



# Whole School ART Curriculum

TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	<b>BELONGING</b>	<b>CURIOSITY &amp; CREATIVITY</b>	<b>HEROES</b>	<b>SPIRIT OF ADVENTURE</b>	<b>LEADERSHIP &amp; RESPONSIBILITY</b>	<b>FUN and EXCITEMENT</b>
YEAR 3	<b>LOCATION, LOCATION, LOCATION</b>	<b>STONES AND BONES</b>	<b>AWESOME ANCIENT EGYPTIANS</b>	<b>AVENGERS ASSEMBLE!</b>	<b>PLANT POWER</b>	<b>ALL THE WORLD'S A STAGE</b>
	<b>DRAWING</b> - Experiment with different grades of pencil to show tone and texture - Encourage more accurate drawings of people - Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved. - Use different media to achieve variations in line, tone, texture, colour, shape and pattern	<b>SCULPTURE</b> - Can shape, form, model and construct from observation. -Can work safely, - Plan and develop ideas in sketchbook and make simple choices about media. - Begin to have some thought towards size - Understand different adhesives and methods of construction	<b>ICT PHOTOGRAPHY</b> -Plan the use of a camera to take a specific photo - Modify an image on the computer to create the best quality image- - Use software to experiment with drawing lines, shapes, colours and patterns. - Use IT programs to create a piece of work that includes their own work and that of others (using the web).	<b>PRINTING</b> - Understand the processes used to create a simple print - Explore colour mixing through overlapping colour prints deliberately. - Explores images through mono-printing on a variety of papers - Use the equipment and media with increasing confidence.	<b>COLLAGE</b> - Can use ripping as a technique for collage - Experiment with a range of media to create texture (overlapping, overlaying) - Use various collage materials to make a specific picture.	<b>PAINTING</b> - Introduce different types of brushes for specific purposes. - Begin to apply colour using dotting, scratching, splashing to imitate an artist. - Pointillism – control over coloured dots, so tone and shading is evident - Can predict colour mixing results with increasing accuracy – colour wheel
Artist/ Designer/ Architect study	<b>Katie Claire</b>	<b>Beaker People</b>	<b>Joey Lawrence</b>	<b>Roy Lichtenstein</b>	<b>Georgia O'Keefe</b>	<b>Georges Seurat</b>
YEAR 4	<b>DESTINATION EUROPE</b>	<b>ROCK BAND</b>	<b>TIME COP</b>	<b>I'M A CHILD, GET ME OUT OF HERE!</b>	<b>WELCOME TO HONEYDUKES!</b>	<b>ALL THE WORLD'S A STAGE</b>
	<b>ICT PHOTOGRAPHY</b> - Can use zoom to best frame an image and photograph from dynamic viewpoints - Can change the camera settings such as flash, to best capture an image in low light conditions - Can present a collection of their work on a slideshow -Can create a piece of art work which includes the	<b>DRAWING</b> - Express different feelings through drawing - Can draw whole sketches with detail of surroundings - Identify and draw the effect of light (shadows) on a surface, on objects and people. - Introduce the concepts of scale and proportion.	<b>COLLAGE</b> -Can use the natural / town environment as a stimulus for a mixed media work to convey meaning -Can make a representational textured image from found textures -Can experiment with creating mood, feeling, movement and areas of interest using different media	<b>PRINTING</b> - Interpret environmental and manmade patterns and form - Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc - Select own materials to print with in order to achieve the effect the want	<b>PAINTING</b> - Make the colours shown on a commercial colour chart. - Work with one colour against a variety of backgrounds. - Observe colours on hands and faces - mix flesh colours. - Can understand how to use tints and tones - to lighten and darken with the use of black and white.	<b>SCULPTURE</b> - Plan and develop ideas in sketchbook and make informed choices about media. - Investigate, analyse and interpret natural and manmade forms of construction. - Discuss own work and work of other sculptors with comparisons made

	integration of digital images they have taken				-Adapt and improve their original ideas	- Show an understanding of shape, space and form
<b>Artist/ Designer/ Architect study</b>	<b>Jackie Alpers (Photographer)</b>	<b>Mark Fisher (Architect)</b>	<b>Gaudi (Mosaic)</b>	<b>William Morris</b>	<b>Jany Temime (Costume designer)</b>	<b>Yayoi Kusama</b>
<b>YEAR 5</b>	<b>JOURNEY TO THE AMAZON</b>	<b>MISSION: SPACE</b>	<b>SAXON SETTLERS AND VIKING INVADERS</b>	<b>THE CIRCLE OF LIFE</b>	<b>THE GREAT OAKHILL SEWING BEE</b>	<b>ALL THE WORLD'S A STAGE</b>
	<p><b>DRAWING</b></p> <ul style="list-style-type: none"> <li>- Use a variety of source materials</li> <li>- Look at the effect of light on an object from different directions.</li> <li>- Can use language appropriate to skill and techniques.</li> <li>- Can begin to create depth in a composition through the use of perspective</li> </ul>	<p><b>COLLAGE</b></p> <p>Can embellish a surface using a variety of techniques, including drawing, painting and printing</p> <ul style="list-style-type: none"> <li>-Can select and use cutting tools and adhesives with care to achieve a specific outcome</li> </ul>	<p><b>SCULPTURE</b></p> <ul style="list-style-type: none"> <li>-Plan a sculpture through drawing and other preparatory work</li> <li>-Describe the different qualities involved in sculpting</li> <li>-Use recycled, natural and man-made resources to create sculpture</li> <li>-Produce more intricate patterns and texture within sculpture</li> </ul>	<p><b>ICT PHOTOGRAPHY</b></p> <ul style="list-style-type: none"> <li>- Can plan, take and digitally process photographs for a creative purpose, working as part of a group</li> <li>- take photographs to provide content to be cut and pasted / superimposed into other photographic images</li> <li>-Can create digital images with animation, video and sound to communicate ideas</li> </ul>	<p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>- Choose inks and overlay colours</li> <li>- Organise their work in terms of pattern, repetition, symmetry and random printing styles.-</li> <li>Designs prints for fabrics, book covers and wallpaper</li> <li>- Discuss and evaluate own work and that of others</li> </ul>	<p><b>PAINTING</b></p> <ul style="list-style-type: none"> <li>- Can begin to use tints in their work.</li> <li>- Explore the texture of paint very wet and thin or thick and heavy -</li> <li>add PVA to the paint.</li> <li>- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</li> <li>- Can confidently work from direct observation</li> </ul>
<b>Artist/ Designer/ Architect study</b>		<b>Peter Blake</b>		<b>Annette Bonnier? (Photographer)</b>		
<b>YEAR 6</b>	<b>RING OF FIRE</b>	<b>SHEDDING SOME LIGHT</b>	<b>YOUR COUNTRY NEEDS YOU!</b>	<b>AT THE HEART OF IT ALL</b>	<b>MAKING MEMORIES</b>	<b>ALL THE WORLD'S A STAGE</b>
	<p><b>PAINTING</b></p> <ul style="list-style-type: none"> <li>-Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> <li>-Work directly from imagination with confidence</li> <li>-To be able to consider the properties of media being used and use appropriate media for a specific purpose</li> </ul>	<p><b>ICT PHOTOGRAPHY</b></p> <ul style="list-style-type: none"> <li>-Can select and use found materials with art media and adhesives to assemble and represent a surface or thing</li> <li>-Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</li> </ul>	<p><b>DRAWING</b></p> <ul style="list-style-type: none"> <li>- Can select different techniques for different purposes: shading, smudging</li> <li>- Can use mixed media in completed work.</li> <li>- Produce increasingly detailed preparatory sketches for painting and other work.</li> </ul>	<p><b>COLLAGE</b></p> <ul style="list-style-type: none"> <li>-Can select and use found materials with art media and adhesives to assemble and represent a surface or thing</li> <li>-Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</li> </ul>	<p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>-Can create a piece of art which can be used as part of a wider presentation</li> <li>-Can take and assemble a sequence of photos to make a flick book and give impressions of movement</li> <li>-Can understand how to capture photographic images as a video with a time duration.</li> </ul>	<p><b>SCULPTURE</b></p> <ul style="list-style-type: none"> <li>-Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> <li>-Work directly from imagination with confidence</li> <li>-To be able to consider the properties of media being used and use appropriate media for a specific purpose</li> </ul>

Artist/ Designer/ Architect study	Salvador Dali	Eric Staller?	Evelyn Dunbar	Matisse	Banksy?	
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- SALVADOR DALI
- PICASSO
- MONET
- RENE MAGRETTE
- KANDINSKY.
- MONDRIAN.
- MATISSE.
- VAN GOGH.
- SEURAT.
- MONET.
- WARHOL.
- KLIMT.
- POLLOCK
- O'KEEFE
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