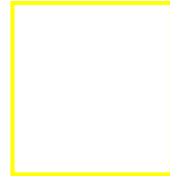




## Curriculum Knowledge Overview: Art

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<b>Settling In</b> All About Me Once There Were Giants Megaboy Funny Bones	<b>Toys</b> A Chair For Baby Bear Nobot Robot 'Twas The Night Before Christmas	<b>Traditional Stories</b> Three Little Pigs The Three Billie Goats Gruff A Year on Adams Farm	<b>Contemporary Stories</b> Tree Seasons Come, Seasons, Gruffalo The Man On The Moon-A Day In The Life of Bob	<b>Minibeasts</b> The Tiny Seed The Very Hungry Caterpillar What The Ladybird Heard	<b>The World</b> Handa's Surprise Atlases Bringing The Rain To Kapiti Plain Mama Panya's Pancake
<b>Continuous Provision</b> Explore lines and shapes through different media: paint, drawing, collage, loose parts <b>Vocabulary</b> Line, shape, thick, thin, straight, wavy, curved, spiral, zigzag, print, colours, pattern, texture, artist, Monet, Matisse						
	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 <b>Monet's Bridge over a Pond of Water Lilies.</b></li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>To use their increasing knowledge and understanding of tools and materials to explore their interests</li> <li>To recognise and recreate <b>Matisse's The Snail</b></li> </ul>	<ul style="list-style-type: none"> <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	<b>Formal Elements</b> <ul style="list-style-type: none"> <li>To create abstract art</li> <li>To create a line drawing</li> <li>To create a water effect with line</li> <li>To mix secondary colours</li> <li>To paint with colours</li> </ul>		<b>Art and Design Skills</b> <ul style="list-style-type: none"> <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>		<b>Landscapes using different media</b> <ul style="list-style-type: none"> <li>Identify the key features of a landscape</li> <li>To explore different textures</li> <li>To paint using different tints and shades</li> <li>To reproduce and apply an artist's colour range to their own work</li> <li>To create details using controlled painting and other materials and objects</li> </ul>	
	<b>Vocabulary</b> Abstract, composition, shape, photorealism, primary colours, secondary colours, optical illusions, op art, pop art, modern art contemporary		<b>Vocabulary</b> 2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing shade, Tudor style house		<b>Vocabulary</b> Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	

2	<p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>To create repeating patterns</li> <li>To explore different textures</li> <li>To create a picture using collage and frottage</li> <li>I can create a 3D drawing</li> <li>I can create a 3D drawing in colour</li> </ul>		<p><b>Art and Design Skills</b></p> <ul style="list-style-type: none"> <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>		<p><b>Sculpture and Mixed Media</b></p> <ul style="list-style-type: none"> <li>To create 3D human forms</li> <li>To draw faces that express different emotions</li> <li>To work together to create a large piece of artwork</li> <li>To work together to create a large scale artwork</li> </ul>	
	<b>Vocabulary</b>		<b>Vocabulary</b>	<b>Vocabulary</b>		
	Tessellation, repeating pattern, over printing, rubbing, frottage, 3D drawing, dada, surrealism, pop art		Air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone		Blend, cartoon, colour wash, comic, dot matrix, pop art, illustrator, sculpture	
3	<p><b>Formal Elements 1,2,4,5</b></p> <ul style="list-style-type: none"> <li>To recognise and draw simple geometric shapes found in everyday objects</li> <li>To recognise and apply geometry when drawing</li> <li>To create and form shapes using soft modelling wire</li> <li>To apply even layers of pencil tone when shading</li> <li>To show tone by shading</li> </ul> <p><b>Skills 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>Introduction to sketchbooks</li> <li>To draw cartoon characters, inspired by the style of other artists</li> </ul>	<p><b>Skills 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>To alter the tint and shade of a colour</li> <li>To draw from observation</li> </ul> <p><b>Craft 1,2,3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>To create a mood board</li> <li>To create tie-dyed materials</li> <li>To learn what paper weaving is and create a piece of art using this method</li> <li>To weave using different materials</li> </ul>	<p><b>Prehistoric Art</b></p> <ul style="list-style-type: none"> <li>To learn how prehistoric man made art and to reflect this style in their work</li> <li>To scale up drawings and sketches in a different medium</li> <li>To apply and blend charcoal to create tone and texture</li> <li>To experiment with the pigments in natural products to make different colours</li> <li>To develop painting skills</li> </ul> <p>To collaborate in small or large groups to create a joint piece of artwork</p>			
	<p><b>Vocabulary</b></p> <p>3D form, geometric shapes, facial features, guidelines, shading, sketching, template, tones</p> <p><b>Vocabulary</b></p> <p>Cartoonist, character, minimal, opaque, puppet, sketching, style, three dimensional, tint, tone</p>	<p><b>Vocabulary</b></p> <p>minimal, opaque, puppet, sketching, style, three dimensional, tint, tone</p> <p><b>Vocabulary</b></p> <p>Interior designer, intersection points, loom card frame, mood board, personality, running stitch, synthetic materials, textile designer, warp, wax resist, weave, weft</p>	<p><b>Vocabulary</b></p> <p>Cave artist, charcoal, geometric shapes, iron age, line drawings, native, prehistoric, proportions, stone age, texture, tone</p>			
4	<p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <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>		<p><b>Art and design skills</b></p> <ul style="list-style-type: none"> <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>		<p><b>Every picture tells a story 2, 4, 5</b></p> <ul style="list-style-type: none"> <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</li> </ul> <p><b>Sculpture 1, 3</b></p> <ul style="list-style-type: none"> <li>To create a musical instrument from recycled materials</li> <li>To create a collage in the style of an artist</li> </ul>	

	<p><b>Vocabulary</b> 2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture</p>		<p><b>Vocabulary</b> Lenticular prints, optical illusion, score, sequential order, thematic</p>		<p><b>Vocabulary</b> Abstract, narrative, pop art, preparatory drawing, re-enact, composition, sketch, upcycle, recycle</p>	
5	<p><b>Formal Elements: Architecture</b></p> <ul style="list-style-type: none"> <li>To draw by interpreting forms from direct observation</li> <li>To compose a print from a larger observational drawing</li> <li>To transform the look of a building in the style of a famous artist</li> <li>To design a building in an architectural style</li> <li>To design a monument</li> </ul>		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Introduction to sketchbooks</li> <li>To develop observational drawing</li> <li>To design a new invention</li> <li>To create a continuous line drawing</li> <li>To create a collage and draw this from observation</li> <li>To successfully upscale a drawing and paint accurately</li> <li>To use imagination and visualisation to create an original piece of artwork</li> </ul>		<p><b>Every picture tells a story</b></p> <ul style="list-style-type: none"> <li>To evaluate and analyse creative work using the language of art, craft and design</li> <li>To understand that art can have both meaning and message</li> <li>To create a symmetrical, abstract art form</li> <li>To use symbols to create a meaningful message</li> <li>To evaluate and analyse creative works using the language of art, craft and design</li> </ul>	
	<p><b>Vocabulary</b></p> <p>Ancient, amphitheatre, abstract, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple</p>		<p><b>Vocabulary</b></p> <p>Analytical observational drawing, annotation, collage, computer aided design, continuous line drawing, diagram, exploded diagrams, invention, portrait, prototypes, sketch, texture</p>		<ul style="list-style-type: none"> <li>To demonstrate the meaning of a piece of artwork through drama</li> <li>To develop ideas for 3D work through sketching, drawing and visualisation in 2D</li> </ul> <p><b>Design for a purpose 2, 3</b></p> <ul style="list-style-type: none"> <li>To work collaboratively to a specific design brief</li> <li>To work collaboratively to a specific design brief</li> </ul> <p><b>Vocabulary</b></p> <p>Abstract art, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical Client, collaborative, consumable, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, urban, template, USP</p>	
6	<p><b>Art and Design Skills</b></p> <ul style="list-style-type: none"> <li>Introduction to sketchbooks</li> <li>To research and adopt the style of a famous group of painters</li> <li>To use repeated patterns to create artwork</li> <li>To create a repeated pattern through printing</li> <li>To design and make a prototype as part of a group</li> <li>To analyse and evaluate artwork</li> </ul>		<p><b>Photography</b></p> <ul style="list-style-type: none"> <li>To create a photo montage using secondary source photographs</li> <li>To understand abstract art through photography</li> <li>To develop a self portrait from a photograph and translate it into a drawing</li> <li>To replicate the mood and expression of a painting through photography</li> </ul>		<p><b>Make my voice heard</b></p> <ul style="list-style-type: none"> <li>To create graffiti art</li> <li>To draw emotions</li> <li>To create an impactful piece of art</li> <li>To produce a finished piece of art</li> <li>To create a sculpture</li> </ul>	

**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