

# Castle Primary's *Art Curriculum*

## Skills Progression

Year 1/2	Year 3/4	Year 5/6
<p><b>1. Exploring and Developing Ideas</b></p> <p>a. Respond positively to ideas and starting points</p> <p>b. Explore ideas in their sketch books</p> <p>c. Describe differences and similarities and make links to their own work</p> <p>d. Try different materials and methods to improve</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve</p> <p><b>2. Drawing</b></p> <p>a. Draw lines of varying thicknesses</p> <p>b. Use dots and lines to demonstrate pattern and texture</p> <p>c. Explore different materials to draw, for example pastels, chalk, felt tips</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, organic shape, geometric shape, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p><b>3. Painting</b></p> <p>a. Name the primary and secondary colours</p> <p>b. Mix primary colours to make secondary colours</p> <p>c. Add white and black to alter tints and shades</p> <p>d. Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>e. Select the appropriate width of paintbrush</p> <p>f. Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, wash, sweep/smooth, daub, brushstroke</p> <p><b>4. Sculpture</b></p> <p>a. Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>b. Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>c. Use a variety of shapes, including lines and texture</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials, pyramid, organic, geometric</p> <p><b>5. Collage</b></p> <p>a. Use a combination of materials that have been cut, torn and glued</p> <p>b. Sort and arrange materials</p> <p>c. Add texture by mixing materials</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, gaps, features, cut, place, arrange, texture</p> <p><b>6. Textiles</b></p> <p>a. Show pattern by weaving</p> <p>b. Use a dyeing technique to alter a textile's colour and pattern</p> <p>c. Decorate textiles with glue or stitching, to add colour and detail</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, resist, crayons, ink, apply, set</p> <p><b>7. Printing</b></p> <p>a. Copy an original print</p> <p>b. Use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>c. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects</p> <p><b>8. Work of Other Artists</b></p> <p>a. Describe the work of famous, notable artists and designers</p> <p>b. Express their preference about works of famous, notable artists and begin to explain why</p> <p>c. Begin to draw on work from famous, notable artists to create their own work</p> <p>d. Compare their original pieces with those of the famous, notable artist's in simple terms e.g. the colour palette/colour temperature, paint application, subject matter, etc.</p>	<p><b>1. Exploring and Developing Ideas</b></p> <p>a. Use sketchbooks to record ideas and collect information, including some annotations</p> <p>b. Explore ideas from first-hand observations</p> <p>c. Question and make observations about starting points, and respond positively to suggestions</p> <p>d. Adapt and refine ideas</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p><b>2. Drawing</b></p> <p>a. Experiment with showing line, tone and texture with different hardness of pencils</p> <p>b. Use shading to show light and shadow effects</p> <p>c. Develop sketching skills with different materials, e.g. pastels, chalk, felt tips</p> <p>d. Show an awareness of space when drawing</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p><b>3. Painting</b></p> <p>a. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>b. Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>c. Create different textures and effects with paint</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p><b>4. Sculpture</b></p> <p>a. Cut, make and combine shapes to create recognisable forms</p> <p>b. Use clay and other malleable materials and practise joining techniques</p> <p>c. Add materials to the sculpture to create detail</p> <p>d. Learn to depict emotion or expression in sculptures</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, organic shapes, architect, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.</p> <p><b>5. Collage</b></p> <p>a. Select colours and materials to create effect, giving reasons for their choices</p> <p>b. Refine work as they go to ensure precision</p> <p>c. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, contrast, shape, form, pattern, mosaic</p> <p><b>6. Textiles</b></p> <p>a. Select appropriate materials, giving reasons</p> <p>b. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>c. Develop skills in stitching, cutting and joining</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, batik</p> <p><b>7. Printing</b></p> <p>a. Use more than one colour to layer in a print</p> <p>b. Replicate patterns from observations</p> <p>c. Make printing blocks</p> <p>d. Make repeated patterns with precision</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</p> <p><b>8. Work of Other Artists</b></p> <p>a. Express an opinion on the work of famous, notable artists, referring to techniques and effect.</p> <p>b. Use inspiration from famous artists to replicate a piece of work</p> <p>c. Reflect upon their work inspired by a famous notable artist and comment on how studying it has developed their art skills</p>	<p><b>1. Exploring and Developing Ideas</b></p> <p>a. Review and revisit ideas in their sketchbooks</p> <p>b. Give written annotations in sketchbooks and oral feedback using technical vocabulary</p> <p>c. Think critically about their art and design work</p> <p>d. Use digital technology as sources for developing ideas</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: develop, refine, composition, texture, shape, form, pattern, structure.</p> <p><b>2. Drawing</b></p> <p>a. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>b. Depict perspective and moving objects in drawings</p> <p>c. Consider composition - how objects interact and occupy space - from an aesthetic viewpoint</p> <p>d. Use a variety of media and tools and select the most appropriate</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, composition.</p> <p><b>3. Painting</b></p> <p>a. Create a colour palette, demonstrating mixing techniques</p> <p>b. Select from a range of brush techniques to create a specific effect or mood</p> <p>c. Select paint (e.g. acrylic, oil paints, watercolours) for their properties and effect on the finished artwork</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p> <p><b>4. Sculpture</b></p> <p>a. Plan and design a sculpture</p> <p>b. Use tools and materials to carve, add shape, add texture and pattern</p> <p>c. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>d. Use materials other than clay to create a 3D sculpture</p> <p>e. Depict emotion, expression and the suggestion of movement in sculptures</p> <p>f. Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast</p> <p><b>5. Collage</b></p> <p>a. Add collage to a painted or printed background</p> <p>b. Create and arrange accurate patterns</p> <p>c. Use a range of mixed media and select techniques</p> <p>d. Plan and design a collage</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix</p> <p><b>6. Textiles</b></p> <p>a. Add decoration using increasingly sophisticated methods to create effect</p> <p>b. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p> <p><b>7. Printing</b></p> <p>a. Develop further techniques in mono, block and relief printing, e.g. lithography, Hapa Zome</p> <p>b. Layer different printing techniques</p> <p>c. Create and arrange accurate patterns</p> <p>d. Design and create printing blocks/tiles</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph</p> <p><b>8. Work of Other Artists</b></p> <p>a. Make observations and comparisons about notable artists', artisans' and designers' work</p> <p>b. Compare the work of two or more artists within the same art movement/area of art, noting similarities and differences in style, effect and technique</p> <p>c. Offer facts about notable artists', artisans' and designers' lives</p>

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## Long Term Knowledge Plan – Year A

<b>Autumn Term</b>	<b>Drawing and Painting: Portraits</b>	<b>Human and Animal Figures: Stone Age Cave Painting</b>	<b>Landscapes: 19<sup>th</sup> Century Europe</b>
	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 7a, 7b, 7c, 7d	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Study faces carefully to sketch their shapes and forms</li> <li>Use different pencil lines to draw hair, freckles etc</li> <li>Use some basic proportion when drawing faces</li> <li>Begin to mix skin, hair and eye tones with paint, applying basic colour theory knowledge</li> <li>Create a portrait in the style of a famous artist e.g. Pablo Picasso</li> <li>Learn the names of, and discuss some key works by, prominent portrait artists such as Pablo Picasso, Vincent van Gogh, Frida Kahlo, Rembrandt, Andy Warhol, Henri Matisse etc.</li> <li>Start to recall some important key facts about the lives of the famous artist studied, such as their nationalities</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Study Julian Opie's figures, taking notice of how he depicts body position and proportion, and draw their own figures in the style of Opie</li> <li>Explore what is seen and what is not seen in silhouette figures and how to show emotion through body position only</li> <li>Notice how Stone Age cave artists suggested movement in artworks of simplistic human and animal figures, such as by the position of the limbs.</li> <li>Draw human figures from first-hand observations, using props like bows, arrows and spears</li> <li>Mix shades, tints and hues of paints, authentic to the colour palette of Stone Age artists</li> <li>Experiment with pigments that were available to artists in the Stone Age, e.g. charcoal, chalk, clay, spices, etc</li> <li>Create their own compositions that tell narratives involving humans and animal figures</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Study landscape paintings by notable 19<sup>th</sup> century European artists (e.g. Turner, Constable, Monet, Degas, Renoir, Cezanne, Matisse)</li> <li>Note similarities and differences, particularly between artists within the same movement</li> <li>Select elements from notable artworks that they will use to influence their own work</li> <li>Work in the field to make preliminary sketches of local landscapes and take reference photographs</li> <li>Explore and choose drawing and painting mediums dependent on the effect they want to create</li> <li>Make detailed annotations in sketchbooks of the creative process (e.g. inspiration, experimentation, refinement, etc).</li> <li>Create a landscape painting that shows an awareness of colour, paint application, composition and overall effect on the viewer.</li> </ul>
<b>Spring Term</b>	<b>Clay Sculpture &amp; Textiles: Mexico</b>	<b>Sculpture: Egyptians</b>	<b>Clay Sculpture: Greek Vases</b>
	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 6a, 6b, 6c, 6d	<b>Skills:</b> 1a, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 5d	<b>Skills:</b> 1a, 1b, 1c, 1e, 4a, 4b, 4c, 4f
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Study Mexican folk art sculptures, noting the bright colours and bold patterns that are often used</li> <li>Create sculptures from clay (such as Mexican sun bowls or Dia de los Muertos skulls) using rolling and pinching</li> <li>Add details such as lines and texture through simple carving techniques, pressing and pushing into the clay with tools</li> <li>Learn traditional weaving techniques with ribbon, wool etc, as used for centuries in Mexico and many countries around the world</li> <li>Dye fabric using natural spices</li> <li>Design and make a product such as a huipil for a teddy bear, embellishing it with decorative stitches, beads or ribbon</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Create sculptures, such as canopic jars, pharaoh masks or cartouches, from a medium such as clay, papier mache or Modroc</li> </ul>	<ul style="list-style-type: none"> <li>Study examples of Ancient Greek pottery</li> <li>Use sketchbooks to make preliminary sketches and designs, evaluating them with annotations.</li> <li>Shape, form, model and join clay vase components</li> <li>Produce intricate patterns and textures on clay work</li> <li>Use paint and glazing as finishing techniques</li> <li>Discuss and evaluate own work and that of other sculptors in detail.</li> </ul>
<b>Summer Term</b>	<b>Collage and Printing: 'Plant Art'</b>	<b>Drawing and Painting: Royal Portraits</b>	<b>Printing &amp; Collage: Pop Art</b>
	<b>Skills:</b> 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 8a, 8b, 8c, 8d	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 4a, 4c, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 5e, 6a, 6b, 7c, 7d, 7e, 8a, 8b, 8c
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Study Andy Warhol's flower prints and create their own block or screen print version inspired by Warhol's work</li> <li>Create still life works after studying Van Gogh's Sunflowers</li> <li>Know how to make block prints using a range of vegetables and fruits, creating repeated patterns</li> <li>Make tree rubbings</li> <li>Learn what a monoprint is and create monoprints using leaves.</li> <li>Use knowledge of contrasting colour, texture and pattern to create a collage of a natural landscape</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Include details of facial features and use more detailed principles of proportion to sketch more accurate faces.</li> <li>Show the effect of light and shade on a face.</li> <li>Emulate the style of notable royal portraitists e.g. Hans Holbein the Younger or Maynard Vewicke.</li> <li>Reflect on how the notable artist has captured his/her subject's likeness and how it has influenced the portraits they have created</li> <li>Look at Royal portraits throughout history to see how they have changed over time</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Use the art of Keith Haring, Roy Lichtenstein or Andy Warhol to design and create prints using 3 or more layers of colour</li> <li>Create collage (including digital collages) based on their study of the works of artists like Richard Hamilton, Peter Blake, James Rosequist, Robert Rauchenburg and Jasper Johns</li> <li>Select mixed media to incorporate into their works, e.g. relief printing, collage, acrylic paint, photomontage</li> </ul>

# Castle Primary's Art Curriculum

## Long Term Knowledge Plan – Year B

<b>Autumn Term</b>	<b>Drawing &amp; Painting: Seasons</b>	<b>LS Lowry: A World War 2 Artist</b>	<b>Art in World War I</b>
	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 5a, 5b, 5c, 5d, 7c, 8a, 8b, 8c, 8d	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Look at famous artists' paintings depicting the seasons – Arcimboldo (Seasons); Spencer (Southwold); Homer (Weatherbeaten); John Everett Millais (Autumn Leaves); Monet (Waterloo Bridge).</li> <li>Compare some of the features and skills of the artists.</li> <li>Create a spring collage using colour, pattern and shape.</li> <li>Make an observational drawing of an autumn scene.</li> <li>Create a version of 'Waterloo Bridge' using paint and printing.</li> <li>Describe what they think and feel about their own and others' work.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learn some facts about LS Lowry and the role he played as an officially commissioned artist during WWII</li> <li>Study some of Lowry's wartime pieces such as 'Going to Work' (1943) and 'VE Day' (1945)</li> <li>Sketch matchstick figures and buildings, showing light and shade, some simple perspective, and an awareness of space</li> <li>Mix shades, tints and hues from red, blue, yellow, white and black, in the style of Lowry.</li> <li>Explore ways of using paint in the style of Lowry</li> <li>Create an original piece in the style of Lowry, becoming mindful of the foreground, middle ground and background of the composition.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Study the WWI landscapes of artists such as Paul Nash</li> <li>Create paintings and/or collages in response to studying WWI artists</li> <li>Sketch and paint landscapes/cityscapes inspired by WWI</li> <li>Use colour to convey emotion in their own original work</li> <li>Study WWI propaganda posters, reflecting on their views of them, and create their own poster in the style of the era</li> <li>Design, develop, create and evaluate their own original artwork, selecting the mediums/media used, based on the motif of the poppy.</li> </ul>
<b>Spring Term</b>	<b>Sculpture: Let's Sculpt! Different Materials</b>	<b>Printing &amp; Collage: The Romans</b>	<b>Printing, Sculpture and Collage: Central and South American</b>
	<b>Skills:</b> 1a, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 8a, 8b, 8c, 8d	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 5a, 5b, 5c, 5d, 7a, 7b, 7c, 7d, 7e, 8b, 8c	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 5a, 5b, 5c, 5d, 5e, 7b, 7c, 7d, 7e, 8a, 8c
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Create sculptures using a range of unusual materials – bread, recycled materials, plastic spoons, sugar cubes and marshmallows.</li> <li>Talk about the shapes and materials they use.</li> <li>Express preferences for certain materials</li> <li>Describe the work of a range of sculptors.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Design their own Roman motif to repeat, using sketchbooks to develop their ideas</li> <li>Make printing blocks and use more than one colour layered in a print</li> <li>Use initial sketches to aid work.</li> <li>Create mosaic collages in the style of ancient Roman artists and craftspeople.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Create more complex collage pieces in the style of artists such as Beatrice Milhazes</li> <li>Create layered prints e.g. using Mayan or Aztec motifs</li> </ul>
<b>Summer Term</b>	<b>Painting &amp; Sculpture: Animal Art</b>	<b>Sculpture: Local Pottery</b>	<b>Plants, Flowers &amp; Nature</b>
	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3d, 4a, 4b, 4c, 4d	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 4e, 8a, 8b, 8c	<b>Skills:</b> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 4d, 4e, 7a, 8a, 8c
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Use observational drawing to sketch animals, observing how shapes overlap and interact to form the animals' body parts.</li> <li>Add detail to animal sketches using a variety of drawing strokes and lines.</li> <li>Create sculptures of animals from materials such as clay (e.g. patterned elephants), paper or plastic bottles (e.g. fish, jellyfish).</li> <li>Use dot painting to create animal paintings in the style of Aboriginal artists e.g on paper, stone etc.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learn about famous local pottery artists such as Clarice Cliff</li> <li>Show expression or emotion in sculpture e.g. by creating Green Man/gargoyle/self portraiture clay faces.</li> <li>Shape, form, model and construct sculpted clay forms from observation and / or imagination, drawing on design inspiration from works of art studied.</li> <li>Plan and develop ideas in sketchbooks</li> <li>Finish their products using techniques such as painting and/or glazing</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Draw details carefully</li> <li>Create Hapa-Zome prints</li> <li>Talk about artists such as Henri Rousseau, Alexander Calder, David Oliveira and India Flint</li> <li>Sculpt from paper</li> </ul>