

Amble Links First School – Art Curriculum Overview

Through the delivery of art we encourage the children to work creatively, explore and record ideas. We place a strong focus on becoming proficient in the areas of **drawing, painting** and **sculpture** by developing relevant skills and techniques year on year. Within this, the work of other artists is used to stimulate, inspire and influence the children’s own work. Opportunities for developing other art, craft and design techniques are built into the curriculum as appropriate. We place a strong emphasis on learning key subject and topic based vocabulary. To support pupils to build their knowledge and apply that knowledge as skills we use the ‘Essentials Milestones’.

- To Develop Ideas
- To Master Techniques (Drawing, Painting, Sculpture)
- To take inspiration from the greats

	Early Years experiences	Year 1	Year 2	Year 3	Year 4
Develop ideas	Use a wide range of resources, images and story illustrations as inspiration for artwork	-Respond to ideas and starting points. -Explore ideas and collect visual information. -Explore different methods and materials as ideas develop.		-Develop ideas from starting points throughout the curriculum -Collect information, sketches and resources. -Adapt and refine ideas as they progress. -Explore ideas in a variety of ways. -Comment on artworks using visual language. -Review and revisit ideas from their sketchbooks	
		By the end of Year 1, children will be able to: Through exploring and experimenting, children will be able to look closely and describe what they can see. Children will investigate a range of colours, focussing on primary and secondary colours. Children will develop skills in collecting information to help them develop ideas, e.g. from nature, everyday objects, printed materials and online sources	By the end of Year 2, children will be able to: Children will develop their skills in observing, identifying and describing visual elements. Children will describe and discuss what they can see, including colours, lines, shapes, texture etc. Children will collect information to apply to bigger projects and finished pieces, including smaller samples of techniques that they can apply to a finished piece	By the end of Year 3, children will be able to Children will develop an awareness of mood and atmosphere, to observe and describe the feelings and emotions Begin to describe what is happening in the artwork they study and what message the artist is conveying Observe and describe the techniques used and how these affect the mood Children will collect ideas, annotating, developing skills and applying these to bigger projects Children will be able to demonstrate more ownership of their artwork, with growing evidence of the overlapping of skills	By the end of Year 4, children will be able to Focus on the development of narrative in art Children will consider and express their own likes and dislikes when discussing artwork They will be able to suggest similar pictures and styles from the artists they have studied Discuss what story is being conveyed and suggest what may have happened before or after, when it was set, words and music that could describe it Children give greater depth to their comments Children demonstrate their growing perception by suggesting colours or techniques they may have used and drawing comparisons with other pictures they have seen, showing progress in skills they have developed in earlier years To develop skills in creating collages of pictures online
Master Techniques of Drawing	Regular opportunities for mark marking using a range of media and sizes Tell the story of a line Reception: Children can recognise and draw straight and curved lines	-Draw lines of different sizes and thickness. -Colour (own work) neatly following the lines. -Show pattern and texture by adding dots and lines -Show different tones by using coloured pencils.		-Use different hardnesses of pencils to show line, tone and texture. -Annotate sketches to explain and elaborate ideas. -Sketch lightly (no need to use a rubber to correct mistakes) -Use shading to show light and shadow. -Use hatching and cross hatching to show tone and texture.	
		By the end of Year 1, children will be able to: Experimentation Explore line, developing language of up, down, along, zigzag, wavy, spiral, fuzzy Children will use a range of materials to draw a line, e.g. twigs, string, ribbon Uses line to represent objects seen, remembered or imagined	By the end of Year 2, children will be able to Application Apply and develop line by applying thickness, colour and shading and texture to draw or represent an object Develop techniques in creating different lines by adding pressure	By the end of Year 3, children will be able to Texture Develop skills in shading, hatching and cross hatching, shadows, solidness and texture Explore different media e.g. pencil and charcoal	By the end of Year 4, children will be able to Distance and Perspective Foreground / background Develop their own ideas in drawing, combining and progressing earlier techniques alongside new techniques such as tracing Select the appropriate media and techniques to achieve a specific outcome
Master Techniques of Painting	Independent and guided painting activities involving colour mixing (including black and white), a range of brush sizes and other materials and techniques, e.g. printing, splatter art Nursery: Children can recognise and name primary colours Reception: Children can recognise and name secondary colours Children know that two or more colours can be mixed to create a different colour	-Use thick and thin brushes. -Mix primary colours to make secondary. -Add white to colours to make tints and black to colours to make different shades -Create colour wheels.		-Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. -Use a combination of shapes. -Mix colours effectively. -Use watercolour paint to produce washes for backgrounds then add detail -Experiment with creating mood with colour.	
		By the end of Year 1, children will be able to: Mixing primary colours to make secondary colours Introduce the basic colour wheel with primary and secondary colours	By the end of Year 2, children will be able to Developing colour mixing with secondary colours Exploring shades of colours - extend colour wheel to show shades of colour by adding white / black	By the end of Year 3, children will be able to Experimenting with effects using complementary colours opposite each other on a colour wheel, Look at artists that used complementary colours to create effects, e.g. pointillism to make images stand up	By the end of Year 4, children will be able to Explore colour harmonies by grouping colours together from the colour wheel, e.g. warm tones and cool tones Look at artists that used harmony colours to create an effect Explore tertiary colours including complementary colours and analogue colours
Master Techniques of Sculpture	Junk model making, exploring sculptures on school field, viewing sculptures around us e.g. Amble bird trail	-Use a combination of shapes. -Include lines and texture. -Use techniques such as rolling, cutting, moulding and carving. -Use natural materials and clay		-Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). -Include texture that conveys feelings, expression or movement. -Use clay and other moldable materials. -Add materials to provide interesting detail.	
		By the end of Year 1, children will be able to: Use a range of materials to explore sculpture, e.g. Arcimboldo inspired portraits using natural materials	By the end of Year 2, children will be able to Explore with clay (making shapes that are flat, ball, worm, ring) coiling stretching imprinting into clay	By the end of Year 3, children will be able to Use natural materials to explore a range of sculptural styles	By the end of Year 4, children will be able to Using wire and clay to sculpt body shapes

Take inspiration from the greats	Illustrations from books in creative area	-Describe the work of notable artists, artisans and designers. -Use some of the ideas of artists studied to create pieces.		-Replicate some of the techniques used by notable artists, artisans and designers. -Create original pieces that are influenced by studies of others.	
	Opportunities to use illustrations as inspiration for independent creative activities Reception: talk about the illustrations in books using key Art vocabulary	By the end of KS1, children will be able to: Study a range of artist and designers incorporating drawing, painting and sculpture from different historical times and representing a range of traditional and modern styles Make links to their own work egin to describe the similarities and differences between different practices and disciplines		By the end of KS2, children will be able to Study a range of artist and designers incorporating drawing, painting and sculpture from different historical times and representing a range of traditional and modern styles Describe the similarities and differences between different practices and disciplines Make links to their own work	
Key Art Vocabulary	blue, red, yellow, orange, green, purple, line, thick, thin, wavy, curved, straight, colours, mix	Texture, sculpture, line, primary colours, secondary colours, pattern	Shades, secondary colours, pressure, artist	Fine, broad, tertiary colours, smudge, still life, pointillism, colour wash, hatching, texture, mood	Composition, combine, layers, scale, perspective, subject, contrast, foreground, background

ART LONG TERM PLANS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Year 1	<p>SCULPTURE: The children will learn about what sculpture is and develop their ideas by exploring different materials and methods that sculptors use. We will find out about portraits and the sculptures Arcimboldo created using a range of natural materials. We will look closely to observe facial features and design our sculptures thinking about the shapes of our features.</p> <p>We will explore and experiment with fruit and vegetables by using techniques such as cutting, carving and combining materials to create a sculpture with line and texture in the style of Arcimboldo. We will use our learning about sculpture by making paper 3D faces using techniques such as rolling, cutting, tearing and folding. We will compare our finished pieces with other sculptures from natural materials, like Heather Jansch.</p> <p>Our key vocabulary will be sculpture, materials, shaping, joining, texture.</p>		<p>PAINTING: We will focus on developing painting techniques by using thick and thin brushes. The children will explore animal prints and collect visual information to create animal patterns using thick and thin brushes. We will use our learning to create artwork for the Puffin Festival paintings to be displayed around Amble. Our key vocabulary will be thick, thin, fine, detail.</p> <p>Our final focus will be about colour. The children will recap their knowledge of colours to learn about primary colours and explore how to mix these to make secondary colours. They will be able to name the primary and secondary colours and paint them on a colour wheel.</p> <p>We will use our knowledge of primary and secondary colours to create some whole class paintings in the style of Mondrian (primary) and Kandinsky (primary and secondary).</p> <p>Our key vocabulary will be primary colours, secondary colours.</p>			<p>DRAWING: We will be exploring lines in our Art by responding to ideas about what shapes lines can make. The children will collect different line drawings around a theme and talk about which images they like. We will look at the simple line drawings of Picasso and recreate ideas with different materials e.g. ribbons.</p> <p>We will be experimenting with different styles and thicknesses of lines and how lines and dots can be used to add texture. The children will then use these techniques to create different line drawings of subjects seen, remembered or imagined.</p> <p>We will learn about Pop Art and the work of JAMES RIZZI and others to find out how lines and colour are used.</p> <p>Our key vocabulary will be pattern, thin, wavy, zigzag, texture.</p>	
Year 2		<p>DRAWING: We will develop techniques in using pencil to create thick and thin lines. We will explore what happens when we add more pressure to the pencil when drawing lines.</p> <p>We will look at the work of Kandinsky and learn about how he used shapes and lines to create his masterpieces.</p> <p>The children will then create their own artwork based on the work of Kandinsky.</p> <p>Our key vocabulary: pressure, thickness, shading</p>		<p>PAINTING: Within this unit, the children will focus on monochromatic landscapes. The children will explore colour mixing with secondary colours and then move on to experimenting with adding white to a base colour to make tints and adding black to a base colour to make different shades.</p> <p>We will look at the work of Paul Klee and other artists who create monochromatic landscapes and use these as a model for the children's own work; a monochromatic landscape of London.</p> <p>Our key vocabulary: tint, shade, monochrome</p>		<p>SCULPTURE: In this unit of work, the children will learn about what sculpture is and explore and develop their own ideas based on the artist Kimmy Cantrell.</p> <p>The children will explore a range of Aboriginal masks and observe closely the features, designs and colour that have been used.</p> <p>We will create our own aboriginal mask using clay and 'build up' the mask with additional features like the eyes and nose. We will explore with clay using different techniques for effect.</p> <p>Our key vocabulary: sculpture, rolling, squeezing, carving, joining</p>	

Year 3		PAINTING We will learn the art of pointillism painting and explore how moods can be created through mixing colours. We will apply our skills to produce a remembrance day pointillism painting. We will study the artist Georges Seurat and discuss examples of his work. We will also explore textures and materials to produce our own cave paintings, linked to the Stone Age	SCULPTURE We will be getting out and about to collect rocks and other natural materials to make our own sculptures in the style of Andy Goldsworthy. We will develop our sketching skills by making 2D sketches of the artist's 3D work. We will try our hand at making volcano sculptures using the technique of rock balancing, and take photos of our sculptures at various stages using the i-pads.			DRAWING We will produce observational plant drawings, being introduced to skills in shading, hatching and cross hatching, shadows, solidness and texture. We will look at the botanical artists including Beatrix Potter.
Year 4		DRAWING We will improve our mastery of drawing by studying the techniques used by a variety of artists to create landscapes. We will look at paintings by Van Gogh and Wainwright's sketches of landscapes. We will create our own sketches using different hardness of pencils to show line, tone and texture. We will use shading to show light and shadow and we will learn how to use hatching and cross hatching to show tone and texture in our drawings.	SCULPTURE We will create sculptures in the style of Alberto Giacometti. We will learn about Giacometti's life and the techniques he used to create his sculptures. We will take photos of the shadows we create, posing as Vikings and draw the outlines. We will use stick figure drawings to create a wireframe for our own clay Viking sculptures.		PAINTING We will learn about the life of Henri Rousseau and explore the features of his paintings. We will use the colour wheel to identify primary, secondary and tertiary colours and explore complementary and contrasting colours to use in our paintings. We will mix our own colours and use a number of painting techniques with a variety of brushes to complete our painting.	

National Curriculum Coverage Map - Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Develop ideas						
KS1 Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	✓Y1	✓Y2	✓Y1	✓Y2	✓Y1	✓Y2
KS2 Develop ideas from starting points throughout the curriculum Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Review and revisit ideas from their sketchbooks		✓Y3				
Master Techniques of Drawing						

KS1 Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines Show different tones by using coloured pencils.		✓Y2			✓Y1	
KS2 Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.		✓Y4				
Master Techniques of Painting						
KS1 Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make different shades Create colour wheels.			✓Y1	✓Y2		
KS2 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use a combination of shapes. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour.		✓Y3			✓Y4	
Master Techniques of Sculpture						
KS1 Use a combination of shapes. Include lines and texture. Use techniques such as rolling, cutting, moulding and carving. Use natural materials and clay	✓Y1					✓Y2
KS2 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other moldable materials. Add materials to provide interesting detail.			✓Y3 ✓Y4			
Take inspiration from the greats						
KS1 Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces	✓Y1	✓Y2	✓Y1	✓Y2	✓Y1	✓Y2

<p>KS2 Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>		✓Y3 ✓Y4	✓Y3 ✓Y4		✓Y4	
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