

## **Curriculum Knowledge Overview: Art**

<u>Year</u> group	<u>Autumnn 1</u>	Autumn <u>2</u>	<u>Spring</u> <u>1</u>	Spring 2	<u>Summer 1</u>	Summer 2
R	Settling In All About Me Once There Were Giants Megaboy Funny Bones	Toys A Chair For Baby Bear Nobot Robot 'Twas The Night Before Christmas	Traditional Stories Three Little Pigs The Three Billie Goats Gruff A Year on Adams Farm	Contemporary Stories Tree Seasons Come, Seasons, Gruffalo The Man On The Moon-A Day In The Life of Bob	Minibeasts The Tiny Seed The Very Hungry Caterpillar What The Ladybird Heard	The World Handa's Surprise Atlases Bringing The Rain To Kapiti Plain Mama Panya's Pancake
	Continuous Provision Explore lines and shapes through dif Line, shape, thick, thin, straight, was			t, Matisse		
	<ul> <li>To experiment with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>To explore colour and how colours can be changed.</li> </ul>	<ul> <li>To develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>To experiment with printing</li> <li>To mix colours to create new colours</li> </ul>	<ul> <li>To develop their own ideas through experimentation with diverse materials, e.g., loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>To recognise and recreate Monet's Bridge over a Pond of Water Lilies.</li> </ul>	<ul> <li>To develop their own ideas through experimentation with diverse materials, e.g, light, loose parts, malleable material and collage, to express and communicate their discoveries and understanding.</li> <li>To talk about what they are creating, explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.</li> </ul>	<ul> <li>To use their increasing knowledge and understanding of tools and materials to explore their interests</li> <li>To recognise and recreate Matisse's The Snail</li> </ul>	<ul> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>
1	Formal Elements  To create abstract art  To create a line drawing  To create a water effect with line  To mix secondary colours  To paint with colours		<ul> <li>Art and Design Skills</li> <li>Introduction to sketchbooks</li> <li>To make a print design</li> <li>To mix different shades of green</li> <li>To make a print</li> <li>To draw with different media</li> <li>To look at a picture in detail and talk about it</li> </ul>		Landscapes using different media  Identify the key features of a landscape To explore different textures To paint using different tints and shades To reproduce and apply an artist's colour range to their own work To create details using controlled painting and other materials and objects	
	Vocabulary Abstract, composition, shape, photorealism, primary colours, secondary colours, optical illusions, op art, pop art, modern art contemporary		Vocabulary 2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing shade, Tudor style house		Vocabulary Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	

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2	Formal Elements  To create repeating patterns  To explore different textures  To create a picture using collage and frottage  I can create a 3D drawing  I can create a 3D drawing in colour		<ul> <li>Art and Design Skills</li> <li>Introduction to Sketchbooks</li> <li>I can use my hands as a tool for making</li> <li>To learn to weave</li> <li>To use neat painting strokes when forming circles</li> <li>To explore the use of tones in shading</li> <li>To develop painting skills</li> <li>To experience drawing for pleasure</li> </ul> Vocabulary	Sculpture and Mixed Media To create 3D human forms To draw faces that express different emotions To work together to create a large piece of artwork To work together to create a large scale artwork  Vocabulary	
	Tessellation, repeating pattern, over printing, rubbing, frottage, 3D drawing,		Air drying clay, ceramics, concentric circles, repeating pattern, score,	Blend, cartoon, colour wash, comic, dot matrix, pop art,	
3	Formal Elements  1,2,4,5  To recognise and draw simple geometric shapes found in everyday objects  To recognise and apply geometry when drawing  To create and form shapes using soft modelling wire  To apply even layers of pencil tone when shading  To show tone by shading  Skills 1 & 2  Introduction to sketchbooks  To draw cartoon characters, inspired by the style of other artists	Skills 3 & 4  To alter the tint and shade of a colour  To draw from observation  Craft 1,2,3 & 4  To create a mood board  To create tie-dyed materials  To learn what paper weaving is and create a piece of art using this method  To weave using different materials	sketch, slip, tone  Prehistoric Art  To learn how prehistoric man made art and to reflect this style in their work  To scale up drawings and sketches in a different medium  To apply and blend charcoal to create tone and texture  To experiment with the pigments in natural products to make different colours  To develop painting skills  To collaborate in small or large groups to create a joint piece of artwork	illustrator, scuplture	
	Vocabulary 3D form, geometric shapes, facial features, guidelines, shading, sketching, template, tones  Vocabulary Cartoonist, character, minimal, opaque, puppet, sketching, style, three dimensional, tint, tone	Vocabulary minimal, opaque, puppet, sketching, style, three dimensional, tint, tone Vocabulary Interior designer, intersection points, loom card frame, mood board, personality, running stitch, synthetic materials, textile designer, warp, wax resist, weave, weft	Vocabulary Cave artist, charcoal, geometric shapes, iron age, line drawings, native, prehistoric, proportions, stone age, texture, tone		
4	<ul> <li>Formal Elements</li> <li>To develop a range of mark-making techniques</li> <li>To create patterns using printing techniques</li> <li>To create patterns using a stamp</li> <li>To create patterns using reflection and symmetry</li> <li>To create a geometric pattern</li> </ul>		<ul> <li>Art and design skills</li> <li>Introduction to sketchbooks</li> <li>To recreate a traditional design style</li> <li>To create a small scale sculpture</li> <li>To paint in the style of a famous artist</li> <li>To understand the role of a curator and to create an exhibit</li> <li>To arrange and draw a still-life image from observation</li> </ul>	<ul> <li>Every picture tells a story 2, 4, 5</li> <li>To analyse and find meaning in a painting</li> <li>To focus on different parts of a painting</li> <li>To analyse abstract paintings and describe the stories behind them         Sculpture 1, 3     </li> <li>To create a musical instrument from recycled materials</li> <li>To create a collage in the style of an artist</li> </ul>	

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through photography		To analyse and evaluate artwork		
			through photography	

## Vocabulary

Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle patterns

## Vocabulary

Composition, contract, crop, digital, expression, lens, macro, photography, self portrait, technique, truism

## Vocabulary

Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag