

For the curriculum content & planning please see the Curriculum Overviews (Yearly & Half Termly)

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| A1 | Colour <ul style="list-style-type: none"> I can identify the primary colours. I can explore primary colours in my artwork. I can create a piece of artwork in the style of an artist. | Colour <ul style="list-style-type: none"> I can identify the primary colours. I can explore the artwork of Mondrian I can recreate a piece of artwork in the style of Mondrian I can identify secondary colours. I can mix two colours to create a secondary colour. | Colour <ul style="list-style-type: none"> I understand that there are primary colours and what they are. I can identify secondary colours, warm and cool colours. I know what tints and shades are. I understand that artists can use tints and shades of blue to paint water. I can study how Monet uses tints and shades. I can experiment using different materials to show a stormy sea. | Colour and Shape <ul style="list-style-type: none"> I can recognise primary, secondary, warm and cool colours. I know what a tint and a shade is. I can recognise and name geometric shapes in art. I know what an organic shape is. I know that Calder used organic shapes to make his sculptures. | Line <ul style="list-style-type: none"> I understand that artists use sketchbooks and that lines are like basic tools for artists. I understand that artists can use different line weight. I understand different ways artists use line. I can study how Hukosai used woodblock printing to create lines. I understand that printing can create lines. | Light <ul style="list-style-type: none"> I understand that artists can use tone to show form and drama. I can compare how Caravaggio and Vermeer use tone. I understand how to use a ground and underpainting using acrylic paint. I understand that artists use tints and shades to show form. I understand that artists can use and show light in different ways. | Style <ul style="list-style-type: none"> I can compare two different styles. I understand that Rococo was a style of art and design from the 1700s. I can compare two different styles in art and design. I know that abstract art is art that doesn't try to look like something. I know that artists can use colour theory to create an effect in abstract paintings. | Art in the Italian Renaissance <ul style="list-style-type: none"> I understand that the Renaissance was a new style in art and culture that started in Italy. I understand Leonardo da Vinci did anatomical drawings. I understand different painting techniques used by Leonardo. I understand Michelangelo painted the ceiling of the Sistine Chapel. I understand painters in the renaissance made their portraits realistic. I know in the renaissance painters made their paintings realistic by using linear perspective |
| A2 | Colour <ul style="list-style-type: none"> I can identify secondary colours. I can mix two colours to create a secondary colour. | Line <ul style="list-style-type: none"> I can explore line. I can name different types of line. I can explore the work of Bridget Riley. I can recreate a piece of line art in the style of Bridget Riley. | Line <ul style="list-style-type: none"> I can show what I know about line in art. I know that artists can use lines, made from different materials, to show different things. I can study how Miro uses line. I know how Miro uses lines. I can study how Klee used lines. | Colour, Shape and Texture <ul style="list-style-type: none"> I understand how Matisse made his cut-outs. I know that Matisse used organic shapes and complementary colours in his cut-outs. I understand that Matisse carefully considered the composition of his cut-outs. | <ul style="list-style-type: none"> Still Life and Form I understand what a still life is and that they have been painted for a long time. I understand that artists use tone to create form. I know that artists can show tone and form using cross hatching. | Space <ul style="list-style-type: none"> I understand that artists can create the illusion of three dimensions. I understand how artists use foreground, middle ground and background to create depth. I identify foreground, middle | Islamic Art <ul style="list-style-type: none"> I know that Islamic art and architecture relate to the religion of Islam or the Islamic world. I understand that Islamic art uses calligraphy, geometric and vegetal patterns. I know common features of Islamic architecture. I understand the Alhambra shows | Renaissance Architecture and Structure <ul style="list-style-type: none"> I understand what is special about Brunelleschi's design for the dome of Florence Cathedral. I understand Ghiberti used relief sculpture and linear perspective in The Gates of Paradise. I know that Donatello |

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| | | | <ul style="list-style-type: none"> I know that Klee used lines draw landscapes. | <ul style="list-style-type: none"> I understand that artists can show how something feels. I can explore how artists create visual texture. I understand more about the Arnolfini Portrait. | <ul style="list-style-type: none"> I understand that artists can use colour to create form. I know how to use colour to create form. | ground and background. <ul style="list-style-type: none"> I create foreground, middle ground and background. I understand that artists can use colour and detail to show depth. | features of Islamic art and architecture. <ul style="list-style-type: none"> I understand the Taj Mahal shows features of Islamic art and architecture. I understand Begum's work is influenced by Islamic art and architecture. | carved a sculpture of St George. <ul style="list-style-type: none"> I understand Michelangelo was one of the architects for St Peter's Basilica in Vatican City. I can study Michelangelo's sculpture, the Pietà. I understand how classical sculpture influenced Michelangelo's sculpture, David. |
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| Sp1 | Art/Design Week | Art/Design Week | Art/Design Week | Art/Design Week | Art/Design Week | Art/Design Week | Art/Design Week | Victorian Art and Architecture <ul style="list-style-type: none"> Architects/Architecture : Pugin, Barry - The Houses of Parliament Concepts: Classical v Gothic architecture. Skills: Drawing buildings. Developing drawing skills - quality of line, level of detail, observing shapes. Artists (Pre-Raphaelites) Rossetti, Millais. Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality. Skills: Working in watercolour from light to dark. Observing nature closely. |

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| Sp2 | Design & Technology <ul style="list-style-type: none"> I can explore the work of a sculptor. I can create a sculpture using clay (minibeast clay models). | Still Life <ul style="list-style-type: none"> I can explain the term ‘still life.’ I can observe and draw still life. I can explore the still life artwork of Vincent Van Gogh. I can recreate a still life picture in the style of Van Gogh. | Paintings of Children <ul style="list-style-type: none"> I know who Hogarth and the Graham Children are in Art. I can use line to plan a painting. I can draw children playing. I can create a picture based on the Graham Children. | Landscape and Symmetry <ul style="list-style-type: none"> Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy. Concepts: What is a landscape, different methods to paint landscapes, Turner’s style, symmetry in nature and art, temporary art. Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects. | Art of Ancient Egypt <ul style="list-style-type: none"> Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun’s death mask, Book of the Dead. Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods. Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile | Design <ul style="list-style-type: none"> Artists: Matisse, Munch, Kauffman. Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours. Skills: Arranging a composition, using lines to show expression, painting with watercolour. | Art from Western African <ul style="list-style-type: none"> I know the spiritual purposes and significance of many African works of art. I know about the headdresses of Mali. I know about the ivory carvings from Ife and Benin. I know about the Bronze sculptures and panels from Benin. I can design and create my own relief sculpture. | William Morris <ul style="list-style-type: none"> Artist/Designer: William Morris – a detailed study. Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. Skills: Creating a design based on nature, relief reduction printing. |
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| Su1 | Design & Technology <ul style="list-style-type: none"> I can explore different ways to join materials. I can use different tools to manipulate materials. | Sculpture <ul style="list-style-type: none"> I can explore sculpture. I can explore moulding and manipulating clay. I can use tools for effect. I can explore the work of Henry Moore. I can recreate a piece of work in the style of Henry Moore. | Style in Art/Narrative Art <ul style="list-style-type: none"> Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau. Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings. Skills: painting with dots, using short brushstrokes, colour mixing, planning a painting, drawing from the imagination. | History Painting <ul style="list-style-type: none"> Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann. Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told. Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage | Anglo Saxon Art <ul style="list-style-type: none"> Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry. Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery. Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage. | Monuments of Ancient Rome <ul style="list-style-type: none"> I know that Roman monuments can tell us about the Emperors who had built them. I know facts about the Pantheon. I know facts about the Colosseum. I understand that the Colosseum is made up of arches and why these are important. I understand what Trajan’s Column was for and what it shows. I understand what Trajan’s Column was for and what it | Chinese Painting and Ceramics <ul style="list-style-type: none"> I am familiar with examples of Chinese art. I know about ink and colour on silk. I know about Ming dynasty porcelain. I know about Chinese brush painting. I can practise Chinese brush painting, thinking about established guiding principles behind the art. | Impressionism and Post Impressionism <ul style="list-style-type: none"> Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin. Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the postimpressionists (Cezanne, Van Gogh, Gauguin). Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal |

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| Su2 | | <p>Design & Technology</p> <ul style="list-style-type: none">• I can explore different bird feeder designs.• I can design and label my bird feeder.• I can create a bird feeder using everyday materials.• I can reflect on my design and say what I would change. | <p>Architecture & Sculpture</p> <ul style="list-style-type: none">• I understand that architecture is the art of designing of buildings.• I can describe buildings.• I can design a building with a purpose.• I understand that sculpture is a 3D form of Art.• I can create a sculpture. | <p>Murals & Tapestries</p> <ul style="list-style-type: none">• I know what a mural is.• I know who Michelangelo is and the Sistine Chapel.• I know who Paula Rego is and explore the Visitation.• I know what a tapestry is.• I can explore Leonardo da Vinci's 'The Last Supper'. | <p>Architecture</p> <ul style="list-style-type: none">•I know architecture is the art of designing buildings.•I can observe symmetry in buildings and structures.•I know the special features of buildings and structures: columns.•I know the special features of buildings and structures: domes.•I can observe the difference between traditional and modern architecture. | <p>Embroidery & Needlework</p> <ul style="list-style-type: none">• I can understand the basic principles of sewing.• I can make a cross stitch design.• I can use a cross stitch technique.• I can recognise embroidery.• I can recognise tapestry.• I can understand the basic principles of weaving. | <p>Print Making</p> <ul style="list-style-type: none">•I understand that printmaking is an indirect art form.•I appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design.•I know about woodcut and wood engraving.•I know about mono-printing.•I know about etching and drypoint.•I know about screen-print. | <p>Art in the 20th Century</p> <ul style="list-style-type: none">•Artists: Picasso, Nicolson, Hepworth, Auerbach, Frink, Hockney, Bowling, Himid, Boyce.•Concepts: Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art.• Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century. |

