



Wellington Primary

Art Curriculum

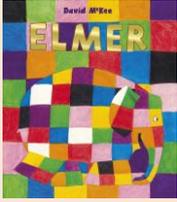
Art Curriculum Map

KS1 Coverage

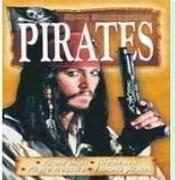
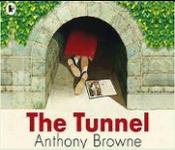
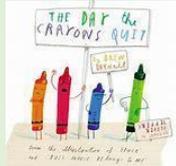
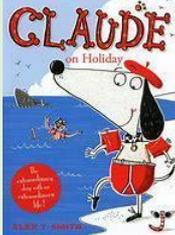
KS1 NC Objectives

Pupils should be taught:

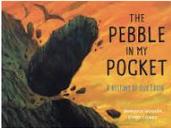
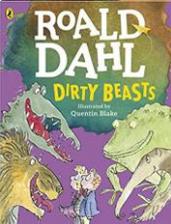
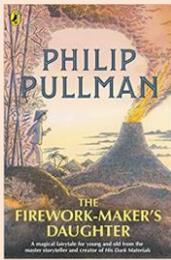
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the 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

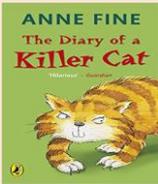
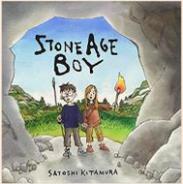
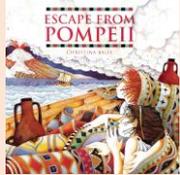
| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|--|---|---|--|---|
| Year 1 Artist Link: Henri Matisse | COLLAGE -Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines BOOK LINK:  | TEXTILES -Match and sort fabrics and threads for colour, texture, length, size and shape. Create a new dress for Cinderella Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting | PRINTING -Print with a range of soft materials. E.g. Corks, sponges, pen barrels -Make simple marks on rollers and printing palettes -Take simple prints. E.g. Mono-printing. -Roll printing ink over found objects to create patterns. E.g. Plastic | DIGITAL MEDIA -Explore ideas using digital sources e.g. internet, -Use a simple graphics package to create images and effects BOOK LINK:  | 3-D CLAY -Manipulate malleable materials in a variety of ways including rolling and kneading -Explore sculpture with a range of malleable media Creating new space toys. EVALUATING AND DEVELOPING WORK -Review what they | DRAWING Drawing and sketching fruit- then go to use watercolours. DT link of making fruit salad BOOK LINK:  |

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| | | <p>BOOK LINK:</p>  | <p>mesh, stencils</p> <p>-Build repeating patterns and recognise pattern in the environment</p> <p>BOOK LINK: Where the wild things are?(Pattern and printing of animals)</p>  | | <p>and others have done and say what they think and feel about it.</p> <p>-Identify what they might change in their current work or develop in future work</p> <p>BOOK LINK:</p>  | |
| <p>Year 2</p> <p>Artist Link: Stephen Wiltshire and Sir Christopher Wren</p> | <p>DRAWING</p> <p>- Lines and Marks</p> <p>-Draw on different surfaces with a range of media</p> <p><i>Tone</i></p> <p>-Investigate tone by drawing light/dark lines, light/dark patterns</p> <p>-Investigate tone by drawing light/dark shapes</p> <p>BOOK LINK:</p>  | <p>COLLAGE</p> <p>-Fold, crumple, tear and overlap papers</p> <p>-Work on different scales</p> <p><i>Texture</i></p> <p>-Create, select and use textured paper for an image</p> <p>Topic Link: Great Fire of London</p> <p>BOOK LINK: Non-Fiction Text</p> | <p>TEXTILES</p> <p>-Apply shapes with glue or by stitching</p> <p>-Apply decoration using beads, buttons, feathers</p> <p>-Create cords and plaits for decoration</p> <p><i>Colour</i></p> <p>-Create and use dyes i.e. onion skins, tea, coffee</p> <p><i>Texture</i></p> <p>-Create fabrics by weaving materials i.e. grass through twigs, carrier</p> | <p>PAINTING</p> <p>-Work on different scales</p> <p>-Experiment with tools and techniques.</p> <p>E.g. Layering, mixing media, scraping through</p> <p>-Name different types of paint and their properties</p> <p>BOOK LINKS:</p>  | <p>PRINTING</p> <p>-Create simple printing blocks with press print</p> <p>-Design more repetitive patterns</p> <p><i>Colour</i></p> <p>-Experiment with overprinting motifs and colour</p> <p><i>Texture</i></p> <p>-Make rubbings to collect textures and patterns</p> <p>- Use crayons to create rubbings</p> | <p>3-D PLASTICINE</p> <p>-Manipulate with hands - seaside themes</p> <p>-Manipulate malleable materials for a purpose e.g. pot, tile</p> <p>-Understand the safety and basic care of materials and tools</p> <p><i>Form</i></p> <p>-Use simple 2-D shapes to create a 3-D form</p> <p><i>Texture -</i></p> |

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| | |  | <p>bags on a bike wheel</p> <p>Pirates- (trip) Make and paint your own pirate trip.</p> <p>BOOK LINKS:</p>   |  | <p>EVALUATING AND DEVELOPING WORK</p> <p>-Review what they and others have done and say what they think and feel about it.</p> <p>-Identify what they might change in their current work or develop in future work</p> <p>BOOK LINK:</p>  | <p><i>beach ball sphere.</i></p> <p>Topic Link: Seaside Past and Present</p> <p>Artist Link: Helen Bradley - seaside artist</p> <p>BOOK LINK:</p>  |
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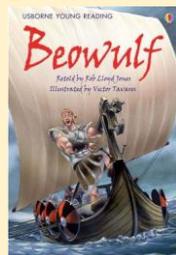
| KS2 Coverage | | | | | | |
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| <p>KS2 NC Objectives</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 | | | | | | |
| | Autumn Term | | Spring Term | | Summer Term | |
| <p>Year 3 Artist link: Damien Hurst</p> | <p>PRINTING</p> <p>-Create printing</p> | <p>3-D-PATTERN MAKING</p> | <p>PAINTING</p> <p>-Experiment with</p> | <p>3-D PLASTICINE-</p> | <p>DIGITAL MEDIA.</p> | <p>COLLAGE</p> <p>Children look at</p> |

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| | <p>blocks using a relief or impressed method</p> <ul style="list-style-type: none"> -Create repeating patterns look at photos and draw cats with different expressions -Use sketchbooks to collect and record visual information from different sources. <p><i>Form and Shape</i></p> <ul style="list-style-type: none"> -Experiment with different grades of pencil and other implements to draw different forms and shapes. <p><i>Texture</i></p> <ul style="list-style-type: none"> -Create textures with a wide range of drawing implements. <p>EVALUATING AND DEVELOPING WORK</p> <ul style="list-style-type: none"> -Compare ideas, | <p>Children to explore the patterns of the different beats in the English text. Children repeat patterns and design coats and clothes for the beast.</p> <p>Pebble in my pocket- Explore the different creatures within the timeline of the pebbles formation.</p> <p>Book link:</p>   | <p>different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <ul style="list-style-type: none"> -Experiment with tools and techniques e.g. layering, mixing media, scrapping through <p>Colour</p> <ul style="list-style-type: none"> -Identify and mix secondary colours (green, orange, purple) -Use more specific colour language <p>Book links:</p>  | <p>manipulate with hands/tools, join. Lead onto CLAY-manipulate with tools</p> <ul style="list-style-type: none"> -Plan, design and make models from observation or imagination -Join clay/plasticine adequately and construct a simple base for extending and modelling other shapes -Create surface patterns and textures in a malleable material <p>TEXTILES</p> <ul style="list-style-type: none"> -Use a variety of techniques (printing and weaving) to create different textural effects <p>EXPLORING AND DEVELOPING IDEAS</p> <ul style="list-style-type: none"> -Select and record from first hand | <p>Stock Motion of the character.</p> <p>DIGITAL</p> <ul style="list-style-type: none"> -Record and collect visual information using digital cameras and video recorders -Present recorded visual images using software e.g. Photostory, PowerPoint Apple iMovie <p>Book link:</p>   | <p>collage and arranging, positioning of different shapes. Mosaic patterns and tiles.</p> <p>Book link:</p>  |
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| | <p>methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further.</p> <p>Book link:</p>   | | | <p>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.</p> <p>Book links:</p>  | | |
| <p>Year 4 Artist link: Wassily Kandinsky (Colour of study of squares with Concentric Circles).</p> | <p>DRAWING</p> <p>FACIAL EXPRESSION S- DRAW DIFFERENT FACIAL EXPRESSION S</p> <p>-Experiment with ways in which surface detail can be</p> | <p>3-D SCULPTURES</p> <p>PAPIER MACHE- model to be constructed of different parts and to have texture</p> <p>-Plan, design and make models from observation</p> | <p>PAINTING</p> <p>-Create different effects and textures with paint according to what they need for the task.</p> | <p>DIGITAL</p> <p>Inverse prints -Use a graphics package to create images and effects -Experiment with <u>colours and textures</u> by making</p> | <p>PRINTING</p> <p>-Create printing blocks using a relief or impressed method -Print with two colour overlays.</p> <p>Book link:</p> | <p>COLLAGE</p> <p>of the setting. -Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and</p> |

added to drawings.
Lines and Marks
 -Experiment with different grades of pencil and other implements to create lines and marks.
Form and Shape
 -Experiment with different grades of pencil and other implements to draw different forms and shapes.
 -Begin to show an awareness of objects having a third dimension.
Texture
 -Apply a simple use of pattern and texture in a drawing.

Book link:

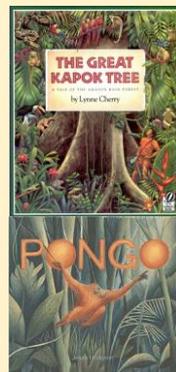


or imagination
 -Use papier mache to create a simple 3D object

Topic Link

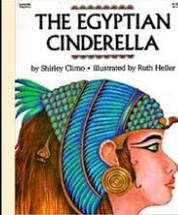
EXPLORING AND DEVELOPING IDEAS
 -Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
 -Question and make thoughtful observations about starting points and select ideas to use in their work.
 -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Book link:



an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.

Book link:

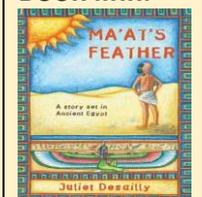


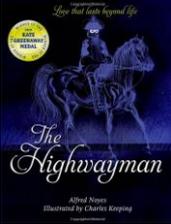
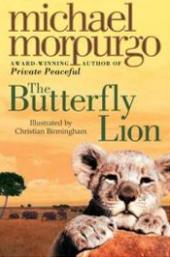
represent textures
 -Use collage as a means of collecting ideas and information and building a visual vocabulary

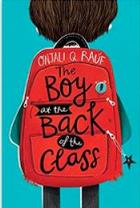
EVALUATING AND DEVELOPING WORK

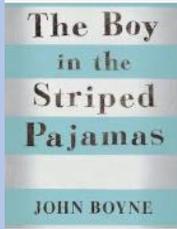
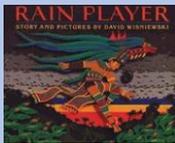
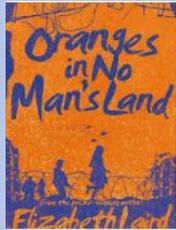
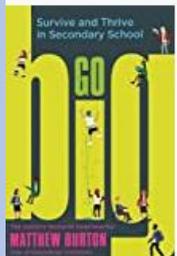
-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
 -Adapt their work according to their views and describe how they might develop it further.
 -Annotate work in sketchbook.

Book link:



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| <p>Year 5 Artist link: Claude Monet (Sunset in Venice).</p> | <p>DRAWING- Topic link. WHOLE BODY PORTRAITS-DRAW A PORTRAIT WITH A HUMAN SUBJECT AND BACKGROUND (TAKING INTO ACCOUNT PROPORTION/PERSPECTIVE) -Work from a variety of sources including observation, photographs and digital images. -Use a sketchbook to collect and develop ideas. -Identify artists who have worked in a similar way to their own work. <i>Perspective and Composition</i> -Begin to use simple perspective in their work</p> | <p>PAINTING -Develop a painting from a drawing Colour -Mix and match colours to create atmosphere and light effects</p> <p>DIGITAL MEDIA -Present recorded visual images using software e.g. Photostory, PowerPoint -Use a graphics package to create and manipulate new images.</p> <p>Book link:</p>  | <p>COLLAGE -Add collage to a painted, printed or drawn background -Use a range of media to create collages.</p> <p>Book link:</p>  | <p>3-D CLAY -Develop skills in using clay including slabs, coils, slips. -Produce intricate patterns and textures in a malleable media</p> <p>EXPLORING AND DEVELOPING IDEAS -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,</p> | <p>TEXTILES -Use a variety of techniques (dyeing and stitching) to create different textural effects -Develop skills in stitching, cutting and joining -Use fabrics to create 3D structures -Use different grades of threads and needles</p> <p>EVALUATING AND DEVELOPING WORK -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views</p> | <p>DRAWING <i>Lines, Marks, Tone, Form & Texture</i> -Use dry media to make different marks, lines, patterns and shapes within a drawing. -Experiment with wet media to make different marks, lines, patterns, textures and shapes. -Explore colour mixing and blending techniques with coloured pencils.</p> <p>Topic link: Rivers.</p> |

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| | <p>using a single focal point and horizon. -Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. -Show an awareness of how paintings are created i.e. composition.</p> <p>Book link:</p>  | | | <p>craftspeople and designers working in different times and cultures.</p> <p>Book link:</p>  | <p>and describe how they might develop it further. -Annotate work in sketchbook.</p> <p>Book link:</p>  | |
| <p>Year 6 Artist link: Andy Warhol.</p> | <p>COLLAGE</p> <p>-Use different techniques, colours and textures when designing and making artwork -Use collage as a means of extending work from initial ideas. -Use ink printing to</p> | <p>PAINTING</p> <p>-Carry out preliminary studies, trying out different media and materials and mixing appropriate colours -Create imaginative work from a variety of sources e.g. observationa</p> | <p>PAPIER MACHE, SAND/SOIL (MIXED MEDIA)</p> <p>-Shape, form, model and construct from paper mache.</p> <p>Book link:</p> | <p>TEXTILES-</p> <p>William Morris -Experiment with tie dye techniques -Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> | <p>DIGITAL -</p> <p>63+pop art. -Be able to import an image (scanned, retrieved, taken) into a graphics package -Understand that a digital image is created by layering -Create layered</p> | <p>DRAWING</p> <p>PROPORTIONS OF MAN-DRAW HUMAN FIGURES BASED ON DA VINCI'S VITRUVIAN MAN</p> <p>-Work from a variety of sources including observation, photographs</p> |

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| <p>create backgrounds .</p> <p>Topic link of war.</p> | <p>I drawing, themes, poetry, music</p> <p>Colour</p> <p>-Use complementary colours (colours located across each other on the colour wheel)</p> <p>EVALUATING AND DEVELOPING WORK</p> <p>-Compare ideas, methods.</p> <p>Book link:</p>  |  | <p>EXPLORING AND DEVELOPING IDEAS</p> <p>-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>-Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Book link:</p>  | <p>images from original ideas (sketch books) shading, hatching.</p> <p>-Start to develop their own style using tonal contrast and mixed media.</p> <p>Book link:</p>  | <p>and digital images.</p> <p>-Develop close observation skills using a variety of view finders.</p> <p>-Use a sketchbook to collect and develop ideas.</p> <p>-Identify artists who have worked in a similar way to their own work.</p> <p><i>Lines, Marks, Tone, Form & Texture</i></p> <p>-Use different techniques for different purposes e.g.</p> <p>Book link:</p>   |
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Art Skills Progression

Progression in Art Skills

KS1 NC Skills

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

KS2 NC Skills

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]

| | <ul style="list-style-type: none"> about great artists, architects and designers in history | | | | | |
|---------------------------------------|--|--|--|--|--|--|
| Exploring and Developing Ideas | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Colour pencil and basic painting | Blending and mixing colours to make new shades | Oil Pastel shading Charcoal | Papier Mache Shading and tones using pencils Compositions using collages Inverse Prints | Tertiary colour mixing using paint Using watercolour paint and blending | Understanding the full colour wheel. Independently deciding which material to use for certain outcomes. |
| Drawing | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Learning how to hold the pencil in the correct way | Lines and Marking | Blending | Scratching using a pencil/mark making | Toning | Creating shadows to create a 3D effect |
| Painting | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Holding printing blocks | Repeated patterns using various tools | Potato printing. Secondary colours and mixing. | Creating different effects and textures | Tertiary colour mixing. | Different media and materials and mixing appropriate colours |
| Sculpture | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Fine Motor Skills | Manipulating using tools | Exploring clay and plasticine - different properties | Papier Mache and creating textures with paper | Manipulating clay using a range of tools | Papier Mache to detail shape and form. |
| Collage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Tearing | Fold, Crumple and Overlap | Positioning | Texture using different materials | Integrating paint and paper into a collage. Combine 2 different mediums | Independently extending work from an initial idea |
| Textiles | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Identifying and categorising colour, texture, length, size and shape. | Exploring layers with embellishments. | Creating specific outcomes with weaving. | Texture using different materials | Use a variety of techniques (dyeing and stitching) to create different | Experiment with a range of media to overlap and layer creating |

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| | | | | | textural effects | interesting colours and textures and effects. |
| Printing | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Sponge | Making printing blocks with strings | Creating printing blocks for repeated patterns (potato printing) | Print with two colour overlays | | Ink printing |
| Work of other artists | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Henri Matisse | Stephen Wiltshire | Damien Hurst | Wassily Kandinsky (Colour of study of squares with Concentric Circles). | Claude Monet (Sunset in Venice). | Andy Warhol |
| Work of architects and designers in history. | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Robert Adam architect of Osterley House- links to local area geography topics. | Sir Christopher Wren rebuilt London after the Great fire of London. | Marcus Vitruvius Pollio ancient Rome architect. | Imhotep Ancient Egypt architect - designed Djoser's step pyramid. | Ictinus Ancient Greek architect - designed the Parthenon on the Acropolis, the Temple of the Mysteries at Eleusis, and the Temple of Apollo Epicurius at Bassae. | Mayan architecture temples, palaces, walls and stone carving decorations . |

Key stage 1 Vocabulary

The art vocabulary; colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as subject specific vocabulary linked to the art unit being taught.

Key Stage 2 Vocabulary

Each year group has key art vocabulary linked to colour, pattern, texture, line, shape, form and space.

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|
| <p>Primary- primary colours are red, yellow and blue.</p> <p>Secondary- secondary colours are made by mixing two primary colours. They make orange, green and purple.</p> <p>Texture- what artwork feels like or looks like it might feel like.</p> <p>Pattern- a design in which lines, shapes, forms or colours are repeated. Perspective- depicting 3D objects on a 2D piece of paper.</p> | <p>Tint- is a mixture of a colour with white, which reduces darkness. Tone- is produced either by mixing a colour with grey, or by both tinting and shading.</p> <p>Complementary colours- are opposite to each other on the colour wheel, so they create a strong contrast.</p> <p>Focal Point- is the area the viewer's eye is naturally drawn.</p> <p>Horizon- is a horizontal line that runs across the paper to represent where the sky meets the ground.</p> <p>Background and foreground what is perceived as furthest away and closest to the viewer</p> | <p>Shade- shade is a mixture with black, which increases darkness.</p> <p>Atmosphere- a feeling or mood created pictorially.</p> <p>Geometric- the use of straight lines and shapes.</p> <p>Composition- the arrangement and placement of objects in a piece of art.</p> <p>Scale- refers to the size of an object in relationship to another object.</p> <p>Proportion- refers to the size of the parts of an object in relationship to other parts of the same object.</p> | <p>Tonal contrast- is created when light tones and dark tones lie alongside each other e.g. monochrome images</p> <p>Mixed media- art form that combines a variety of media in a single artwork</p> <p>Form- the shape in artwork.</p> <p>Negative and positive space positive space is the area taken up by objects in the picture and negative space is the area around.</p> |