



**Whole-school Curriculum subject plan**  
**ART**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>YEAR 1</b>	Drawing like a caveman	Wax resist Autumn leaves	Drawing spirals	Drawing feathers	Plasticine print making	Making magic spells
<b>Component knowledge and skills for Year 1</b>	<ul style="list-style-type: none"> <li>• Exploration of a variety of drawing materials when mark making eg pencil, graphite, pen, chalk, soft pastel, wax and charcoal</li> <li>• To begin to use observational drawing to record what is seen and what is felt</li> <li>• Recognise primary colours and begin to experiment with mixing secondary colours</li> <li>• Know the vocabulary of pattern, line, shape and texture</li> <li>• Begin to recognise the difference between 2D and 3D through sculpting and printing with 3D objects</li> <li>• Able to use tools such as scissors, glue sticks and discover objects for printmaking</li> <li>• Explore materials in a playful and open-ended manner</li> <li>• Share an opinion about their own work</li> </ul>					
<b>YEAR 2</b>	Colour wheel minibeasts	Character drawing	Magic Mondrian	Animal Parade: making masks	Be an architect	Mono printing
<b>Component knowledge and skills for Year 2</b>	<ul style="list-style-type: none"> <li>• To know the colours on a colour wheel, the primary colours and that secondary colours can be made by mixing primary colours and understanding their relationship</li> <li>• To develop observational drawing from primary and secondary source material, drawing from memory and imagination</li> <li>• To know that collage can be used to represent real-life objects and can show pattern, line, shape and texture</li> <li>• Able to use a range of tools such as collage materials, scissors, glue sticks, paint and paint brushes</li> <li>• Draw using a variety of materials eg pencil, charcoal, pen, graphite, wax and chalk</li> <li>• Know the artist Piet Mondrian and can describe his work and share an opinion</li> <li>• Know the vocabulary of geometric and abstract</li> <li>• To begin to evaluate their own work using questions such as; are you happy with your work? Did you get it all finished in time? What would you try next time?</li> <li>• Explore Monoprinting</li> <li>• To begin to understand space and form through sculpture.</li> </ul>					
<b>YEAR 3</b>	Inspiration! Quentin Blake	Making drawings move	William Morris wallpaper	Typography	3D visual maps	Clay tiles
<b>Component knowledge and skills for Year 3</b>	<ul style="list-style-type: none"> <li>• Practice observational drawing from a figure, exploring careful looking intention, seeing big shapes and drawing with gesture and quick sketching</li> <li>• Begin to use a variety of drawing techniques such as continuous line drawing, exaggeration and cross hatching</li> <li>• Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</li> <li>• Know the artist William Morris and can describe his work and share an opinion. To know vocabulary related to his artwork eg pattern, tessellation, symmetry, repeating pattern, Victorian, designer</li> <li>• Begin to explore digital art</li> <li>• Make decisions, solve problems and be creative</li> <li>• To know and use the vocabulary of Topography and Onomatopoeia</li> <li>• To use simple clay techniques, creating patterns from observational drawing and using tools to explore texture</li> <li>• To explore painting on new surfaces using colour as decoration eg clay tiles</li> <li>• To understand how 2D drawings can become 3D objects by making, designing and sculpturing</li> <li>• To evaluate their own work using questions such as; what do you like about your work? Did you get it all finished in time? What material would you use next time and why?</li> </ul>					
<b>YEAR 4</b>	Illustrating the Jabberwocky	Quick clay figurative sketches	Hidden and Revealed	Matisse inspired	Drawing and building nests	Thoughtful mark making
<b>Component knowledge and skills for Year 4</b>	<ul style="list-style-type: none"> <li>• Use a combination of artforms such as collage, painting and printmaking in mixed media projects</li> <li>• Use a sketchbook as a place to record an individual response to the world. Practise and develop skills such as exploring paint, testing ideas, collecting sticking, writing notes, thinking back and forwards and reflecting</li> <li>• To apply their growing technical drawing skills and knowledge of colour to make creative responses to a wide range of stimuli and to explore experimental drawing to depict emotions or meaning</li> <li>• Know the artist Henri Matisse and can describe his work and share an opinion. Know the impact his style had on paint and sculpture in the early twentieth century</li> <li>• Explore a range of materials and construction methods using a range of skills such as tying, wrapping, weaving, sticking</li> <li>• To evaluate their own work using questions such as; what do you like about your work? Did you get it all finished in time? What material would you use next time and why? What problems did you encounter and how did you overcome them?</li> <li>• Make decisions, solve problems and be creative</li> <li>• Apply technical skills to improve quality of work, combined with beginning to listen and trust instinct to help make choices</li> </ul>					

<b>YEAR 5</b>	Sketchbook Exploration	Architectural drawing	Marvellous Monet	Miro Inspired	Flat yet sculptural!!	How does the sculpture balance?
<b>Component knowledge and skills for Year 5</b>	<ul style="list-style-type: none"> <li>• Explore Anglo-Saxon architecture of another time and culture and make individual work in response to what is seen</li> <li>• Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</li> <li>• Know the artist and work of Monet and Miro and share an opinion about the artwork (The Japanese Footbridge), while also considering other people's views and interpretation. Know the impact these artists had in their time and today.</li> <li>• Use new vocabulary such as smear, smudge, movement, blot/blotting, hazy, foreground, background, water colour blends, splatter, portrait, landscape</li> <li>• Know how to scale up drawings, applying skills of previous mark making and using techniques to transform an original</li> <li>• Through drawing techniques, explore the relationship between line, form and colour</li> <li>• Understand how they are inspired by Art and how their own work has been inspired by other artists</li> <li>• To evaluate their own work by asking questions such as; what is the potential of what you have done? What techniques and materials have you used? How did you overcome any problems?</li> </ul>					
<b>YEAR 6</b>	Graphic inky still life	Cubist still life drawing	Exploring portraits	Manga drawing	Conquering SATS stress with seats!	Fruit pinch pots
<b>Component knowledge and skills for Year 6</b>	<ul style="list-style-type: none"> <li>• Develop drawing skills using observational drawing</li> <li>• Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</li> <li>• Know and explain geometric design/pattern and structure</li> <li>• Draw on different surfaces linking to genres such as portrait and landscape</li> <li>• Explore transformation of materials, following own journey to produce an object which conveys personality of the maker/designer</li> <li>• Demonstrate knowledge of sequential drawing and narrative</li> <li>• Know the terms Manga and Cubist</li> <li>• Know the works of Pablo Picasso and Georges Braque that contributed to the Cubism movement eg 'Bowl of Fruit, Violin and Bottle' and 'Still Life with a Pair of Banderillas'</li> <li>• Make comparisons to artists learnt throughout school</li> <li>• Independently take action to refine technical and craft skills to master materials and techniques</li> <li>• Independently select materials and techniques suitable for a task and explain the choices</li> <li>• To evaluate their own work and others by asking questions such as; what is the potential of what you have done? What techniques and materials have you used? How did you overcome any problems? What is your message through your art work?</li> </ul>					

Taken from Access Art, Hamilton Trust and CCEA