

## Key Stage 2 - Long Term Curriculum Overview - Year A - Art

	Autumn	Spring	Summer
Theme	Ancient Greeks/Biomes	Romans/Mountains	Homes Over Time/Energy
Theme	Henri Rousseau	Guerra de la Paz	William Morris
New Vocabulary Introduced/Embedded	mediums, form, proportion, perspective, 2D/3D tone, texture, compare, contrast	sculpt, texture, shape individual, collaborative, feeling, expression, movement	pattern, (mono-) print, repeated, layer, polystyrene, ink ideas, experiences, imagination
	DRAWING	SCULPTURE — JUNK MODELLING	PRINTING
	<p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>- I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.</li> <li>- I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.</li> <li>- <b>I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</b></li> </ul> <p><b>Component Skills:</b></p> <ul style="list-style-type: none"> <li> <p><b>Exploring Mediums:</b></p> <ul style="list-style-type: none"> <li>- I can experiment with an extended variety of drawing tools, e.g. graded pencils, rubbers, crayons, pastels, felt tips, chalk, charcoal, chalk, etc.</li> <li>- <b>I am beginning to use pen and ink to draw.</b></li> <li>- I can compare and contrast different mediums and materials and describe their effects</li> <li>- <b>I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations.</b></li> <li>- <b>I can begin to purposely mix mediums to create a chosen effect.</b></li> </ul> </li> <li> <p><b>Shape, Proportion and 3D:</b></p> <ul style="list-style-type: none"> <li>- I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back)</li> <li>- <b>I can draw in proportion.</b></li> <li>- I can break down my drawings into component shapes to help me draw accurately.</li> <li>- <b>I can draw for a sustained period of time.</b></li> </ul> </li> <li> <p><b>Tone and Texture:</b></p> <ul style="list-style-type: none"> <li>- I can apply tone in a drawing in a simple way, such as shadow from 3D object.</li> <li>- I can experiment and create surface textures.</li> <li>- <b>I can develop skills of hatching and cross hatching to explore 3D work.</b></li> <li>- <b>I can further develop my use of light/dark tones/textures/shadows within my drawing to create a realistic representation.</b></li> </ul> </li> </ul> <p><b>Composite—Final Piece: Henri Rousseau-inspired Jungle Landscape</b></p> <ul style="list-style-type: none"> <li>- I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</li> <li>- <b>I can refine my drawings from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</b></li> </ul>	<p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>- I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.</li> <li>- I can replicate some of the techniques used by notable artists, artisans and designers.</li> <li>- I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.</li> </ul> <p><b>Component Skills:</b></p> <ul style="list-style-type: none"> <li> <p><b>Feelings, Expression and Movement:</b> Identify how artists have represented feelings, expressions and/or movement in their work, then recreate.</p> <ul style="list-style-type: none"> <li>- I can select and arrange materials for a striking effect when creating sculpture.</li> <li>- I can select and arrange 3D materials to convey feelings, expression and movement when creating sculpture.</li> </ul> </li> <li> <p><b>Sculpting Shape and Texture:</b></p> <ul style="list-style-type: none"> <li>- <b>I am beginning to experiment with changing the surface texture of a malleable material, e.g. by impressing and carving.</b></li> </ul> </li> </ul> <p><b>Composite—Final Piece: Volcano Sculpture</b></p> <ul style="list-style-type: none"> <li>- I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials.</li> <li>- <b>I can confidently plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials, making reference to art/artists that I know.</b></li> <li>- I know that I can use sketching as a precursor to other artwork.</li> <li>- <b>I can use sketching to help me plot out my intended final piece of artwork.</b></li> <li>- I can adapt work as and when necessary and justify my choices.</li> </ul>	<p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>- <b>I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</b></li> <li>- <b>I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</b></li> <li>- <b>I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.</b></li> <li>- I can identify artist's possible inspiration and begin to identify recurring themes across artists' work.</li> </ul> <p><b>Component Skills:</b></p> <ul style="list-style-type: none"> <li> <p><b>Creating Patterns:</b></p> <ul style="list-style-type: none"> <li>- I can replicate more detailed patterns from the world around me (e.g. patterned fabrics/wallpaper).</li> <li>- <b>I can design and build more intricate/detailed repeated patterns.</b></li> </ul> </li> <li> <p><b>Printing Techniques:</b></p> <ul style="list-style-type: none"> <li>- I can learn how to use polystyrene when designing and creating print.</li> <li>- I can refine my mono-printing techniques by making controlled marks/patterns/motifs.</li> <li>- <b>I can master printing techniques of using layers of colour and repeating patterns.</b></li> </ul> </li> </ul> <p><b>Composite—Final Piece: William Morris-inspired Print</b></p> <ul style="list-style-type: none"> <li>- <b>I can adapt the style of my art to reflect my ideas, experiences and imagination.</b></li> <li>- I can confidently use a variety of mediums with an increasing level of skill.</li> </ul>

## Key Stage 2 - Long Term Curriculum Overview - Year B - Art

	Autumn	Spring	Summer
Theme	Stone Age to Iron Age/London	Egyptians/Rivers	History of Stoke/Europe
Artist	Megan Coyle	Henri Matisse, Claude Monet	Clarice Cliff, Josiah Wedgwood, Emma Bridgewater
New Vocabulary Introduced/Embedded	technique, arrangement, effect, mixed media, foreground, midground, background feelings, expression, movement	common/contrasting themes, tertiary, warm, cool complimentary, harmonious, contrasting, monochromatic	sculpt, texture, shape, individual, collaborative slip, functional, malleable, impression, carve
	COLLAGE	PAINTING	SCULPTURE - CLAY
	<p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>- I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</li> <li>- I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</li> <li>- I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.</li> </ul> <p><b>Component Skills:</b></p> <ul style="list-style-type: none"> <li> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>- I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.</li> <li>- I can compare and contrast different mediums and materials and describe their effects.</li> <li>- I can confidently use a variety of mediums with an increasing level of skill.</li> </ul> </li> <li> <p><b>Arranging for Effect</b></p> <ul style="list-style-type: none"> <li>- I can confidently manipulate materials to create an intended texture or effect.</li> <li>- I can experiment with creating mood, feeling, movement and areas of interest using different media.</li> <li>- I can select and arrange materials to convey feelings, expression and movement when creating collage.</li> <li>- I can select and arrange materials for a striking effect when creating collage.</li> <li>- I can select and arrange materials/textures/colours for a purpose and justify my choices.</li> </ul> </li> </ul> <p><b>Composite—Final Piece: London Cityscape Collage</b></p> <ul style="list-style-type: none"> <li>- I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations.</li> <li>- I can begin to purposely mix mediums to create a chosen effect, e.g. collaged background, painted foreground.</li> </ul>	<p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>- I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.</li> <li>- I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.</li> <li>- I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</li> <li>- I can compare and contrast artists and begin to identify common or contrasting themes, mediums or techniques.</li> </ul> <p><b>Component Skills:</b></p> <ul style="list-style-type: none"> <li> <p><b>Colour Mixing</b></p> <ul style="list-style-type: none"> <li>- I can identify colours needed in my artwork and effectively mix different tones of secondary colours for a purpose.</li> <li>- I can match and mix primary and secondary colours to make tertiary colours effectively.</li> <li>- I am beginning to understand that a colour wheel can be used to find complimentary, harmonious, contrasting and monochromatic colour combinations.</li> <li>- I can understand how artists use warm and cool colour to express a mood in their work,</li> </ul> </li> <li> <p><b>Paint Varieties</b></p> <ul style="list-style-type: none"> <li>- I can select which type paint to use, justifying my choices.</li> <li>- I can compare and contrast different mediums and materials and describe their effects.</li> </ul> </li> <li> <p><b>Texture and Application</b></p> <ul style="list-style-type: none"> <li>- I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc.</li> <li>- I can use different types of brushes for specific purposes</li> <li>- I can experiment with effects and textures that I can create using paint and use these with intent in my work.</li> </ul> </li> </ul> <p><b>Composite—Final Piece: Matisse/Monet-inspired Painting</b></p> <ul style="list-style-type: none"> <li>- I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations.</li> </ul>	<p><b>Artist Study:</b></p> <ul style="list-style-type: none"> <li>- I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.</li> <li>- I can replicate some of the techniques used by notable artists, artisans and designers.</li> <li>- I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.</li> </ul> <p><b>Component Skills:</b></p> <ul style="list-style-type: none"> <li> <p><b>Design— identify and emulate key design features of focus artists and create own design/s inspired by them</b></p> <ul style="list-style-type: none"> <li>- I can identify artist's possible inspiration and begin to identify recurring themes across artists' work.</li> <li>- I know that I can use sketching as a precursor to other artwork.</li> </ul> </li> <li> <p><b>Sculpting Shape and Texture:</b></p> <ul style="list-style-type: none"> <li>- I can use clay to create a simple functional form such as a pinch pot.</li> <li>- I can join clay using a slip. (e.g. handles)</li> <li>- I can use clay to create a simple functional form such as a coil pot.</li> <li>- I am beginning to experiment with changing the surface texture of a malleable material, e.g. by impressing and carving.</li> </ul> </li> </ul> <p><b>Composite—Final Piece: Cliff/Wedgwood/Bridgewater-inspired Clay Piece</b></p> <ul style="list-style-type: none"> <li>- I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials.</li> <li>- I can confidently plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials, making reference to art/artists that I know.</li> <li>- I can use sketching to help me plot out my intended final piece of artwork.</li> <li>- I can adapt work as and when necessary and justify my choices.</li> </ul>