

# St Bartholomew's C of E Primary School Art Curriculum Overview



**Year 1**

<b>Autumn</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p align="center"><b>Topic: Amazing Me</b>  <b>Artist focus: Picasso</b>  <b>Topic overview:</b></p> <p>This term we will be looking at the work of Picasso and exploring a variety of techniques to create self-portraits.</p> <p align="center"><b>Skills taught:</b>  <b>Drawing</b></p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul> <p align="center"><b>Painting</b></p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul>	<p align="center"><b>Topic: Out of Africa</b>  <b>Artist focus: Guiseppe Acrimboldo</b>  <b>Topic overview:</b></p> <p>In this unit we will be creating self-portraits in the style of Guiseppe Acrimboldo. We will be making some observational drawings of various fruits and vegetables, before using clay to sculpt them.</p> <p align="center"><b>Skills taught:</b>  <b>Sculpture</b></p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<p align="center"><b>Topic: Out of Africa</b>  <b>Artist focus: TBC</b>  <b>Topic overview:</b></p> <p>In this unit we will be looking at a variety of African art, particularly printing. We will look at the skills required to create different prints. We will use these skills along with colour mixing to create a safari sunset scene.</p> <p align="center"><b>Skills taught:</b>  <b>Printing</b></p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>copy an original print;</li> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>
<b>Curriculum links:</b>	<b>Curriculum links:</b> DT – Healthy eating	<b>Curriculum links:</b>

**Work of other artists (to be covered over the course of the year):**

To understand 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.

- describe the work of famous, notable artists and designers;
- express an opinion on the work of famous, notable artists;
- use inspiration from famous, notable artists to create their own work and compare;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

## Year 2

### Autumn

**Topic: The Great Fire of London**  
**Artist focus:** Piet Mondrian and Wassily Kandinsky

#### Topic overview:

The children will begin this topic by using chalk to create a scene with an added black silhouette from The Great Fire of London.

They will develop their painting skills by identifying colours and objects that are associated with them. They will learn to identify primary and secondary colours and mix their own brown. They will explore colour learning how to use tints and tones too to create artwork in the style of both Piet Mondrian and Wassily Kandinsky.

#### Skills taught:

##### **Painting**

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children can:

- name the primary and secondary colours;
- experiment with different brushes (including brushstrokes) and other painting tools;
- mix primary colours to make secondary colours;
- add white and black to alter tints and shades;
- use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

#### Skills taught:

##### **Drawing**

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;
- use different materials to draw, for example pastels, chalk, felt tips;
- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

### Spring

**Topic: Castles**  
**Artist focus:** Rita Greer

#### Topic overview:

Children will work with mixed media to create a diorama depicting of the great hall in a Castle.

#### Skills taught:

##### **Collage**

To become proficient in other art, craft and design techniques – collage.

To develop a wide range of art and design techniques in using texture, line, shape, form and space.

Children can:

- use a combination of materials that have been cut, torn and glued;
- sort and arrange materials;
- add texture by mixing materials;
- use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

### Summer

**Topic: Seaside**  
**Artist focus:** Sher Christopher

#### Topic overview:

In this unit children will begin the work by exploring different types of paper. They will cut and tear tissue paper to make seaside collages and learn how to make paper mache to create their own fish. Children will complete the unit by using dye to make and decorate their own t-shirt to wear on a trip to the seaside!

#### Skills taught:

##### **Collage**

To become proficient in other art, craft and design techniques – collage.

To develop a wide range of art and design techniques in using texture, line, shape, form and space.

Children can:

- use a combination of materials that have been cut, torn and glued;
- sort and arrange materials;
- add texture by mixing materials;
- use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

##### **Textiles**

To become proficient in other art, craft and design techniques – textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

Children can:

- show pattern by weaving;
- use a dyeing technique to alter a textile's colour and pattern;
- decorate textiles with glue or stitching, to add colour and detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving,

		woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
<p style="text-align: center;"><b>Curriculum links:</b></p> <p>Writing through theme – newspaper article about the events of the GFoL  English – Toby and the Great Fire of London and poem on fire  D.T – making Tudor houses  Geography – the city of London  Computing – creating a GFoL scene by superimposing a photograph of themselves onto a background depicting a Tudor street  Science – testing materials to see which would make the best pair of curtains for a house in London  History – The Great Fire of London</p>	<p style="text-align: center;"><b>Curriculum links:</b></p> <p>Writing through theme – diary entry about attending a pageant  English – Rapunzel and non-chronological report about Queen Elizabeth  D.T – making a castle  Science – making catapults  Computing – collecting data on their favourite Disney princes and princesses  History – Different types of castles, castle life, The Battle of Hastings, peasant revolt and The Tower of London</p>	<p style="text-align: center;"><b>Curriculum links:</b></p> <p>Writing through theme – postcard and poster about Edwardian seaside holidays  English – Lighthouse Keepers Lunch and ocean creature riddles  D.T – making ice lollies  Computing – PowerPoint about Bridlington  Science – food chains  History – Seaside holidays in the past  Geography – oceans, continents and physical and human features of the seaside</p>
<p><b>Work of other artists (to be covered over the course of the year):</b>  To understand 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.  Children can:</p> <ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers;</li> <li>• express an opinion on the work of famous, notable artists;</li> <li>• use inspiration from famous, notable artists to create their own work and compare;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand.</li> </ul>		

**Year 3**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p align="center"><b>Topic:</b> Iron Man <b>Artist focus:</b> Tom Gauld &amp; Chris Mould <b>Topic overview:</b> The children will be exploring illustrators Tom Gauld and Chris Mould and will be mimicking his style whilst building skills in drawing and painting. The children will be creating 2 images of the same scheme one using sketching technique and one paint. <b>Skills taught:</b> <b>Drawing</b></p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>show an awareness of space when drawing;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul> <p align="center"><b>Painting</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>create different textures and effects with paint;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>	<p align="center"><b>Topic:</b> Frozen characters <b>Artist focus:</b> Alberto Giacometti <b>Topic overview:</b> The children will be exploring the sculptures of Alberto Giacometti and the human form. The children will be creating statues in the style of Giacometti linked to the frozen characters in literacy. <b>Skills taught:</b> <b>Sculpture</b></p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms;</li> <li>use clay and other malleable materials and practise joining techniques;</li> <li>add materials to the sculpture to create detail;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>	<p align="center"><b>Topic:</b> Anglo saxons <b>Artist focus:</b> Anglo saxon artefacts <b>Topic overview:</b> The children will be exploring Anglo-Saxon artefacts and the designs used on shields. The children will be creating their own printing blocks to create a repeating pattern to adorn a shield. <b>Skills taught:</b> <b>Printing</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use more than one colour to layer in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks;</li> <li>make repeated patterns with precision;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>

<b>Curriculum links:</b> Literacy	<b>Curriculum links:</b> Literacy	<b>Curriculum links:</b> History/DT
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**Work of other artists (to be covered over the course of the year):** To learn about great artists, architects and designers in history.

Children can:

- use inspiration from famous artists to replicate a piece of work;
- reflect upon their work inspired by a famous notable artist and the development of their art skills;
- express an opinion on the work of famous, notable artists and refer to techniques and effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand

**Year 4**

**Autumn**

**Topic:** Victorian street scenes

**Artist focus:** L S Lowry

**Topic overview:**

The children will be exploring the famous art work of L S Lowry and will be mimicking his style whilst building skills in drawing and painting. The children will be creating a skyline picture of Armley Town Street in his famous style.

**Skills taught:**

**Drawing**

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- experiment with showing line, tone and texture with different hardness of pencils;
- use shading to show light and shadow effects;
- use different materials to draw, e.g. pastels, chalk, felt tips;
- show an awareness of space when drawing;
- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

**Painting**

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- create different textures and effects with paint;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

**Curriculum links:**

History – The Victorians

**Spring**

**Topic:** Amazonian Dreamcatchers

**Artist focus:** Native American artists

**Topic overview:**

The children will be exploring the history of dreamcatchers and creating one using a variety of techniques. This will encompass weaving and printing as a main focus.

**Skills taught:**

**Textiles**

To improve their mastery of art and design techniques with a range of materials – textiles.

Children can:

- select appropriate materials, giving reasons;
- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- develop skills in stitching, cutting and joining;
- use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

**Curriculum links:**

Geography – Amazon Rainforest  
History – Native Americans

**Summer**

**Topic:** Egyptian collages

**Artist focus:** Kurt Schwitters

**Topic overview:**

The children learn about collages and look at examples of Kurt Schwitter's work. They then use a variety of techniques to create a collage of Tutankhamun.

**Skills taught:**

**Collage**

To improve their mastery of art and design techniques with a range of materials – collage.

Children can:

- select colours and materials to create effect, giving reasons for their choices;
- refine work as they go to ensure precision;
- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.

**Curriculum links:**

History – Ancient Egypt

**Work of other artists (to be covered over the course of the year):** To learn about great artists, architects and designers in history.

Children can:

- use inspiration from famous artists to replicate a piece of work;
- reflect upon their work inspired by a famous notable artist and the development of their art skills;
- express an opinion on the work of famous, notable artists and refer to techniques and effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand

**Year 5**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p align="center"><b>Topic: Mysteries in History</b>  <b>Artist focus: Banksy</b>  <u><b>Topic overview:</b></u></p> <p>The children will be exploring the famous artwork of Banksy. They will be impersonating his style whilst building skills in shading, hatching and cross-hatching. They will use colour mixing to create light and shadows to complement their perspective drawings and making their individual graffiti tags stand out.</p> <p align="center"><u><b>Skills taught:</b></u>  <b>Drawing</b></p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> <li>• 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, graffiti.</li> </ul> <p align="center"><b>Painting</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>	<p align="center"><b>Topic: Vikings Shields</b>  <b>Artist focus: Viking patterns</b>  <u><b>Topic overview:</b></u></p> <p>Children will explore Viking patterns found in armour, stone and wood. They will study the techniques and styles of printing to create their own Viking shield using Styrofoam printing.</p> <p align="center"><u><b>Skills taught:</b></u>  <b>Sculpture</b></p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• plan and design a sculpture;</li> <li>• use tools and materials to carve, add shape, add texture and pattern;</li> <li>• develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>• use materials other than clay to create a 3D sculpture;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>	<p align="center"><b>Topic: Greek Pottery</b>  <b>Artist focus: Ancient Greeks</b>  <u><b>Topic overview:</b></u></p> <p>The children will explore ancient Greek pottery and designs. They will plan and design a Greek plate using tools to carve patterns. They will then paint and decorate the plate.</p> <p align="center"><u><b>Skills taught:</b></u>  <b>Printing</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> <li>• develop techniques in mono, block and relief printing;</li> <li>• create and arrange accurate patterns;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</li> </ul>
<p><b>Curriculum links:</b>  <b>History – Mysteries in history</b></p>	<p><b>Curriculum links:</b>  <b>History – Vikings</b>  <b>English – Viking Boy</b></p>	<p><b>Curriculum links:</b>  <b>History – Ancient Greeks</b>  <b>English – Myths and Legends</b></p>
<p><b>Work of other artists (to be covered over the course of the year):</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists', artisans' and designers' work;</li> <li>• offer facts about notable artists', artisans' and designers' lives;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>		

**Year 6**

**Autumn**

**Topic:** World War 2

**Artist focus:** British official war artists

**Topic overview:**

Children will study famous drawings and art from the British official artists who documented WW2. Idea is that classes will have an opportunity to look at a vast array of WW2 artists and their creations, then tailor their classes focus around the skills used by their desired artist. Lots of shade used and accuracy of formation to draw things such as tanks and boats. Perspective will be employed effectively when drawing things such as battlefields and reflective scenes.

**Skills taught:**

**Drawing**

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- 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, graffiti.

**Painting**

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

**Curriculum links:**  
History – WW2  
PSCHE – Feelings conveyed in pictures4

**Spring**

**Topic:** The Maya, Aztecs and Incas

**Artist focus:** Historical Mayan Artists and Frederick Catherwood

**Topic overview:**

Children will study the Maya and then create art that supports their topic. Children will create masks out of mod rock and fabric and adorn them with paint and other materials. Children will redraw lithographic examples completed by Frederick Catherwood and make a gallery of Maya images.

Children will also have a day where they design their own Maya face/warpaint, explain their design and what it represents then paint their own faces ideally in the morning and then wear their facepaint designs all day. If permitting combine playing PoktaPok football game while wearing facepaint for an immersive Maya day.

**Skills taught:**

**Textiles**

To improve their mastery of art and design techniques with a range of materials – textiles.

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

**Curriculum links:**  
History – The Maya, Aztecs and Incas

**Summer**

**Topic:** Collage

**Artist focus:** Jesse Treece and John Stezaker

**Topic overview:**

Studying two different artists who deconstruct media and photos, children will look at creating pieces that represent themselves, the journey through school and the future ahead.

Children will need access to post cards, magazines, newspapers and any media that could be cut up. Old books could be used and children can bring their own work in.

Once completed a desired focus would be for the class to create a class collage to represent their time in school and their memories.

**Skills taught:**

**Collage**

To improve their mastery of art and design techniques with a range of materials – collage.

Children can:

- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a collage;
- use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

**Curriculum links:**

**Work of other artists (to be covered over the course of the year):** To learn about great artists, architects and designers in history.

Children can:

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;
- use key vocabulary to demonstrate knowledge and understanding in this strand