

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

**Art Curriculum**



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### School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

### Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Expressive Arts and Design Section; whilst also drawing on skills from Communication and Language, Physical Development and Understanding of the World.</li> <li>• Key stage 1 and 2: - National Curriculum.</li> <li>• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery” “Research Review Series: Art and Design”</li> <li>• Use of additional resources such as (but not limited to) Twinkl, Access Art, Tate Kids, Art UK, The Primary Art Class</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>• Art is part of our humanities approach but not limited to only linking with humanities subjects.</li> <li>• Our aim is for Art at Halesowen to be both intellectually challenging and creatively demanding.</li> <li>• In EYFS opportunities to learn Art and Design through discussion, play and exploration within half termly topics.</li> <li>• Each term (in key stage 1 and 2) an Art aspect will be taught as part of a wider immersive thematic approach.</li> </ul>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Children need to know about the world in which they live starting with how they see, experience and represent the world, and then understanding and comparing how others see, experience and represent it.</li> <li>• Each aspect should be explored in depth as part of each unit of work. The aspects are covered in three key areas: practical knowledge (which is about developing technical proficiency), theoretical knowledge (which is the cultural and contextual content that pupils learn about artists), and disciplinary knowledge (which is what pupils learn about how art is studied, discussed and judged).</li> <li>• The practical knowledge in the Art curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive, as children revisit and develop different disciplines through their school journey. Whilst drawing on a range of areas of making as identified by The National Society for Education in Art and Design, we have been selective in our choice of focus disciplines, to ensure they are covered in sufficient depth.</li> <li>• The theoretical knowledge in the Art curriculum is intended to be broad and varied, introducing children to a wide range of artists and designers who work in a variety of disciplines; have different cultural backgrounds (including local artists and artists from other countries) and are from different historical/ artistic periods.</li> <li>• The disciplinary knowledge is broad and allows children to explore the big ideas in art. Through use of cross- curricular language skills children develop an understanding of how aesthetic judgements are made, how art is studied and how to participate in artistic discourse.</li> <li>• Cross-curricular knowledge is also imbedded, making links to geography (where is the artist from? Where is scene from?) and history (when was the artist from?)</li> </ul>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>• There is a planned skills progression through identified key aspects of the subject.</li> </ul>



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	<ul style="list-style-type: none"> <li>• These skills are categorised in the following key areas: drawing, painting, 3D art, print making, and textiles. Emerging areas which can also be explored through topics are digital art, graphic art, photography.</li> <li>• Opportunities to practise skills in pure “skills” sessions before applying. As part of each unit opportunities will be given to learn, practise and develop these skills, before being applied to a “final piece” of work.</li> <li>• Transfer of skills encouraged across different subjects for example using presentation skills such as writing ( English) graphs( maths) Sketching (art)</li> </ul>
<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"> <li>• Children need to know where subjects exist in real life. “We are Artists”. They need to understand what Art is and when we are learning an Art aspect within our topic.</li> <li>• Initial learning should link to the child and their part in the subject in real life. In Art each theme or topic should always start with “What can I see?...” (observation). This allows children to continually develop their observational and drawing skills.</li> </ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context.</li> <li>• They should use language to question, enquire, compare, contrast, explain, justify and debate in an artistic context.</li> </ul>
<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• To broaden their first hand experiences, rather than relying on secondary sources for observational work. Bringing alive their interest, curiosity and awareness of the world around them through relevant trips and experience sessions.</li> <li>• Using all of our senses to be fully immersed in learning- what can they hear, see, smell, feel etc, when exploring initial stimuli or artists work.</li> <li>• Further aspects of Art can be developed through the use of technology e.g. using resources such as museum websites to explore the work of artists, using Ipads and cameras as an additional method of recording initial observations.</li> <li>• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- visits from local artists and designers, trips to local galleries or seeing art/ sculpture near to them, exploring art linked to key events such royal events, large sporting events such as Olympics and World Cup. In EYFS looking at art based on themes that interest them and art within stories (illustrations).</li> <li>• Making the most of resources available- for example seeing the church as an asset- looking at religious paintings, stained glass and architecture of the building.</li> </ul>



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### INDIVIDUAL DEVELOPMENT

- Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access tools and resources.
- Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about the world they live in.
- Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey, by making individual decisions about “final pieces” applying skills they have been taught.
- Nurture ambitions and aspirations- talk about the variety of careers that can use their artistic skills.
- Develop a love for expressing themselves creatively; helping children to find their own voice and preference for how they represent it.



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Knowledge Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Practical knowledge</b>	<ul style="list-style-type: none"> <li>• Know about a range of graphic tools such as fingers, hands, pencils, crayons, chalk, pens.</li> <li>• Know that using different media produces different effects e.g. - drawing on different surfaces and textures.</li> <li>• Understand that line can be used to represent people/ objects/ places</li> <li>• Know how a variety of tools can be used for mark making with paint e.g. brushes of different size/ shape, sponges, fingers, twigs</li> <li>• Recognise and name primary colours</li> <li>• Know a variety of materials for modelling e.g. clay, papier mache, salt dough, play dough, junk modelling</li> <li>• identify different methods of joining to</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of graphic tools: pencils, crayons, pens, pastel, chalk, charcoal, and begin to use them with a greater amount of control.</li> <li>• Know a range of tone using different drawing techniques such as hatching, scribbling, stippling and blending.</li> <li>• Identify a variety of different tools to paint e.g. different shape and size brushes, fingers, sponges. Beginning to make informed choices about resources they choose e.g. choosing a smaller brush for details.</li> <li>• Understand how tones use white to lighten, and black to deepen colours. Understand that colour spectrums show the range of tones that can be created.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how different grades of pencil achieve variations in tone.</li> <li>• Begin to understand how light, shade, tone and perspective can show dimension in a drawing.</li> <li>• Begin to be aware of scale and proportion of parts of their drawing. Know how to use tools such as view finders and grids to explore size and scale.</li> <li>• Uses colour wheel to explore mixing secondary colours. Begin to understand the use of complementary or analogous colours.</li> <li>• Able to mix shades and tones with greater confidence.</li> <li>• Identify a variety of materials for modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create a detailed drawing, using their knowledge of line, tone, pattern and texture.</li> <li>• Understand how further simple perspective can be created using a single focal point and horizon.</li> <li>• Showing an awareness of scale and proportion in their drawings.</li> <li>• Understand how applying a range of different paint techniques can create a desired effect.</li> <li>• Understand how to colour mix to create a range of tertiary colours. Use knowledge of complimentary and contrasting colours when making colour choices.</li> <li>• Know how to mix to create a range of tones and shades- which add</li> </ul>



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	<p>create size and dimension in their work.</p> <ul style="list-style-type: none"> <li>• Be aware of different textures of fabrics and materials. Describe different textures they experience.</li> <li>• Understands how to making rubbings e.g. leaf, brick, coin.</li> <li>• Understand how simple patterns can be made by printing using objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which primary colours mix to make secondary colours. Be able to predict what will happen as they mix colours.</li> <li>• Identify a variety of materials for modelling e.g. clay, papier mache, salt dough, play dough, junk modelling, metal.</li> <li>• Know different ways to shape and model materials for a purpose.</li> <li>• Know different ways to manipulate malleable materials in a variety of ways e.g. rolling, pinching, kneading, coiling.</li> <li>• Identify different tools and know how to use them correctly and in a safe way</li> <li>• Begin to identify different forms of textiles e.g. sewing, knitting, felting, weaving</li> <li>• Be aware of different textures of fabrics and</li> </ul>	<p>e.g. clay, papier mache, salt dough, play dough, junk modelling, Modroc, metal.</p> <ul style="list-style-type: none"> <li>• Know how to join two parts successfully using a range of techniques e.g. slip for joining clay, using appropriate glue to join paper or card.</li> <li>• Be able to combine techniques of pinch/slab/coil (clay). Know which technique will be the most effective for the desired outcome.</li> <li>• Explain how to use tools correctly and in a safe way with more confidence. Learn to secure work to be continued at a later date.</li> <li>• Begin to identify different forms of textiles e.g. sewing, knitting, felting, weaving</li> <li>• Show awareness and name a range of different fabrics, and describe their qualities.</li> <li>• Identify a variety of stitches for both joining</li> </ul>	<p>atmosphere, dimension, shape and light effects.</p> <ul style="list-style-type: none"> <li>• Identify a variety of materials for modelling e.g. clay, papier mache, salt dough, junk modelling, Modroc, metal.</li> <li>• Identify a range of joining techniques and explain the advantages and disadvantages of them for different materials..</li> <li>• Know how to create a solid base to work from, before adding detail and dimension to a piece.</li> <li>• Demonstrate an understanding of finishing in different ways e.g. glazing, painting, polishing, additional decorations.</li> <li>• Understand how to use carving as a 3D sculpture technique.</li> <li>• Use tools correctly and in a safe way with more confidence. Be able to secure work to be continued at a later date.</li> </ul>
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		<p>materials. Describe different textures they experience. Match and sort fabrics considering colour, pattern, texture.</p> <ul style="list-style-type: none"> <li>• Know how to thread a needle.</li> <li>• Be able to explain weaving technique and experiment with different materials and scale</li> <li>• Know different methods for modifying fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use different techniques in their collaging.</li> <li>• Identify ways of applying colour to fabric e.g. printing, painting, drawing (fabric crayons). Create natural dyes e.g. tea, coffee, spices, beetroot.</li> <li>• Understand how prints can be made using impression printing (taking away) and relief printing.</li> </ul>	<p>(e.g. running stitch, blanket stitch) and embroidery/ decoration (e.g. cross stitch).</p> <ul style="list-style-type: none"> <li>• Identify ways of applying colour to fabric using a range of man-made and natural dyes.</li> <li>• Explain how to use resist technique such as batik.</li> <li>• Explain mono and relief printing.</li> <li>• Begin to understand the process of overprinting and layering motifs to create pattern and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and compare different forms of textiles e.g. sewing, knitting, quilting, batik.</li> <li>• Know a number of different embroidery stitches.</li> <li>• Experiment further methods of dying e.g. two colour tie-dye, multi-colour batik.</li> <li>• Show awareness and learn techniques for altering threads e.g. knitting, crocheting, lace making.</li> <li>• Know how to use printing to create positive and negative shapes. E.g. lino/ polystyrene printing (taking away space). Use tools safely to create blocks for printing.</li> <li>• Explore overprinting and layering motifs to create pattern and texture. Explore overlaying prints over different media.</li> </ul>
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<p><b>Theoretical Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Know that artist/ sculptor/ photographer etc is a job that people have.</li> <li>• Identifies examples of art in their environment e.g. school mural, graffiti on walk to school, stained glass in the church</li> <li>• Begins to express opinions about artists work, and their own art work.</li> <li>• Identifies use of colour and shape in art work</li> </ul>	<ul style="list-style-type: none"> <li>• Name key artists/ designers/ craft makers they have studied.</li> <li>• Know what type of artist they are e.g. sculptor, painter, photographer</li> <li>• Beginning to identify different tools, media and techniques and artist uses.</li> <li>• Identifies the content or theme of an art work e.g. nature, city, people</li> <li>• Uses vocabulary to evaluate an artist's work, expressing their opinions.</li> <li>• Generate basic questions about the content of an artwork e.g. why did the artist choose these colours?</li> <li>• Begins to make connections between an artists work and their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Name key artists/ designers/ architects they have studied.</li> <li>• Know what type of artist they are e.g. sculptor, painter, photographer</li> <li>• Know which period/ style the artist is famous for e.g. impressionism; pop art. Begin to understand the culture surrounding the art movement and how this influenced the artists.</li> <li>• Identify/ interpret the content or theme of an artwork. Begin to make links with artists by theme.</li> <li>• Identify the use of colour in artwork- link to their knowledge of colour theory.</li> <li>• Identify how an artist has used colour, line, pattern, shape, space, texture, form. Begins to understand the purpose of these elements.</li> <li>• Generates questions about an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Name key artists/ designers/ architects they have studied.</li> <li>• Know what type of artist they are e.g. sculptor, painter, photographer</li> <li>• Know which period/ style the artist is famous for e.g. impressionism; pop art; street art. Begins to explain why they are part of that movement.</li> <li>• Can link similar artists e.g Monet, Renoir, Degas are all impressionist artists.</li> <li>• Identify/ interpret the content, context or theme of an artwork. Compare this to the practice of other artists within the same or different art movements.</li> <li>• Identify the use of colour in artwork- link to their knowledge of colour theory. Explain how colour choices can be linked to the subject</li> </ul>
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			<ul style="list-style-type: none"> <li>Begins to make links between the work of an artist and their own work. Describes how they have been influenced.</li> </ul>	<p>matter or mood of the painting.</p> <ul style="list-style-type: none"> <li>Explains the purpose of elements of art within an artwork e.g. line, texture, form, shape, space.</li> <li>Generates insightful questions about the content, context, and mood of an artwork, the techniques chosen.</li> <li>Shows an understanding of how art movements have influenced each other.</li> <li>Makes connections between an artwork and their own work. Discusses why they have been influenced.</li> </ul>
<b>Disciplinary Knowledge</b>	<p>Big questions examples:</p> <ul style="list-style-type: none"> <li>What is art?</li> <li>Who can be an artist?</li> <li>How do we decide if art is good or not?</li> </ul>	<p>Big Questions examples:</p> <ul style="list-style-type: none"> <li>What is art?</li> <li>What is the purpose of art?</li> <li>How is art judged? E.g. how do we decide if art is good?</li> </ul>	<p>Big Questions examples:</p> <ul style="list-style-type: none"> <li>What is the purpose of art?</li> <li>How does art affect our lives?</li> <li>Is all art equal in value?</li> <li>Is all art made to be beautiful?</li> <li>Who decides whether art is worthy of being shown in a gallery?</li> </ul>	<p>Big Questions examples:</p> <ul style="list-style-type: none"> <li>How do artists use their work to make comments on social, political and moral issues? Should they use their artwork to do so?</li> <li>Can art ever be separated from its artist?</li> <li>There is no new art, artists either subvert or</li> </ul>



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				<p>build on the work of previous artists?</p> <ul style="list-style-type: none"><li>• What job roles are there in the art world?</li><li>• Should artists ever be cancelled?</li></ul>
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Skills Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Using a range of graphic tools such as fingers, hands, pencils, crayons, chalk, pens.</li> <li>Use different media- draw on different surfaces and textures.</li> <li>Produce lines of different thickness and tone (with increasing control) using a pencil</li> <li>Using line to represent people/ objects/ places</li> <li>Begin to use observations to inform their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of graphic tools: pencils, crayons, pens, pastel, chalk, charcoal, and begin to use them with a greater amount of control.</li> <li>Record initial observational drawings (from life) in a sketch book</li> <li>Develop a range of tone using different drawing techniques such as hatching, scribbling, stippling and blending. Investigate how these can be used to show light, dark and gradients in between.</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns using a range of graphic tools</li> <li>Experiment with different grades of pencil to achieve variations in tone, shape and form.</li> <li>Begin to show awareness of objects having third dimension and how this can be represented using light, shade, tone and perspective.</li> <li>Begin to be aware of scale and proportion of parts of their drawing. Use tools such as view finders and grids to explore size and scale.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing, using their knowledge of line, tone, pattern and texture.</li> <li>Develop further simple perspective using a single focal point and horizon.</li> <li>Showing an awareness of scale and proportion in their drawings.</li> <li>Develop their own style of drawing- with preferred focus, medium, colour palette.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Uses a variety of tools for mark making with paint e.g. brushes of different size/ shape, sponges, fingers, twigs</li> <li>Recognise and name primary colours. Begins</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using a variety of different tools to paint e.g. different shape and size brushes, fingers, sponges. Beginning to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing control of the paint marks they make. Experimenting with different techniques e.g. colour blocking, colour washes,</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and controlled way applying a range of different techniques to create a desired effect.</li> <li>Uses colour mixing to create range of tertiary</li> </ul>



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	<p>to experiment with mixing primary colours and the effects this creates.</p> <ul style="list-style-type: none"> <li>• Beginning to make deliberate colour choices.</li> <li>• Explores working with paint on different surfaces e.g. different papers and cards, wall, mirrors</li> </ul>	<p>about resources they choose e.g. choosing a smaller brush for details.</p> <ul style="list-style-type: none"> <li>• Beginning to control the marks they make with paint e.g. using layers of paint, adding texture to their paint</li> <li>• Explores tones using white to lighten, and black to deepen colours. Create colour spectrums to show the range of tones that can be created.</li> <li>• Mix primary colours to make secondary colours. Be able to predict what will happen as they mix colours.</li> </ul>	<p>thickening paint to create texture.</p> <ul style="list-style-type: none"> <li>• Uses colour wheel to explore mixing secondary colours. Begin to understand the use of complimentary or contrasting colours.</li> <li>• Able to mix shades and tones with greater confidence. Begin to use tones appropriately in their work to create dimension and shape.</li> <li>• Make informed choices based on their experimentation about resources, colours and techniques they will use in their own pieces.</li> </ul>	<p>colours. Uses knowledge of complimentary and contrasting colours when making colour choices.</p> <ul style="list-style-type: none"> <li>• Confidently mixes to create a range of tones and shades- which add atmosphere, dimension, shape and light effects.</li> <li>• Make informed choices based on their experimentation about resources, colours and techniques they will use in their own pieces.</li> </ul>
<b>3D Art</b>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of materials for modelling e.g. clay, papier mache, salt dough, play dough, junk modelling</li> <li>• Use objects and resources to make impressions in malleable materials and add simple decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using a variety of materials for modelling e.g. clay, papier mache, salt dough, play dough, junk modelling, Modroc, metal.</li> <li>• Shape and model materials for a purpose. Experiment with creating different</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using a variety of materials for modelling e.g. clay, papier mache, salt dough, play dough, junk modelling, Modroc, metal.</li> <li>• Begin to join two parts successfully using a range of techniques e.g. slip for joining clay,</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using a variety of materials for modelling e.g. clay, papier mache, salt dough, play dough, junk modelling, Modroc, metal.</li> <li>• Confidently use a range of joining techniques.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Cut shapes using scissors and other modelling tools</li> <li>• Experiment with different methods of joining to create size and dimension in their work.</li> <li>• Use a variety of materials for construction/ sculpture e.g. recycled, manmade, natural materials.</li> </ul>	<p>forms and shapes (from observation and imagination)</p> <ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways e.g. rolling, pinching, kneading, coiling.</li> <li>• Experiment with using simple decoration techniques e.g. surface patterns, painting, applying decorations.</li> <li>• Learn to use tools correctly and in a safe way</li> </ul>	<p>using appropriate glue to join paper or card.</p> <ul style="list-style-type: none"> <li>• Construct a simple base for a model- extend this by adding shapes for dimension and detail. Begin to use an armature (from newspaper, metal, chicken wire) to give structure to a model.</li> <li>• Experiment with more intricate surface patterns and textures. Choosing when appropriate to use them.</li> <li>• Produce large pieces using pinch/ slab/ coil techniques (clay)</li> <li>• Begin to explore carving as a 3D sculpture technique.</li> <li>• Use tools correctly and in a safe way with more confidence. Learn to secure work to be continued at a later date.</li> </ul>	<ul style="list-style-type: none"> <li>• Work around armatures. Know how to create a solid base to work from, before adding detail and dimension to a piece.</li> <li>• Be able to combine techniques of pinch/ slab/coil (clay). Know which technique will be the most effective for the desired outcome.</li> <li>• Demonstrate an understanding of finishing in different ways e.g. glazing, painting, polishing, additional decorations.</li> <li>• Experiment with a range of relief and free standing models.</li> <li>• Confidently use carving as a 3D sculpture technique.</li> <li>• Use tools correctly and in a safe way with more confidence. Be able to secure work to be continued at a later date.</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of textiles and fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different forms of</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different forms of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and compare different forms of</li> </ul>



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	<ul style="list-style-type: none"> <li>• Be aware of different textures of fabrics and materials. Describe different textures they experience.</li> <li>• Begin to experiment with simple weaving techniques e.g. paper, twigs</li> <li>• Experiment with collage, layering different fabrics and materials to achieve different textures.</li> </ul>	<p>textiles e.g. sewing, knitting, felting, weaving</p> <ul style="list-style-type: none"> <li>• Be aware of different textures of fabrics and materials. Describe different textures they experience. Match and sort fabrics considering colour, pattern, texture.</li> <li>• Use a simple stitch (e.g. running stitch) to join two pieces of fabric. Explain how to thread a needle, and have a go (adult support may be needed).</li> <li>• Continue to gain experience in weaving, being able to explain technique and experiment with different materials and scale e.g. grass through twigs, fabric through string, plastic bag through wheel spokes.</li> <li>• Experiment with modifying fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use</li> </ul>	<p>textiles e.g. sewing, knitting, felting, weaving</p> <ul style="list-style-type: none"> <li>• Show awareness and name a range of different fabrics, and describe their qualities.</li> <li>• Learn a variety of stitches for both joining (e.g. running stitch, blanket stitch) and embroidery/ decoration (e.g. cross stitch). Apply decorations using a needle and thread (buttons/ sequins)</li> <li>• Use a variety of techniques to alter fabrics e.g. weaving, dyeing and stitching.</li> <li>• Experiment with modifying fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use different techniques in their collaging. Able to choose appropriate technique for desired effect.</li> <li>• Experiment with applying colour to</li> </ul>	<p>textiles e.g. sewing, knitting, quilting, batik.</p> <ul style="list-style-type: none"> <li>• Use a variety of learnt techniques to create different textural effects e.g. printing, weaving, dyeing, stitching.</li> <li>• Use a number of different stitches to creatively produce patterns and textures.</li> <li>• Experiment further methods of dyeing e.g. two colour tie-dye, multi-colour batik.</li> <li>• Show awareness and learn techniques for altering threads e.g. knitting, crocheting, lace making.</li> <li>• Change and modify fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use different techniques in their collaging. Able to choose appropriate technique for desired effect.</li> </ul>
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		<p>different techniques in their collaging.</p> <ul style="list-style-type: none"> <li>• Begin to experiment with applying colour to fabric e.g. printing, painting, drawing (fabric crayons). Create natural dyes e.g. tea, coffee, spices, beetroot.</li> </ul>	<p>fabric using a range of man-made and natural dyes. Begin to use resist technique such as batik.</p>	
<p><b>Print Making</b></p>	<ul style="list-style-type: none"> <li>• Enjoy making rubbings e.g. leaf, brick, coin. Experiment using different resources e.g. pencil, wax crayon, chalks.</li> <li>• Create simple pictures by printing objects.</li> <li>• Develop simple patterns by printing using objects.</li> <li>• Use stencils to create pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures using a range of hard and soft materials e.g. cork, sponges, vegetables, toys</li> <li>• Experiment to create a picture using impressed printing (drawing into ink/paint and printing the picture). Work to produce a clean printed image.</li> <li>• Explore printing in relief e.g. string pattern or picture on card.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to experiment with mono and relief printing. Consider colour, scale, materials used.</li> <li>• Experiment with printing in more than one colour.</li> <li>• Begin to experiment with overprinting and layering motifs to create pattern and texture.</li> <li>• Create repeating patterns using prints they have created.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience of different printing techniques. Make informed choice about which technique to use for desired effect.</li> <li>• Use printing to create positive and negative shapes. E.g. lino/ polystyrene printing (taking away space). Use tools safely to create blocks for printing.</li> <li>• Explore overprinting and layering motifs to create pattern and texture. Explore overlaying prints over different media.</li> </ul>





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<p><b>Exploring and evaluating art work (their own and others)</b></p>	<ul style="list-style-type: none"><li>• Look at and talk about what they have produced, describing tools and techniques used.</li></ul>	<ul style="list-style-type: none"><li>• Explore the work of a range of artists, designers and craft makers. Describe the differences and similarities between artist's subjects, materials and techniques.</li><li>• Begin to make links between an artist's work and their own.</li><li>• Discuss their own work expressing opinions, thoughts and feelings.</li></ul>	<ul style="list-style-type: none"><li>• Explore the work of a range of artists, designers and architects, from a wider period of history.</li><li>• Describe the differences and similarities between artist's subjects, materials and techniques.</li><li>• Make clear links between an artist's work and their own.</li><li>• Begin to work in the style of an artist (not copying).</li><li>• Discuss their own work expressing opinions, thoughts and feelings. Also reflecting on techniques used and justifying choices of materials/ colours/ subject. Beginning to identify modifications or changes or how they could develop their ideas further.</li></ul>	<ul style="list-style-type: none"><li>• Explore the work of a range of artists, designers and architects, from a wider period of history.</li><li>• Describe the differences and similarities between artist's subjects, materials and techniques.</li><li>• Identify artists who have worked in a similar way to their own work. Making links between their influences.</li><li>• Discuss their own and others work expressing opinions, thoughts and feelings. Also reflecting on techniques used and justifying choices of materials/ colours/ subject. Identify modifications or changes or how they could develop their ideas further.</li></ul>
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Thematic overview

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;"><b>Home and Away</b></p> <p style="text-align: center;"><u>Painting</u></p> <p><b>Disciplinary knowledge:</b> big question e.g. what is art?</p> <p><b>Observational skills:</b> outline- using shapes to build a picture e.g. truck, train, car</p> <p><b>Theoretical knowledge:</b> Turner Identify themes- transport (boats, trains, steam). Use of different tools. Begin to evaluate.</p> <p><b>Practical Knowledge:</b> colour mixing (secondary and tones). Applying paints with different tools e.g. brushes, “palette” knife, fingers. Experiment with paint textures e.g. mix in flour, sand.</p> <p><b>Possible Final ideas (children to decide):</b> Painting of their chosen mode of transport using textured paint and their chosen application method (knife, brush, finger)</p>	<p style="text-align: center;"><b>The Big Smoke</b></p> <p style="text-align: center;"><u>3D Art</u></p> <p><b>Disciplinary knowledge:</b> what is the purpose of art?</p> <p><b>Observational skills:</b> scale and size. Buildings (school, church, flats).</p> <p><b>Theoretical knowledge:</b> Bas relief. Look at historical examples e.g. Greek, Egyptian. Modern examples: Pigmentti, Evan Morse, Goga Tandashvilli. Common themes. Tools and techniques used. Make links between past and present</p> <p><b>Practical knowledge:</b> clay. Building in relief on a slab. Fine motor- pinching, rolling, kneading. Creating surface texture or pattern.</p> <p><b>Possible Final ideas (children to decide):</b> Whole class- Scene of “London” buildings. Each child makes one clay building.</p>	<p style="text-align: center;"><b>Poles Apart</b></p> <p style="text-align: center;"><u>Print Making</u></p> <p><b>Disciplinary knowledge:</b> Painting is the most prestigious (important) type of art?</p> <p><b>Observational skills:</b> use of lines. Natural world. e.g leaves, plants, trees</p> <p><b>Theoretical knowledge:</b> Matisse. Cut outs/ collage. Focus on natural shapes of leaves. Themes in his work. Move from painting to collage- why? (health)</p> <p><b>Practical knowledge:</b> fine motor cutting shapes. Printing with different materials- hard and soft. Make relief prints using string, vegetables, sponge pads</p> <p><b>Possible Final ideas (children to decide):</b> Print using fluid shapes to represent equator or pole (using hot or cold colours)</p>
Year 2	<b>Bostin’ Black Country</b>	<b>Iceberg Ahead!</b>	<b>African Adventure</b>



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	<p style="text-align: center;"><u>3D Art</u></p> <p><b>Disciplinary knowledge:</b> big question e.g. how do we judge art? How do we decide if art is good or not?</p> <p><b>Observational skills:</b> highlights and shadows. Use metal objects e.g. chains, gates, pots and pans, nails, cutlery.</p> <p><b>Theoretical knowledge:</b> Local artist- Luke Perry. Statues in Dudley Zoo, Mary Macarthur in Cradley Heath, angels in Bearwood for NHS. Alexander Calder. Metal work. Mobiles. Metal faces. Identify materials used- and why Explain what sculpture is</p> <p><b>Practical knowledge:</b> manipulating and joining metal (wire) in different ways.</p> <p><b>Possible Final ideas (children to decide):</b> Create a face from wire. Create a mobile to reflect local area.</p>	<p style="text-align: center;"><u>Painting</u></p> <p><b>Disciplinary knowledge:</b> Is all art beautiful?</p> <p><b>Observational skills:</b> light and shadow. water/ ripples/ splashes</p> <p><b>Theoretical knowledge:</b> Paul Klee. Geometric shapes. Bright colours. Express opinions about work Content of the work.</p> <p><b>Practical knowledge:</b> colour mixing. Mixing secondary colours. Creating different tones. Use water colours/ poster paint- look at difference in quality of colour.</p> <p><b>Possible Final ideas (children to decide):</b> Create a boat picture using bright geometric shapes. Choice of paint/ pastel/ chalk/ crayons/ collage shapes</p>	<p style="text-align: center;"><u>Textiles</u></p> <p><b>Disciplinary knowledge:</b> Can anyone be an artist? What about animals?</p> <p><b>Observational skills:</b> texture using hatching, scribbling.... Food/ tropical fruit.</p> <p><b>Theoretical Knowledge:</b> look at traditional African dyed fabrics (no specific artist). Made with natural dyes- traditional techniques. Themes within the patterns. Use of colour. Kiva Motnyk- American artist, using natural dyes.</p> <p><b>Practical knowledge:</b> look at different material types and identify. Natural dying techniques using different foods e.g. tea, coffee, spices, beetroot. Manipulate fabric e.g. fraying edges, cutting out shapes, create fringing.</p> <p><b>Possible Final ideas (children to decide):</b> Whole class- create a blanket. Each child contributes squares which they dye and manipulate using techniques practised.</p>
<p><b>Year 3</b></p>	<p style="text-align: center;"><b>The Chocolate Factory</b></p> <p style="text-align: center;"><u>Drawing</u></p>	<p style="text-align: center;"><b>Why Rome wasn't built in a day</b></p> <p style="text-align: center;"><u>Textiles</u></p>	<p style="text-align: center;"><b>Under the Canopy</b></p> <p style="text-align: center;"><u>Print Making</u></p>



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	<p><b>Disciplinary knowledge:</b> big question e.g. Is architecture (buildings) art? How does art affect our lives?</p> <p><b>Observational skills:</b> line and details. church-arches, windows, gargoyles, brick work details.</p> <p><b>Theoretical knowledge:</b> look at Bourneville architecture. William Alexander Harvey. Look at shapes and features used in his designs. Architectural periods/ movements.</p> <p><b>Practical knowledge:</b> perspective drawing. One-point perspective/ horizon.</p> <p><b>Possible Final ideas (children to decide):</b> Create their own house/ street (real or imagined) drawn using one-point perspective. (could be left greyscale or coloured)</p>	<p><b>Disciplinary knowledge:</b> Should all art be in a gallery? Who decides what is worthy of being in a gallery?</p> <p><b>Observational Skills:</b> using shade and tone. fabrics- explore adding depth (creases, folds, wrinkles).</p> <p><b>Theoretical knowledge:</b> Mosaics- look at Roman mosaic examples. Textile artist- Aheneah- cross stitch (large scale) Compare context and themes. Materials used, and techniques.</p> <p><b>Practical knowledge:</b> learn different stitches (running stitch, cross stitch). Different fabrics- compare textures, patterns, weight of different fabrics.</p> <p><b>Possible Final ideas (children to decide):</b> Fabric “mosaic” using squares of fabric or cross stitch (square shape)</p>	<p><b>Disciplinary knowledge:</b> William Morris quote- “Do not have anything in your home that you do not know to be beautiful or believe to be useful.” Is all art useful or beautiful?</p> <p><b>Observational skills:</b> texture- trees/ leaves/ flowers. Focus on texture and mark making.</p> <p><b>Theoretical knowledge:</b> Rousseau. Jungle scenes. Dark colours. Hidden figures. William Morris- print maker- wall paper. Floral designs.</p> <p><b>Practical knowledge:</b> relief printing- making stamps from different materials. Repeating prints- use different colours. Overlaying prints.</p> <p><b>Possible Final ideas (children to decide):</b> Create a rainforest scene using print making techniques.</p>
<p><b>Year 4</b></p>	<p><b>Best of British</b></p> <p><u>Textiles</u></p> <p><b>Disciplinary knowledge:</b> big questions e.g. is all art made to be beautiful?</p>	<p><b>Raid, Invade and Stayed!</b></p> <p><u>Painting</u></p> <p><b>Disciplinary knowledge:</b> Should artists be able to paint about any theme? E.g. war and death</p>	<p><b>Mexico and the Mayans</b></p> <p><u>3D Art</u></p> <p><b>Disciplinary knowledge:</b> Should art tell a story? (link to Mayan hieroglyphics?)</p>



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	<p><b>Observational skills:</b> Focus on scale (larger in foreground etc). could use grids/ view finders. Landscapes.</p> <p><b>Theoretical knowledge:</b> David Hockney (specifically his landscapes). Focus on choice of colours, and blocks of colour (fields, rivers). Could compare to photos or aerial views</p> <p><b>Practical knowledge:</b> batik painting. Wax resist on paper. Using batik tools (in small groups- VERY HOT!). Using fabric pastels to draw on materials.</p> <p><b>Possible Final ideas (children to decide):</b> Create a landscape scene using batik methods.</p>	<p><b>Observational skills:</b> size and scale- use grids and view finders for proportion. artefacts.</p> <p><b>Theoretical knowledge:</b> Roy Liechtenstein (pop art). Picasso- Guernica. Compare how both artists have tackled the subject of war. Compare pop art to cubist style. Word art e.g. boom, crash. Focus on use of colours and cartoon style.</p> <p><b>Practical knowledge:</b> colour mixing- colour wheel. Complementary and harmonious/ analogous colours. What impact does it have on the same image? Colour blocking- gouache paint- opaque colour.</p> <p><b>Possible Final ideas (children to decide):</b> Whole class- pop art word wall about a battle scene.</p>	<p><b>Observational skills:</b> scale and proportion. faces.</p> <p><b>Theoretical knowledge:</b> Mayan sculptures. Faces/ masks. Carvings. Common themes. Materials and tools used. Compare to modern sculpture artists.</p> <p><b>Practical knowledge:</b> pinch pot or coil to build body. Carving techniques for detail. Using a range of tools to create different textures in the clay. Removing and adding clay to make features. Using slip to join pieces of clay.</p> <p><b>Possible Final ideas (children to decide):</b> Create a figure inspired by Mayan sculptures. (use cardboard tube as base/ armature?)</p>
<p><b>Year 5</b></p>	<p style="text-align: center;"><b>Rock and Roll</b></p> <p style="text-align: center;"><u>Print Making</u></p> <p><b>Disciplinary knowledge:</b> how do artists use their work to make comments on social, political and moral issues?</p> <p><b>Observational skills:</b> line, tone, pattern and texture. rocks, stones, pebbles, bricks. Focus on textures e.g. hatching, scribbling.</p>	<p style="text-align: center;"><b>Water of life</b></p> <p style="text-align: center;"><u>Painting</u></p> <p><b>Disciplinary knowledge:</b> There is no new art, artists either subvert or build on the work of previous artists? (link to impressionist movement)</p> <p><b>Observational skills:</b> line, tone, pattern and texture. Water- ponds/ canals (Leasowes/</p>	<p style="text-align: center;"><b>Battles, Blackout and Blitz</b></p> <p style="text-align: center;"><u>Textiles</u></p> <p><b>Disciplinary knowledge:</b> Can art ever be separated from the artist? (e.g. Hitler as an artist)</p> <p><b>Observational skills:</b> tone, shade, texture. artefacts.</p>



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	<p><b>Theoretical knowledge:</b> look at original cave paintings. Street artists e.g. Banksy, Akse (realistic), Annatomix (bright, geometric)- all have examples in Birmingham. Identify themes and context for the work. Link to big question.</p> <p><b>Practical knowledge:</b> using different materials to print. Over laying different prints. Create prints using negative space (polystyrene/ lino prints). Printing on to different surfaces.</p> <p><b>Possible Final ideas (children to decide):</b> Create a polystyrene print – could be linked to topic or own ideas.</p>	<p>Hawne Basin) water and plants such as reeds and lily pads.</p> <p><b>Theoretical knowledge:</b> Impressionist artists e.g. Monet, Caillebotte, Signac. How did the movement form? What links the artists? How did it influence future movements?</p> <p><b>Practical knowledge:</b> paint application- using a range of tools- experiment with different paint types? Mixing tertiary colours. Experiment with tones- to show areas of light and shadow.</p> <p><b>Possible Final ideas (children to decide):</b> Painting in impressionist style- chn choose subject (canal, river, pond, glass of water)</p>	<p><b>Theoretical knowledge:</b> look at embroidered postcards from WW2. Joana Vasconcelos- wrapping objects in material, lace, wool. Compare how different textile artists work Common themes, materials, use of colour Different purposes of the art?</p> <p><b>Practical knowledge:</b> manipulating threads in different ways e.g. plaiting, finger knitting, knitting, crocheting. Embellishing material- sewing on beads and sequins, embroider with threads.</p> <p><b>Possible Final ideas (children to decide):</b> Use different textiles they have manipulated to decorate an envelope/ letter. Reflect emotions linked to WW2 e.g. hearts sending love, skulls shapes, tears</p>
<p><b>Year 6</b></p>	<p style="text-align: center;"><b>Groovy Greeks</b></p> <p style="text-align: center;"><u>Photography</u></p> <p><b>Disciplinary knowledge:</b> what job roles are there in the art world? Is all photography art?</p> <p><b>Observational skills:</b> focus on proportion and scale in portraits.</p> <p><b>Theoretical knowledge:</b> Ancient Greek busts and statues- who are they of? Why did they make them?</p>	<p style="text-align: center;"><b>Peaks and Falls</b></p> <p style="text-align: center;"><u>Drawing</u></p> <p><b>Disciplinary knowledge:</b> Are artists only “good” if their work sells?</p> <p><b>Observational skills:</b> perspective and scale (larger in fore ground etc). Landscapes.</p> <p><b>Theoretical knowledge:</b> American landscape artists- Edward Hopper and Georgia O’Keefe. Compare styles and movements.</p>	<p style="text-align: center;"><b>Protect our planet</b></p> <p style="text-align: center;"><u>3D Art</u></p> <p><b>Disciplinary knowledge:</b> Is all art propaganda?</p> <p><b>Observational skills:</b> patterns, lines. wildlife (minibeasts?)</p> <p><b>Theoretical knowledge:</b> artist who construct with recycled material or waste materials e.g. Robert Bradford, Hiroshi Fuji, Cod Steaks. Context of the art. Themes of the artists</p>



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	<p>Portrait photographers e.g. Rankin, Annie Liebowitz Use of colour in photographs Context and themes. Are they influenced by other artists?</p> <p><b>Practical knowledge:</b> how to take digital photos. Manipulating photos using technology- on ipads and computers. Processing film/ using a dark room</p> <p><b>Possible Final ideas (children to decide):</b> chn to take a portrait or self-portrait photo. Edit as they want for final piece.</p>	<p>Mood of the paintings- does this link to the context of when they were painted?</p> <p><b>Practical knowledge:</b> pastel/ chalk work. Blending colours- making gradients of colour (light to dark, mixing a tertiary colour. Experimenting with depth and strength of colours (chalk pastel v oil pastel)</p> <p><b>Possible Final ideas (children to decide):</b> Landscape or image linked to USA (focus topic) using either oil pastel or chalk pastel</p>	<p><b>Practical knowledge:</b> building an armature and secure base (cardboard/ wire/ chicken wire), covering armature e.g. papier mache, Modroc.</p> <p><b>Possible Final ideas (children to decide):</b> Create a mini-beast or animal from recycled/ waste materials- using an armature for structure.</p>
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Vocabulary Overview

*This vocabulary is a starting point for staff to use with their whole class vocabulary sheets. Additional vocabulary should be introduced to the children, especially descriptive language- which can be added once specific pieces of art have been decided upon.*

	Autumn	Spring	Summer
Year 1	<p><b>Home and Away</b> <u>Painting</u></p> <p>Who: J M W Turner What doing: painting, brushing, mixing, splatting, sweeping When: 1800s Where: UK, England, Europe What: trains, boats, cars, transport, vehicles, tools, palette knife, palette, brushes Description: smooth, rough, bumpy, textured, gritty, wrinkly, Other: texture, painter, artist, romanticism</p>	<p><b>The Big Smoke</b> <u>3D Art</u></p> <p>Who: Pigmentti, Evan Morse, Goga Tandashvilli, Ancient Egyptians. Ancient Greeks What doing: moulding, pinching, twisting, cutting, joining, kneading, imprinting, carving, smoothing When: ancient, contemporary (now) Where: walls, ceilings, temples, What: sculpture, clay, ceramic, figures, decoration, tools, rolling pin, clay board Description: monochrome, flattened, depth, malleable, textured, Other: Bas Relief, sculpture, sculptor, relief</p>	<p><b>Poles Apart</b> <u>Print Making</u></p> <p>Who: Henri Matisse What doing: printing, cutting, pressing, When: 1900s Where: France, Europe What: paint, sponge, string, cardboard, stamp, block, Description: colourful, simplistic (shape), Other: relief, painter, print maker, Fauvism (wild), monoprinting,</p>
Year 2	<p><b>Bostin' Black Country</b> <u>3D Art</u></p> <p>Who: Luke Perry What doing: manipulating, bending, joining, welding, cutting, attaching, curling, twisting When: contemporary Where: Black Country, England, UK. What: metal, wire, silver, copper, brass, aluminium, pliers, scissors, tweezers</p>	<p><b>Iceberg Ahead!</b> <u>Painting</u></p> <p>Who: Paul Klee What doing: painting, mixing, printing When: 1800/1900 Where: Germany, Europe What: paint, palette, brush, boat Description: geometric, bold, simplistic, fluid, angular, Other: primary colours, secondary colours, shade, tone, expressionism, surrealism.</p>	<p><b>African Adventure</b> <u>Textiles</u></p> <p>Who: Kiva Motnyk What doing: printing, stamping, dyeing, cutting, dipping When: since 1800s Where: Western Africa. USA. What: fabric, material, dyes, natural dyes. Description: colourful, celebratory, natural Other: textiles.</p>





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	<p>Description: shiny, sharp, dull, tarnished, rusted, gold, silver, straight, bent, curled, malleable</p> <p>Other: sculpture, sculptor</p>		
<b>Year 3</b>	<p><b>The Chocolate Factory</b></p> <p><u>Drawing</u></p> <p>Who: William Alexander Harvey</p> <p>What doing: drawing, sketching,</p> <p>When: 1900s</p> <p>Where: Bourneville, UK, Europe.</p> <p>What: pencil (H), paper, ruler, brick, tile, wood,</p> <p>Description: harmonious,</p> <p>Other: perspective, architecture, architect, one-point perspective, horizon line, disappearing point/ vanishing spot, proportion, scale, arts and crafts movement</p>	<p><b>Why Rome wasn't built in a Day</b></p> <p><u>Textiles</u></p> <p>Who: Aheneah, Ancient Romans</p> <p>What doing: stitching, threading, sewing, embroidering, cutting,</p> <p>When: contemporary</p> <p>Where: Portugal, Italy, Europe.</p> <p>What: cross stitch, Binca, thread, needle, thimble, material, mosaics, tiles, border, design</p> <p>Description: patterned, repetitive, geometric</p> <p>Other: cross stitch, running stitch, textiles</p>	<p><b>Under the Canopy</b></p> <p><u>Print Making</u></p> <p>Who: Henri Rousseau, William Morris</p> <p>What doing: printing, painting, sponging, pressing, applying</p> <p>When: Victorian (1800s)</p> <p>Where: rainforest, jungle, France, UK, Europe</p> <p>What: trees, plants, bushes, animals, ink, stamp, stencil, palette</p> <p>Description: floral, intricate, dark, symmetrical, repeating</p> <p>Other: naive or primitive art (Rousseau), textiles, overlay, tone, shade, shadow, print maker, painter, relief, motifs</p>
<b>Year 4</b>	<p><b>Best of British</b></p> <p><u>Textiles</u></p> <p>Who: David Hockney</p> <p>What doing: mixing, melting, piping, outlining, shading, peeling, cracking</p> <p>When: 600/700 AD</p> <p>Where: Indonesia, Asia.</p> <p>What: material, silk, cotton, fabric dyes, flour paste, wax, pipette (canting)</p> <p>Description:</p> <p>Other: textile, Batik, landscapes, line, pattern, form,</p>	<p><b>Raid, Invade and stayed!</b></p> <p><u>Painting</u></p> <p>Who: Roy Liechtenstein, Pablo Picasso</p> <p>What doing: painting, blocking, layering, outlining,</p> <p>When: 1960's</p> <p>Where: USA, North America.</p> <p>What: words, bubbles, frames, clouds, bursts, paint, paint brush, gouache paint</p> <p>Description: opaque, bright, bold, vivid,</p> <p>Other: complimentary colours, contrasting colours, colour wheel, Pop art, comic books, painter, illustrator, tints, shades, cubism,</p>	<p><b>Mexico and the Mayans</b></p> <p><u>3D Art</u></p> <p>Who: Mayans</p> <p>What doing: carving, building, rolling, cutting, scraping, adhering, slip and score</p> <p>When: 2500 BC</p> <p>Where: Central America</p> <p>What: clay, figures, faces, tools, rolling pins, clay boards, slabs</p> <p>Description: expressive, malleable,</p> <p>Other: sculpture, sculptor, armature, base</p>



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Art Curriculum

<p><b>Year 5</b></p>	<p><b>Rock and Roll</b> <u>Painting</u> Who: Banksy, local street artists, What doing: spraying, printing, carving, rolling, engraving, indenting, sketching When: contemporary, Where: Halesowen, UK. Argentina, South America. Spain, Europe. What: ink, rollers, polystyrene tiles, engraving tools, Description: controversial, figurative, impressed Other: street art, graffiti, tags, cave paintings, parietal art (prehistoric), impressed print, negative space, overlays</p>	<p><b>Water of Life</b> <u>Painting</u> Who: Monet, Caillebotte, Signac What doing: painting, mixing, blending, building a wash, dotting, daubing, When: 1800s Where: France, Europe. What: water colour, poster paint, palette, paint brushes (soft bristle) Description: loose, free, impressionist, vibrant, fresh, light Other: impressionism, modernism, pointillism, landscape, seascape,</p>	<p><b>Battles, Blackout and Blitz</b> <u>Textiles</u> Who: Joana Vasconcelos What doing: embroidering, weaving, sewing, threading, embellishing When: contemporary, WW2 Where: Portugal, Europe. What: thread, string, beads, sequins, felt, material, fabric, Description: beaded, sparkly, embellished, decorated, textures (soft, fluffy, smooth, rough, bumpy) Other: love notes, correspondence, textiles</p>
<p><b>Year 6</b></p>	<p><b>Groovy Greeks</b> <u>3D Art</u> Who: Ancient Greeks, photographers, Rankin, Annie Liebowitz What doing: photographing, shooting, aiming, focusing, editing, filtering, altering When: Ancient Greece, 700-400 BC, contemporary. Where: Greece, Europe What: camera, lens, portrait, Description: monochrome, contrasting, Other: digital photography, exposure</p>	<p><b>Peaks and falls</b> <u>Drawing</u> Who: Edward Hopper, Georgia O'Keefe What doing: drawing, sketching, observing, shading, outlining, smudging, blending, hatching, When: 1900s Where: USA, North America. What: landscape, forest, mountain, river, lake, oil pastel, chalk pastel, Description: bold, graphic, colourful, bright, Other: composition, perspective, focal point, foreground, middle ground, background, horizon</p>	<p><b>Protect our planet</b> <u>3D Art</u> Who: Robert Bradford, Hiroshi Fuji, Cod Steaks What doing: sculpting, layering, wrapping, pasting, moulding, When: contemporary Where: UK, Europe. Japan, Asia. What: mod roc, papier mache, cardboard, recycled materials, plastics, Description: provocative, colourful, textured, Other: armature, base, sculpture, sculptor</p>