

Curriculum Driver: Art Year 1 A

Texts	Meet Claude Monet (Meet the Artist) by Read with You Centre for Excellence in STEAM Education Linnea in Monet's Garden by Christina Björk, Lena Anderson, et al.						
LO	Develop ideas	Master techniques Painting	Master techniques - Collage	Master techniques - Sculpture	Master techniques - Drawing	Master techniques - Print	Take inspiration from the greats
Term/Cultural & Cross Curricular Link	Aut Spr Sum	Autumn 1 - Florence and the Disease	Spring 1 - Animal, Vegetable or Mineral	Autumn 2 - - faith in focus	Spring 2 - Animal, Vegetable or Mineral	Summer Round the World at Biddulph Grange	
Stimulus		Artist: L.S Lowry London Victorian Life: draw and colour a Victorian school	Monet Flowers	Faith in focus: Buddhism 3D Dharma wheel Remembrance art - chalk a sunset on a hill	Monet flowers, trees, fruit	Shapes in nature. Artist - Karen Lederer	Monet Lowry Karen Lederer
Skills	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Use thick and thin brushes Add white colours to make tints and dark colours to make tones Mix colours paint to produce washes for backgrounds 	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Show different tones by using different techniques e.g. chalk, pastels 	<ul style="list-style-type: none"> Use rolled up paper, straws, paper, card and clay as materials. Use a combination of shapes. Use techniques such as rolling and cutting 	<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour effectively following the lines. Show different tones by using coloured pencils. Make a colour wheel mixing primary colours 	<ul style="list-style-type: none"> Relief prints Leaves Use repeating or overlapping shapes. Press roll, rub and stamp to make prints Print with different media - cotton buds, forks and toilet rolls 	<ul style="list-style-type: none"> Know how to express a preference from the work of artists studied. Give simple explanations about their preferences.

Drawing: basic / refining skills	Weekly 15-minute session focus on development and application of mark making for drawing. <ul style="list-style-type: none"> • Half term focus on scissor skill - Lines, zig zags and curves
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Curriculum Driver: Art Year 1 B							
Texts	The Noisy Paint Box Barb Rosenstock (Kandinsky) Under the Bodhi Tree: A Story of the Buddha by Deborah Hopkinson, Kailey Whitman http://www.lizallenart.com/						
LO	Develop ideas	Master techniques Painting	Master techniques - Collage	Master techniques - Sculpture	Master techniques - Drawing	Master techniques - Print	Take inspiration from the greats
Term/Cultural & Cross Curricular Link	Aut Spr Sum	Autumn 1 - London's Burning	Autumn - London's Burning	Spring 1 - faith in focus Pole to Pole	Spring 2 - Pole to Pole	Its Alive Summer	
Stimulus		Artist: Jan Griffer & Jon Embleton London Landscapes The Great Fire	Artist: Kandinsky Tudor Houses	Faith in focus: Making Menorahs Making clay penguins	Drawing Arctic animals. Drawing an African mat	Picasso, hot and cold colours African printing	Ron Embleton & Jan Griffer Kandinsky Picasso
Skills	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information • Explore different methods and materials as 	<ul style="list-style-type: none"> • Use thick and thin brushes • Make a colour wheel mixing primary colours • Add white colours to make tints and dark colours to make tones 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. 	<ul style="list-style-type: none"> • Use rolled up paper, straws, paper, card and clay as materials. • Use a combination of shapes. Use techniques such as rolling and cutting 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour effectively following the lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Relief prints • Fruit and vegetables • Use repeating or overlapping shapes. • Press roll, rub and stamp to make prints 	<ul style="list-style-type: none"> • Know how to express a preference from the work of artists studied. • Give simple explanations about their preferences.

Drawing:
basic /
simmering
skills

Weekly 15-minute session
focus on development and application of mark making for drawing.
Half term focus on scissors skill - Lines, zigzags and curves

Curriculum Driver: Art Year 3 / 4 A

Texts	Leonardo da Vinci for Kids: His Life and Ideas, 21 Activities (For Kids series) by Janis Herbert					
LO	Develop ideas	Master techniques Painting	Master techniques - Collage	Master techniques - Drawing	Master techniques - Print	Take inspiration from the greats
Term/ Cultural & Cross Curricular Link	Aut Spr Sum	Tudors and Victorians- Powerful British monarchs and their reigns. Spring Stars and Stripes Summer		Powerful British monarchs and their reigns. Bile and Bones	Powerful British monarchs and their reigns-Spring	
Stimulus		Georgia O'Keeffe Jackson Pollock Stars and Stripes- Summer Royal Portraits- Spring	Spring- Henry VIII Hannah Hoch-Autumn- Bones and Bile	Tudor and Victorian Portraits-Summer Leonardo Da Vinci- Human sketches- Autumn	William Morris	Leonardo Da Vinci Georgia O'Keeffe Jackson Pollock
Skills	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Use thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain. Sketch lightly to correct mistakes Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> William Morris Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. 	<ul style="list-style-type: none"> Know how to explore and research the work of artists and cultures studied. Know how to give a personal response to the work of artists and cultures studied. Know how to describe the influences of the work of artists and cultures studied in their own art.
Drawing : basic / simmering skills	Weekly 15-minute session focus on development and application of mark making for drawing, see Appendix A					

Curriculum Driver: Art Year 3 / 4 B

Curriculum Driver: Art Year 3 / 4 B						
Texts	Australian Aboriginal Art					
LO	Develop ideas	Master techniques Painting	Master techniques - Sculpture	Master techniques - Drawing	Master techniques - Print	Take inspiration from the greats
Term/ Cultural & Cross Curricular Link	Aut Spr Sum	Autumn- Light and Sound- Science Down Under- Summer	Journey through time- Tudor and Victorians- Spring	Light and Sound- Autumn Down Under- Summer	Journey through time- Tudor and Victorians- Spring	
Stimulus		Autumn- Silhouette art- Watercolour background. Aboriginal Art George Seurat- Summer	Tudor Rose	Silhouette art Sketching human and physical features	Tudor Rose	George Seurat Indigenous Australian artists.
Skills	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Use thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms Use clay and other mouldable materials Add materials to provide interesting detail. 	<ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain. Sketch lightly to correct mistakes Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make precise repeating patterns. Block printing/Aluminium foil printing. 	<ul style="list-style-type: none"> Know how to explore and research the work of artists and cultures studied. Know how to give a personal response to the work of artists and cultures studied. Know how to describe the influences of the work of artists and cultures studied in their own art.
Drawing: basic / simmering skills	Weekly 15-minute session focus on development and application of mark making for drawing, see Appendix A					