

Art Curriculum LTP

National Curriculum coverage	<p>KS1 - To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>KS2 - 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>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>To learn about great artists, architects and designers in history.</p>
Vocabulary	What Tier 2 vocabulary must the children be able to use to understand/articulate their learning and recall from prior learning?

Year 1

Term	Autumn 2	Spring 2	Summer 1
Theme	Me, Myself and I	Weather	Temple Newsam House
NC	See above	See above	See above
Strand/Big Question	Collage/mandala	Painting/colour mixing	Weaving
Focus Artist	Andy Goldsworthy	Kandinsky	Sarah Cooke – reuses materials Anna Cross – Anna and the Willow – weaves with willow
Ideas if new topic	Use of Autumn found items to create Madala patterns outside on the ground using natural materials then using ideas from this to inspire creating a circular patterned collage	Yellow, red, blue and colour study by Kandinsky Exploring colour mixing using different media. Perhaps creating a colour circular piece that has different tones or tints?	Exploring weaving and the types focusing on plaiting using different materials, ribbons, paper/card, natural materials etc. Use of new sensory outdoor area?
What must the children retain	I know a collage is made of different things. I know how to connect pieces to create an effect.	I know how to mix colours to create a new colour I know the names of the primary and secondary colours.	I know how to use weaving to create a pattern I can join materials using glue I know how to use plaiting. I can explore different methods and materials as ideas develop.
Key skills	I know how to use a range of materials that may be cut, torn or glued I can sort or arrange materials I can explore ideas and collect visual information I can describe the artists' work I can mix materials to create an effect	I can explore using thick and thin brushing and choose the one that is most suitable for the effect I am trying to create. I can create a colour wheel I can add white to make tints and add black to make tones I can describe Kandinsky's work	I can describe the artists' work
Vocabulary	Mandala, pattern, natural, Autumn	Effect, texture, detail, shape, space, primary, secondary, tint, tone	Weave, natural, similar, different, space, size, texture

Year 2

Term	Autumn 1	Spring 2	Summer 2
Theme	Around the world in 80 days	Africa	Local Leeds legends
NC	See above	See above	See above
Strand/Big Question	Sculpture	Print	Drawing
Focus Artist	Zara Hadid	Twin Seven Seven Kente	David Hockney
Ideas if new topic	Children to design and create own model/sculpture using Zara's designs for inspiration? Looking at how to create curves, patterns and effects. Drawing inspiration from Zara's architecture as well as her paintings, sculptures.		Portraits / Landscapes Could also link to digital art if you wish
What must the children retain	I know how to use a combination of shapes. I can include lines and texture.	I can explore using objects to create prints (e.g. fruit, vegetables, sponges)	I know how to draw lines of different thickness
When?	I know how to use rolled up paper, straws, paper, card and clay as materials.	I know how to mimic print from the environment (E.g. wallpaper)	I can colour my own work neatly in the lines
What?	I can use techniques such as rolling, cutting, moulding and carving.	I can press, roll, rub or stamp to make prints.	I know how to show pattern and texture by adding dots and lines.
How do we know?	I can describe the work of Zara Hadid I can use some of the ideas of the artist to create my own sculpture.	I can use repeating or overlapping shapes. I can describe the work of Twin Seven Seven and Kente. I can use some of the ideas of the artists to create my own printing.	I can show different tones by using coloured pencils I know the difference between landscape and portrait I can describe the work of David Hockney I can use some of the ideas of the artist to create pieces.
Vocabulary	Sculpture, 3D, solid, standing, stable, recycle, reuse	Colour, print, repetition, pattern, shape, texture, materials	Techniques, materials, line, shape, tone, landscape, portrait

Year 3

Term	Autumn 2	Spring 1	Summer 1
Theme	Stone Age to Iron Age	Ancient Civilisations	Rainforests
NC	See above	See above	See above
Strand/Big Question	Drawing	Digital Art	Collage
Focus Artist	Pablo Picasso/ Jean-Michel Basquiat	Nick Park	Henri Rousseau
Ideas if new topic	Explore drawing using different media	iMovie	Jungle collage, use of natural materials, printed leaf papers
<p>What must the children retain</p> <p>When?</p> <p>What?</p> <p>How do we know?</p>	<p>I know how to annotate sketches to explain and elaborate ideas</p> <p>I can sketch lightly</p> <p>I know how to use shading to create light and shadow.</p> <p>I can explore using different hardnesses of pencils to show line, tone and texture.</p> <p>I can use hatching and cross hatching to show tone and texture.</p> <p>I can draw using different media e.g. pastels, charcoal</p> <p>I can adapt and refine my ideas as they progress.</p> <p>I can replicate some techniques used by Pablo Picasso.</p>	<p>I know how to adapt and refine my ideas as they progress.</p> <p>I know how to use a set of pictures to create a video</p> <p>I know how to create a video</p> <p>I know how to add sound to my video</p> <p>I can explore my ideas in a variety of ways</p> <p>I can explain why I created my videos and images</p>	<p>I know how to select and arrange materials to create a striking effect.</p> <p>I can ensure my work is precise</p> <p>I know how to use coiling, overlapping, tessellation, mosaic and montage.</p> <p>I can develop my own ideas from different starting points.</p> <p>I can adapt and refine my ideas as they progress.</p>
Vocabulary	proportions, sketching, shading, tone, texture, hatching	Animation, stills, moving stills, technology	Coiling, overlapping, tessellation, mosaic, montage

Year 4

Term	Autumn 2	Spring 1	Summer 1
Theme	Ancient Greece	Explorers N and S America	Romans in Britain
NC		See above	See above
Strand/Big Question	Painting	Printing	Sculpture
Focus Artist	Fresco Painting – look at selection of artists	Jen Hewett M.C. Escher	Yayoi Kusama
Ideas if new topic	Very pale wash using water initially on the paper to watch colours bleed.		Vilndolanda – Roman fort if you wish to link to Romans
<p>What must the children retain</p> <p>When?</p> <p>What?</p> <p>How do we know?</p>	<p>I know how to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>I know how to mix colours effectively.</p> <p>I can use watercolour paint to produce washes for backgrounds then add detail.</p> <p>I know how to create mood with colour and can experience with this.</p>	<p>I know how to make a printing block (Coiled string glued to a block)</p> <p>I can make a repeating pattern with precision</p> <p>I can replicate patterns observed in natural or built environments.</p> <p>I can layer two or more colours.</p> <p>I can adapt and refine my ideas as they progress.</p> <p>I can discuss the work of Jen Hewett and M.C Escher</p>	<p>I can use clay and other mouldable materials</p> <p>I know a sculpture can be made of various materials</p> <p>I know how to add materials to provide interesting details</p> <p>I know a sculpture can be used to project a political, social, or cultural message</p> <p>I can adapt and refine my ideas as they progress.</p> <p>I can discuss the work of the artists</p> <p>I can create an original piece that has been influenced by studying others.</p>
Vocabulary	Texture, mood, background, wash, primary, secondary, tone, tint, shade, hue	line, pattern, texture, colour, shape, block ink, polystyrene, printing, inking.	Construction, distortion, impression, sculpture, outline, technique, material, natural

Year 5

Term	Autumn 2	Spring 1	Summer 2
Theme	Invaders and Settlers	Explosive Earth	Abbeys
NC	See above	See above	See above
Big Question	Sculpture	Painting	Printing
Focus Artist	Andy Goldsworthy. Henry Moore. Hossam Dirard	Joseph Wright of Derby, Andy Warhol, JWM Turner	Banksy
Ideas if new topic		Use for inspiration to create a watercolour Volcano, practising colour mixing, creating effects	
What must the children retain	I know how to show life-like qualities and real-life proportions	I know how to sketch lightly before painting to combine line and colour.	I know how to use a stencil printing
When?	I know how to use tools to carve and add shapes, texture and pattern.	I can create a colour palette based upon colours observed in the natural or built world.	I know how to create an accurate pattern showing fine detail
What?	I can combine visual and tactile qualities.	I know how to use watercolour and acrylic paints to create visually interesting pieces.	I know how to build up layers of colours
How do we know?	I know how to use frameworks (such as wire or moulds) to provide stability and form.	I know how to combine colours, tones and tints to enhance the mood of a piece.	I can use a range of visual elements to reflect the purpose of the work.
	I can develop and imaginatively extend my ideas from starting points throughout the curriculum.	I can use brush techniques to create texture.	I can discuss how to create a political message
	I can comment on artworks with a fluent grasp of visual language.	I have developed my own personal style of painting drawing upon the ideas from other artists.	I can develop and imaginatively extend my ideas.
	I can give details about the style of		I can comment on artworks with a fluent grasp of visual language.
			I can talk about Banksy and their style.
Vocabulary	Visual, tactile, proportions, sculpture, texture	Palette, acrylic, volcano, larva, effect, hue, tone, tint, shade	Screen print, political message, cultural message, texture, layering.

Year 6

Term	Autumn 1	Spring 1	Summer 1
Theme	World War II / Emotions	Windrush	Great influencers
NC	See above	See above	See above
Big Question	Drawing	Digital Art	Collage
Focus Artist	EH Shepard Charlie Mackesy Edward Ardizzone?	Kareen Cox	Vivienne Westwood
Ideas if new topic		iPad- Keynote Could use Powerpoint	Punk power collage? Children to take their own photos and then print in black and white to make a collage with block colour and key words newspaper style?
What must the children retain When? What? How do we know?	I know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). I can use a choice of techniques to depict movement, perspective, shadows and reflection. I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic). I know how to use lines to represent movement. I can comment on artworks with a fluent grasp of visual language. I can talk about the key artists and give my opinion.	I know how to enhance digital media by editing. I know that digital art is any art which uses technology as part of the creative or presentation process. I know that digital art contributes to the making of media such as magazines, television and film.	I know that collage is a technique to assemble different materials together. I know how to mix textures (Rough, smooth, plain and patterned). I can combine visual and tactile qualities. I can use ceramic mosaic materials and techniques. I can comment on artworks with a fluent grasp of visual language. I know how the work of those studied was influential in both society and to other artists.
Vocabulary	Emotion Movement, Perspective, Shadows, Reflection, Tone, Line.	Photography, Film, installation, animation, presentation.	Tactile, Combine, Overlay, Weave, Layer, plain, patterned, punk, photography

--	--	--	--