



## Art Curriculum Overview 2024-25

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>FS</b>	<p><b>Theme:</b> Knowledge and understanding of the world- Ourselves.</p> <p><b>Key Question:</b> Which colour should I use?</p> <p><b>Skills:</b> To use pre-made colours and to wash a brush</p> <p><b>Knowledge:</b> To know colours</p>	<p><b>Theme:</b> Knowledge and understanding of the world-Festivals</p> <p><b>Key Question:</b> How do I make ...?</p> <p><b>Skills:</b> To observe the changes to colour when mixing</p> <p><b>Knowledge:</b> To know how to make secondary colours</p>	<p><b>Theme:</b> Knowledge and understanding of the world-Buildings</p> <p><b>Key Question:</b> Is it too dark?</p> <p><b>Skills:</b> To add paint with control and to mix</p> <p><b>Knowledge:</b> To know that adding white/ black will change the tone</p>	<p><b>Theme:</b> Knowledge and understanding of the world- Transport</p> <p><b>Key Question:</b> How does it feel?</p> <p><b>Skills:</b> To use a range of tools and techniques</p> <p><b>Knowledge:</b> To know different techniques creates texture</p>	<p><b>Theme:</b> Knowledge and understanding of the world-Growth/Minibeasts</p> <p><b>Key Question:</b> Who am I?</p> <p><b>Skills:</b> To produce portraits/ pictures with added detail</p> <p><b>Knowledge:</b> To know that eyes and ears are central to the height of a face</p>	<p><b>Theme:</b> Knowledge and understanding of the world-The Great Outdoors</p> <p><b>Key Question:</b> Can I make my work better?</p> <p><b>Skills:</b> To independently select additional tools</p> <p><b>Knowledge:</b> Dependent upon the above</p>
<b>1</b>	<p><b>Theme:</b> Mark Making</p> <p><b>Key Question:</b> Are children able to use different techniques to complete a piece of art work</p> <p><b>Skills:</b> Painting, drawing, observing and discussing techniques.</p> <p><b>Knowledge:</b> Experimenting with different media, applying knowledge to work</p>		<p><b>Art Competition</b></p> <p><b>Theme :</b> Travel</p> <p><b>Key Question:</b> Can children describe their life journeys through art?</p> <p><b>Skills:</b> designing, creating, using a range of materials, collage, paper mâché</p> <p><b>Knowledge:</b> properties of materials, suitability within art, mixed media and collage, using art to reflect on themselves and their lives.</p>	<p><b>Theme:</b> Andy Goldsworthy</p> <p><b>Key Ques:</b> Can the children compare their work to the work of Andy Goldsworthy?</p> <p><b>Skills:</b> designing weaving, manipulating materials collage, building/sculpting</p> <p><b>Knowledge:</b> structures, bonding properties of materials, manipulating materials the work of Goldsworthy</p>		
<b>2</b>	<p><b>Theme:</b> Colour creations</p> <p><b>Key Ques:</b> Can children use their knowledge of colour to</p>		<p><b>Art Competition</b></p> <p><b>Theme:</b> Sparks and Flames</p> <p><b>Key Ques:</b> Can children make choices about</p>		<p><b>Theme:</b> Henri Rousseau</p> <p><b>Key Ques:</b> 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><b>Skills:</b> colour mixing, the use of dark and light tones, primary colours</p> <p><b>Knowledge:</b> understanding the colour wheel and Kandinsky's style of work.</p>		<p>appropriate materials to use in different art peices?</p> <p><b>Skills:</b> painting, texture, collage, 3D work</p> <p><b>Knowledge:</b> Understanding light and dark and shade, dioramas</p>		<p>and techniques they have learnt?</p> <p><b>Skills:</b> colour mixing, painting, animal studies</p> <p><b>Knowledge:</b> The work of Rousseau, the use of his imagination.</p>	
3	<p><b>Theme:</b> Klimt – link to Germany topic</p> <p><b>Key question:</b> Can children talk about important features of Klimt's work and produce their own work in response to his art?</p> <p><b>Skills:</b> Painting and drawing based on careful observation</p> <p><b>Knowledge:</b> What is artistic cultural identity? Where do artists get ideas for their art?</p>		<p><b>Art Competition</b></p> <p><b>Theme : Reading for Pleasure</b></p>		<p><b>Theme:</b> Plants</p> <p><b>Key Ques:</b> Can children discuss how to represent a plant as a piece of art?</p> <p><b>Skills:</b> colour mixing, cutting, pattern making, sculptures using clay, printing</p> <p><b>Knowledge:</b> 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><b>Theme:</b> Indian Art</p> <p><b>Key Ques:</b> Can children use colours and patterns to represent the Indian culture?</p> <p><b>Skills:</b> colour mixing, cutting, pattern making, angles, clay work, working with a range of different materials</p> <p><b>Knowledge:</b> understand the history and styles of Indian art work, how to use mixed media, how different cultures represent themselves through art</p>
4	<p><b>Theme:</b> Investigating Pattern. Link to topic on Greece.</p> <p><b>Key Ques:</b> Can children design a pattern for a particular purpose?</p> <p><b>Skills:</b> Painting, drawing, designing patterns for different purposes</p>	<p><b>Theme:</b> Tudor</p> <p><b>Key Ques:</b> How big of a role did Art and Design play in Tudor times?</p> <p><b>Skills:</b> observation, comparing, discussing, figure and portrait drawing, clay cultures, designing</p>	<p><b>Art Competition</b></p> <p><b>Theme : Reading for Pleasure</b></p>	<p><b>Theme:</b> Viking Longboats</p> <p><b>Key Ques:</b> Can children use their historical research to re-create a Viking longboat and design their own shields?</p> <p><b>Skills:</b> Sketching/observational</p>		<p><b>Theme:</b> Warhol and Pop Art</p> <p><b>Key Ques:</b> Can children design and create their own Pop art using items from current popular culture?</p> <p><b>Skills:</b> Sketching/observational</p>



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	<p><b>Knowledge:</b> understanding pattern and how it is used, using symmetry and reflections in patterns</p>	<p><b>Knowledge:</b> 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><b>Knowledge:</b> 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><b>Knowledge:</b> When and why the Pop Art movement began, features of a person, Andy Warhol's work</p>
5	<p><b>Theme: Artists:</b> William Grill (Shackleton's journey)</p> <p><b>Key Question:</b> Can children use their knowledge of texture and tone to create artwork in the style of William Grill?</p> <p><b>Skills:</b> Rubbing, shading, drawing, sketching</p> <p><b>Knowledge:</b> Understanding how texture and tone build an illustration.</p>		<p><b>Art Competition</b></p> <p><b>Theme:</b> L.S Lowry – link to Victorians topic</p> <p><b>Key question:</b> 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><b>Skills:</b> Painting and drawing based on careful observations.</p> <p><b>Knowledge:</b> What is artistic cultural identity? Where do artists get ideas for their art?</p>		<p><b>Theme:</b> Sculpting Vases</p> <p><b>Key Question:</b> Can children use tools and techniques appropriately for clay?</p> <p><b>Skills:</b> clay sculpting, observation, research, note making, sketching</p> <p><b>Knowledge:</b> Importance of art as evidence of how the ancients lived, architectural styles and uses of pottery</p>	
6	<p><b>Theme:</b> Monet and the impressionists</p> <p><b>Key Ques:</b> Can children apply different artistic techniques to create artwork based on the garden at Giverny?</p> <p><b>Skills:</b> Painting, drawing, observations, shade, watercolour</p> <p><b>Knowledge:</b> Exploring Monet's work,</p>		<p><b>Art Competition</b></p> <p><b>Theme : Reading for Pleasure</b></p>		<p><b>Theme:</b> Japanese</p> <p><b>Key Ques:</b> How has art had an impact on Japanese culture?</p> <p><b>Skills:</b> comparing, analysing, evaluating and exploring mediums land/seascape sketching, magma, calligraphy, origami</p> <p><b>Knowledge:</b> History of art/design &amp; architecture, Japanese folk art.</p>	<p><b>Theme:</b> Extreme weather</p> <p><b>Key Ques:</b> Can children use a range of media to show extreme weather?</p> <p><b>Skills:</b> Painting, observations, sculpting, shading and colour, paper and layering</p> <p><b>Knowledge:</b> understanding how to use tools appropriately to create likeness, observational drawings, layering of paper.</p>



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	understanding the impressionists techniques.					
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