

Art Curriculum Plan

By the end of studying Art at Beechwood Primary School, children will be able to talk about the following themes which they cover through the Kapow Primary Scheme of work:

Drawing: exploring mark making in all its forms, using sketch books, exploring how artists develop their ideas

Painting and Mixed Media: developing painting skills, exploring the interplay between different media within artwork

Sculpture and 3D: constructing and modelling with a variety of materials, developing drawn ideas into sculpture.

Craft and Design: designing and making art for different purposes, developing personal, imaginative responses to a design brief

Each year pupils will complete three art units. By limiting the number of units, pupils are able to learn about their artistic style and focus artists in depth. On top of these units pupils are also able to further their artistic knowledge through personal development opportunities.

Units and End Points

	Autumn	Spring	Summer
EYFS	<u>Drawing: Marvellous Marks</u> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	<u>Painting and Mixed Media: Paint my World</u> Focus Artist: Megan Coyle Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	<u>Sculpture and 3d: Creation Station</u> Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.
Year 1	<u>Drawing: Exploring Line and Shape</u> Focus Artist: Brianna McCarthy <ul style="list-style-type: none"> - Identify that some shapes are organic. - Connect lines to create shapes. 	<u>Craft and Design: Woven Wonders</u> Focus Artist: Cecilia Vicuña <ul style="list-style-type: none"> - Give an opinion about whether an activity counts as 'art'. 	<u>Painting and Mixed Media: Colour Splash</u> Focus artist: Jasper Johns <ul style="list-style-type: none"> - Name the primary colours. - Explore coloured materials to mix secondary colours.

	<ul style="list-style-type: none"> - Use and recognise different types of lines when drawing shapes. - Identify basic shapes in everyday objects and artwork. - Talk about what they like or dislike in a piece of artwork. - Use shapes to draw a face. - Use different pressures to make a colour lighter or darker. - Choose lines and shapes inspired by Brianna McCarthy's artwork. 	<ul style="list-style-type: none"> - Independently choose and measure lengths of wool and join wool sections together. - Adjust their wrapping technique if something doesn't work well. - Show that they are selecting colours thoughtfully. - Show that they are choosing materials based on colour, thickness and flexibility. - Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). - Weave with paper, achieving a mostly accurate pattern of alternating strips. Attach things securely to their box loom. - Discuss the choices they make and what they like about their finished work. 	<ul style="list-style-type: none"> - Mix primary colours to make secondary colours. - Apply paint consistently to their printing materials to achieve a print. - Use a range of colours when printing. - Mix five different shades of a secondary colour. - Decorate their hands using a variety of patterns. - Mix secondary colours with confidence to paint a plate. - Describe their finished plates
Year 2	<u>Craft and Design: Map it Out</u> Focus artist: Eduardo Paolozzi <ul style="list-style-type: none"> - Sort map images into groups, explaining their choices. - Draw a map of their journey to school, including key landmarks and different types of mark-making. - Decide how to place 'jigsaw' pieces to create an abstract composition. - Make choices about which details from their map to include in a stained glass. 	<u>Sculpture and 3D: Clay Houses</u> Focus artist: Rachel Whiteread <ul style="list-style-type: none"> - Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. - Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. - Roll a smooth tile surface. - Join clay shapes and make marks in the tile surface to create a pattern. - Draw a house design and plan how to create the key features in clay. 	<u>Painting and Mixed Media: Life in colour</u> Focus artist: Romare Bearden <ul style="list-style-type: none"> - Talk about the colour changes they notice and make predictions about what will happen when two colours mix. - Try different tools to recreate a texture and decide which tool works best. - Apply their knowledge of colour mixing to match colours effectively. - Choose collage materials based on colour and texture.

	<ul style="list-style-type: none"> - Design a print with simple lines and shapes, making improvements as they work. - Follow a process to make and print from a polystyrene tile. - Annotate their favourite artwork with relevant evaluation points 	<ul style="list-style-type: none"> - Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<ul style="list-style-type: none"> - Try different arrangements of materials, including overlapping shapes. - Describe ideas for developing their collages.
Year 3, 4, 5 Cycle A	<u>Painting: Prehistoric Painting</u> Focus artist: Yellena James <ul style="list-style-type: none"> - Recognise the processes involved in creating prehistoric art. - Explain approximately how many years ago prehistoric art was produced. - Use simple shapes to build initial sketches. - Create a large scale copy of a small sketch. - Use charcoal to recreate the style of cave artists. - Demonstrate good understanding of colour mixing with natural pigments. - Discuss the differences between prehistoric and modern paint. - Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. - Successfully make positive and negative handprints in a range of colours. 	<u>Craft and Design: Architecture</u> Focus artist: Friedensreich Hundertwasser <ul style="list-style-type: none"> - Sketch a house from first-hand or second-hand observation. - Use basic shapes to place key features and form the composition, measuring to work out proportions. - Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. - Follow steps to create a print with clear lines, with some smudging. - Create a building design based on a theme or set purpose. - Draw a plan view or front elevation of their building, annotating the key features. - Discuss Hundertwasser's work and recognise his style. - Show understanding of what a monument is for by designing a monument that symbolises a person or event. - Describe their monument and explain their choices. 	<u>Drawing: Developing Drawing Skills</u> <ul style="list-style-type: none"> - Use their observation skills to describe specific shapes, textures or patterns in objects. - Shade with a reasonable degree of accuracy and skill following the four shading rules. - Use mark marking to show texture and details. - Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. - Apply shading skills to show areas of light and dark (tone). - Apply line, shape and tone with digital tools. - Save and present digital artwork. - Use materials to create a design inspired by The Sun.

Year 3, 4, 5 Cycle B	<u>Drawing: Depth, Emotion and Movement</u> Focus artist: Elizabeth Catlett <ul style="list-style-type: none"> - Use various types of lines to emphasise emotion or draw attention. - Describe how artists have shown emotion. - Use colour and line to convey emotion or movement in their sketch. - Design a print, considering the composition carefully. - Use a combination of marks to create tone and depth. - Describe how artists use tone to show depth in their artwork. - Create an effective printing plate. - Reflect and improve their sketchbook experiments and final work. 	<u>Painting and Mixed Media: Portraits</u> Focus artist: Chila Kumari Singh Burman <ul style="list-style-type: none"> - Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. - Try a variety of materials and compositions for the backgrounds of their drawings. - Communicate to their partner what kind of photo portrait they want. - Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. - Create a successful print. - Use some Art vocabulary to talk about and compare portraits. - Identify key facts using a website as a reference. - Explain their opinion of an artwork. - Experiment with materials and techniques when adapting their photo portraits. - Create a self-portrait that aims to represent something about them. - Show they have considered the effect created by their choice of materials and composition in their final piece. 	<u>Craft and Design: Egyptian Scrolls</u> <ul style="list-style-type: none"> - Recognise and discuss the importance of Ancient Egyptian art. - Consider the suitability of a surface for drawing. - Record colours, patterns and shapes through observational drawing. - Create a selection of sketches that show idea exploration. - Produce a final design with a clear purpose. - Produce a complete painted or drawn piece from a design idea. - Use colours and materials appropriately, showing an understanding of effective composition. - Have a clear idea of the subject of their zine, including a range of images and information.
Year 3, 4, 5 Cycle C	<u>Sculpture and 3d: Abstract Space and Shape</u> Focus artist: Sokari Douglas Camp <ul style="list-style-type: none"> - Try drawing in an unfamiliar way and take risks in their work. 	<u>Craft and Design: Fabric of Nature</u> Focus artist: William Morris <ul style="list-style-type: none"> - Create drawings that replicate a selected image. 	<u>Drawing: Exploring tone, texture and proportion</u> Focus artist: Beatriz Milhaze

	<ul style="list-style-type: none"> - Use familiar shapes to create simple 3D drawings and describe the shapes they use. - Draw a simple design with consideration for how its shape could be cut from soap. - Transfer a drawn idea successfully to a soap carving. - Make informed choices about their use of tools. - Successfully bend wire to follow a simple template, adding details for stability and aesthetics. - Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. - Show they are considering alternative ways to display their sculpture when photographing it. - Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. 	<ul style="list-style-type: none"> - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Identify and explain where a pattern repeats. - Follow instructions to create a repeating pattern, adding extra detail. - Understand different methods of creating printed fabric in creative industries. - Use sketchbooks to evaluate patterns. - Produce ideas to illustrate products using their designs. 	<ul style="list-style-type: none"> - Create a three-dimensional effect by using contrasting tones to show light and dark. - Combine lines and marks to represent different textures. - Use lines and marks in different ways to represent dark and light areas (tone). - Comparing the sizes of different objects to draw them in proportion. - Represent the size of one object relative to another. - Consider where to place each element thinking carefully about the space. - Show texture in the collage. - Use the impasto technique to create textured effects.
Year 6	<u>Craft and Design: Photo Opportunity</u> Focus artist: Edward Weston <ul style="list-style-type: none"> - Understand what photomontage is and recognise how artists use photography. 	<u>Drawing: Expressing Ideas</u> Focus artist: Edgar Müller <ul style="list-style-type: none"> - Identify key features of street art and murals. - Discuss the intention and impact of street art. - Use various shading techniques to show texture, tone, form and depth. - Apply one point perspective in their work. 	<u>Sculpture and 3D: Making Memories</u> Focus artist: Louise Nevelson <ul style="list-style-type: none"> - Discuss the work of artists that appreciate different artistic styles. - Create a sculpture to express themselves in a literal or symbolic way.

	<ul style="list-style-type: none"> - Demonstrate a competent knowledge of effective composition, discussing their ideas. - Demonstrate a confident understanding of Edward Weston's style through their artistic choices. - Use editing software to change their image, reflecting an artist's style. - Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. - Set up a composition and think about a space that will provide good lighting levels. - Take a portrait that is focused and appropriately framed. - Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. - Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. - Create a final painting or drawing with tonal differences that create a photo-realistic effect. 	<ul style="list-style-type: none"> - Enlarge a drawing by scaling using an accurately drawn grid. - Show an understanding of perspective, scale and proportion with a level of accuracy across their design. - Choose appropriate materials for their design and explain their choices and intention. - Use space effectively to enhance visual impact of their graffiti tag. 	<ul style="list-style-type: none"> - Reflect verbally or in writing about creative decisions. - Suggest ways to represent memories through imagery, shapes and colours. - Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. - Competently use scissors to cut shapes accurately. - Talk about artists' work and explain what they might use in their own work. - Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. - Successfully translate plans to a 3D sculpture. - Work mostly independently, experimenting and trying new things. - Identify and make improvements to their work. - Produce a completed sculpture demonstrating experimentation, originality and technical competence. - Competently reflect on successes and personal development
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