



Art Curriculum Rationale

This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting). The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 3 in History Painting and in year 5 in Style in Art). The structure of the planning also provides for progression in terms of process in both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.



The curriculum fulfils the requirements of the National Curriculum for England and, as such, has as its focus the art of the Western world. This course of study seeks to show how art shapes our history and contributes to our national culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines.

A study of Western art necessarily lacks cultural diversity, and therefore specific units and artists have been added to the curriculum to introduce more balance, particularly bearing in mind the cultural diversity of the many primary schools. Year 5 study art from the Islamic world, western Africa and China and these units address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world. Women artists have also been included, and in key stage 2 there is provision for discussing why women are underrepresented in traditional Western art history narratives. Study of modernism and art from the 20th century in year 6 provides an opportunity to study art by women and artists from ethnic groups traditionally underrepresented in British art.



General Aims of the National Curriculum for KS1 and KS2
Produce creative work, exploring their ideas and recording their experiences
Become proficient in drawing, painting, sculpture and other art, craft and design techniques
Evaluate and analyse creative works using the language of art, craft and design
Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

Early Years Foundation Stage
Expressive Arts and Design: Creating with Materials
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.



KS1 Aims

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Learn 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

KS2 Aims

Develop their techniques, including their control and their use of materials, with creativity and experimentation

Develop an increasing awareness of different kinds of art, craft and design

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay

Learn about great artists, architects and designers in history.



Art Curriculum/Skills Progression Map

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception EYFS area: Creating with Materials	Exploring colour Painting with primary colours. Mixing secondary colours. A study of Mondrian. Painting: primary colours, portraits	Colour and the seasons Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Exploring what we can see in the world around us Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that	Animals in art A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.	People in art Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable p



				moves with wheels Create: Easter bonnets		
KS1 2-year cycle Cycle A (2021-2022 and every other year thereafter)	Colour and Shape Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes. Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team. Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder	Colour, Shape and Texture Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture. Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels. Artists: Matisse, Durer, Jan van Eyck	Portraits and Self Portraits Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels. Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi	Landscape and Symmetry 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. Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy	History Painting 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. Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann	Murals and Tapestries Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition Skills: mono-printing, weaving, creating a composition Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers



Cycle B (2022-2023 and every other year thereafter)	Colour Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes Skills: colour mixing, holding and using a brush, using different brushstrokes Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet	Line Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination. Artists: Rembrandt, Miro, Klee	Architecture Concepts: Defining architecture, purpose, features, design process. Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media. Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo	Style in Art/Narrative 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 Art/Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau	Paintings of Children Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture. Artists: Hogarth, Bruegel, Hockney, Cassatt	Sculpture Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale Skills: Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire and Modroc. Artists: Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor
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All of KS2 Foundation year 2022-2023	Light Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic Artists: Caravaggio, Vermeer, Goncharova, Begum	Space Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard Artists: Matisse, Millet, Bonheur, Bruegel, Turner	Design 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 Artists: Matisse, Munch, Kauffman	Monuments of Ancient Rome Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team Monuments: The Pantheon, Colosseum, Trajan's Column	Monuments of the Byzantine Empire Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons	Needlework, Embroidery and Weaving Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers
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Cycle A (2023-2024 and every other year thereafter)	Line Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, monoprinting Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai	Still Life and Form Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form. Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels. Artists: Warhol, Morandi, Stubbs, Cezanne, Moser	Art of Ancient Egypt 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 Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead	Anglo Saxon Art Concepts: AngloSaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry	Architecture Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage. Architecture/Architects: Parthenon , Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa	Modern Architecture Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)
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Lower KS2 2-year cycle Cycle B (2024-2025 and every other year thereafter)	Light Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic Artists: Caravaggio, Vermeer, Goncharova, Begum	Space Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard Artists: Matisse, Millet, Bonheur, Bruegel, Turner	Design 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 Artists: Matisse, Munch, Kauffman	Monuments of Ancient Rome Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team Monuments: The Pantheon, Colosseum, Trajan's Column	Monuments of the Byzantine Empire Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons	Needlework, Embroidery and Weaving Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers
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Upper KS2 2-year cycle Cycle A (2023-2024 and every other year thereafter)	Art in the Italian Renaissance Concepts: Italy and ‘rebirth’ (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw Artists: Michelangelo,	Renaissance Architecture and Sculpture Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project. Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il	Victorian Art and Architecture 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. Architects/Architecture: Pugin, Barry – The Houses of Parliament	William Morris 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. Artist/Designer: William Morris – a detailed study	Impressionism and Post-Impressionism 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 post-impressionists (Cezanne, Van Gogh, Gauguin). Skills: painting <i>en plein air</i> and with broken brushstrokes, use of chalk and charcoal for tone, collage Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin	Art in the 20th Century - Modernism and Beyond 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. Artists: Picasso, Nicolson, Hepworth,
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	Leonardo da Vinci, Raphael	Duomo, Basilica of St Peter's				Auerbach, Frink, Hockney, Bowling, Himid, Boyce
Cycle B (2024-2025 and every other year thereafter)	Style in Art Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic	Islamic Art and Architecture Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas. Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving	Art from Western Africa Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art. Skills: Using 3d mixed media to design and create relief sculptures Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin	Chinese Painting and Ceramics Art Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use. Become familiar with examples of Chinese	Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design. Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.	Take One Picture extended study Extended study focussing on picture chosen for National Gallery Take One Picture scheme. Emphasis on child-led investigative approach to find out about chosen artwork. To include cross-curricular links and links with outside community. Children to choose and design an artwork in response to the focus artwork. This may be a group work with their peers.



	on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky	and building up, painting clay. Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum.		art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.	Artists: Rembrandt, Hogarth, Hokusai, Warhol	
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