



Wheeler's Lane Primary School Curriculum Overview

ART

AUTUMN

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|--|--|---|--|--|--|
| UNIT | Painting - Self Portraits | Drawing (Sketch) - Cityscapes | Printing - Egyptian Tiles | Painting - Portraits | Modern Sculpture | Collage - Landscape |
| KEY KNOWLEDGE AND SKILLS | <p>respond positively to ideas and starting points; explore ideas and collect information;</p> <p>name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>describe the work of famous, notable artists and designers; use inspiration from famous, notable artists to create their own work and compare;</p> | <p>draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; describe the work of famous, notable artists and designers; describe differences and similarities and make links to their own work;</p> <p>express an opinion on the work of famous, notable artists; use different materials to draw, for example pastels, chalk, felt tips;</p> | <p>use sketchbooks to record ideas; adapt and refine ideas; replicate patterns from observations;</p> <p>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>make printing blocks; use more than one colour to layer in a print; make repeated patterns with precision;</p> | <p>express an opinion on the work of famous, notable artists and refer to techniques and effect; use inspiration from famous, notable artists to create their own work and compare;</p> <p>use varied brush techniques to create shapes, textures, patterns and lines; create different textures and effects with paint;</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> | <p>plan and design a sculpture; use inspiration from famous, notable artists to create their own work and compare;</p> <p>use materials other than clay to create a 3D sculpture; use tools and materials to carve, add shape, add texture and pattern;</p> <p>cut, make and combine shapes to create recognisable forms; develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> | <p>plan and design a collage; think critically about their art and design work; use a range of mixed media;</p> <p>add collage to a painted or printed background; create and arrange accurate patterns; give detailed observations about notable artists', artisans' and designers' work;</p> |
| KEY FIGURES/ STORIES/ CONCEPTS | <i>Picasso; Frida Kahlo, Amrita Sher-gil, Lucian Freud. Alison Lapper</i> | <i>Great Fire of London; Stephen Wiltshire</i> | <i>Egyptian tiles</i> | <i>Arcimboldo; Matt Sesow</i> | <i>Modern sculpture Art - Barbara Hepworth, Ben Nicholson and Naum Gabo, Alice Schonfield</i> | <i>South America; Maria Berrio; Megan Coyle</i> |

| SPRING | | | | | | |
|---------------------------------------|--|--|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| UNIT | Sculpture - Pirates | Collage - Local History | Sculpture - Stone Age Animals | Collage - Roman Mosaic | Drawing (Pastels) - Islamic Art. | Mixed Media - Windrush Inspired Art |
| KEY KNOWLEDGE AND SKILLS | <p>respond positively to ideas and starting points; explore ideas and collect information;</p> <p>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; try different materials and methods to improve;</p> <p>use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture;</p> | <p>explore ideas and collect information; add texture by mixing materials; try different materials and methods to improve;</p> <p>use a combination of materials that have been cut, torn and glued;</p> | <p>use sketchbooks to record ideas; use a variety of techniques, e.g. rolling, cutting, pinching; cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail;</p> | <p>question and make observations about starting points, and respond positively to suggestions; use sketchbooks to record ideas; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; refine work as they go to ensure precision; select colours and materials to create effect, giving reasons for their choices;</p> | <p>use inspiration from famous, notable artists to create their own work and compare; use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; use shading to show light and shadow effects; show an awareness of space when drawing;</p> | <p>create a colour palette, demonstrating mixing techniques; use a range of mixed media; review and revisit ideas in their sketchbooks; express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>give detailed observations about notable artists', artisans' and designers' work; reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> |
| KEY FIGURES/ STORIES/ CONCEPTS | <i>Pirates</i> | <i>Local History</i> | <i>Stone Age animals - cave paintings</i> | <i>Roman Art - Mosaic</i> | <i>Islamic Art</i> | <i>Windrush inspired Art - Vanley Burke</i> |

| SUMMER | | | | | | |
|---------------------------------------|--|---|--|--|--|--|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| UNIT | Printing - Minibeasts | Painting (Water Colours) - Rainforest Animals. | Painting - Landscape | Drawing - Perspective | Mixed Media - North American indigenous Art. | Printing - Leavers Art. |
| KEY KNOWLEDGE AND SKILLS | describe the work of famous, notable artists and designers; use inspiration from famous, notable artists to create their own work and compare; copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; | explore ideas and collect information; try different materials and methods to improve; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; | question and make observations about starting points, and respond positively to suggestions; explore ideas from first-hand observations; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use sketchbooks to record ideas; adapt and refine ideas; | experiment with showing line, tone and texture with different hardness of pencils; show an awareness of space when drawing; depict movement and perspective in drawings; use shading to show light and shadow effects; use inspiration from famous, notable artists to create their own work and compare; reflect upon their work inspired by a famous notable artist and the development of their art skills; | review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; use a range of mixed media; use a variety of tools and select the most appropriate; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; | design and create printing blocks/tiles; create and arrange accurate patterns; develop techniques in mono, block and relief printing; use more than one colour to layer in a print; review and revisit ideas in their sketchbooks; |
| KEY FIGURES/ STORIES/ CONCEPTS | <i>Mini-beasts - Paul Klee/ Tracey McGuinness-kelly</i> | <i>Rainforest animals</i> | <i>Mountains and Rivers - Monet, Erin Hanson, Michael Monaco</i> | <i>Use of perspective throughout art; PATRICK HUGHES</i> | <i>North American Art (Indigenous art); Jaune Quick-to-See Smith; https://www.educationworld.com/sites/default/files/visual-self-portrait-icebreaker.pdf</i> | <i>Wheeler Lane Leavers Art</i> |