

Whole School Overview of Art Curriculum

Aims of Jersey Art Curriculum

- *produce creative work, exploring their ideas and recording their experiences*
- *become proficient in drawing, painting, sculpture and other art, craft and design techniques*
- *evaluate and analyse creative works using the language of art, craft and design*
- *know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.*

Jersey Curriculum - Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- *to create sketch books to record their observations and use them to review and*
- *revisit ideas*
- *to improve their mastery of art and design techniques, including drawing, painting*
- *and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*
- *about great artists, architects and designers in history.*

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y6 Art	Skills Progression:	Skills Progression:	Skills Progression:			Skills Progression:

	Oil Pastels Techniques – Sfumato, blocking-in, sgraffito, layering, blending Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Identify artists who have worked in a similar way to their own work – Braque and Picasso Elements of portraits showing emotion based on cubistic style – Picasso's Weeping Woman Practise drawing a face in proportion and techniques such as using guidelines and basic shapes/schemas to help draw the part of a face. Practise using colour and line to demonstrate emotion	Though study of the late 19th Century and early to mid- 20th Century, pupils can see the development from Realism since the introduction of the camera to the abstract art of the 20th Century Be able to use their knowledge of artists, such as Munch, as inspiration for their writing (poetry) To understand the role of 'inspiration' (in spirit) in Art and through study of Munch's oil and acrylic paintings, how his life was reflected in his art To understand how the artist as the 'selector' of what is inspirational/the subject, is the most important aspect of art Understand how art from different cultures	Be able to sketch 2D to 2D still life and investigate the proportions and how to use guidelines to achieve this in their sketchbooks. Reduce natural objects e.g. apples/oranges to basic geometric shapes To look at and be able to translate to their page, where one object touches another object so that they understand the concept of foreground, middle ground and background Be able to identify the triangular composition of still life Using directional shading and then directional brush strokes to create a 3D effect Be able to prepare their page with a colour wash – loose paint			Know how collage came to be a medium for expression Know who Dali, Magritte and Ian Rols are and be able to identify their work based on the subject/content/style Know how the Golden Mean is used in Art and how to create 'depth of field' using a vanishing point. Know what hyperrealism is and how the juxtaposition of objects, through collage, which are not in the correct proportions can be used to create a surrealist landscape Using scissors accurately – turning the paper as opposed to the scissors Be able to draw a landscape (school façade) from life
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	Using images from digital devices to inform sketchbooks and produce a GCSE-style, annotated design page for their portrait and frame which demonstrates their thinking, planning and influences	(African Masks) can inspire artists	Be able to use both watercolour and acrylic paints (mixed media) to paint from life a still life which has been set up in class Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.			
	Media: Oil pastels	Media: History of Art- Study of techniques using oil paints, acrylics, collage, print	Media: Mixed media – watercolours and acrylics			Media: Mixed media – hyper realism with <u>felt pens</u> and then <u>collage</u>
	Area/Subject: Portraiture	Area/Subject: History of Art	Area/Subject:			Area/Subject: Landscape

			Still life – mixture of natural and manmade objects			
	Artist/s Studied: Picasso and Braque	Artist/s Studied: Munch, Van Gogh, Lichtenstein, Kandinsky, Rothko, Warhol	Artist/s Studied: Cezanne			Artist/s Studied: Dali Magritte Ian Rolls (local artist)
	Movement Cubism	Movement Expressionists and their influence on 20 th Century Pop Art	Movement Post Impressionism			Movement Surrealism
	Vocabulary: Line, texture, tone, atmosphere, composition, sfumato, sgraffito, layering, blending, texture, blocking-in, guidelines, specular highlight, schema	Vocabulary: History of Art, movement, Expressionism, Pop Art, Surrealism, hyper-realism, collage, abstract/abstraction, Dadaism, inspiration	Vocabulary: Composition, geometrical shapes, triangular, directional shading, tone, texture, 3D, acrylics, mixed-media, medium/media, Post Impressionism			Vocabulary: Surrealism, Dali, Magritte, Dreams, Unconscious/subconscious Automatism, Juxtaposition, Distortion
	Support/Resources: Videos on YouTube on Picasso and Braque Examples of GCSE design pages in Art Video on YouTube of how to interpret the Weeping Woman	Support/Resources: Videos on YouTube Expressionists – Munch, Warhol, Surrealism	Support/Resources: Videos for kids on YouTube on Cezanne Painting using colour wash, blocking-in, directional brush strokes			Support/Resources: Videos on YouTube on Dali and Magritte Visit from Ian Rolls or Ian Rolls website Videos on drawing cityscapes using vanishing points

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art Y5	Skills: <u>Drawing</u> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Demonstrate a secure knowledge about primary and secondary, warm and cold,		Skills: <u>Drawing</u> Use a variety of source material for their work from Medieval illuminated manuscripts. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas – motifs and different patterns inspired by illuminated texts. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.		Skills: <u>Planning and executing Installation Art</u> Space and Environmental Awareness: Understanding how to use and manipulate space Think about the physical space where the installation will be displayed, considering factors like scale, dimensions, flow and how the audience interacts with the space. This includes the ability to make the installation engage with the environment, creating	

	complementary and contrasting colours. Use Peter Thorpe’s work and a variety of Pop Art sources, such as Roy Lichtenstein to inspire them <u>Digital Art - Skills</u> Brush Control and Customization: Understanding how to use and customize brushes is crucial. such as adjusting size, opacity, and texture— can help you create the desired effect in your artwork. Layer Management: Layers are a key feature in Procreate, allowing you to separate different elements of your artwork. Mastering layer management, such as adjusting opacity, using blending modes, and organizing layers effectively, is important		Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Use Different examples of illuminated lettering from various manuscripts from Medieval times e.g. Book of Kells sources, such as Roy Lichtenstein to inspire them Calligraphy Detailed Letter Design and Composition: Crafting the letterforms with a focus on balance, proportion, and legibility. The letter should stand out as the focal point while maintaining a harmonious composition with decorative elements around it. Mastering how to design and place the letter itself		an immersive experience. Conceptual Thinking and Storytelling: Think through and plan how to communicate ideas, emotions or social commentary. This involves thinking beyond just the physical materials and considering how the piece will affect or provoke the audience's thoughts and reactions. Material Manipulation and Technical Skills: Working with a wide range of materials— straws, fabric, light, sound, video or found/junk objects Consider how to best joining materials – use of glue guns, glues, tapes, wires etc	
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	for creating complex compositions. Colour Theory and Application: Knowing how to choose and apply colours harmoniously is important in any digital artwork. Procreate provides various tools, like the Colour Picker, palettes, and gradients, so being comfortable with these tools will help you achieve a polished look. Composition and Digital Drawing Techniques: A basic understanding of composition (like perspective, balance, and focal points) is essential. Being able to apply traditional drawing techniques, such as sketching, shading, and detailing, with digital tools in Procreate will allow you to create realistic or stylized artwork.		within the overall layout is key. Print Application (or Decorative Embellishments): One of the signature elements of illuminated letters is the use of gold leaf (substitute print colours or other metallic accents after printing). Knowing how to apply printing inks properly (or using alternative materials, such as metallic inks) This also includes understanding how to integrate decorative borders, flourishes, and patterns around the letter. Intricate Detailing and Decoration: Adding fine details such as patterns, floral motifs, and other ornamental designs around the letter is essential for illuminated manuscripts. This requires patience and			
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			skill in working with small, precise tools (brushes, pens, or even carving tools) to create complex, beautiful embellishments. Printing Roller on ink, one/two contacts. Aligning second contact Understanding the use of printing inks from light to dark Understand and use guidelines to align second contact			
	Medium/media: oil pastels or chalk pastels		Medium/media: Watercolour pencils, pen and ink line drawing, moving into printing inks		Medium/media: Creating models from straws, junk material	
	Area/Subject: Space Art/Pop Art		Area/Subject: Calligraphy and printing using Styrofoam sheets		Area/Subject: 3D Modelling	

	Artist/s studied: Peter Thorpe		Artist/s studied: Medieval Monks and manuscripts		Artist/s studied: Various sculptors and C21st century artists, including Darrell Wakelam, Andy Goldsworthy (see below for international artists)	
	Movement: Modern Abstract		Movement: Medieval Art - Calligraphy		Movement: Installation Art	
	Vocabulary: blending, smudging, sfumato, blocking-in, layering complementary colours, gradients, opacity, stylised		Vocabulary: calligraphy, contact, Styrofoam, printing inks, illuminated, motif, embellishments, floral, flourishes, decorative		Vocabulary Installation art, adhere, fixing/joining, environmental and social ideas, conceptual, physical space, dimensions, scale, manipulate :	
	Support/Resources: Oil pastels, play paper or sugar paper (not white, smooth paper) Then digital Art – Procreate on iPads		Support/Resources: Styrofoam, watercolour inks, printing inks, rollers, examples of illuminated letters Youtube: illuminated letters for kids - YouTube		Support/Resources: Masking tape, straws, glue guns, glue sticks, found objects, Cello tape, chicken wire Artists working with found/junk materials, Trash: El Anatsui - A renowned Ghanaian artist, El Anatsui is famous for creating large-scale installations from discarded materials, particularly	

					aluminium bottle caps, metal, and other found objects. His works, such as <i>Earth's Skin</i> (2007), transform these materials into shimmering, tapestry-like installations that explore themes of consumption, waste, and African history. Anatsui's intricate use of recycled materials questions both environmental sustainability and the global trade of goods. Robert Rauschenberg: Often credited with pioneering the use of found objects in art, Robert Rauschenberg's <i>Combines</i> (1950s-1960s) blurred the lines between painting and sculpture. Using materials such as old newspapers, tires, pieces of furniture, and even road signs, Rauschenberg created dynamic and	
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					provocative installations that challenged traditional notions of art. His work with found materials emphasized the beauty and meaning in everyday objects, highlighting their cultural and social significance.	
Art Y4	Skills: <u>Drawing</u> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.		Skills: <u>Collage</u> Experiment with a range of collage techniques such as precision cutting, tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe		Skills: <u>Drawing</u> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Explore relationships between line and tone, pattern and shape, line and texture.	

	<u>Exploring and developing ideas</u> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Skills specific to Creating Rangoli patterns: Design and Pattern Creation: Design intricate and symmetrical pattern Focus on and develop geometric shapes, floral		changes using art vocabulary. Collect images and information independently in a sketchbook. Techniques used by Megan Coyle - Precision and Detail in Cutting: cutting paper into small, precise pieces to create intricate designs. building textures and details to make collages vibrant and realistic. Colour and Composition: Recognising and applying colour harmony and pleasing composition select and arrange colourful pieces of paper to form images with depth, dimension, and balance.		<u>Painting</u> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Skills - Sculpting with clay Modelling and Shaping: Be able to manipulate clay by hand to create different forms – pinching, rolling adding, subtracting, scoring Use tools to create pattern and texture as well as join a human	
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	motifs, and use symbolic patterns linked to the Hindu religion understand symmetry, balance, and spacing is key to creating visually appealing and harmonious designs. Colour Coordination: use a variety of coloured powders, rice, inks or flowers. Know how to combine colours effectively, understanding basic colour theory, and choosing contrasting or complementary colours to make the artwork vibrant and aesthetically pleasing. Precision and Steadiness: steady hand and precision to produce the crispness and clarity that Rangoli is known for.		use colour contrasts and gradation to evoke mood and draw attention to specific areas of compositions as focal points. Layering and Texture Creation: Employ the technique of layering paper to create depth and texture carefully arrange and overlap pieces of paper to create rich, textured surfaces that give a three-dimensional quality. Create a tactile element to their artwork		figure, animal, or abstract form. Texturing: Be able to add texture to a clay sculpture to give form and add interest. carve, press, or stamp textures into the surface, adding realism or stylistic flair to the piece. Joining Clay: When joining clay be able to use simple joining techniques like scoring and slipping (wetting the surfaces and creating marks for better adhesion) Problem-Solving and Refinement: As sculpture is an evolving process, practise the ability to make adjustments, correct mistakes, and	
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	Creativity and Adaptability: adapt and innovate with different themes or incorporate personal creativity into a traditional design Experiment with materials, textures, and techniques to create a unique pattern linked culturally to Rangoli patterns Create digital art to record patterns which may be ephemeral if made with rice/powders.				refine the sculpture and elevate the artwork.	
	Medium/media: Powder paint Dyes and inks Rice flowers		Medium/media: Collage – Mosaic torn and precision-cut paper or different weight Textured/3D - coin making		Medium/media: Clay - Sculpture Acrylic paint	
	Area/Subject: Abstract Art <u>Pattern- Making</u>		Area/Subject: Roman Art		Area/Subject: Still Life	

	Exploring and developing ideas- Rangoli patterns					
	Artist/s studied: <i>S. H. Raza: known for his mastery in geometric abstraction</i> N. S. Harsha: A contemporary Indian artist, N. S. Harsha has created installations and large-scale works that incorporate Rangoli patterns Manjari Sharma: <i>Though primarily known for her photography, Manjari Sharma's work occasionally references traditional Indian art forms</i> Bharti Kher: Bharti Kher is a contemporary Indian artist known for her diverse use of materials and cultural references		Artist/s studied: Megan Coyle Pablo Picasso: One of the pioneers of collage (Cubism) Henri Matisse (Fauvism) - he moved into collage when his health failed and he found it hard to paint <i>The Snail</i>		Artist/s studied: Jane James, Nick Romeril (Jersey Artist), Ian Rolls (Jersey – mainly landscape artist)	
	Movement: Modern Indian artists inspired by Rangoli patterns		Movement: Modern Art Cubism Fauvism		Movement: Modern Jersey artists	

	Vocabulary: Rangoli, Hinduism, detail, symmetry, contemporary, geometric, precision, abstraction, cultural		Vocabulary: Cubism, Fauvism, collage, texture, tactile, layering, technique, 3D quality		Vocabulary: still life, observational study, slabbing, texture, slip, scoring, pinching, additive, subtractive, stylised, acrylic, primary, secondary, tertiary colours	
	Support/Resources: Youtube: S.H. Raza		Support/Resources: Different weights of paper Glues,		Support/Resources: Ian Rolls website: Ian Rolls – Gallery	
	Aut 1	Aut 2	Spr 1	Spr 2	Summ 1	Summ 2
Art Y3	Skills: <u>Printing</u> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. <u>Drawing</u> Experiment with different grades of pencil and other implements.		Skills: <u>Drawing</u> Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <u>3D form</u> Join clay adequately and work reasonably independently. Use clay a contact medium for printing – one contact		Skills: <u>Painting</u> Colour mixing and know which primary colours make secondary colours. Use a developed colour vocabulary – complementary and colours opposite on colour wheel – red/green, purple/yellow, blue/orange	

	Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.		Construct a simple clay base for extending and modelling other shapes. Plan, design and make models. <u>Printing</u> Print using a variety of materials, objects and techniques including layering - clay. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing and express these by using clay as the contact Creating 3D fruit and veg in clay using Rachel Dormor's work for inspiration		Using various brushes to get different textures. Preparing a board with a colour wash – loose paint Blocking-in and then adding detail on both a wet and dry surface Being able to use acrylics to achieve different shades and tones	
	Medium/media: Printing ink, Various grade pencils		Medium/media: Clay		Medium/media: Acrylic paints	

	Area/Subject: Printing/Drawing		Area/Subject: 3D form		Area/Subject: Landscape Painting, Collage, Drawing	
	Artist/s studied: William Morris		Artist/s studied: Rachel Dormor		Artist/s studied: Julia Ogden and local artists (Nick Romeril/Ian Rolls/Peter Fancourt)	
	Movement: Arts and Crafts Movement		Movement: Ceramic Art – Current British Ceramicist		Movement: Current British landscape artist	
	Vocabulary: Jane Burden, environmental campaigner, domestic furnishings, wallpaper designs, block printing, floral designs		Vocabulary: Throwing, pinch pot, design, slip, slab, coil, blend, score		Vocabulary: Fore/middle and background, colour wash, aerial and linear perspective, texture, blocking-in, tone, atmosphere, texture	
Subject Content Key Stage 1 Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.						
	Aut 1	<u>Aut 2</u>	Spr 1	Spr 2	Summ 1	Summ 2

Art Y2	Skills: <u>Drawing Skills</u> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. <u>Photography</u> Basic Camera Handling: Children should be taught how to hold and operate a camera. Learn how to press the shutter button, zoom in	<u>Christmas Art</u> -Charcoal and chalk bear/ penguin drawing. Smudging and shading.	Skills: Using acrylic paint for landscape Using Different Brush Strokes: practice using different brush types and strokes to create various textures in their landscape. use broad, sweeping strokes for skies and clouds, and smaller, detailed strokes for trees or grass. learn how to control different implements like brushes, sponges, palette knives (if applicable) and how different brushes create different effects. Layering Paint: Prepare cardboard with a light colour wash and allow to dry		Skills: <i>Sketchbooks</i> – use sketchbooks to grow and plan ideas and take risks and experiment with the medium. <i>Create a design based on Japanese art using influences from famous paintings and examples from the internet</i> Applying Gutta (Resist): Practice using a squeeze bottle or brush to apply gutta (resist) to the silk fabric. create simple outlines or shapes, learning how the resist creates a barrier that prevents the paint from spreading. develop fine motor skills and hand-eye coordination. Using Watercolours, inks or Dyes: experiment with different inks or fabric	
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	and out and focus on subjects. Be able to hold the camera steadily to avoid blurry pictures. Composition and Framing: Start to grasp the basics of composition, such as focusing on what they want to photograph and framing their shots. Encourage them to think about what's in the picture and how to arrange objects in the frame in order to develop their visual awareness. Encourage children to look at what is 'around' the object they are photographing Describe the 'golden mean' and how artists and photographers use		learn to paint in layers, starting with the background and gradually adding foreground elements. Understand how to create depth and how to create a sense of distance in a landscape, like painting a sky first and then adding mountains or trees on top. Discuss and use aerial perspective – how colour are less vivid the further away something is. Mixing Colours: practice mixing primary colours (red, yellow, and blue) to create secondary colours (orange, green, purple), as well as different shades and tints by adding white or black. understand colour theory and how to		dyes on the silk, learning how to apply them gently and how the colours flow on the fabric. create basic shapes or backgrounds by applying colours in a controlled way and discovering how the ink moves along the silk. Blending and Mixing Colours: blend or mix colours on the silk to explore colour transitions. use a brush or droppers to see how colours interact, creating gradients or patterns. This skill encourages creativity and helps them understand colour relationships. Using salt to create a specific effect and disperse colour density	
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	it to compose photographs Exploring Light and Shadows: Know that photography is all about light! Teaching how light affects the mood of a photo and how shadows can add drama or interest to an image. Experiment with taking pictures in different lighting conditions, such as indoors, outdoors, or during different times of the day. Experiment with different textures and patterns to show 'relief'. Creative Expression and Storytelling: Encourage children to explore how photographers use photography as a way to		adjust colours for different elements of a landscape, like the sky, water, or trees and to create different moods/weather conditions Using Water to Thin Paint: As acrylics are thick, learn how to use water to thin the paint and make it more translucent for effects like a soft sky or water reflections. understand how to control the consistency of the paint for different effects and achieve a more fluid or detailed look. Composition Understand the importance of the golden mean and where to place a focal point so		Stretching and Preparing the Silk: Before painting, learn how to properly stretch the silk onto a frame or secure it flat for painting. Introduce the process of preparing materials and how to keep the fabric smooth and taut for the best results.	
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	tell stories or capture moments. Encourage them to take photos of things they love, things that interest them, or everyday scenes in order for them to develop their creativity and sense of awe in the world around them.		that the eye moves around the painting			
	Medium/media: Photography/ Collage of natural objects/ Line drawings to explore natural objects		Medium/media: acrylic paint		Medium/media: inks and gutta	
	Area/Subject: Natural world		Area/Subject: Landscape		Area/Subject: Silk painting	
	Artist/s studied: Hank Erdman, Andy Goldsworthy		Artist/s studied: Nick Romeril – local artist Ian Rolls – local artist Peter Knight – was local artist Paul Klee		Artist/s studied: Gudrun Baudisch (Austria) – A celebrated artist known for her pioneering work in silk painting. She brought attention to the medium by creating intricate designs and vibrant	

					landscapes on silk, contributing to the development of silk painting as an art form. Geoffrey Beene (USA) – A fashion designer who famously worked with silk to create beautifully crafted clothing and scarves, utilizing the silk painting technique. His luxurious designs brought attention to silk as a medium for fine art as well as fashion. Saskia de Boer (Netherlands) – A prominent silk artist who has contributed to the modern appreciation of silk painting with her stunning abstract works and intricate designs that explore the flow of colors and textures on silk. Bette Barlow (USA) – An artist who is known for her work in silk painting, Bette Barlow focuses on	
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					vibrant, nature-inspired designs. She is celebrated for combining the fluidity of the medium with the exploration of natural forms. Keiko Kinoshita – A contemporary Japanese artist known for creating silk paintings that often feature delicate designs of nature, animals, and Japanese symbols. Her work combines traditional techniques with a modern touch, and she is highly respected in the field of silk painting.	
	Movement: Modern Installation Art		Movement: Modern Jersey landscape artists Bauhaus		Movement: Chinese and Indian art (Eastern Art)	
	Vocabulary: Natural/man made, texture, pattern, tone, mood, Golden mean, awe, environment, installation art		Vocabulary: Bauhaus, foreground, middle ground, background, colour wash, atmosphere, technique, primary and secondary		Vocabulary: inks, gutta, outline, technique, blending, salt, effects, taut/tension, investigate, influences, mood/tone/atmosphere	

			colours, tone and tint, layering			
	Support/Resources:		Support/Resources: <u>Mountain view / easy acrylic painting ideas for beginners</u> ✨ <u>Snap Showreel 2024</u> <u>3 ways to paint clouds in acrylics</u>		Support/Resources: Gutta outlining: <u>Silk Painting for Beginners: An Introduction to Gutta Outlining in Freehand and Tracing</u> <u>Silk Painting For Beginners Class</u>	
Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Skills:</u> <u>National Curriculum Objectives (KS1):</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; to know about the work of a range of artists, craft makers and designers, describing the differences and					

	similarities between different practices and disciplines, and making links to their own work.					
Art Y1					Movement American Modernism Artist Georgia O’Keefe Media Still life – Drawing close up images of flowers. Paint - explore watercolours - explore acrylic - explore ink Explore creating Georgia O’Keefe inspired art using a range of mediums. Skills Progression (to be updated) Using line, shape and space to create a close up image. Shading Still life pictures. Painting techniques Colour – introducing shades and highlights with paint.	

Art Y1	<i>Kim, do you still want to keep the part in purple? see third column too</i> <i>(Disciplines:</i> <i>Drawing, Collage, Sketchbooks</i> <i>Key Concepts:</i> <i>That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</i> <i>Themes:</i> <i>Pattern, Structure, Movement, Growth, The Human Body, Sound)</i> Skills: In this pathway children are enabled to build an		Skills: Collage Cutting and Snipping: Use child-safe scissors, to practise cutting different shapes and pieces from paper, fabric, or magazines. develop hand-eye coordination, control, and precision while also giving them the freedom to choose their materials. Tearing: The torn paper technique t helps develop fine motor skills and teaches Practise how to control the force needed to create various textures and shapes. Use tearing also adds interesting texture to the artwork.		Skills - Sculpting with clay Moulding and Shaping: learn to shape clay by rolling it into balls, coils, and pancakes. using basic forms to help develop hand strength and control over the clay. learn to flatten and smooth the clay with their hands, to encourage tactile exploration. Pinching: Practise this simple technique using their fingers to pinch the edges of the clay to form shapes like bowls, cups, or creatures. develop fine motor skills and hand-eye coordination	
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	understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings. They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see		Gluing and Sticking: learn to apply glue or glue sticks to their collage materials and then carefully place them on paper. understand how to layer different elements in their artwork while improving their ability to handle materials and space out their design to create a pleasing composition so that the eye moves around the page. Layering and Arranging: practise layering different materials (such as paper, fabric, or buttons) in a creative and balanced way. understand the concept of overlapping and positioning elements within a composition, fostering their sense of space and design.		use their imagination to transform a lump of clay into a recognizable shape. Pressing and Stamping: Use found objects like buttons, leaves, or toy stamps, to can press textures into the surface of the clay and create patterns. Introduce the concept of adding patterns or details to sculptures encourage creativity in designing surface textures which reflect the purpose of the sculpture. Joining Pieces: learn how to attach smaller pieces of clay together by gently pressing them and smoothing the joins. use the above technique to build simple	
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	and how it makes them feel. The focus of the exploration is around spirals – an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure. Children are introduced to sketchbooks as a place of personal exploration, and enabled to make a sketchbook or personalise a bought sketchbook.		These basic skills encourage children to experiment with texture, colour, and composition, while also enhancing their fine motor control and creative thinking.		sculptures or characters and so construct with multiple parts enable children to understand the additive aspect of sculpting with clay to build up a form step by step.	
	Medium/media: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)		Medium/media: Paint – ready mix and water colours Paper – different weights		Medium/media: Clay Card	
	Area/Subject: Drawing		Area/Subject: Collage		Area/Subject: Clay Sculpting and mixed media	

	Artist/s studied: Molly Haslund		Artist/s studied: Romero Britto.		Artist/s studied: Andrea Butler	
	Movement: Contemporary		Movement: Expressionism, Pop art, Cubism, Grafitti			
	Vocabulary: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, chalk, pen, Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern		Vocabulary: Layering, texture, precision cutting, tearing, the weight of paper, pattern, Expressionism Joining, rolling, pinching, texture, pattern, additive		Vocabulary: Cut, Tear, Glue, Layer, Shape, Texture, Piece, Arrange, Design, Overlapping, Background, Foreground, Texture, Material	
	Support / Resources https://www.accessart.org.uk/spirals/		Support/Resources: Basic Collage Techniques → Learn beginner steps to create collage art.		Support/Resources: Super Easy Clay Tutorial - How to make a turtle out of clay DIY	

Foundation Stage

Rec

Skills: *Four and five year olds should practise these skills across the year in order to prepare them for Y1 and lay a solid foundation for artistic growth and overall cognitive development so being able to enjoy the world of art!*

Fine and Gross Motor Skills:

- Be able to hold and manipulate art tools, like crayons, markers, brushes, and scissors.
- Practise fine motor skills through activities like drawing, colouring, cutting, and gluing to help children develop hand-eye coordination and dexterity.
- Work on both a small and large scale – independently and collaboratively.

Creativity and Imagination:

- Begin to explore their creativity through free drawing, painting, and crafting. E
- Through encouraging imaginative play and open-ended art activities help children to learn to express themselves and think outside the box.

Colour Recognition and Mixing:

- Learning to identify primary and secondary colours, relating them to these words
- Experiment with mixing primary colours as an introduction to colour theory and help them understand how colours work together to create new colours/hues.
- Begin to recognise shades of colours and tones – dark red, cool blue, bright yellow.

	Shape and Line Recognition: • Begin to recognize and draw basic shapes and different types of lines – curved, straight, zig-zag lines • With help, choose the right size paper for their artwork – large scale, small scale = proportion Observation and Visual Awareness: • Encouraging children to observe their surroundings and translate them into drawings or crafts • Use vocabulary like, bigger than, smaller than, attached to, near, on, above, below to increase visual awareness, so helping to establish spatial awareness. This could include drawing simple objects like animals, trees, or faces based on what they see. Self-expression and Emotional Development: • Provide a safe space for children to express their emotions. • Encourage children to communicate their feelings and ideas in a non-verbal way, helping with emotional development and self-confidence. • Relate all of the above to artists and how they used these skills
	Medium: Ready mix paint, Powder paints, Inks, Crayons, Pencils, Scissors, Plasticine, Observational drawings, Junk Modelling, Painting
	Artists: Matisse, Van Gogh, Picasso, Leonardo d Vinci, Marc Rothko, Jackson Pollock
Nursery	Skills <i>In a nursery setting, art activities should about exploration, creativity, and developing foundational skills.</i> • Hand-Eye Coordination: At this age, children are learning to control their hand movements, which is crucial for holding crayons, markers, and paintbrushes. Activities like drawing, scribbling, cutting, sticking and colouring help them practice and improve their coordination. • Sensory Exploration: Engaging with different materials (like clay, paint, fabric, and textured paper) helps children explore through touch, sight, and sometimes smell. This sensory play encourages curiosity and helps them develop their sense of texture, shape, and colour.

	• Basic Colour Recognition: Learning to identify primary and secondary colours is a key skill at this age. Encouraging them to name colours, match coloured objects and experiment with colouring tools helps them begin to understand colour recognition and mixing. • Basic Shape Recognition: Simple shapes (like circles, squares, triangles) should be incorporated into art projects for young children. Practising shape recognition through activities like drawing, tracing, cutting, sticking, building and using shape stamps, supports their cognitive and motor development. • Creative Expression: In Nursery, children should start to use art to express their feelings and ideas. Open-ended art activities, such as painting or creating collages, allow children to explore their imaginations and experiment with different forms of self-expression. • Social Interaction and Sharing: Art projects should take place in a group setting in a nursery, which encourages children to share materials, work together, and discuss their creations, or independently to allow free expression of the self. This helps develop social skills like cooperation, taking turns, and positive communication as well as allowing for personal expression and imaginative artwork.
	Medium: Ready mix paint, Powder paints, Inks, Crayons, Pencils, Scissors, Plasticine, Observational drawings, Junk Modelling, Painting
	Artist: Matisse, Van Gogh, Picasso, Leonardo da Vinci, Jackson Pollock