



Art Curriculum Overview 2023-24

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<p>Theme: Knowledge and understanding of the world- Ourselves.</p> <p>Key Question: Which colour should I use?</p> <p>Skills: To use pre-made colours and to wash a brush</p> <p>Knowledge: To know colours</p>	<p>Theme: Knowledge and understanding of the world-Festivals</p> <p>Key Question: How do I make ...?</p> <p>Skills: To observe the changes to colour when mixing</p> <p>Knowledge: To know how to make secondary colours</p>	<p>Theme: Knowledge and understanding of the world-Buildings</p> <p>Key Question: Is it too dark?</p> <p>Skills: To add paint with control and to mix</p> <p>Knowledge: To know that adding white/ black will change the tone</p>	<p>Theme: Knowledge and understanding of the world- Transport</p> <p>Key Question: How does it feel?</p> <p>Skills: To use a range of tools and techniques</p> <p>Knowledge: To know different techniques creates texture</p>	<p>Theme: Knowledge and understanding of the world-Growth/Minibeasts</p> <p>Key Question: Who am I?</p> <p>Skills: To produce portraits/ pictures with added detail</p> <p>Knowledge: To know that eyes and ears are central to the height of a face</p>	<p>Theme: Knowledge and understanding of the world-The Great Outdoors</p> <p>Key Question: Can I make my work better?</p> <p>Skills: To independently select additional tools</p> <p>Knowledge: Dependent upon the above</p>
1	<p>Theme: Mark Making</p> <p>Key Question: Are children able to use different techniques to complete a piece of art work</p> <p>Skills: Painting, drawing, observing and discussing techniques.</p> <p>Knowledge: Experimenting with different media, applying knowledge to work</p>		<p>Art Competition</p> <p>Theme : Travel</p> <p>Key Question: Can children describe their life journeys through art?</p> <p>Skills: designing, creating, using a range of materials, collage, paper mâché</p> <p>Knowledge: properties of materials, suitability within art, mixed media and collage, using art to reflect on themselves and their lives.</p>	<p>Theme: Andy Goldsworthy</p> <p>Key Ques: Can the children compare their work to the work of Andy Goldsworthy?</p> <p>Skills: designing weaving, manipulating materials collage, building/sculpting</p> <p>Knowledge: structures, bonding properties of materials, manipulating materials the work of Goldsworthy</p>		
2	<p>Theme: Colour creations</p> <p>Key Ques: Can children use their knowledge of colour to</p>		<p>Art Competition</p> <p>Theme: Sparks and Flames</p> <p>Key Ques: Can children make choices about</p>		<p>Theme: Henri Rousseau</p> <p>Key Ques: Can the children create a Rousseau-inspired painting using the skills</p>	



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	<p>create artwork in the style of Kandinsky?</p> <p>Skills: colour mixing, the use of dark and light tones, primary colours</p> <p>Knowledge: understanding the colour wheel and Kandinsky's style of work.</p>		<p>appropriate materials to use in different art peices?</p> <p>Skills: painting, texture, collage, 3D work</p> <p>Knowledge: Understanding light and dark and shade, dioramas</p>		<p>and techniques they have learnt?</p> <p>Skills: colour mixing, painting, animal studies</p> <p>Knowledge: The work of Rousseau, the use of his imagination.</p>	
3	<p>Theme: Klimt – link to Germany topic</p> <p>Key question: Can children talk about important features of Klimt's work and produce their own work in response to his art?</p> <p>Skills: Painting and drawing based on careful observation</p> <p>Knowledge: What is artistic cultural identity? Where do artists get ideas for their art?</p>		<p>Art Competition</p> <p>Theme : Reading for Pleasure</p>		<p>Theme: Plants</p> <p>Key Ques: Can children discuss how to represent a plant as a piece of art?</p> <p>Skills: colour mixing, cutting, pattern making, sculptures using clay, printing</p> <p>Knowledge: To use a range of different techniques to create a plant themed art work, understanding of print and texture and of Oral Kiely's art work</p>	<p>Theme: Indian Art</p> <p>Key Ques: Can children use colours and patterns to represent the Indian culture?</p> <p>Skills: colour mixing, cutting, pattern making, angles, clay work, working with a range of different materials</p> <p>Knowledge: understand the history and styles of Indian art work, how to use mixed media, how different cultures represent themselves through art</p>
4	<p>Theme: Investigating Pattern. Link to topic on Greece.</p> <p>Key Ques: Can children design a pattern for a particular purpose?</p> <p>Skills: Painting, drawing, designing patterns for different purposes</p>	<p>Theme: Tudor</p> <p>Key Ques: How big of a role did Art and Design play in Tudor times?</p> <p>Skills: observation, comparing, discussing, figure and portrait drawing, clay cultures, designing</p>	<p>Art Competition</p> <p>Theme : Reading for Pleasure</p>	<p>Theme: Viking Longboats</p> <p>Key Ques: Can children use their historical research to re-create a Viking longboat and design their own shields?</p> <p>Skills: Sketching/observational</p>		<p>Theme: Warhol and Pop Art</p> <p>Key Ques: Can children design and create their own Pop art using items from current popular culture?</p> <p>Skills: Sketching/observational</p>



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	<p>Knowledge: understanding pattern and how it is used, using symmetry and reflections in patterns</p>	<p>Knowledge: Portraits as historical evidence of lives and possessions of rich Tudors, historical importance of the Tudor rose and coat of arms. Know the portrait artist – Hans Holbein</p>		<p>drawing, research and re produce patterns on shields</p> <p>Knowledge: Shape of longboats, design on shields, use of dragon heads and reasons for this.</p>		<p>drawing, bottle line technique, sculpting, use of colour</p> <p>Knowledge: When and why the Pop Art movement began, features of a person, Andy Warhol's work</p>
5	<p>Theme: Great Artists Leonardo Davinci/A sense of place</p> <p>Key Question: How do great portrait painters capture emotions in their paintings? How can you draw a landscape setting and use perspective?</p> <p>Skills: Painting, drawing, portraits- body drawings Landscape art.</p> <p>Knowledge: The importance of Art as a historical reference, The life. inspiration and work of Leonardo Da Vinci . Significance of some of his masterpieces. Focus on The Last Supper and landscape portraits inspired by Italy.</p>		<p>Art Competition</p> <p>Theme: L.S Lowry – link to Victorians topic</p> <p>Key question: Can children talk about important features of Lowry's work and produce their own work in response to his industrial revolution themed art?</p> <p>Skills: Painting and drawing based on careful observations.</p> <p>Knowledge: What is artistic cultural identity? Where do artists get ideas for their art?</p>		<p>Theme: Sculpting Vases</p> <p>Key Question: Can children use tools and techniques appropriately for clay?</p> <p>Skills: clay sculpting, observation, research, note making, sketching</p> <p>Knowledge: Importance of art as evidence of how the ancients lived, architectural styles and uses of pottery</p>	
6	<p>Theme: Monet and the impressionists</p> <p>Key Ques: Can children apply different artistic</p>		<p>Art Competition</p> <p>Theme : Reading for Pleasure</p>		<p>Theme: Japanese</p> <p>Key Ques: How has art had an impact on Japanese culture?</p>	<p>Theme: Extreme weather</p> <p>Key Ques: Can children use a range of media to show extreme weather?</p>



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	<p>techniques to create artwork based on the garden at Giverny?</p> <p>Skills: Painting, drawing, observations, shade, watercolour</p> <p>Knowledge: Exploring Monet's work, understanding the impressionists techniques.</p>				<p>Skills: comparing, analysing, evaluating and exploring mediums land/seascape sketching, magma, calligraphy, origami</p> <p>Knowledge: History of art/design & architecture, Japanese folk art.</p>	<p>Skills: Painting, observations, sculpting, shading and colour, paper and layering</p> <p>Knowledge: understanding how to use tools appropriately to create likeness, observational drawings, layering of paper.</p>
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