

Welholme Art Curriculum

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<p>Materials -</p> <p>40-60: Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work as necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>ELG: Safely use and explore a variety of materials</p> <p>Drawing -</p> <p>40-60: Shows a preference for a dominant hand. Begins to use anti-clockwise movements and retrace vertical lines. Creates simple representations of events, people and objects.</p> <p>ELG: Experiment with design. They handle tools effectively, including pencils for writing.</p> <p>Painting -</p> <p>40-60: Explores what happens when they mix colours. Creates simple representations of events, people and objects. Chooses particular colours for a purpose.</p> <p>ELG: Experiment with colour and texture.</p> <p>Sculpting -</p> <p>40-60: Experiments to create different textures. Understands that different media can be combined to create new effects. Creates simple representations of events, people and objects. Chooses particular colours for a purpose.</p> <p>ELG: Experiment with form and function</p>		
Year 1	<p>Drawing – line, shape</p> <p>Use drawing as a medium to develop and share ideas. Incorporate known experiences.</p>	<p>Drawing – line, shape</p> <p>Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on</p>	<p>Painting – colour, space</p> <p>Use painting as a medium to develop and share ideas. Involve experiences and</p>

	<p>Focus on using lines and known geometric shapes to create.</p> <p>Materials – pattern</p> <p>Use a range of materials creatively to design and make products. Use a wide range of patterns.</p>	<p>using lines and known geometric shapes to create.</p> <p>Sculpting – texture and form</p> <p>Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.</p> <p>Artists – Making links to their own work</p> <p>Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community.</p>	<p>imagination. Focus on using colour and space for effect.</p>
Year 2	<p>Drawing – line, shape</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.</p> <p>Sculpting – texture and technique, form</p> <p>Refine skills in sculpture and develop and share ideas. They must combine their experiences and their imagination. Develop and use a texture for effect. Create visual texture using different marks.</p>	<p>Materials – pattern, texture, form</p> <p>Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose.</p> <p>Drawing – line, shape</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.</p> <p>Painting – colour, space</p> <p>Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.</p>	<p>Drawing – line, shape</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.</p>

		<p>Artists – differences and similarities</p> <p>Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</p>	
Year 3	<p>Painting: acrylic</p> <p>- Review and revisit ideas</p> <p>Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.</p>	<p>Drawing – pencil, charcoal</p> <p>Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.</p> <p>Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>	<p>Sculpture 1 – observations, technique and control</p> <p>Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.</p> <p>Sculpture 2 – experimenting, form</p> <p>Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered.</p>
Year 4	<p>Materials – Texture, pattern, experimenting</p> <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.</p>	<p>Painting 1: watercolours</p> <p>-observations, techniques and control</p> <p>Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Evaluate beginning to use artistic language.</p> <p>Drawing – pencil, charcoal</p>	<p>Painting 2 – watercolour, experiment</p> <p>Plan, create and evaluate a painting using watercolours. Incorporate what you have found in <i>Painting 1</i> into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.</p>

		<p>Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use artistic language.</p> <p>Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>	
Year 5	<p>Drawing – pencil</p> <p>Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Evaluate beginning to use artistic language.</p>	<p>Drawing: charcoal</p> <p>- line, texture</p> <p>Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.</p> <p>Project</p> <ul style="list-style-type: none"> • Children are to record, revisit and review their ideas in their sketch book • Refer to artists, architects and designers in history to explain choices • They must choose from a range of materials (e.g. pencil, charcoal, paint, clay) • They then need to create a product that reflects a chosen artist, architect or designer <p>or their own chosen one</p> <ul style="list-style-type: none"> • Students are to refer to sketch books and use them for planning <p>Artists, architects and designers in history</p>	<p>Sculpture – experimenting, form</p> <p>Plan and create a sculpture. Evaluate using artistic language.</p>

		Continuously refer back to artists, architects and designers in history for inspiration or comparison.	
Year 6	<p>Painting - acrylic</p> <p>Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use "harmonious colours" and "contrasting colours".</p>	<p>Drawing – charcoal, pencil</p> <p>Use a variety of techniques to create form and texture i.e. shading and perspective.</p> <p>Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>	<p>Sculpture experimenting, form,</p> <p>As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.</p>