> To use a number of colours built up in a sequence To use precise repeating patterns by creating accurate printing blocks To print onto different materials To create an accurate print that meets a given brief To keep notes about how they might develop their work further. To use their sketchbooks to compare and discuss ideas with others To scan digital images and use software to adapt them and create work with meaning To create artwork which includes the integration of digital images they have taken To combine graphics and text based on their research 	<ul style="list-style-type: none"> To overprint using different colours To look carefully at methods they use and make decisions about the effectiveness of their printing methods To choose appropriate materials on which to print to suit the purpose To use drawings and designs to bring fine detail into the work To combine printing techniques within one piece of work to create impact and effect To record detailed notes and quotes explaining about items in sketchbooks To compare their methods to those of others and keep notes

		<ul style="list-style-type: none"> • To combine graphics and text based research of commercial design to influence the layout of their sketchbooks • To adapt and refine their work keeping notes and annotations • To use software packages to create pieces of digital art • To create a piece of digital art which can be used a part of a wider presentation
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Cycle B: Spring - 3D/collage

	Year 1	Year 2
Key objectives	<ul style="list-style-type: none"> • To respond to ideas • To explore materials and methods • To create my own work • To try out my own ideas • To present my work for lots of different reasons • To say what I think and feel about the work of others • To say what I think and feel about what I have done in my own work • To can see similarities and differences in artists and designers work and can make links to my own 	
Key knowledge	<ul style="list-style-type: none"> • To see and say what they like in an artist's work 	<ul style="list-style-type: none"> • To say how and artist/craftsman/designer has used colour pattern and shape • To create a piece of work in response to another artist's work
Key skills	<ul style="list-style-type: none"> • To explore materials • To join simple objects together • To add texture using tools • To make different kinds of shapes • To cut, roll, squeeze, pinch and coil materials such as clay dough or plasticine to make familiar or fantasy objects 	<ul style="list-style-type: none"> • To work on a larger scale where appropriate • To show sufficient control to join and manipulate materials for the purpose intended • To make a clay pot, join two clay pots together • To add line and shape to their work • To mix paper and other materials with different textures and appearances:

	<ul style="list-style-type: none"> ● To use cut and torn papers and other materials to make simple patterns and images ● To recognise that materials look and feel different and to choose the most suitable for effect 	<ul style="list-style-type: none"> ○ To create individual and group collages ○ To use different materials and explain why ○ To use repeated patterns in their collage
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Cycle B: Spring - 3D/collage

	Year 3	Year 4
Key objectives	<ul style="list-style-type: none"> ● To explore lots of different materials and methods ● To collect information and practical resources in order to make choices about my work ● To investigate and use the qualities of materials and methods to develop my own practical skills ● To adapt and improve my own work when making images and artefacts ● To communicate my ideas and meanings ● To describe the work of others commenting on the ideas and purposes that I encounter 	
Key knowledge	<ul style="list-style-type: none"> ● To be able to compare the work of different artists ● To explore work from other cultures and periods of time ● To begin to understand the viewpoints of others by looking at images of people, to understand what the artist is trying to express in their work 	<ul style="list-style-type: none"> ● To be able to experiment with different styles which artists have used ● To be able to explain art from other periods of history
Key skills	<ul style="list-style-type: none"> ● To take part in extended activities through different stages working independently with a wider range of materials - requiring less support when selecting materials and tools ● To work to add texture and shape ● To work with life size materials ● To create pop ups ● To use collage to explore wider art themes ● To return to work using a range of techniques ● To cut accurately 	<ul style="list-style-type: none"> ● To experiment with and combine materials and processes to design and make 3D form ● To begin to sculpt clay and other moldable materials ● To use collage to explore wider art themes ● To return to work using a range of techniques ● To make a ceramic mosaic ● To combine visual and tactile qualities

	<ul style="list-style-type: none"> ● Experiment by: <ul style="list-style-type: none"> ○ Overlapping materials ○ Using different colours ○ Using mosaic ○ using montage 	
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Cycle B: Spring - 3D/collage

	Year 5	Year 6
Key objectives	<ul style="list-style-type: none"> ● To explore lots of different materials and methods ● To collect information and practical resources in order to make choices about my work ● To investigate and use the qualities of materials and methods to develop my own practical skills ● To adapt and improve my own work when making images and artefacts ● To communicate my ideas and meanings ● To describe the work of others commenting on the ideas and purposes that I encounter 	
Key knowledge	<ul style="list-style-type: none"> ● To experiment with different styles which artists have used ● To learn about the work of others using books, the internet, visits to galleries and other sources of information 	<ul style="list-style-type: none"> ● To say who they have been influenced by ● To include technical aspects in their work eg architectural design
Key skills	<ul style="list-style-type: none"> ● To use a similar range of materials to previous years but with increasing sensitivity and control (clay and other moldable materials) ● To experiment with and combine materials and processes to design and make 3D form ● To use more advanced materials like wire and plaster ● To use ceramic mosaic to produce a piece of art ● To experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) ● To combine visual and tactile qualities to express mood and emotion 	<ul style="list-style-type: none"> ● To choose and apply the most appropriate techniques to give work a life like quality ● To make models on a range of scales that communicate observations from the real or natural world ● To produce sculptures that are well proportioned ● To choose the most appropriate materials for the purpose ● To justify the materials they have chosen ● To combine pattern, tone and shape

Cycle A: Take One Picture/Take One Artist/Take One Book

Cycle B: Take One Picture/Take One Artist/Take One Book

Our **Take One** focus for the Summer Term is determined on an annual basis. Inspiration is typically linked to one picture selected by the National Gallery, a particular artist or a high-quality text.

Children often play a contributing role in determining the outcome(s) for this term-long Art unit.

This outcome(s) determines what knowledge and skills should be taught through the term. These knowledge and skills may relate to a particular art technique or a range of techniques. Objectives should be sourced from the relevant year-group progression map in planning for this unit of work.