

# Art 2023-2025

## Body of Knowledge

[Links to Other Curriculum Areas](#)

Autumn

Spring

Summer

### Expressive Arts and Design

3 and 4 Year Olds

#### Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

#### EAD

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.

#### Reception

#### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.

#### EAD

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

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| Year A<br>1/2 | Experiment and explore across a range of forms (yr1)<br>Investigate and explore a range of forms (yr2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|               | Artist Study – Barbara Hepworth<br>(Sculpture)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Portraits<br>(Drawing and Painting)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Indian Decorative Art<br>(Textile craft and design)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|               | <p><b>Suggested outcome: sculpture in clay inspired by Barbara Hepworth</b></p> <p>Use a sketchbook to collect visual ideas and develop skills</p> <ul style="list-style-type: none"> <li>To describe Hepworth's life and work; address the question: What is Sculpture?</li> <li>To sketch forms including abstract shapes, inc. ovals, circles seen in Hepworth's sculptures and on found objects (eg pebbles, stones)</li> <li>To annotate own sketches and Hepworth's work in sketchbooks showing awareness of 'shape and space'</li> <li>To create clay forms influenced by Hepworth including circular and egg shapes.</li> <li>create hollow forms in clay, create secure base, use additional media eg wire/string</li> </ul> <p><b>Key vocabulary: Artist, art clay, sculpture, sculptor, mould, shape, smooth, three-dimensional, figure, solid, hollow, form, space, oval, sphere</b></p> | <p><b>Suggested outcome: Self-portrait painting in watercolours</b></p> <p>Use a sketchbook to collect visual ideas and develop skills</p> <ul style="list-style-type: none"> <li>To understand the information a portrait conveys and why it has been created.</li> <li>To take portrait photographs that follow the conventions of portraiture</li> <li>To make preparatory self-portrait sketches in pencil (from photographs) in sketchbooks</li> <li>To paint self-portraits in watercolour (pencil layout)</li> <li>Include symbolism and expression in preparatory work and final piece</li> </ul> <p><b>Key vocabulary: portrait, self-portrait, layout, miniature, likeness, identity, watercolour, technique, symbol, expression</b></p>                                                                                                 | <p><b>Suggested outcome: Textile piece with Indian motifs (eg headscarf square)</b></p> <p>Use a sketchbook to collect visual ideas and develop skills</p> <ul style="list-style-type: none"> <li>To examine pattern seen in Indian craft eg. paisley and peacock motifs, Kashmiri embroidery, Gujrati tie-dye; observe how they are created</li> <li>To compile sketches and annotated images of Indian motifs in sketchbooks</li> <li>To design textile motif(s) using models from Indian decorative art.</li> <li>To apply a design to a textile piece using print/dye</li> <li>Adapt design to fit the form of the fabric (eg create a border, use rotational symmetry)</li> </ul> <p><b>Key vocabulary: Print, block print, embellish, pattern, motif, embroider, fashion, tradition, dye, craft, textile, fabric.</b></p>                                                       |
| Year B<br>1/2 | Experiment and explore across a range of forms (yr1)<br>Investigate and explore a range of forms (yr2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|               | Andy Goldsworthy<br>(Land Art)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Landscape Painting and Drawing<br>(Observational drawing and painting)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Buildings: Print and Collage<br>(Collage/mixed media)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|               | <p><b>Suggested outcome: Collaborative site-specific outdoor Land Art piece (paired/group work); collaborative whole class mudprint</b></p> <p>Use a sketchbook to collect visual ideas and develop skills</p> <ul style="list-style-type: none"> <li>to describe the work of Andy Goldsworthy</li> <li>to answer the question 'What does an artist do?'</li> <li>to design, make and record art using natural objects (abstract pattern, repeat patterns)</li> <li>to compare Goldsworthy with Land artist Richard Long</li> <li>to create mud prints.</li> <li>join elements using thread (needle threading and tying knots) interweaving materials</li> </ul> <p><b>Key vocabulary: Colour, shape, texture, pattern, print, repeat pattern, nature, natural, print, Land Art, circle, spiral, weave, thread</b></p>                                                                               | <p><b>Suggested outcome: seasonal landscape painting focusing on tree forms</b></p> <p>Use a sketchbook to collect visual ideas and develop skills</p> <ul style="list-style-type: none"> <li>To understand the nature of primary colours eg Mondrian</li> <li>To create shades (adding black) and tints (adding white). Eg. Whistler's Nocturnes and secondary colours – colour wheel</li> <li>To make observational drawings in pencil and charcoal from nature</li> <li>Paint a seasonal landscape in poster paint using secondary colours, shades and tints eg. Cezanne</li> <li>develop pencil technique to suggest texture</li> <li>Develop brush technique to imply texture</li> </ul> <p><b>Key Vocabulary: Tint, shade, primary, secondary, observation, line, form, sketch, charcoal, portrait/landscape (in relation to format)</b></p> | <p><b>Suggested outcome: cityscape created in collage and other media (paint, pastel) or collaborative whole class cityscape</b></p> <p>Use a sketchbook to collect visual ideas and develop skills</p> <ul style="list-style-type: none"> <li>To make observational drawing of buildings and structures in urban landscape.</li> <li>To compile, print and stain a variety of papers to use in collage (light/dark contrasts, textures, selected colour palettes)</li> <li>To draw and cut shapes using different papers to reflect the forms seen in urban environment</li> <li>To use collage technique to create a cityscape.</li> <li>Demonstrate awareness of scale and proportion, effects of distance</li> </ul> <p><b>Key vocabulary: Collage, print, texture, pattern, illustration, medium, shape, detail. Vocab for paper types: tissue, crepe, sugar, newsprint.</b></p> |

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| Year A<br>3/4 | Select and record a variety of art forms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|               | <b>Drawing Spirals: Fossils (History)<br/>(Drawing)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Lifestyle: Stone Age (History)<br/>(Painting)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Designer Study: William Morris (History)<br/>(Printing)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|               | <p><b>Suggested Outcome: to draw detailed ammonite fossils in pencil</b></p> <p>Use a sketchbook to collect visual information (fossils), develop skills and annotate ideas</p> <ul style="list-style-type: none"> <li>to experiment with different types of line: focus on curves and spirals</li> <li>to explore a range mark making to create different textures</li> <li>to experiment with the potential of various pencils (2B to HB) and select appropriately to show tone/shading</li> <li>to draw from close observation</li> <li>to evaluate and identify where improvements could be made</li> </ul> <p><b>Key vocabulary: shape, outline, line, straight, curved, spiral, thick, thin, wavy, texture, smooth, bumpy, rough, observation, tone, light, dark</b></p> | <p><b>Suggested Outcome: to paint a cave art frieze depicting Stone Age</b></p> <p>Use a sketchbook to collect visual information (cave paintings/lifestyle), develop skills and annotate ideas</p> <ul style="list-style-type: none"> <li>to develop an understanding of cave art and how it was created</li> <li>to use varied techniques to create shapes and lines with paint</li> <li>develop understanding of mixing tertiary colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> <li>create different textures and effects with paint: textured background using a sponge painting technique; over paint using a range of tools for effect eg different brushes/improvised tools</li> </ul> <p><b>Key Vocabulary: colour, primary, secondary, tint, hue, shade, texture, foreground, background, palette, shape, symbol, observation</b></p> | <p><b>Suggested outcome: to print a design inspired by William Morris onto paper/cloth</b></p> <p>Use a sketchbook to collect and annotate visual information, plan and design their work.</p> <ul style="list-style-type: none"> <li>To explore themes and patterns in William Morris designs developing an understanding of what motif and pattern are</li> <li>To create own motif using geometric shapes and/or shapes inspired by nature</li> <li>To design a pattern using repeating motifs</li> <li>To transfer final design to polystyrene tile by engraving – using paper design as pattern</li> <li>To roll ink/paint onto tile and print onto paper (or fabric) repeating several times to create a repeating pattern – considering colour</li> <li>To develop by layering more colours</li> </ul> <p><b>Key Vocabulary: shape, line, repeating pattern, motif, rotation, reflection, symmetry, geometric,</b></p> |
| Year B<br>3/4 | Select and record a variety of art forms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|               | <b>Creating Gods (History)<br/>(Sculpture)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Mountain Landscapes (Geography)<br/>Mixed Media</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Artist Study: Matisse<br/>(Painting)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|               | <p><b>Suggested Outcome: to create a relief tile (or mask) depicting an Ancient Sumer God.</b></p> <p>Use a sketchbook to collect visual information, plan and design their work.</p> <ul style="list-style-type: none"> <li>To draw a simple design based on knowledge/research of Ancient Sumer Gods</li> <li>To knead, roll, shape and smooth a clay tile selecting appropriate tools</li> <li>To Shape pieces of clay for the relief design– using cutters/tools/hands</li> <li>To add texture and decoration using engraving</li> </ul> <p><b>Key Vocabulary: 3-dimensional, sculpture, relief, engrave, detail, texture, shape, line, pattern, form, space, score, mould, decoration, smooth, rough, knead</b></p>                                                       | <p><b>Suggested Outcome: to create a mountain landscape in the style of Jen Aranyi</b></p> <p>Use a sketchbook to collect visual information, plan and design their work.</p> <ul style="list-style-type: none"> <li>To know the elements of art: line, colour, shape, form, texture, tone/value</li> <li>To explore tone using pen lines – hatching/crosshatching</li> <li>To identify primary and secondary colours on the colour wheel.</li> <li>To explore watercolour techniques to blend colours</li> </ul> <p><b>Key Vocabulary: line, shape, form, texture, tone, colour, primary, secondary, tertiary, warm, cool colours, water colours, brush strokes, blend, warm, cool, hatching, cross-hatching, depth</b></p>                                                                                                                                                                 | <p><b>Suggested Outcome: to create artwork using paint and collage in the style of Matisse</b></p> <p>Use a sketchbook to collect visual information, design and annotate their work.</p> <ul style="list-style-type: none"> <li>Learn about the changing style of Matisse’s art; traditional; impressionist; fauvist</li> <li>Develop colour mixing to include tertiary colours to create a bold colour palette</li> <li>use varied brush techniques to create shapes, textures, patterns and lines</li> <li>Incorporate different media for effect eg use of cut-outs/collage/stencil</li> </ul> <p><b>Digital media opportunity: use paint programme to create Matisse style design – using colour/brush/ shape tools</b></p> <p><b>Key Vocabulary: colour, shape, background, abstract, curves, free forms, emotion, warm, mix, line, tone, texture</b></p>                                                               |

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| Year A<br>5/6 | Use a variety of genre, style and traditions in art and design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|               | <b>Ancient Ceramics (History) (Sculpture)</b><br><br><b>Suggested outcome: to create a clay artefact inspired by Ancient History</b><br><b>Use a sketchbook to collect and annotate visual information, plan, design and evaluate.</b> <ul style="list-style-type: none"> <li>To sketch designs for ancient artefacts based on research (eg Shang/Mayan)</li> <li>To use coiling and slabbing techniques to shape clay into a bowl</li> <li>To develop skills in adding texture by engraving using a range of tools</li> <li>To apply techniques including relief using score and slip to join pieces of clay to create more intricate decoration</li> <li>Choose appropriate colours to paint completed vessel – based on research of ancient artefacts</li> </ul> <b>Key vocabulary:</b> scale, proportion, hollow, solid, flexible, pliable, surface, mould, shape, form, decoration, engrave, texture, pattern, relief, slip, score | <b>Artist Study: Paul Nash (History) (Painting)</b><br><br><b>Suggested outcome: to paint a war landscape in the style of Paul Nash</b><br><b>Use a sketchbook to collect and annotate visual information, develop skills and evaluate their work</b> <ul style="list-style-type: none"> <li>to learn about Paul Nash's art, themes and influences (war landscape, abstract art and surrealism)</li> <li>experiment with water colour techniques: colourwash, wet on wet, dry on dry, over painting</li> <li>further develop understanding of shades of colour – using a limited palette to represent mood/emotions (eg shades of brown)</li> <li>Use different brushes/brushstrokes to create texture</li> <li>Demonstrate an understanding of composition</li> </ul> <b>Key Vocabulary:</b> landscape, colourwash, absorb, texture, colour, abstract, surrealism, blend, mix, line, tone, shape, emotion, symbolism, composition | <b>Architect Study: Zaha Hadid (Design/Drawing)</b><br><br><b>Suggested outcome: to design and draw a building in the style of Zaha Hadid, using pen/ink</b><br><b>Use a sketchbook to collect and annotate visual information, develop skills and evaluate their work</b> <ul style="list-style-type: none"> <li>To know what architecture is and learn that there are different styles</li> <li>To know about the style of Zaha Hadid's architecture</li> <li>To develop techniques for creating different lines, tone and texture and selecting a range of pens/ink and tools to produce an effect</li> <li>To develop drawing techniques of hatching, cross-hatching, contour hatching using ink</li> <li>To develop an understanding of perspective and apply this when drawing a building</li> </ul> <b>Key vocabulary:</b> architecture, renaissance, gothic, modern, de-constructivism, perspective, linear, horizon line, vanishing point, orthogonal lines, hatching, cross-hatching, contour hatching, curve, depth, texture, pattern, form, shape |
| Year B<br>5/6 | Use a variety of genre, style and traditions in art and design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|               | <b>Drawing in Perspective (Drawing)</b><br><br><b>Suggested Outcome: to draw a scene using one-point perspective.</b><br><b>Use a sketchbook to collect and annotate visual information, plan, design and evaluate.</b> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and annotate visual information, plan, design and evaluate.</li> <li>To understand the key vocabulary associated with perspective</li> <li>To draw simple shapes using and applying skills of perspective</li> <li>To apply perspective to drawing a simple scene</li> <li>To create own artwork applying skills of perspective</li> </ul> <b>Key Vocabulary:</b> perspective, linear, vanishing point, orthogonal lines, vertical, horizontal, horizon, 3 dimensional, 2 dimensional, depth, parallel, perpendicular                                                                                                                        | <b>Word and Image (PSHE) (Mixed Media)</b><br><br><b>Suggested Outcome: to create a piece of artwork with a personal theme or message using mixed media and typography</b> <ul style="list-style-type: none"> <li>To collect, explore and appraise examples of mixed media artwork (collecting ideas)</li> <li>Experiment with collage to create different effects (textures, depth) through layering</li> <li>To learn about lettering and develop typography skills</li> <li>Explore a range of media: paints, pastels, ink, charcoal, coloured pencil</li> <li>To understand the importance of composition and layout</li> <li>Create an art piece to create a mood/idea using mixed media</li> </ul> <b>Key Vocabulary:</b> balance, colour, value, emphasis, line, movement, rhythm, pattern, shape, texture, variety, harmony, perspective, depth, mood, composition, typeface, font, italic, ascender, descender, layout    | <b>Drawing Nature (Science) (Drawing)</b><br><br><b>Suggested outcome: Draw from observation an enlarged detail of a flower/plant using charcoal/pastels</b><br><b>Use a sketchbook to collect visual information (flowers/plants), develop skills and evaluate their work using art vocabulary</b> <ul style="list-style-type: none"> <li>To explore examples of artists' work, for example Georgia O'Keeffe flowers.</li> <li>Explore properties of a range of drawing media: charcoal and pastels</li> <li>To develop techniques to demonstrate different effects: light, shadows, texture, tone, hatching, cross-hatching</li> <li>To develop techniques in smudging and blending using charcoal/pastels</li> <li>To use a view finder to select an area and draw on a larger scale</li> </ul> <b>Key Vocabulary:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, shadow, hatching, cross-hatching, contour hatching, scale, depth                                                                          |